



GO Team Business Meeting #2

Where we are – Where we're going

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 2024

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

3

August 2024

School Leadership
completed 2024-2025
Continuous
Improvement Plan

4

Sept. - Dec. 2024

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 SY24-25 in
preparation for budget
discussions.



Discussion Items

Georgia Milestones Math Data

Continuous Improvement Plan

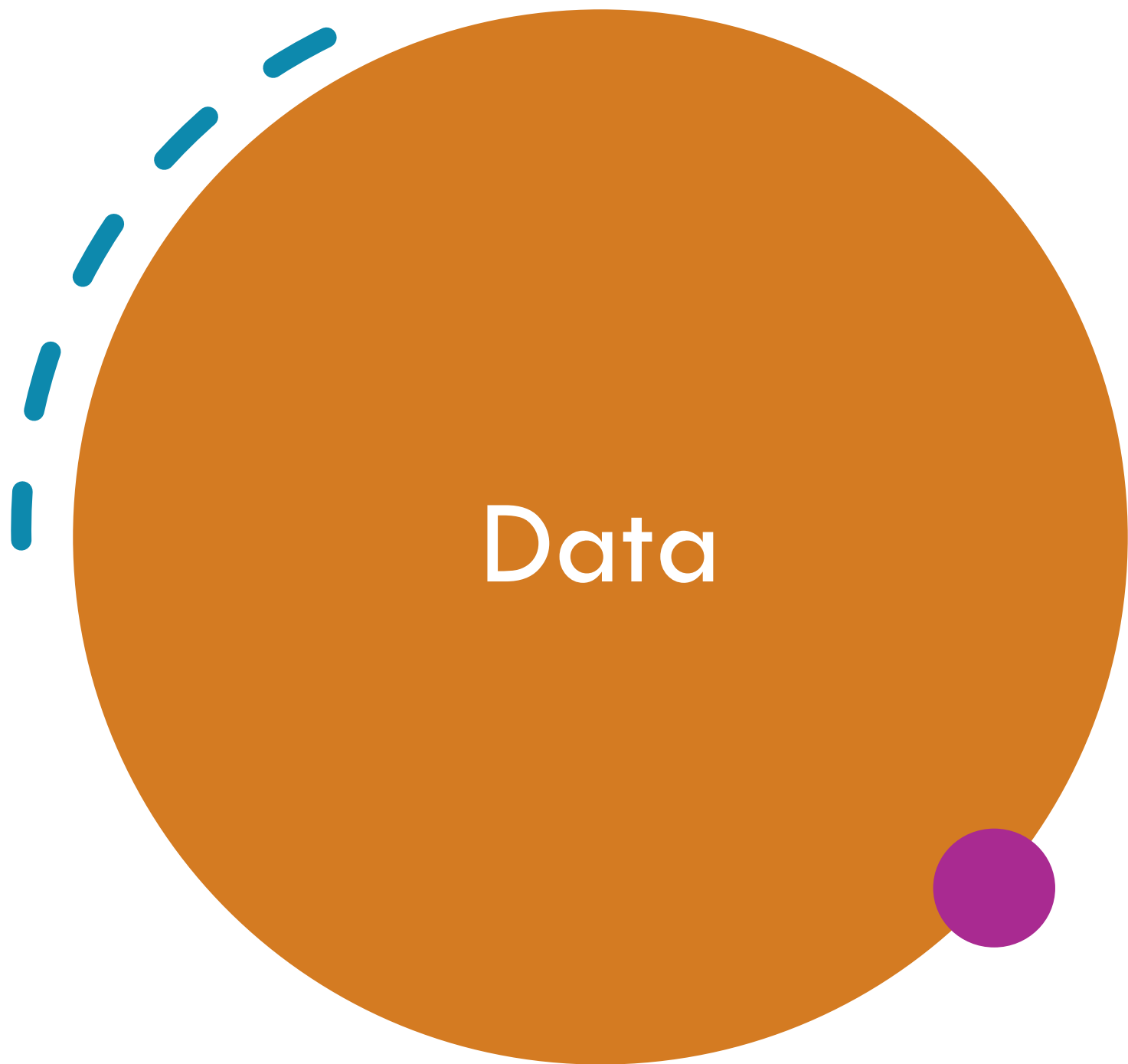
Needs Assessment

SMART GOALS

Action Plan

Strategic Plan Alignment & Update

School Uniform



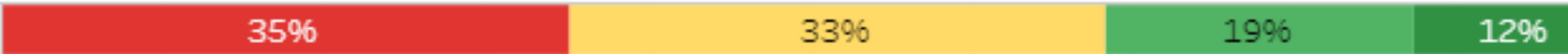
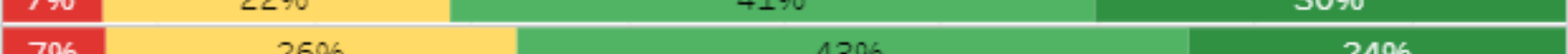
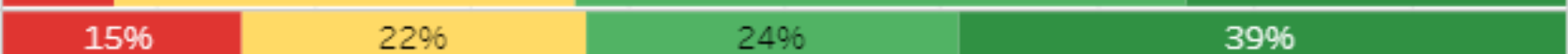
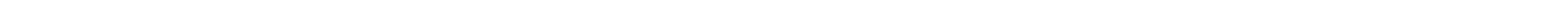
GO Team Discussion: Data Protocol

- What do you notice?
- What are your wonderings?
- Which student sub-groups and grade levels showed the most significant gaps or unexpected trends?
- Are there specific trends that require more focused attention?
- What additional questions do you have?

GA MILESTONES MATH RESULTS

Milestone Comparison

Click School Name or Year to show results by Grade-Level.

District	2024				
Lin	2024				
Springdale Park	2024				
VHE	2024				
Jackson Elementary	2024				
Morningside	2024				
Brandon	2024				
Drew Elementary	2024				
Classical	2024				
Burgess	2024				
ANCS Elementary	2024				
Howard	2024				
Drew Secondary	2024				
E Rivers	2024				
ANCS Middle	2024				
Parkside	2024				
Bolton	2024				
Smith	2024				

GO Team Discussion: Data Protocol

- What do you notice?
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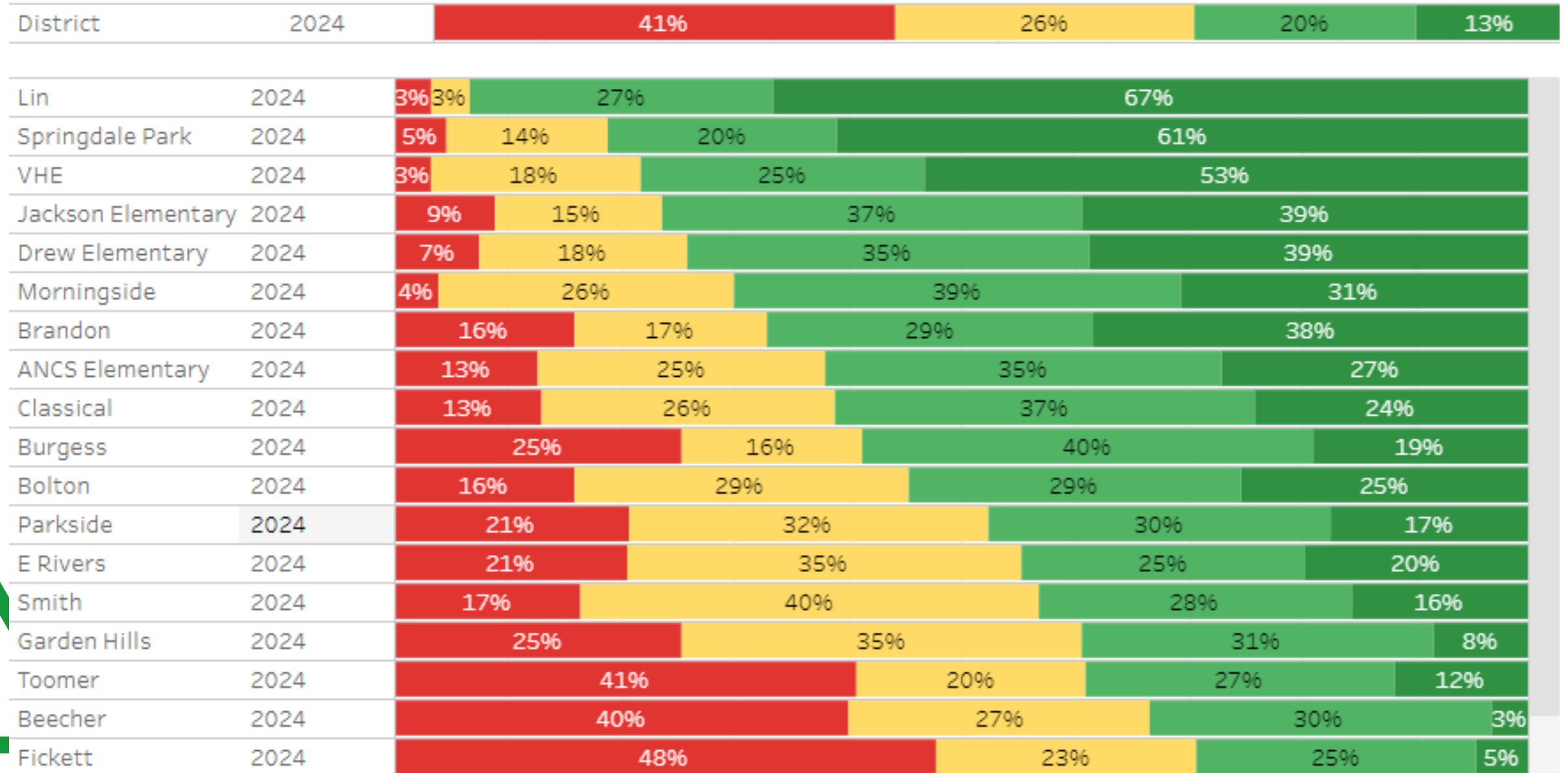
GA MILESTONES MATH RESULTS – 3RD GRADE

