

# **GO TEAM MEETING #1**

Morris Brandon Elementary  
School  
9/14/23

# TOPICS

Current Enrollment & Leveling

School Strategic Plan

Strategic Plan Overview

SMART Goals

Data Discussion

Spring MAPS

GMAS





# **ENROLLMENT & LEVELING**

# ENROLLMENT

4

|                      |     |
|----------------------|-----|
| Projected Enrollment | 844 |
| Current Enrollment   | 871 |
| Difference           | 27  |

## LEVELING

Leveling is the process the District uses to adjust school budget allocations to match student enrollment.

### Budget Impact

*27x Base Weight  
(\$5,193) = \$140,211  
- \$107,000 for EIP  
4/5  
- \$37,211 into  
Materials/ Supplies*

# Plan for FY24 Leveling Reserve

5

As a reminder:

- Initial Leveling Reserve: \$119,989
  - Purchased .5 SELT: \$55,096
  - Remaining Leveling: \$64,893
- Moved Funds to SUBSTITUTES
  - Remaining Leveling: \$0.00



# **2021-2025 STRATEGIC PLAN**

It is the mission of Morris Brandon to develop students’ academic, social, and emotional needs by engaging our entire school community to work collaboratively while fostering international-mindedness and a love for learning.

By the end of the FY23 school year, Black/AA students scoring proficient or above on the EOG ELA assessment will increase by 3% from 40% to 43%.

Morris Brandon ES

SMART Goals

By the end of the FY23 school year, Black/AA students scoring proficient or above on the EOG Math assessment will increase by 3% from 23% to 26%

It is the vision of Morris Brandon to educate the whole child by teaching empathy, open-mindedness, compassion, and critical thinking while giving every student what they need to be successful lifelong

By the end of FY23, at least 100% of 6 grade levels will show a reduction in extremely elevated BASC-3/BEES

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

Strategic Staff Support  
Equitable Resource Allocation

School Strategic Priorities

- 1. Increase student mastery in Math, Science and Social Studies
- 2. Ensure students are reading on grade level and showing growth as it pertains to ELA
- 3. Make sure subgroups are making academic progress across all content areas
- 4. Ensure Special Ed. Students are making yearly gains in literacy rates and state targets for ELA

- 5. Build systems that increase academic growth for all students.
- 6. Build systems and resources to support the Enhanced IB PYP, DLI and Gifted collaboration implementation

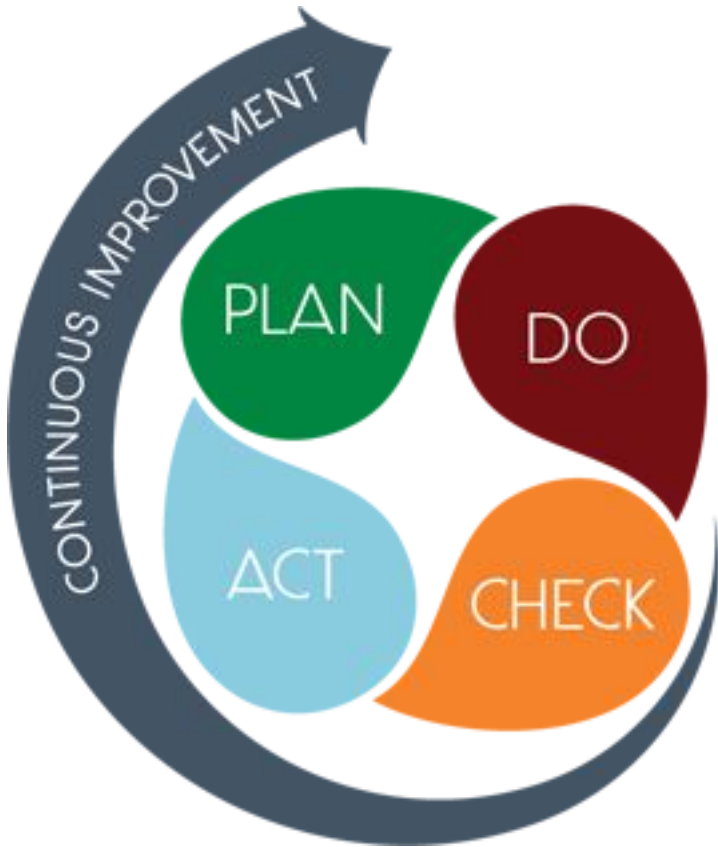
- 7. Increase opportunities for student engagement
- 8. Increase staff engagement and retention
- 9. Build culture through staff leadership opportunities

- 10. Build teacher capacity in core content areas, particularly ELA and Reading
- 11. Deliver faculty training and maintain or acquire certifications needed to implement the Enhanced IB PYP, DLI, and gifted collaboration.

- 1A. Utilize the Eureka Math curriculum resource in K-5.
- 1B. Guarantee the effective delivery of Eureka Math by providing adequate time, resources and opportunities for staff to participate in ongoing professional development. (Grow: INCREASED FOCUS ON MATH)
- 2A. Scaffold literacy learning through guided reading, Saxon Phonics, Orton Gillingham and Wit and Wisdom ELA curriculum.
- 3A. Develop standards-based common assessments and progress monitor student data by implementing a data analysis and response protocol to provide remediation and enrichment where needed.
- 4A. Hire and retain effective Special Ed. Teachers. Implement progress monitoring and adequate resource block for eligible students.
- 5A. Create targeted professional learning opportunities focused on the implementation of Wit and Wisdom and guided reading.
- 6A. Provide targeted professional learning opportunities focused on the implementation of the Enhanced IB PYP.
- 6B. Implement vertical and horizontal alignment to ensure Enhanced IB PYP program coherence.
- 6C. Increase the number of Gifted certified teachers in order to implement a collaborative model aligned with the Enhanced IB PYP.
- 6D. Continue to onboard
- 7A. Allocate adequate resources and funding for progress monitoring, remediation, enrichment tools and resources.
- 7B. Improve the school schedule to allow time for intervention and enrichment designed to support student growth across performance levels.
- 8A. Allot adequate funding to support the Enhanced IB PYP, DLI and Gifted Collaboration experience for all students.
- 8B. Implement the 5-year action plan submitted to the IBO in response to the 2015 evaluation.

- 9A. Continue to implement a student recognition plan for K-5. Allot adequate funding to support this plan.
- 10A. Implement onboarding and mentoring of staff in new roles.
- 10B. Develop a leadership pipeline by creating leadership opportunities for all staff.

# CIP SMART GOALS



## Overview

- 1) Focus on continued growth in literacy proficiency (+4%)
- 2) Focus on support, implementation and monitoring of new math program and standards (-3%)
- 3) Continue to implement action plans to support extremely elevated/elevated BASC3-BESS students

## SMART GOALS

- 1) Literacy: By the end of the FY24 school year, all subgroups including SWD, Black, Hispanic and Asian will increase proficiency from 71% to 76% (5% growth)
- 2) Numeracy: By the end of the FY24 school year, all subgroups including SWD, Black, Hispanic, and Asian will increase proficiency from 69% to 74% (5% growth)
- 3) By the end of the 23/24 school year, at least 3 out of 6 grade levels will show a reduction in extremely elevated students as measured by the BASC-3/BESS.

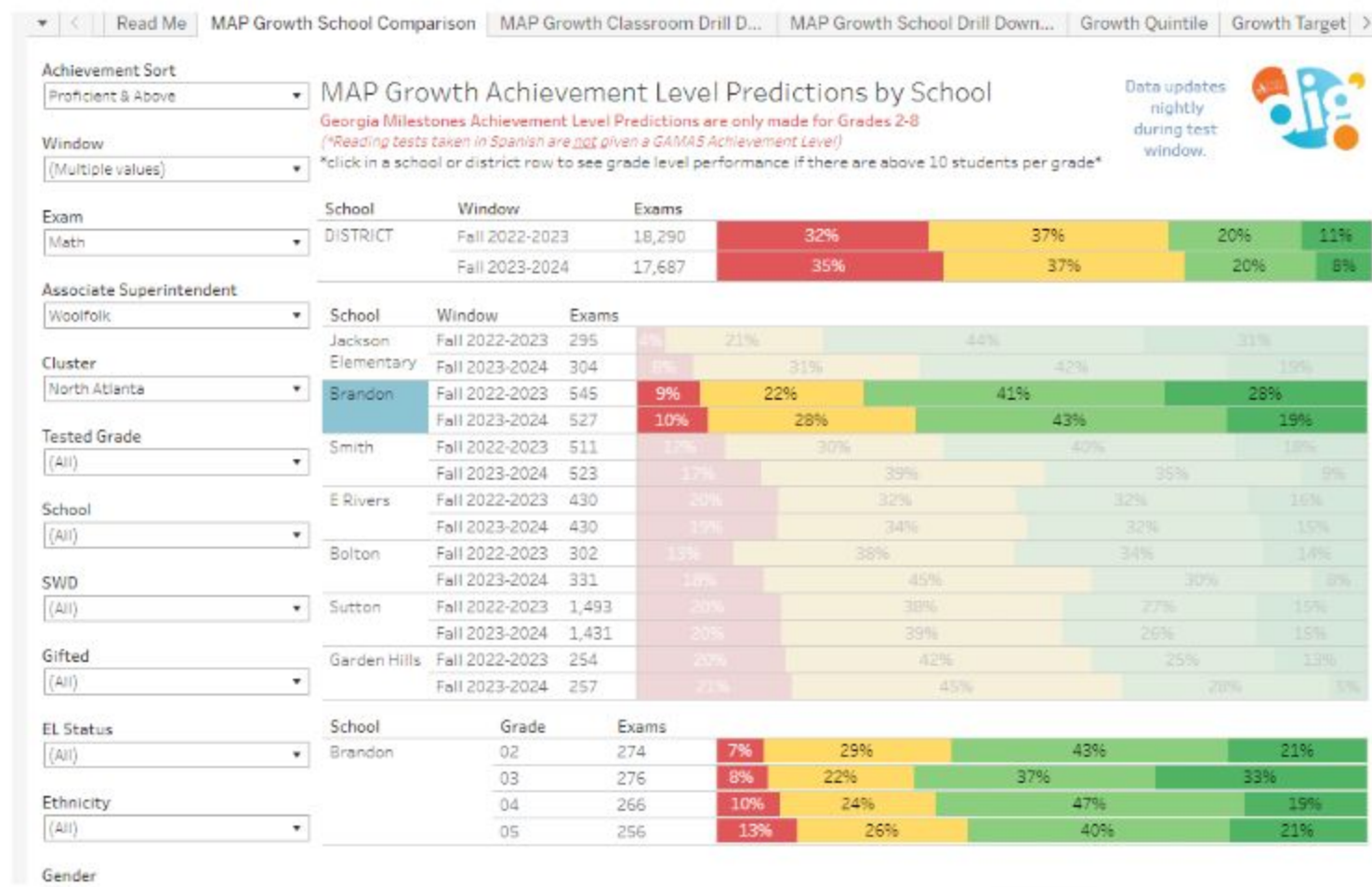




# **DATA DISCUSSION**

# MAP Growth School Comparison – Brandon vs. District - Math

- Brandon out paces the district with proficient and above by 30%+, 62% of learners are proficient and above in Math
- The number of proficient learners increased by 2% compared to last fall