District	2024	27%	35%	24%	14%
Lin	2024	10%	43%	45%	
Morningside	2024	15%	43%	39%	
VHE	2024	4%	17%	27%	53%
Jackson Elementary	2024	6%	16%	42%	36%
Springdale Park	2024	4%	21%	30%	45%
Brandon	2024	6%	20%	41%	33%
Classical	2024	6%	22%	52%	20%
Burgess	2024	8%	24%	36%	32%
ANCS Elementary	2024	30%	32%	35%	
E Rivers	2024	10%	27%	33%	30%
Drew Elementary	2024	7%	30%	42%	21%
Westside	2024	15%	33%	40%	13%
Smith	2024	17%	35%	34%	14%
Benteen	2024	32%	21%	35%	12%
Kindezi O4W	2024	7%	48%	31%	14%
KIPP STRIVE Primary	2024	25%	36%	30%	10%
Bolton	2024	23%	38%	26%	13%
Tuskegee	2024	36%	25%	29%	10%
Beecher	2024	18%	44%	28%	10%

GA MILESTONES MATH RESULTS – 4TH GRADE

District	2024	30%	31%	23%	16%
Lin	2024	10%	28%	63%	
Springdale Park	2024	14%	17%	66%	
Brandon	2024	4%	16%	30%	49%
VHE	2024	5%	16%	24%	55%
Jackson Elementary	2024	11%	11%	28%	51%
Morningside	2024	4%	19%	29%	47%
Drew Elementary	2024	5%	18%	46%	31%
Classical	2024	5%	25%	36%	33%
Burgess	2024	10%	27%	34%	29%
Parkside	2024	20%	18%	35%	27%
ANCS Elementary	2024	6%	33%	50%	11%
Garden Hills	2024	9%	37%	24%	29%
West Manor	2024	26%	21%	43%	11%
Bolton	2024	21%	28%	25%	26%
E Rivers	2024	23%	28%	25%	24%
Smith	2024	21%	32%	27%	20%
Westside	2024	24%	29%	29%	18%
Benteen	2024	26%	34%	30%	10%

GA MILESTONES MATH RESULTS – 5TH GRADE

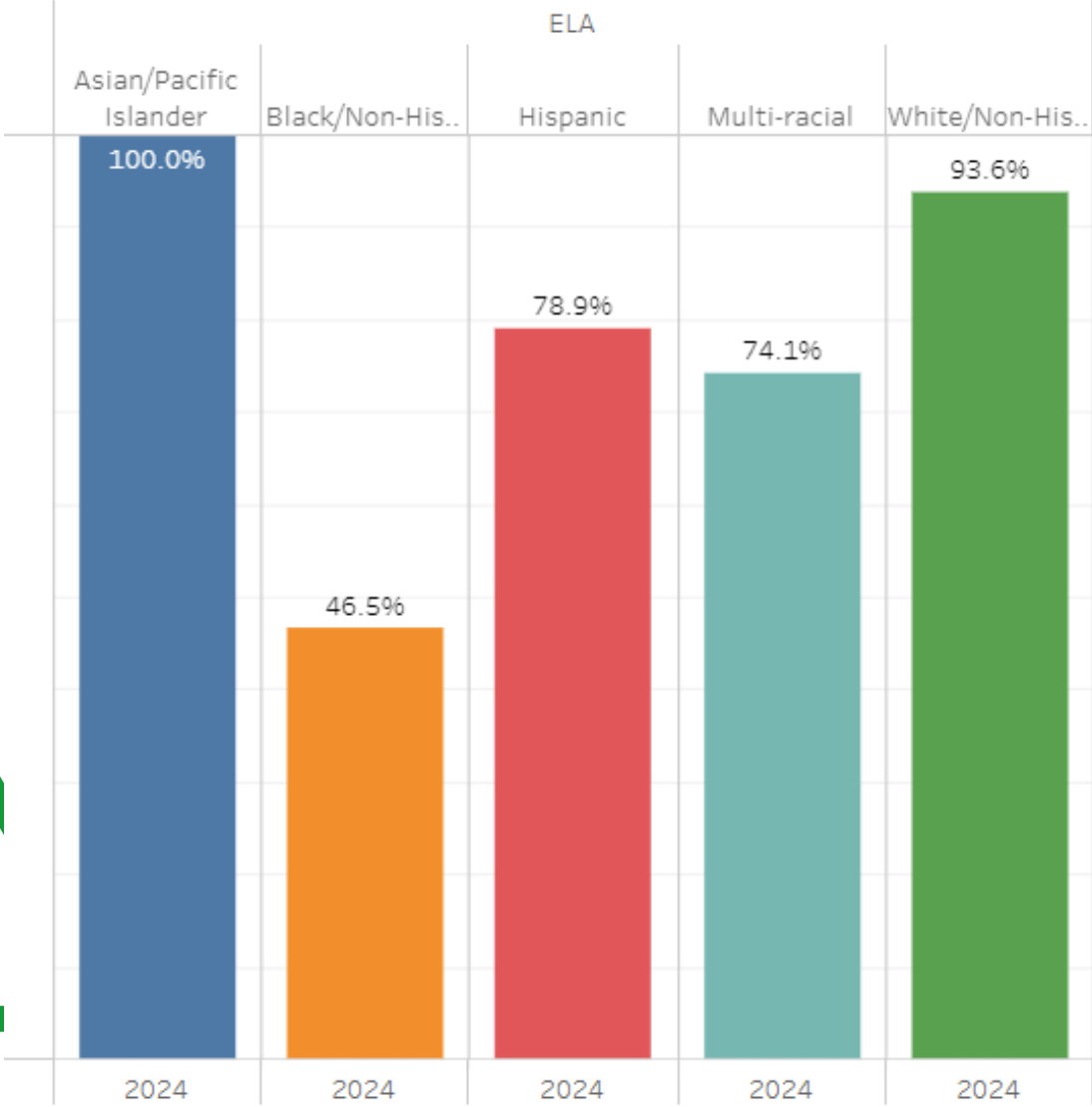


GO Team Discussion: Data Protocol

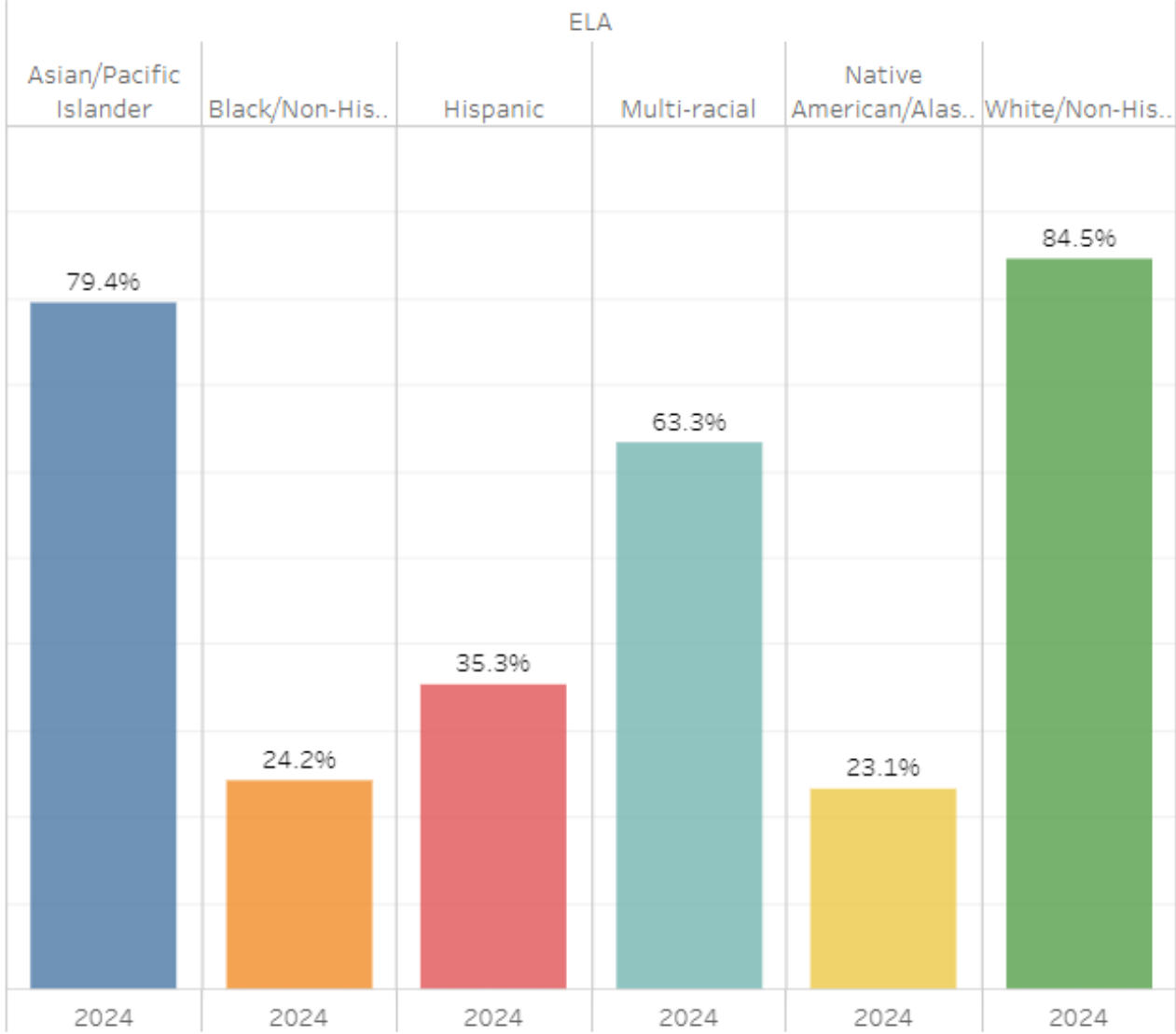
- What do you notice?
- What are your wonderings?
- Which student sub-groups and grade levels showed the most significant gaps or unexpected trends?
- Are there specific trends that require more focused attention?
- What additional questions do you have?

GA MILESTONES MATH RESULTS

VHE



District





Continuous Improvement Plan

Needs Assessment

UTILIZE DATA ANALYSIS PROTOCOL SYNTHESIS RESPONSES

Strengths	Challenges
District Achievement In Reading, 37% of all 3rd grade students scored proficient and above on MAP In Reading, 38% of all 4th grade students scored proficient and above on MAP In Reading, 39 % of all 5th grade students scored proficient and above on MAP Reading Achievement-MAP In Reading, 69 % of all 3rd grade students scored proficient and above on MAP In Reading, 77% of all 4th grade students scored proficient and above on MAP In Reading, 75% of all 5th grade students scored proficient and above on MAP ELA GMAS 78 % of all 3rd grade students scored proficient and above on GMAS 79 % of all 4th grade students scored proficient and above on GMAS 85 % of all 5th grade students scored proficient and above on GMAS 93% of all 3rd grade students scored developing and above on GMAS 93% of all 4th grade students scored developing and above on GMAS 95% of all 5th grade students scored developing and above on GMAS Reading Observations: Our students are performing well in achievement-above the district average. Our focus in reading is growth.	District Target% Fall to Spring In Reading, 49 % of all 3rd-5th grade students met or exceeded their growth target District Target% Winter to Spring In Reading, 52% of all 3rd-5th met or exceeded their growth target Reading Growth Target% Fall to Spring In Reading, 47% of all 2nd grade students met or exceeded their growth target In Reading, 58% of all 3rd grade students met or exceeded their growth target In Reading, 37 % of all 4th grade students met or exceeded their growth target In Reading, 59 % of all 5th grade students met or exceeded their growth target Reading Growth Target% Winter to Spring In Reading, 46% of all 2nd grade students met or exceeded their growth target In Reading, 51 % of all 3rd grade students met or exceeded their growth target In Reading, 62% of all 4th grade students met or exceeded their growth target In Reading, 61% of all 5th grade students met or exceeded their growth target Subgroup challenges -• Math Grades 3-5 (based on MAP) - o The Fall to Spring Average Conditional Growth Percentile is slightly lower than the national norm (46.1 vs. 50), as well as compared to peer schools (52.1) - o Average growth for Black students was lower than the school overall (39.1 vs. 46.1), and predicted proficiency is slightly lower than peer schools (32.5% vs. 38.7%) although not statistically significant ELA Grades 3-5 (based on GMAS) - o The raw proficiency rate for Black students is somewhat lower than the rate for peer schools (46.5% vs. 54.8%), although the differences are not statistically significant. Average growth for Black students is also somewhat lower than the school and national norms, although not statistically significant (42.9 for Black students vs. 49.6 for the school) Reading Observations: We observed that 4th grade students were below the district average for Fall to Spring growth. However, all 4th and 5th grade levels exceeded the district average for growth from Winter to Spring. We also observed that under 50% of 2nd graders met or exceeded their target goal from both Fall to Spring and Winter to Spring.

Needs Assessment

District Achievement

In MATH, 33% of all 2nd grade students scored proficient and above on MAP
In MATH, 34% of all 3rd grade students scored proficient and above on MAP
In MATH, 31% of all 4th grade students scored proficient and above on MAP
In MATH, 24% of all 5th grade students scored proficient and above on MAP

Math Achievement

In MATH, 61% of all 3rd grade students scored proficient and above on MAP
In MATH, 75% of all 3rd grade students scored proficient and above on MAP
In MATH, 77% of all 4th grade students scored proficient and above on MAP
In MATH, 65% of all 5th grade students scored proficient and above on MAP

Math Observatons: I am glad to see that our students are conitnue to maintain high acheivement. We will strive to continue to keep our students high achieving by making our focus GROWTH!

District Target% Fall to Spring

In MATH, 50% of all 2nd-5th grade students met or exceeded their growth target

District Target% Winter to Spring

In MATH, 51% of all 2nd-5th grade students met or exceeded their growth target

Math Growth Target% Fall to Spring

In MATH, 54% of all 2nd grade students met or exceeded their growth target
In MATH, 49% of all 3rd grade students met or exceeded the ir growth target
In MATH, 52% of all 4th grade students met or exceeded their growth target
In MATH, 38% of all 5th grade students met or exceeded their growth target
In MATH, 57% of all 2nd, 3rd, & 4th grade students met or exceeded the ir growth target

Math Growth Target% Winter to Spring

In MATH, 53% of all 2nd grade students met or exceeded their growth target
In MATH, 52% of all 3rd grade students met or exceeded the ir growth target
In MATH, 65% of all 4th grade students met or exceeded their growth target
In MATH, 52% of all 5th grade students met or exceeded their growth target
In MATH, 52% of all 2nd, 3rd, & 4th grade students met or exceeded the ir growth target

Math Observatons: We observed that 3rd and 5th grade students were below the district average for Fall to Spring growth. However, all 3rd to 5th-grade levels exceeded the district average for growth from Winter to Spring.