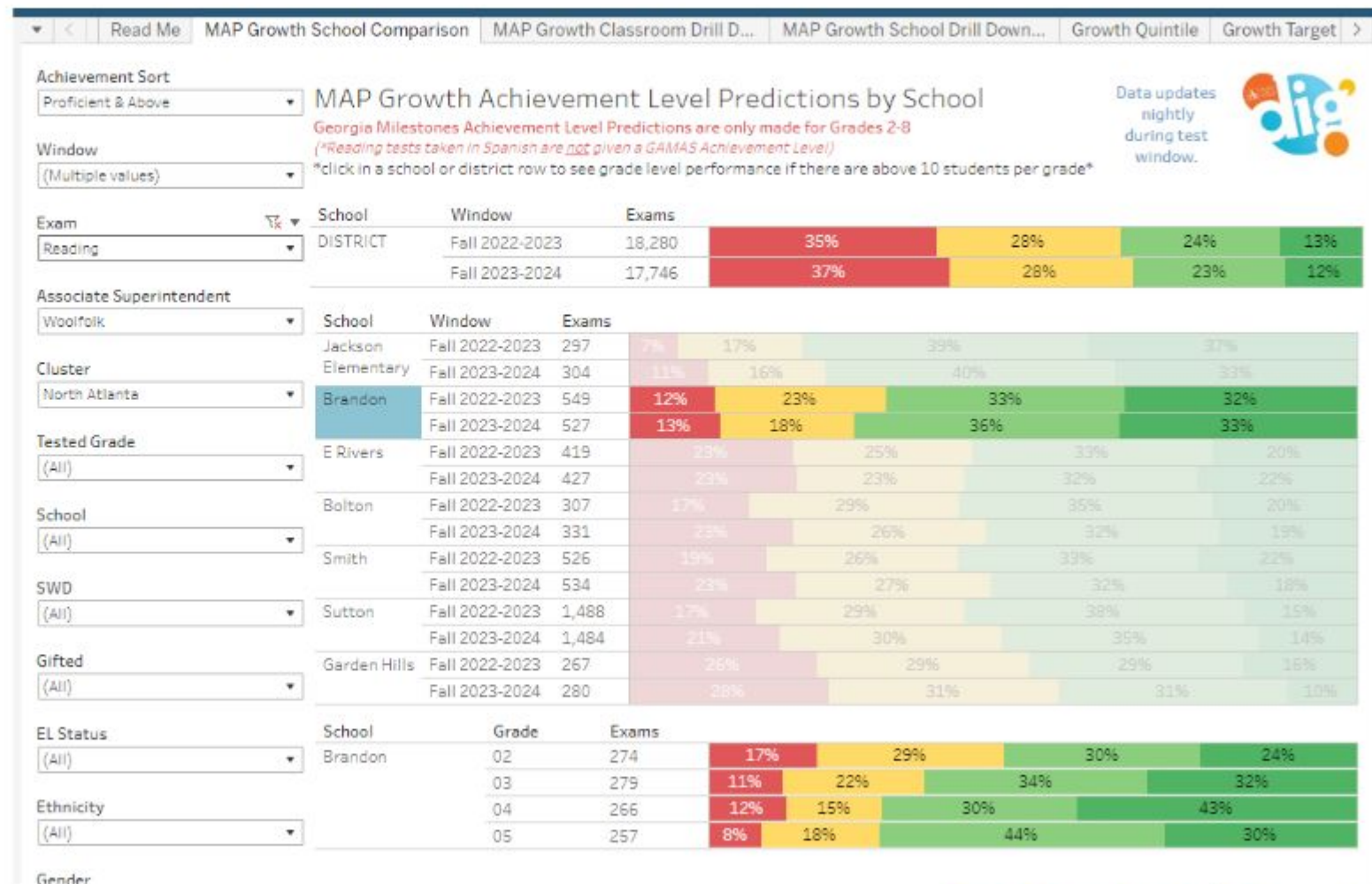
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# MAP Growth School Comparison – Brandon vs. District - Reading

- Brandon out paces the district with proficient and above 30%+ in both Proficient and Distinguished achievement levels
- The number of proficient students increased by 3% compared to last fall



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# MAP Growth School Comparison – Brandon vs. District

- MAP Growth Classroom Drill Down breaks down achievement levels by course
- 4<sup>th</sup> Grade Reading and Lang Arts increased its number of distinguished learners by 10%

## MAP Growth Classroom Drill Down

Georgia Milestones Achievement Level Predictions are only made for Grades 2-8 tests taken in English

\*Data reflects MAP results for the current students tagged to each teacher in IC.

Data updates  
nightly  
during test  
window.

| School  | Course          | Window         | Exam    | Exams |     |     |     |     |
|---------|-----------------|----------------|---------|-------|-----|-----|-----|-----|
| Brandon | Reading/Grade 5 | Fall 2022-2023 | Reading | 106   | 13% | 11% | 27% | 48% |
|         |                 | Fall 2023-2024 | Reading | 124   | 13% | 15% | 41% | 31% |
|         | Lang Arts/5     | Fall 2022-2023 | Reading | 106   | 13% | 11% | 27% | 48% |
|         |                 | Fall 2023-2024 | Reading | 124   | 13% | 15% | 41% | 31% |
|         | Reading/Grade 4 | Fall 2022-2023 | Reading | 111   | 12% | 22% | 32% | 34% |
|         |                 | Fall 2023-2024 | Reading | 126   | 8%  | 17% | 32% | 44% |
|         | Lang Arts/4     | Fall 2022-2023 | Reading | 111   | 12% | 22% | 32% | 34% |
|         |                 | Fall 2023-2024 | Reading | 126   | 8%  | 17% | 32% | 44% |
|         | Lang Arts/2     | Fall 2023-2024 | Reading | 129   | 19% | 19% | 35% | 27% |
|         | Reading/Grade 2 | Fall 2023-2024 | Reading | 129   | 19% | 19% | 35% | 27% |
|         | Reading/Grade 3 | Fall 2022-2023 | Reading | 127   | 9%  | 39% | 29% | 22% |
|         |                 | Fall 2023-2024 | Reading | 147   | 10% | 22% | 38% | 30% |
|         | Lang Arts/3     | Fall 2022-2023 | Reading | 127   | 9%  | 39% | 29% | 22% |
|         |                 | Fall 2023-2024 | Reading | 147   | 10% | 22% | 38% | 30% |