Overarching Needs and SMART Goals

Literacy Problem Statement	Numeracy Problem Statement	Whole Child & Intervention Problem Statement
We've observed that our 2nd and 4th graders, while high achieving, have not reached the preferred benchmark of 60% or higher growth in reading from Fall to Spring or Winter to Spring Map.	We've observed that our 2nd, 3rd, and 4th graders, while high achieving, have not reached the preferred benchmark of 60% of students hitting their growth target from Fall to Spring.	We are currently at a 95.7% district ADA for attendance, but our CCRPI attendance rate is 90.7%. The number of reported behavior incidents is 16 for the 23-24 school year. MTSS - Students aren't moving through the Tiers in a timely manner. It takes a very long time for students to be evaluated for special education and we are losing a lot of time with these students because of the process.
Why?	Why?	Why?
Student engagement is low due to lack of rigor in questioning during whole group reading instruction.	Student Engagement is low during Tier 1 instruction and independent work time. The whole group instruction is not engaging and the independent work is not tailored to meet needs while holding students to high expectations.	Student Attendance: Students who are new to our cluster and school are showing higher proclivity for absences, as well as those who start in the middle of year.
Why?	Why?	Why?
Teachers are not consistently engaging in oral language strategies such as Turn and Talk and Accountable Conversations during whole and small group instruction.	Independent work is currently not holding students accountable for their learning. The work needs to be differentiated to meet the needs of each student.	Specific students have repeated behavior instances because they have a need that isn't being met. Behavior is communication, and we have students are communicating in an extreme way.
Why?	Why?	Why?
Teachers are not holding students accountable in the work they are producing during independent time.	PLCs need to be focused more on formative data. We need to improve data protocols to review needs for reteaching and enrichment.	MTSS - We have many students on Tier 2 & Tier 3 who have been there for over a year.
Why?	Why?	Why?
Students are consistently not engaging in RACE strategies while writing across the curriculum.	Teachers are overallly reliant on technology using it ineffectively to differentiate instruction.	
Why?	Why?	Why?

Overarching Needs and SMART Goals

Virginia-Highland Root Cause

Literacy	Numeracy	Whole Child & Intervention
We believe that we need more intentional structure in our PLCs including asking the 4 PLC questions and focusing on instructional strategies while we plan lessons.	We believe our root cause is lack of supporting teachers in planning more rigorous and engaging activities for students throughout the instructional day while maximizing instructional time.	Parents engagement and involvement is necessary to stress the importance of on-time arrival so all students can receive all behavioral support, intervention, and instruction.

Our Overarching Needs: Virginia-Highland Elementary

Literacy	Numeracy	Whole Child & Intervention
2024/2025 Using a common lesson plan format and expectation of what planning looks like, we need to create a consistent lesson plan structure. We will use a template where we align standards and skills. We will use the 4 questions in PLCs to drive our planning. This would help with intentionality and focus in planning. 2023/2024 Literacy: Based on domain-specific WriteScore data, we need to focus on rising 3rd and 4th graders' informational/opinion writing skills. In ELA, based on GMAS from Spring 2023 we need to focus on moving 17 % of all 4th graders from developing to proficient. In ELA, based on GMAS from Spring 2023 we need to focus on moving 17 % of all 5th graders from developing to proficient.	Student Engagement Needs: We will introduce and implement "Teach Like a Champion" strategies to support teachers in ensuring active student engagement during Tier 1 instruction. -Turn and Talk -Wait Time -Accountable Talks -Silent Solo -Tracking Signals -"No Opt Out" -Annotating lesson plans Differentiated Independent Work: We must ensure that teachers utilize the learning continuum to tailor their small group instruction and independent work to align with students' goals. -Leveled small groups -Individualized Playlists -Routines and procedures for what this time looks and sounds like -Balancing Tech and Tasks -Work with grades to implement a intervention/enrichment block in their schedule	We need to intentionally focus on students who have chronic absentee issues, and include their parents/guardians in conversations about barriers to their student(s) coming to school. There needs to be a comprehensive student attendance plan that focuses on the needs of individual families. We need to know what we are able to do for families who live in the shelter and those how move out to get stable housing. How can we best support them with wrap-around services? Need to establish a clear protocol for identifying students for Tier 2 and Tier 3. Need specific check-ins and a plan for moving students up or out as needed. Need to establish a reading buddy system for 3rd, 4th, & 5th grade students scoring low & low average (specifically brown and black students) on MAP data to increase student accountability. Need to implement a Parent Initiative to engage them in school activities to increase ownership of school community. Implement and put on the calendar- planned informational sessions (Parent University) on specified content & strategies on how to help their children at home.

Action Plan - Literacy

Literacy SMART Goal - Increase the percentage of 4th grade students scoring proficient & distinguished on milestones in ELA from 77% to 80% in 4th grade.

Increase the percentage of 5th grade on milestones students scoring proficient or distinguished in ELA from 81% to 84%.

Action Steps	Person/Position Responsible	Timeline of Implementation	Method for Monitoring Implementation	Method for Monitoring Effectiveness	APS 5	Programs Consolidated in School	
F&P Benchmark Assessment System (BAS) administration Fall, Winter, Spring; Small Group lesson planning; Flyleaf Assessment	All Homeroom Teachers All EIP Teachers All IRR Teachers	Winter completion date- Jan. 24 Spring completion date- May 20	Assessment data of instructional and independent levels for K-5 Spreadsheet and hard copies given to admin	Data Collection	N/A	Title I, A	FALSE
						Parent & Family Engagement	FALSE
						SIG, A	FALSE
						Title IV, B	FALSE
						Title IV, A	
						Safe & Healthy	FALSE
						Well - Rounded	FALSE
WriteScore lessons will be imbedded into Scope and Sequence alternation with Units of Study lessons WriteScore lessons will be used weekly in conjunction with Units of	All homeroom teachers All EIP Teachers All IRR Teachers	Fall completion date- Nov. 10 Winter completion date- Jan. 19 Spring completion date- May 14	Instructional coach will assist in mapping out lessons that alternate Write Score lessons with Units of Study mini lessons WISE Time enrichment groups will occur 2/week. Instructional coach will	Observations in PLCs Monitoring homeroom teachers usage 2 days a week with enrichment students	N/A	Title I, A	FALSE
						Parent & Family Engagement	FALSE
						SIG, A	FALSE
						Title IV, B	FALSE
						Title IV, A	
						Safe & Healthy	FALSE
						Well - Rounded	FALSE
Phonics Lab will be utilized weekly for multisensory learning to support both phonemic awareness and phonics.	All homeroom teachers All EIP Teachers All SPED Teachers	Sept. 2024-May 2025	Teachers will sign up for Phonics Lab using Google sign in sheet	Monitoring of Lab usage-at least once/month	N/A	Title I, A	FALSE
						Parent & Family Engagement	FALSE
						SIG, A	FALSE
						Title IV, B	FALSE
						Title IV, A	
						Safe & Healthy	TRUE
						Well - Rounded	FALSE
						Effective Use of Technology	FALSE
						Title I, A	FALSE
						Parent & Family Engagement	FALSE
						SIG, A	FALSE
						Title IV, B	FALSE
						Title IV, A	
						Safe & Healthy	TRUE
						Well - Rounded	FALSE
						Effective Use of Technology	FALSE

Action Plan - Literacy

Subgroup Action Steps for Literacy (required)							
Action Steps	Person/Position Responsible	Timeline of Implementation	Method for Monitoring Implementation	Method for Monitoring Effectiveness	APS 5	Programs Consolidated in School	
Phonics Lab - Small Group Reading; Subgroup identified; Identify students for lunch bunch or afterschool tutorial	Administration EIP/ESOL Instructional Coaches	8/12 - 4/25	Small groups assigned to provide additional small group instruction once a week on specific interventions.	Working closely with Literacy instructional coaches; Attendance & Time will be captured for small groups; anecdotal notes. Principal will conduct one on one meetings weekly with all	N/A	Title I, A	FALSE
						Parent & Family Engagement	FALSE
						SIG, A	FALSE
						Title IV, B	FALSE
						Title IV, A	
						Safe & Healthy	FALSE
						Well - Rounded	FALSE
Pull all subgroup students with 30% or less PR on MAP for 1 additional small group per week led by member of the administrative team.	Administration	9/1 - 4/25	We will choose one day a week where an administrator is assigned to a grade level to pull students for lunch bunch enrichment.	Anecdotal notes, small group work samples, MAP growth, and grades.	N/A	Title I, A	FALSE
						Parent & Family Engagement	FALSE
						SIG, A	FALSE
						Title IV, B	FALSE
						Title IV, A	
						Safe & Healthy	FALSE
						Well - Rounded	FALSE
Data Talks with students				Digital Data		Effective Use of Technology	FALSE

Action Plan - Numeracy

Numeracy SMART Goal - Increase the percentage of 4th grade students scoring proficient & distinguished in Math on milestones from 77% to 80% in 4th grade.

Increase the percentage of 5th grade students scoring proficient or distinguished in Math on milestones from 81% to 84%.

Numeracy SMART Goal - Increase the percentage of 4th grade students scoring proficient & distinguished in Math on milestones from 77% to 80% in 4th grade.

Increase the percentage of 5th grade students scoring proficient or distinguished in Math on milestones from 81% to 84%.

Action Steps	Person/Position Responsible	Timeline of Implementation	Method for Monitoring Implementation	Method for Monitoring Effectiveness	APS 5	Programs Consolidated in School	
District formative assessments will be used to create small group differentiated instruction.	Math instructional coach will pace out and distribute all assessments during PLCs	2024-2025 School year	During PLC we will analyze assessment data and create small groups.	Analyzing formative assessment data as well as Fall to Winter Map growth.	N/A	Title I, A	FALSE
						Parent & Family Engagement	FALSE
						SIG, A	FALSE
						Title IV, B	FALSE
						Title IV, A	
						Safe & Healthy	FALSE
						Well - Rounded	FALSE
	Math Instructional Coach and EIP Team.	August 1-August 30th	Weekly PLC meetings with EIP team, homeroom teachers, and instructional coaches.	AIMSWEB probes	N/A	Effective Use of Technology	FALSE
						Title I, A	FALSE
						Parent & Family Engagement	FALSE
						SIG, A	FALSE
						Title IV, B	FALSE
						Title IV, A	
						Safe & Healthy	FALSE
We will use the GA numeracy project I can & Gloss assessments to determine our intervention groups for WISE time.	Teachers & Instructional Coach	2024-2025 School year	We will track progress of students participating in lessons in the math gym and how their grades are in class	AIMSWEB, MAP, and classroom assessments	N/A	Well - Rounded	FALSE
						Effective Use of Technology	FALSE
						Title I, A	FALSE
						Parent & Family Engagement	FALSE
						SIG, A	FALSE
						Title IV, B	FALSE
						Title IV, A	
						Safe & Healthy	FALSE
						Well - Rounded	FALSE
						Effective Use of Technology	FALSE
						Title IV, A	

Action Plan

Subgroup Action Steps for Numeracy (required) - VHE will work towards having 90% or above of all families joining the VHE PTO.

VHE will work towards having 90% or above of all parents/guardians receiving the PTO weekly communication.

Action Steps	Person/Position Responsible	Timeline of Implementation	Method for Monitoring Implementation	Method for Monitoring Effectiveness	APS 5	Programs Consolidated in School	
Math Gym - Small Group Math/Facts; Subgroup Identified	Administration EIP/ESOL Instructional Coaches	9/1 - 4/15	Small groups assigned to provide additional small group instruction twice a week on specific interventions. Lunch Bunch	Working closely with Numeracy instructional coach; Attendance & Time will be captured for small groups; anecdotal notes.	N/A	Title I, A	FALSE
						Parent & Family Engagement	FALSE
						SIG, A	FALSE
						Title IV, B	FALSE
						Title IV, A	
						Safe & Healthy	FALSE
						Well - Rounded	FALSE
Pull all subgroup students with 30% or less PR on MAP for 1 additional small group per week led by member of the administrative team. Data Talks with students scoring 30% or below on	Administration	9/5 - 4/15	We will choose one day a week where an administrator is assigned to a grade level to pull students for lunch bunch enrichment. Each administrator will be assigned students who	Anecdotal notes, small group work samples, MAP growth, and grades. Schedule; Data & Digital Notebooks	N/A	Effective Use of Technology	FALSE
						Title I, A	FALSE
						Parent & Family Engagement	FALSE
						SIG, A	FALSE
						Title IV, B	FALSE
						Title IV, A	
						Safe & Healthy	FALSE
Data Talks with students scoring 30% or below on MAP Assessment	Administration	9/5 - 4/15	Each administrator will be assigned students who meet specific requirements and will record attendance and data talks with students.	Schedule; Data Digital Data Notebooks	N/A	Well - Rounded	FALSE
						Effective Use of Technology	FALSE
						Title I, A	FALSE
						Parent & Family Engagement	FALSE
						SIG, A	FALSE
						Title IV, B	FALSE
						Title IV, A	
						Safe & Healthy	FALSE
						Well - Rounded	FALSE
						Effective Use of Technology	FALSE
						Effective Use of Technology	FALSE

Action Plan

Whole Child & Intervention SMART Goal

Action Steps	Person/Position Responsible	Timeline of Implementation	Method for Monitoring Implementation	Method for Monitoring Effectiveness	APS 5	Programs Consolidated in School	
Student Attendance Committee; Student of the Month Celebration; Attendance Recognition and Celebration	Bolton Sears Dostie Harness	August 2024 through May 2025	Weekly meeting to discuss students with attendance concerns (9:00am-9:30am). Friday Morning Meeting in Principal's Conference Room Attendance of Participants	Weekly conversations among the team regarding attendance concerns of students. Educating teachers on attendance protocols. Timeline for communication with parents/guardians. Contact Log entry for communication. Celebratory recognition of perfect attendance for students at School	N/A	Title I, A	FALSE
						Parent & Family Engagement	FALSE
						SIG, A	FALSE
						Title IV, B	FALSE
						Title IV, A	
						Safe & Healthy	FALSE
						Well - Rounded	FALSE
Care Team	Bolton Sears Dostie Harness Nease Correa Madlem Frett Erskine	8/24 - 5/25	Weekly meeting to discuss students with attendance concerns. (9:30 - 10:15) Friday Morning Meeting in Principal's Conference Room Attendance of Participants	Weekly conversations among the team regarding academic, behavior or social concerns of students. Educating teachers on protocols. Timeline for communication with parents/guardians. Contact Log entry for communication.	N/A	Title I, A	FALSE
						Parent & Family Engagement	FALSE
						SIG, A	FALSE
						Title IV, B	FALSE
						Title IV, A	
						Safe & Healthy	FALSE
						Well - Rounded	FALSE
Morning News	Harness Klinefelter Dostie	9/1 - 5/25	Morning news daily that discusses the Wise Owl Pledge; SEL Thought of the Day	Morning News Recordings Shared with teachers and staff daily.	N/A	Title I, A	FALSE
						Parent & Family Engagement	FALSE
						SIG, A	FALSE
						Title IV, B	FALSE
						Title IV, A	
						Safe & Healthy	FALSE
						Well - Rounded	FALSE
						Effective Use of Technology	FALSE
						Title I, A	FALSE
						Parent & Family Engagement	FALSE
						SIG, A	FALSE
						Title IV, B	FALSE
						Title IV, A	
						Safe & Healthy	FALSE
						Well - Rounded	FALSE
						Effective Use of Technology	FALSE

Action Plan

Subgroup Action Steps for Whole Child & Intervention (required)

Action Steps	Person/Position Responsible	Timeline of Implementation	Method for Monitoring Implementation	Method for Monitoring Effectiveness	APS 5	Programs Consolidated in School	
Food & Clothes Pantry	Sears Bolton PTO Parent Volunteers	Sept. 24 - May 25	Email communication; Donations; Pantry	Maintaining documentation of support for families in need; Parent Testimonials	N/A	Title I, A	FALSE
						Parent & Family Engagement	FALSE
						SIG, A	FALSE
						Title IV, B	FALSE
						Title IV, A	
						Safe & Healthy	FALSE
						Well - Rounded	FALSE
Afterschool Child Care Program Support - Scholarships	VHAS Principal Assistant Principal	Aug. 24 - May 25	Attendance Check; Families in need per Social Worker & Counselor	Maintaining documentation of support for families in need; Parent Testimonials	N/A	Effective Use of Technology	FALSE
						Title I, A	FALSE
						Parent & Family Engagement	FALSE
						SIG, A	FALSE
						Title IV, B	FALSE
						Title IV, A	
						Safe & Healthy	FALSE
						Well - Rounded	FALSE
						Effective Use of Technology	FALSE



Current Strategic Plan

2021-2025



Mission: Our mission is to nurture and empower our diverse student population while fostering critical thinking, creativity, and a deep understanding of others through STEAM education.