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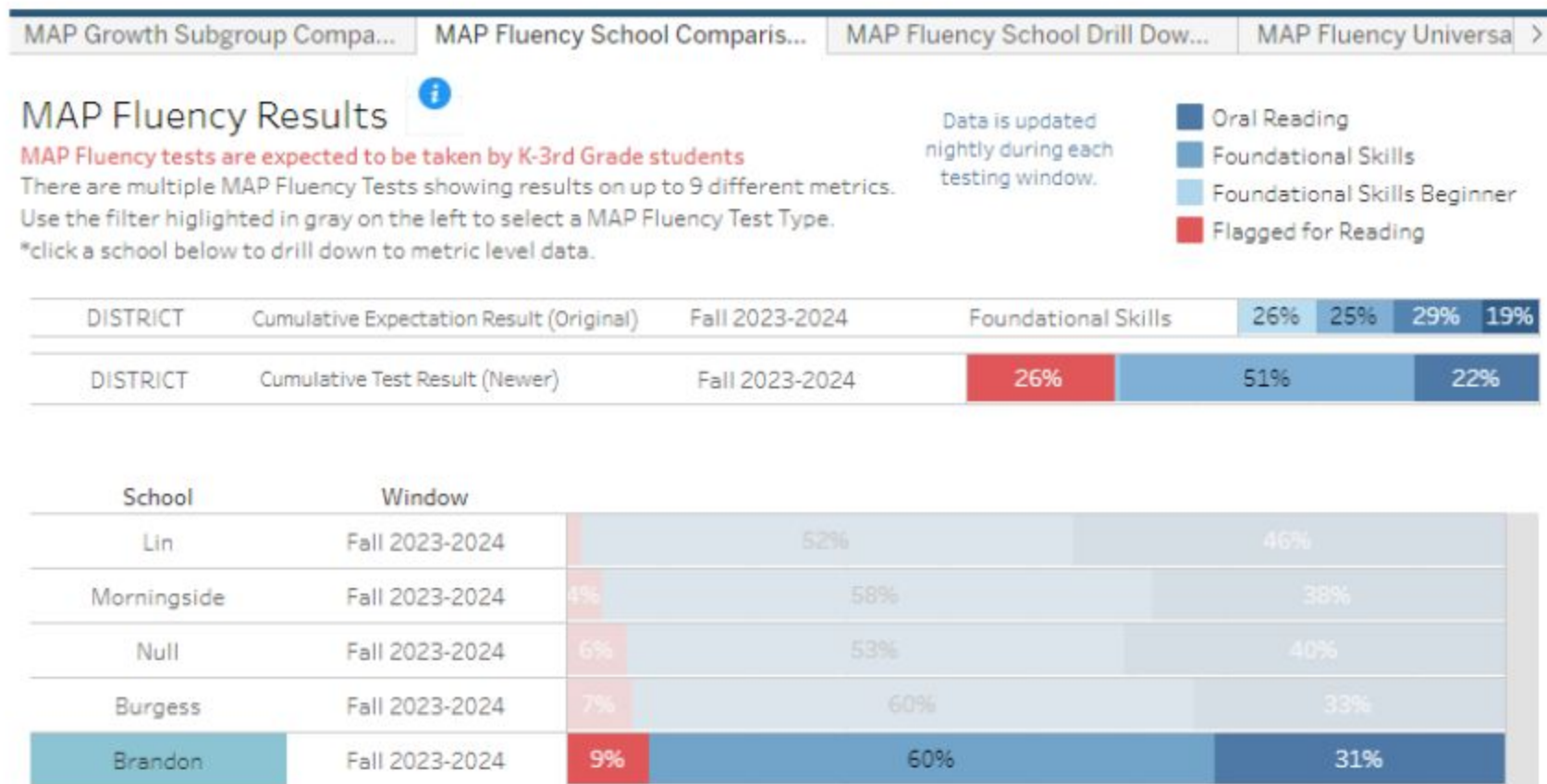
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# MAP Fluency School Comparison – Brandon vs. District

- MAP Fluency School Comparison breaks down fluency by test type
- Brandon is out pacing the district with all categories and trending below the district for flagged for reading learners
- Brandon has 9% learners that are flagged for Reading