SMART Goal #1 – Increase cohesion in instructional approaches and curriculum both horizontally & vertically.

SMART Goal #2 – Increase overall attendance rates in all grade levels from our baseline of 2023.24 school year.

Strategic Priorities

Fostering Academic Excellence for All
Data, Curriculum & Instruction, Signature Program

1. Use formative assessments to tailor instruction to meet student needs and monitor student progress.
2. Incorporate school-wide writing block for all teachers at all grade levels.
3. Integrate subjects across the curriculum to provide a cohesive & meaningful learning experience.
4. Implement real-world PBL opportunities to encourage critical thinking, problem solving & collaboration.
5. Use standards of excellence that align to resources for literacy & numeracy

Building a Culture of Student Support
Whole Child & Intervention
Personalized Learning

5. Integrate SEL into daily lessons while teaching students empathy, self-regulation & responsible decision making.
6. Foster an environment where students feel safe, respected and valued, while encouraging positive behaviors, diversity and inclusivity.
7. Use an MTSS framework to provide supports based on student needs (academic or behavioral). Inclusive of Tier 1 instruction, targeted intervention needs at tier 2 and intensive needs at Tier 3.

Equipping & Empowering Leaders & Staff
Strategic Staff Support
Equitable Resource Allocation

8. Build teacher capacity with the ability to meet the diverse social and academic needs of students.
9. Create an environment that motivates and retains staff members.
10. Investing in coaching & mentoring support to provide teachers with differentiated support.
11. Allocated resources based on specific needs of students & staff. Use data to identify where additional support or resources are required.
12. Incorporate a distributed leadership model where responsibilities are shared among various teacher leaders, etc.

Creating a System of School Support
Collective Action, Engagement & Empowerment

13. Provide necessary and salient resources to enhance teaching and learning in all spaces.
14. Attract and build capacity of talented and knowledgeable staff to meet school needs.
15. Build and sustain parent engagement, community partnerships and student voice.



Vision: Our vision is to cultivate an authentic and relevant learning environment through an investigative approach, empowering all students to empathize, problem solve, explore, discover, and innovate collaboratively.

SMART Goal #3 - Implement MTSS using research-based interventions to move students toward on-grade level performance.

SMART Goal #4 – Increase family engagement across all grade levels to actively participate their child's literacy and numeracy development.

School Strategies



Mission: Our mission is to nurture and empower our diverse student population while fostering critical thinking, creativity, and a deep understanding of others through STEAM education.

SMART Goal #1 – Increase cohesion in instructional approaches and curriculum both horizontally & vertically.

SMART Goal #2 – Increase overall attendance rates in all grade levels from our baseline of 2023.24 school year.

Fostering Academic Excellence for All
Data, Curriculum & Instruction, Signature Program

1. Use formative assessments to tailor instruction to meet student needs and monitor student progress.
2. Incorporate school wide writing block for all teachers at all grade levels.
3. Integrate subjects across the curriculum to provide a cohesive & meaningful learning experience.
4. Implement real-world PBL opportunities to encourage critical thinking, problem solving & collaboration.
5. Use standards of excellence that align to resources for literacy & numeracy

Building a Culture of Student Support
Whole Child & Intervention Personalized Learning

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7. Foster an environment where students feel safe, respected and valued, while encouraging positive behaviors, diversity and inclusivity.
8. Use an MTSS framework to provide supports based on student needs (academic or behavioral). Inclusive of Tier 1 instruction, targeted intervention needs at tier 2 and intensive needs at Tier 3.



Vision: Our vision is to cultivate an authentic and relevant learning environment through an investigative approach, empowering all students to empathize, problem solve, explore, discover, and innovate collaboratively.

SMART Goal #3 - Implement MTSS using research-based interventions to move students toward on-grade level performance.

SMART Goal #4 – Increase family engagement across all grade levels to actively participate their child's literacy and numeracy development.

- Small group instruction based on specific student need; small group lesson plans required of all teachers
- Departmentalizing 2nd grade through 5th grade
- Incorporate school wide writing block for all teachers at all grade levels



Mission: Our mission is to nurture and empower our diverse student population while fostering critical thinking, creativity, and a deep understanding of others through STEAM education.



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Equipping & Empowering Leaders & Staff
Strategic Staff Support
Equitable Resource Allocation

- 9. Build teacher capacity with the ability to meet the diverse social and academic needs of students.
- 10. Create an environment that motivates and retains staff members.
- 11. Investing in coaching & mentoring support to provide teachers with differentiated support.
- 12. Allocated resources based on specific needs of students & staff. Use data to identify where additional support or resources are required.
- 13. Incorporate a distributive leadership model where responsibilities are shared among various teacher leaders, etc.

Creating a System of School Support
Collective Action,
Engagement & Empowerment

- 14. Provide necessary and salient resources to enhance teaching and learning in all spaces.
- 15. Attract and build capacity of talented and knowledgeable staff to meet school needs.
- 16. Build and sustain parent engagement, community partnerships and student voice.



Mission: Our mission is to nurture and empower our diverse student population while fostering critical thinking, creativity, and a deep understanding of others through STEAM education.



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SMART Goal #4 – Increase family engagement across all grade levels to actively participate their child's literacy and numeracy development.

Fostering Academic Excellence for All Data, Curriculum & Instruction, Signature Program

1. Use formative assessments to tailor instruction to meet student needs and monitor student progress.
2. Incorporate school-wide writing block for all teachers at all grade levels.
3. Integrate subjects across the curriculum to provide a cohesive & meaningful learning experience.
4. Implement real-world PBL opportunities to encourage critical thinking, problem solving & collaboration.
5. Use standards of excellence that align to resources for literacy & numeracy

Building a Culture of Student Support Whole Child & Intervention Personalized Learning

5. Integrate SEL into daily lessons while teaching students empathy, self-regulation & responsible decision making.
6. Foster an environment where students feel safe, respected and valued, while encouraging positive behaviors, diversity and inclusivity.
7. Use an MTSS framework to provide supports based on student needs (academic or behavioral). Inclusive of Tier 1 instruction, targeted intervention needs at tier 2 and intensive needs at Tier 3.

Equipping & Empowering Leaders & Staff Strategic Staff Support Equitable Resource Allocation

8. Build teacher capacity with the ability to meet the diverse social and academic needs of students.
9. Create an environment that motivates and retains staff members.
10. Investing in coaching & mentoring support to provide teachers with differentiated support.
11. Allocated resources based on specific needs of students & staff. Use data to identify where additional support or resources are required.
12. Incorporate a distributed leadership model where responsibilities are shared among various teacher leaders, etc.