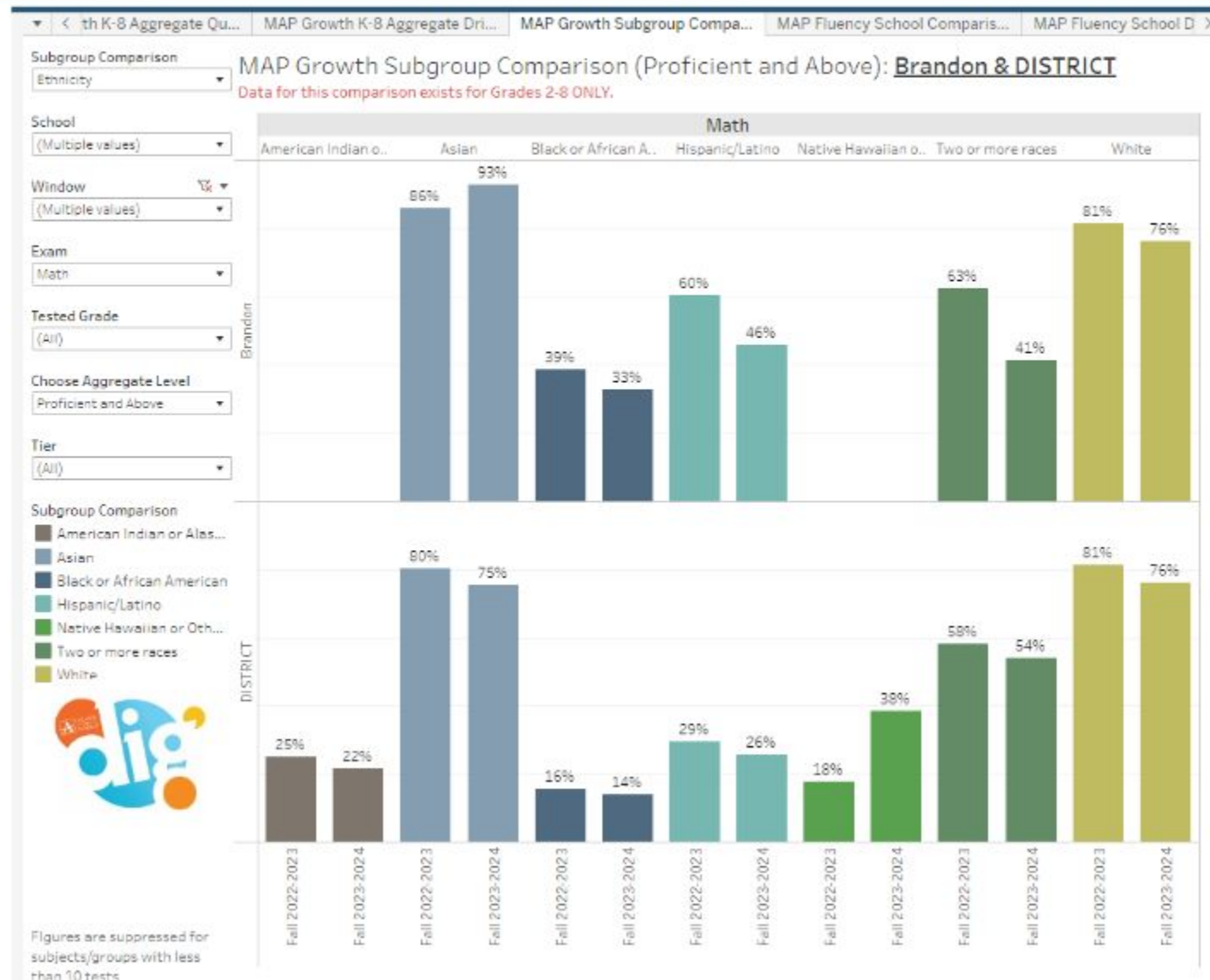


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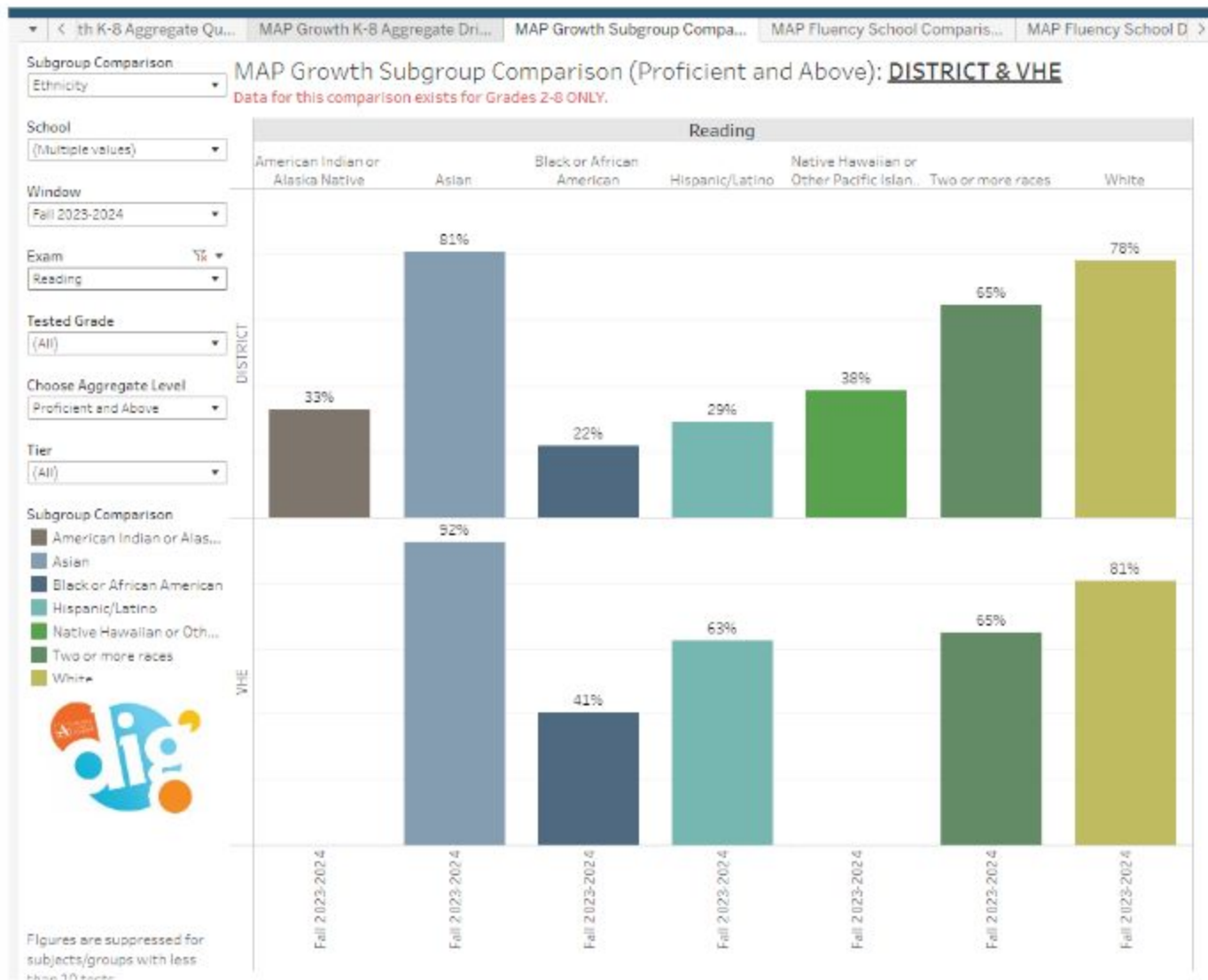
# MAP Growth School Comparison – Brandon vs. District - Subgroups



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# MAP Growth School Comparison – Brandon vs. District - Subgroups