Creating a System of School Support Collective Action, Engagement & Empowerment

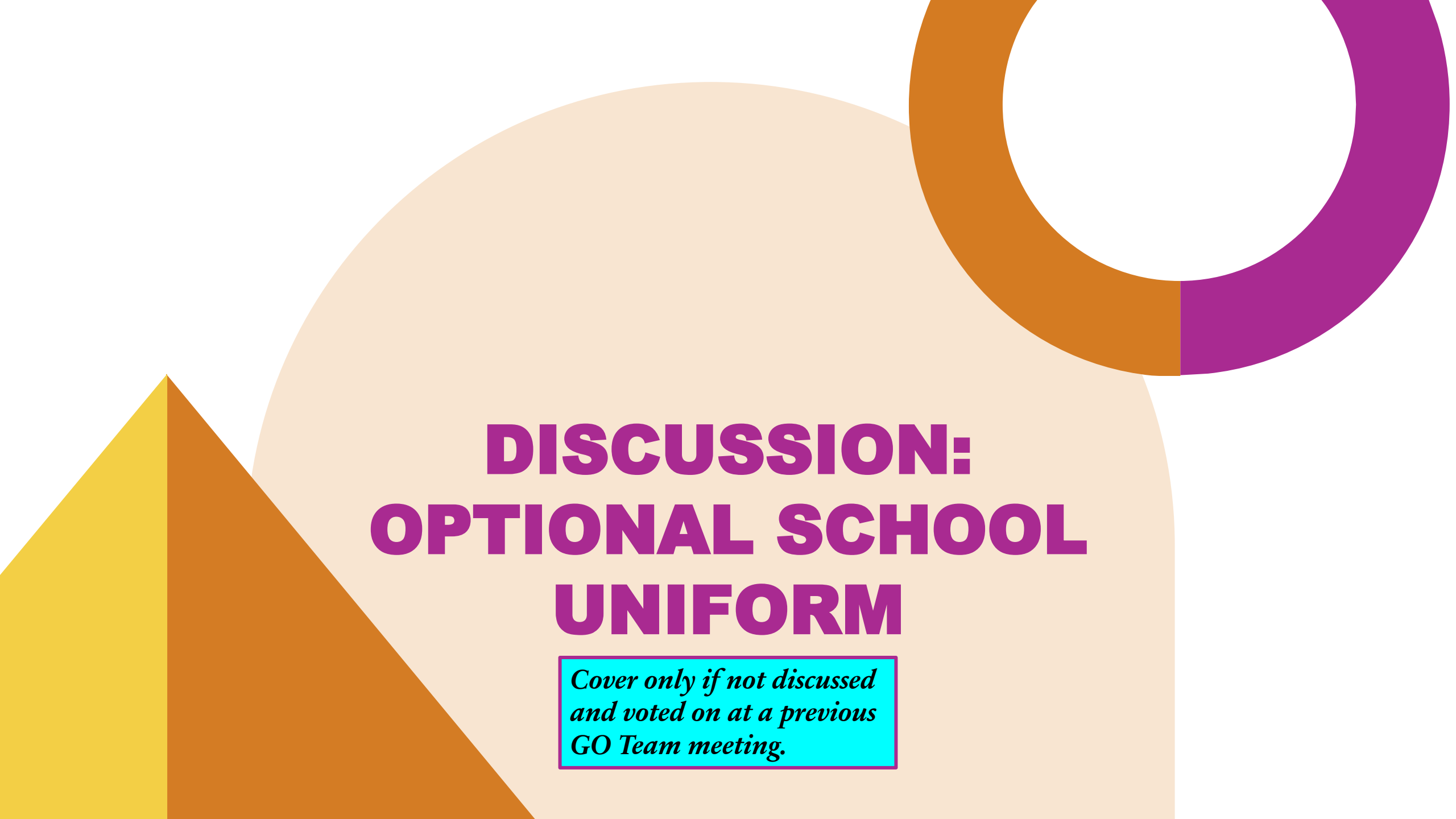
13. Provide necessary and salient resources to enhance teaching and learning in all spaces.
14. Attract and build capacity of talented and knowledgeable staff to meet school needs.
15. Build and sustain parent engagement, community partnerships and student voice.

- Departmentalizing 2nd grade through 5th grade.
- Incorporate school wide writing block for all teachers at all grade levels with a gradual implementation.
- Professional Learning Communities where teachers focus on what students need to learn, determine a pathway for how to show students have learned it, assess what to do if students do not learn it and how to respond if they already know it.
- Integrating content areas into the writing block.
- Create and Utilize the VHE Design Thinking Process in all content areas.
- Incorporate RACE strategy in all grade levels across all content (Restate, Answer, Cite Evidence, Explain)
- Further our work regarding teacher clarity: developing learning targets, identifying focus standards, defining student success criteria, creating/modifying common assessments, and specifying remediation activities.

- Ongoing data talks with teachers and students throughout the school year.
- Use of frequent common formative assessments to gauge student mastery and personalize instruction while developing standardized rubrics and exemplars.
- Offer a broad selection of clubs and organizations that appeal to the wide range of interests of our diverse student body.
- Build a robust co-teaching program throughout the curriculum. Offer ongoing parent learning sessions focused on issues pertaining to students with disabilities, the SST/504 process and supports, etc., to equip our students and their families with the skills to be successful here and beyond.
- Increased student supports which include bilingual parent liaison, school social worker and full time school counselor.
- Create and implement a school wide behavior plan where a purpose is clearly defined, expectations are identified and monitored, positive behaviors are acknowledged, consistent strategies are used when responding to unwanted behaviors, structure and supervision are increased and data is analyzed and utilized to determine next steps.

- Administrative team and SELT will conduct frequent observations and provide constructive feedback to all teachers. Teachers will have opportunities to share exemplary strategies.
- Continue to build the team by incorporating SEL moments among the staff
- Provide the infrastructure and staffing necessary to support teachers in a variety of ways (Academically, Socially, Emotionally, Mentally)
- Provide Opportunities for teachers to participate in district-wide, statewide and national opportunities for professional development. (Gifted, ESOL, Reading, Math Endorsements)
- Partner with our school PTO to sponsor teacher grant opportunities
- Provide instructional materials, manipulatives and resources needed to enhance the classroom environment.

- Increase the number of teachers with credentials or certifications for advanced learning (e.g. gifted, reading, math, ESOL, SPED)
- Leverage teacher knowledge by empowering them to teach other teachers while offering PD.
- Form a teacher committee specifically working towards hiring highly qualified and effective teachers to join the VHE team.
- Promote parent engagement and involvement through PTO in 2 school wide PTO meetings a year. Topics to be determined based on parent input.
- Translation services and opportunities for parents who speak other languages to engage with teachers and the community



DISCUSSION: OPTIONAL SCHOOL UNIFORM

*Cover only if not discussed
and voted on at a previous
GO Team meeting.*

OPTIONAL SCHOOL UNIFORM

In the 2023-2024 school year, the APS Board of Education updated the district's dress code policy. As part of the update, starting with the 2025-2026 school year if a school wishes to **maintain or explore implementing** an optional school uniform, it **must** go through an engagement process and have a vote as outlined below:



ELEMENTARY

A school uniform is adopted upon the agreement of the principal and a majority vote of the School Governance Team (GO Team).



MIDDLE

School uniforms are adopted upon the agreement of the principal, GO Team and the elected student government. If the school does not have an elected student government, then a majority vote must be secured from the student body to adopt a school uniform.



HIGH

School uniforms are adopted upon the agreement of the principal, GO Team and the elected student government. If the school does not have an elected student government, then a majority vote must be secured from the student body to adopt a school uniform.

If your school currently has a school uniform and wishes to continue it, you must go through this process!

ABOE POLICY JCDB STUDENT DRESS CODE

(Last Revised, 06/03/2024)

<http://tinyAPS.com/?APSDressCodePolicy>

REQUIREMENTS

1. A top of non-see through fabric
2. A bottom of non-see through fabric
3. Shoes
4. Undergarments that are not visible

RESTRICTIONS

1. No words or symbols that are gang-related, sexually suggestive, obscene or promote illegal behavior
2. Nothing associated with alcohol, illegal drugs or tobacco
3. No flip-flops, athletic slides or footwear that doesn't support the front and back of the foot

SCHOOL-SPECIFIC DRESS CODES

We have one districtwide student dress code adopted
by the Atlanta Board of Education.

School-specific dress codes may not contradict Board policy.

Examples of problematic school specific dress-code provisions

“dress in good
taste”

“no baggy pants”

“no sweatpants”

“no activewear”

“no short shorts
or skirts”

“no spaghetti
straps”

“no tube tops”

“no dresses”

“no
tight/revealing
clothing”

“no leggings”

“no joggers”

“no ‘extreme’
hairstyles or
colors”

“no Crocs”

“all shirts must be
tucked in

“no
hoodies/hooded
jackets”

“hair should be
clean and neatly
groomed”

“no shirts which
expose cleavage”

“students dressed in
uniform are better
perceived by teachers
and peers”



SCHOOL UNIFORMS

Schools may choose to adopt an optional school uniform.

Effective immediately, **at no time** will students have their instructional time interrupted or be barred from school or class for declining to wear the optional school uniform.

ESTABLISH AN OPTIONAL SCHOOL UNIFORM

If your school currently has a school uniform and wishes to continue it, you must go through this process!

The GO Team needs to **TAKE ACTION (vote)** on **maintaining or exploring implementing an optional school uniform.**

After the motion and a second, the GO Team may have additional discussion. Once discussion is concluded, the GO Team will vote.

If the GO Team votes to move forward, then the team should proceed to discuss the School Uniform Advisory Committee.

**TAKE
ACTION**

DISCUSSION

Only needed if the GO Team voted YES to maintaining or exploring establishing an optional school uniform.

The GO Team will now discuss if they wish to move forward with establishing a School Uniform Advisory Committee.