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## Growth Timeframe

Fall to Spring (same school ye... ▾

## Window Endpoint

Spring 2022-2023 ▾

## Exam

Reading ▾

## Test Language

English ▾

## Tested Grade

(All) ▾

## Tested School

(All) ▾

## Gifted

(All) ▾

## Gender

(All) ▾

## Economically Disadvantaged

(All) ▾

## EL Status

(All) ▾

## Race/Ethnicity

(All) ▾

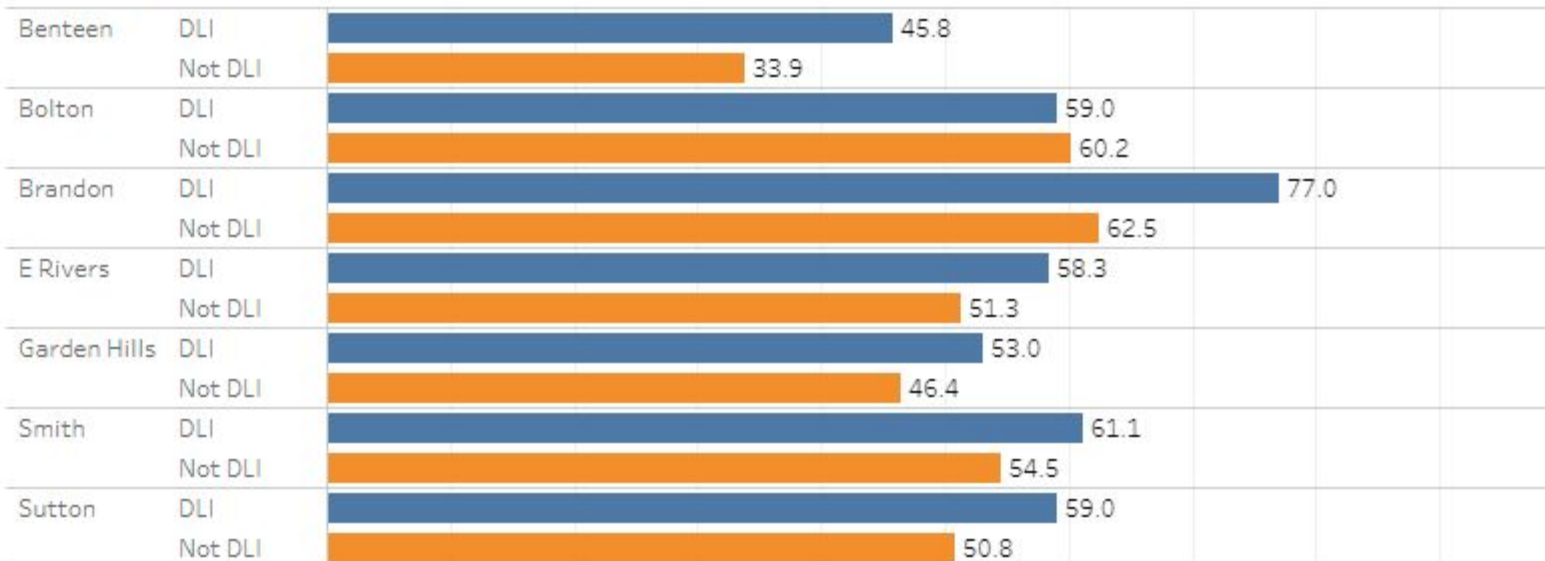
## Primary Home Language

(All) ▾

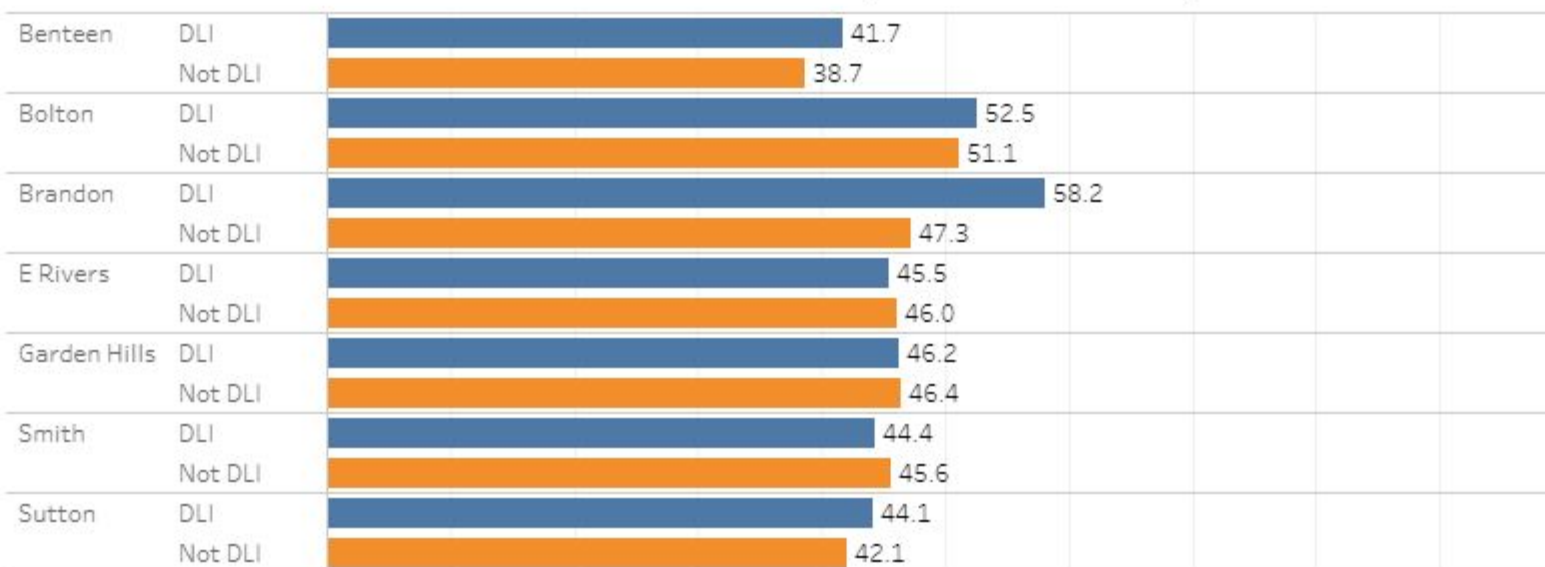
## SWD

(All) ▾

## Average Test Percentile



## Average Growth Percentile for Fall to Spring (same school year)





## Growth Timeframe

Fall to Spring (same school ye... ▼

## Window Endpoint

Spring 2022-2023 ▼

## Exam

Math ▼

## Test Language

English ▼

## Tested Grade

(All) ▼

## Tested School

(All) ▼

## Gifted

(All) ▼

## Gender

(All) ▼

## Economically Disadvantaged

(All) ▼

## EL Status

(All) ▼

## Race/Ethnicity

(All) ▼

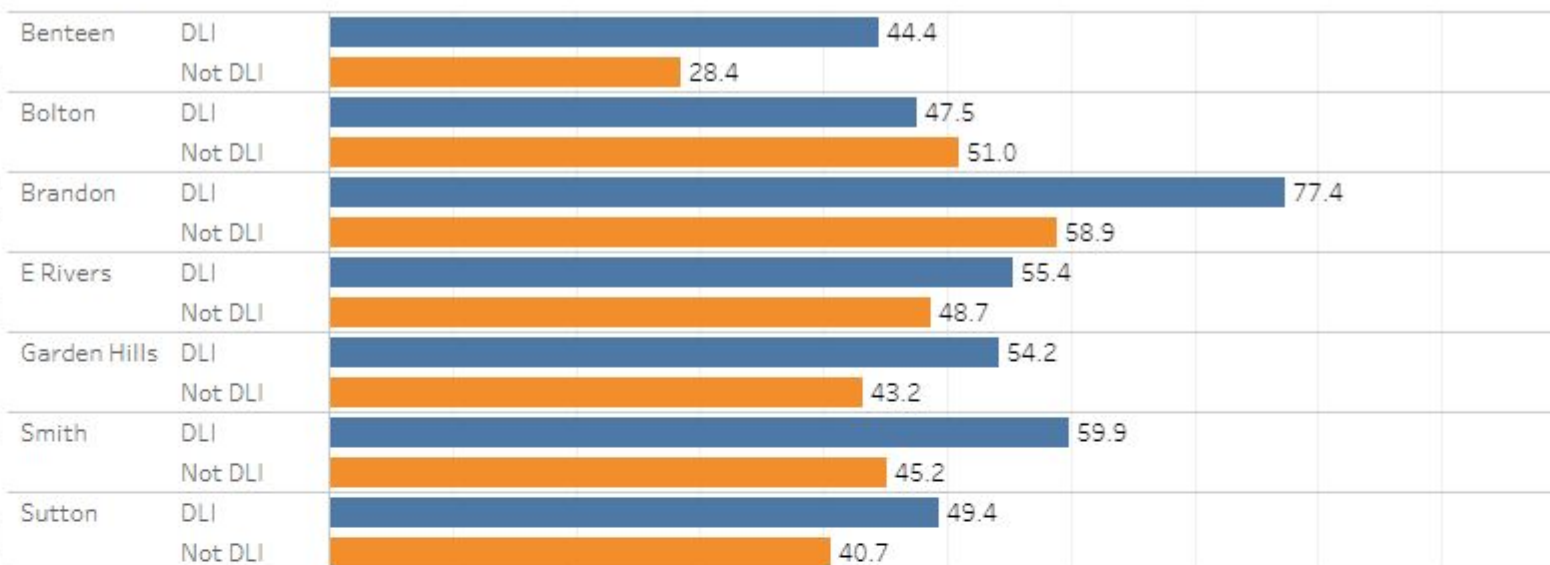
## Primary Home Language

(All) ▼

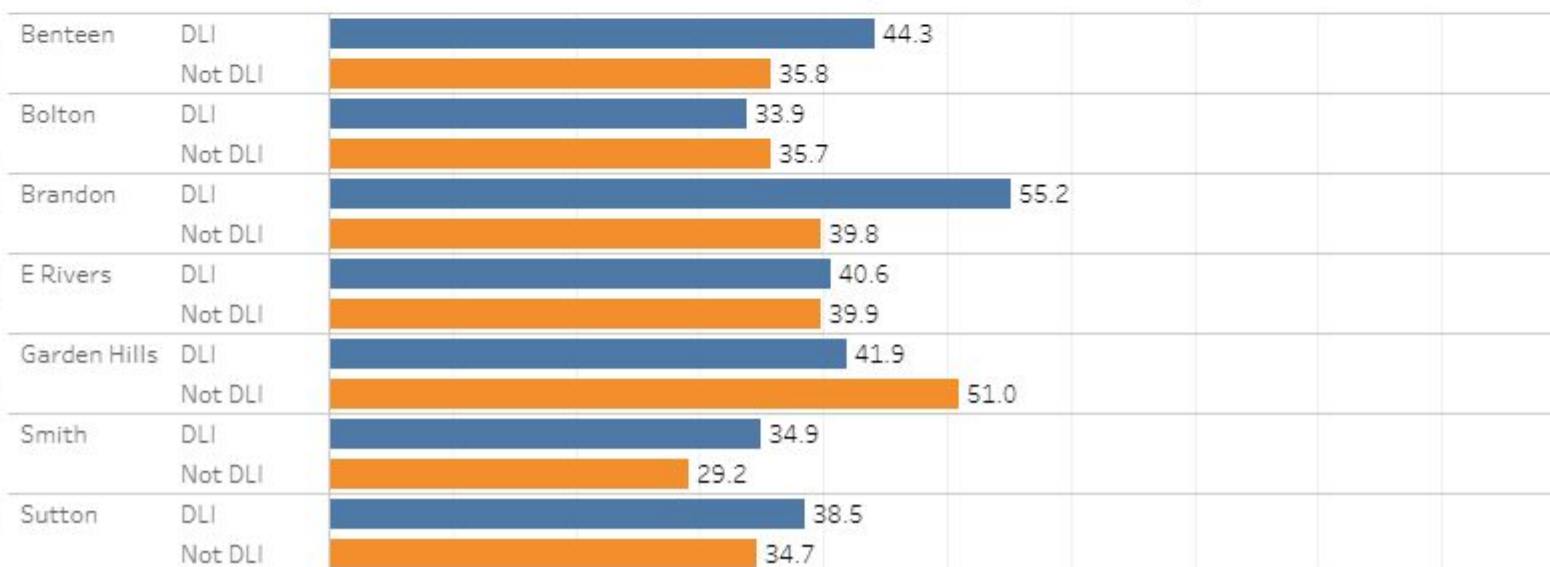
## SWD

(All) ▼

## Average Test Percentile



## Average Growth Percentile for Fall to Spring (same school year)



# GMAS RESULTS

Sort

Proficient and Above

■ Beginning Learner
 ■ Developing Learner
 ■ Proficient Learner
 ■ Distinguished Learner



Cluster

(All)

School Type

(All)

Year

2023

Subject

ELA

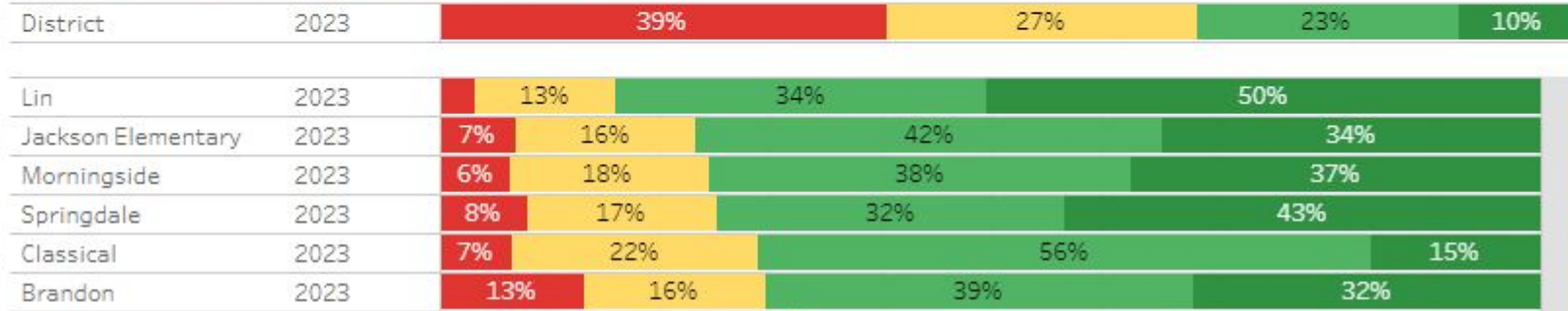
Grade

Sort

Proficient and Above

## Milestone Comparison

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



■ Beginning Learner
 ■ Developing Learner
 ■ Proficient Learner
 ■ Distinguished Learner



Cluster

(All)

School Type

(All)

Year

2023

Subject

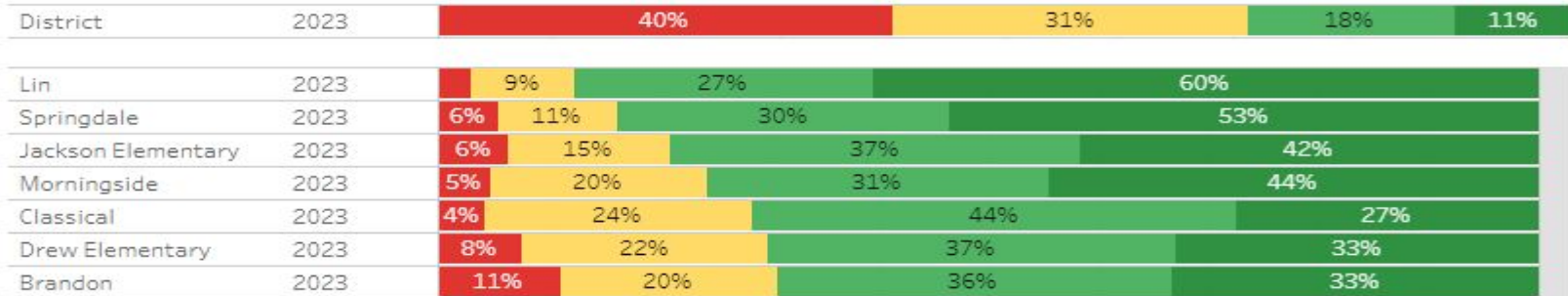
Math

Grade

(All)

## Milestone Comparison

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



# GO TEAM DISCUSSION: DATA PROTOCOL

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

# GLOWS & GROWS

## GLOWS

|   |
|---|
| 4.1% increase in proficiency for ELA on EOG (overall) from 66.5 to 70.6%                    |
| <b>6% increase in proficiency in ELA for Black/ AA students on EOG 32.2 to 38.2%</b>        |
| <b>2% decrease (5 students) in Extremely Elevated students on Spring BASC-3/BESS 6 to 4</b> |
| <b>3% increase (4 students) in Normal Range on Spring BASC-3/BESS (student) 82-85%</b>      |

GOTeam

- Decrease in class sizes Prek-5

## GROWS

|  |
|--|
| 3.3% decrease in proficiency for Math on EOG (overall) from 72.4-69.1%                       |
| <b>7.6% decrease in proficiency in Math for Black/ AA students on EOG from 36.8 to 29.2%</b> |
| <b>12% decrease in proficiency in Math for Hispanic students on EOG from 73.5 to 61.5%</b>   |
| <b>14.6% decrease in proficiency in Math for Asian/ Pacific Islander from 81.3 to 66.7%</b>  |

GOTeam

-

# Timeline for GO Teams

You are **HERE**



1

Fall 2021

GO Team Developed  
2021-2025 Strategic Plan

2

Summer

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

3

August

School Leadership  
completed 2022-2023  
Continuous Improvement  
Plan

4

Sept. – Dec.

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

5

Before Winter Break

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

**QUESTIONS?**