The School Uniform Advisory Committee will be responsible for:

1. Develop a stakeholder engagement plan to receive feedback on implementing a uniform and its components, if adopted. Must include a minimum 20-day public comment period on any proposed uniform
2. Recommending the optional school uniform components.
3. Establishing the student voting timeline and process (*if necessary*).
4. Determine the length of time the uniform will be in use before reconsideration
5. Developing a communication plan to inform the school community about the optional school uniform, if the uniform is adopted
6. Other objectives as defined by the GO Team.

COMMITTEE MEMBERS

Only needed if the GO Team voted YES to maintaining or exploring establishing an optional school uniform.

The GO Team will also need to determine who will be on the committee:

1. The GO Team Chair will name the Committee Chair.
2. No more than 2 additional GO Team members may be on the committee (a maximum of 3 GO Team Members).
3. Committee must have **at least 3 students** as outlined below:
4. Other committee members may be added, as determined by the GO Team.



ELEMENTARY

Elementary School with Ambassadors
Recommend inclusion of at least 3 student ambassadors

Elementary School without Ambassadors

Recommend inclusion of at least 3 students selected by the principal with GO Team input



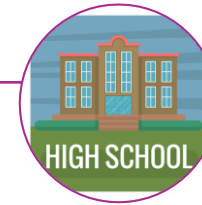
MIDDLE

Middle School with Student Ambassadors

At least 3 student ambassadors

Middle School without Student Ambassadors

At least 3 students selected by the principal with GO Team input



HIGH

High School with Elected Student Government

At least 3 students as selected by the SGA

High School without Elected Student Government

At least 3 students as selected by the principal with GO Team input

ESTABLISH THE COMMITTEE

Only needed if the GO Team voted YES to maintaining or exploring establishing an optional school uniform.

The GO Team needs to **TAKE ACTION (vote)** on establishing its **School Uniform Advisory Committee** based on the previous discussion.

After the motion and a second, the GO Team may have additional discussion.

Once discussion is concluded, the GO Team will vote.

If the GO Team votes in the affirmative (yes) for moving forward, then the Chair will need to fill out a committee resolution form (*see example on next slide*) and send to the GO Team Office.

**TAKE
ACTION**

BLANK COMMITTEE RESOLUTION



Committee Establishment Resolution

The _____ GO Team shall have a School Uniform Committee, Advisory Committee, consisting of the principal or his/her designee, designated chair, and additional members appointed by the GO Team (*see back for list of members*).

The committee chair shall attend all meetings of the committee. The Advisory Committee shall serve in an advisory capacity, offering assistance and making recommendations to the GO Team for action. The Advisory Committee shall not have the authority to act on behalf of the GO Team.

Meetings of the Advisory Committee shall be scheduled and publicly noticed by the committee chair. A written report of committee discussions shall be presented by the committee chair to the GO Team at the next scheduled GO Team meeting.

The proposed Advisory Committee has the following goals/objectives (*add objectives, if necessary*):

- Develop a stakeholder engagement plan to receive feedback on implementing a uniform and its components, if adopted. Must include a minimum 20-day public comment period on any proposed uniform
- Recommend the optional school uniform components
- Establish the student voting timeline and process (if necessary)
- Determine the length of time the uniform will be in use before reconsideration
- Create a communication plan to inform the school community about the optional school uniform, if the uniform is adopted

The proposed Advisory Committee will operate as an **AD HOC COMMITTEE**.

Expected Committee Time Frame: _____
(*must be completed by last GO Team meeting of SY 24-25*)

Principal _____	Date _____	GO Team Chair _____	Date _____
Advisory Committee Chair _____	Date _____	Date Submitted to GO Team Office: _____	



School Uniform Committee Membership

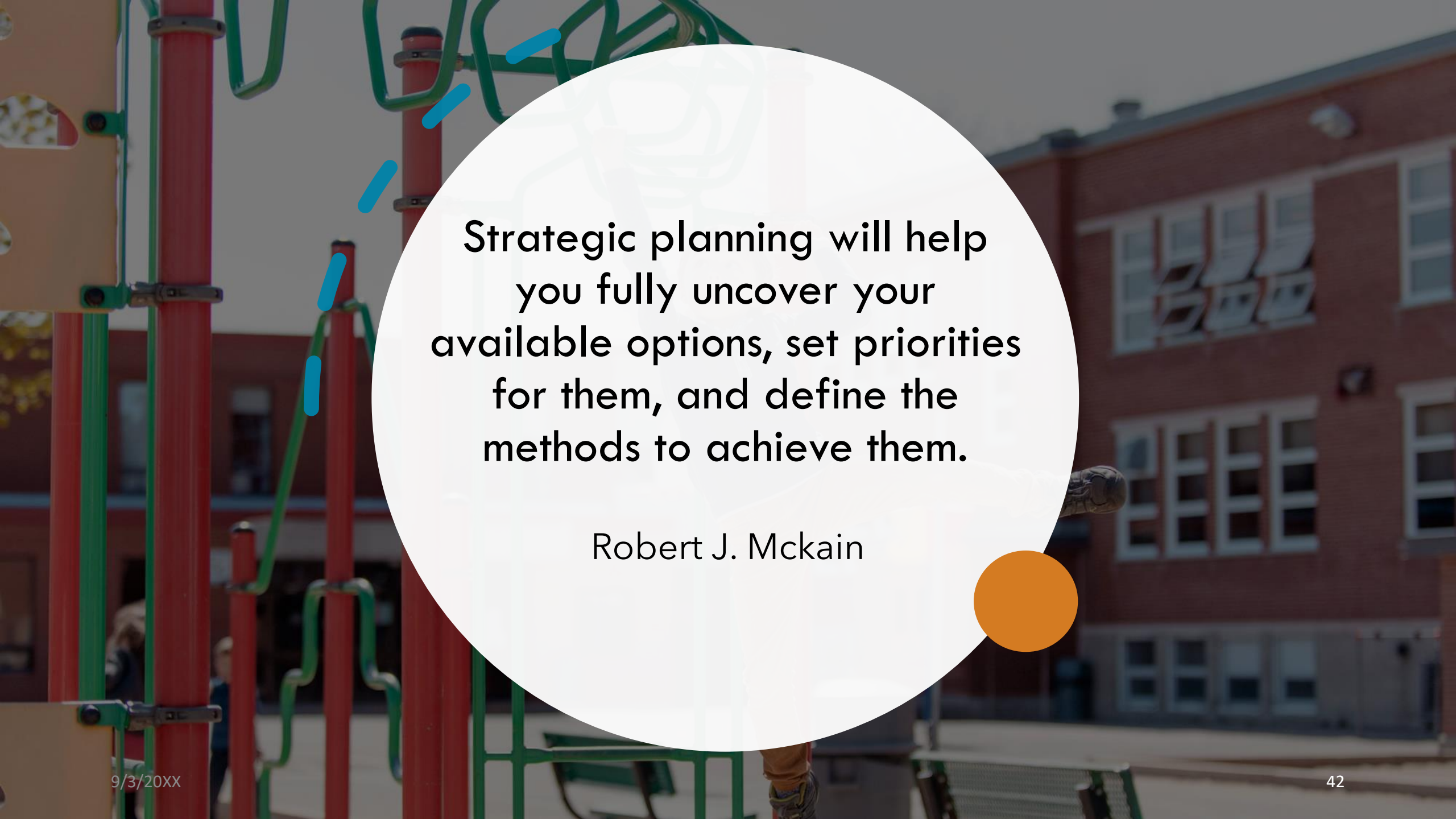
You may have no more than 3 GO Team members (committee chair and 2 others) on the committee. For middle and high schools, there must be at least 3 student representatives.

For all other members, list the members of the committee below as voted on by the GO Team. Other than GO Team members, names can be provided as individuals are identified. For example, if the GO Team voted for the Committee to have 2 individuals with medical background, and a faith leader, list under Role: Medical, Medical, and Faith Leader.

Role	Name	Email Address
Chair		

(*add additional rows, if needed*)





Strategic planning will help
you fully uncover your
available options, set priorities
for them, and define the
methods to achieve them.

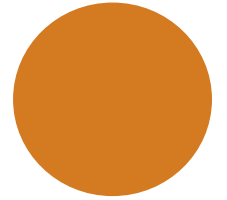
Robert J. Mckain

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 the end of Fall Semester, we will take **Action** (vote) on any updates to our strategic plan and the ranking our strategic priorities for the 2024-2025 school year.

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



A large orange circle with the text "Principal's Report" in white. To the left of the circle is a dashed blue arc, and at the bottom right is a small purple circle.

Principal's Report



Security Grant Update





Thank you