

# Meeting Minutes

**Garden Hills Elementary**  
**Date: November 14, 2019**  
**Time: 4:30 pm**  
**Location: GHES Media Center**

- I. Call to order: 4:35
- II. Roll Call

Role	Name (or Vacant)	Present or Absent
Principal	Stacey Abbott	Present
Parent/Guardian	Dr. Kim Kleiss	Present
Parent/Guardian	Laura Campbell	Absent
Parent/Guardian	Jason Holland	Present
Community Member	Genie Arcila	Present
Instructional Staff	Reshada Aquil	Present
Instructional Staff	Angela Nelson	Present
Parent/Guardian	Lamar Kemp	Absent
Instructional Staff	Sarah Erickson (secretary)	Present
Student (High Schools)		

**Quorum Established: Yes**

Dr. Shana Weldon (Early Learning Coordinator), Nina Reid (interpreter), Krista Reily (School Business Manger and IB Coordination), and Kelly Hurley (Parent/Community Member) attended the GO Team meeting.

### III. Action Items

- A. **Approval of Agenda:** Motion made by: [Angela Nelson](#) Seconded by: [Jason Holland](#)  
 Members Approving: 6  
 Members Opposing: 0  
 Members Abstaining: 0  
**Motion Passes**
- B. **Approval of Previous Minutes:** *List amendments to the minutes:* no amendments  
 Motion made by: [Jason Holland](#) Seconded by: [Rasheda Aquil](#)  
 Members Approving: 6  
 Members Opposing: 0  
 Members Abstaining: 0  
**Motion Passes**

- C. **Approval of Additional Community Member Spot:** Maria Gonzalez-Escalante is a parent of two students (Pre-K and second grade student).  
Motion made by: Jason Holland Seconded by: Rasheda Aquil  
Members Approving: 6  
Members Opposing: 0  
Members Abstaining: 0  
Motion Passes

#### IV. Discussion Items

- A. **Discussion Item 1:** Shana Weldon, Coordinator of Early Learning for APS is a guest to share the process for a DLI Pre-Kindergarten unit. The class would be designed to be one teacher and one paraprofessional, who are both bi-lingual. The class would be capped at 22 students: 11 Native-speakers and 11 English-primary language learners. This class would only be opened to students within the attendance zone of Garden Hills. This is hopefully an additional class to Garden Hills making three Pre-Kindergarten classes. The only schools looking at this model are Benteen and Garden Hills Elementary.

#### V. Information Items

- A. **Principal's Report** College and Career Ready Performance Index (CCRPI) all information and statistics from Ms. Abbots presentation are found on the Georgia Department of Education website and APSinsights. From 2018 to 2019, our score increased from 72 to 82.2. We are excited to see an upward trend in closing the achievement gap for our subgroup populations (black, Hispanic, English-learners, and students with disabilities).
- B. **Information Item 2** Krista Reilly (School Business Manager/IB Coordinator, GHES) shared 71 standards reported by a committee from IB during the reevaluation that took place April of 2019. Ms. Reilly shared a list of commendations, recommendations, and matters to be addressed. The recommendations and additional information is due to IB early December to outline an action plan. The document shared with GO Team is attached to the minutes.
- C. **Information Item 3 Additional item added\*** Reading Bowl is being headed up by Mr. Jolly and Ms. Brooks. Twenty-five students were invited based on AR ranking. After the informational session, students will have access to online testing modules through Quizlet and Google with once a month meetings during school.

- VI. **Public Comment** Kelly Hurley commented on Reading Bowl and Science Fair feels programs are not being implemented and have limited ownership of programs.

#### VII. Announcements

Next Meeting is January 30, 2019 @ 4:30 in the media center.

## Meeting Minutes

Atlanta Public Schools Inaugural Parent and Family Engagement Conference hosted by the Office of Family Engagement will be held on Saturday, November 16, 2019, at D. M. Therrell High School from 8:30 am - 3:00 pm. We are excited to offer this free event as we want to continue to motivate APS families to become champions who support student success!

### VIII. Adjournment

Motion made by: [Angela Nelson](#); Seconded by: [Jason Holland](#)

Members Approving: 6

Members Opposing: 0

Members Abstaining: 0

Motion [Passes/Fails]

**ADJOURNED AT 5:53**

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**Minutes Taken By:** [Sarah Erickson](#)

**Position:** [Secretary](#)

**Date Approved:**

[IB Evaluation Summary Results from April 2019](#)

**Garden Hills IB Evaluation Summary of Results April 2019**

### COMMENDATIONS

#### Standard A Philosophy

Practice 4: The learner profile is valued and authentically applied throughout the school day by students, staff, and administrators.

Practice 6: The school's effort to communicate to the school community has made parents feel informed and valued.

Practice 7a: Dual language immersion has created a culture of linguistic and cultural appreciation among the whole school community.

#### Standard B1 Leadership and Structure

Practice 5a: The school provides language support that is aligned with the needs of students beyond what is expected.

#### \*\*Standard B2: Resources & Support

Practice 5: Specialist learning areas have been developed to support the arts/scientific explorations/environmental studies/sport/technology

Practice 11: The school has developed relationships with community organizations that provide their students with experiences to enhance the students' experience of the programme.

Standard C3: Teaching & Learning

Practice 1c: The school's support of social emotional learning has created a culture of caring and respect that is appreciated by the whole school community.

Practice 13: Student reflection has created an enthusiasm about learning among students, parents, and teachers.

**MATTERS TO BE ADDRESSED**

Standard	Practice	Finding	Evidence Needed
B2.3 + 3a	The school ensures that teachers and administrators receive IB recognized professional development. a. The school complies with the IB professional development requirement for the Primary Years Programme at authorization and at evaluation	Most staff have received IB recognized professional development, but two have not.	Registration of the teachers mentioned in the findings in IB-recognized professional development within the next 6 months.
C3.2a	The school ensures that inquiry is used across the curriculum and by all teachers	Classroom observations indicate a beginning level of inquiry in some classrooms. The pedagogical leadership team indicated that staff need further professional development in creating inquiry-based learning engagements. Samples of student work show a limited use of inquiry throughout the units of inquiry.	A plan to support the professional development for teachers in the area of inquiry either in-house or through IB professional development. This plan should include how inquiry will be evidenced in the written, taught and assessed curricula of the school. It should include roles and responsibilities as well as a clear timeline

**RECOMMENDATIONS**

Standard B1: Leadership & Structure

Practice 6: The school should review the action plan to further clarify timelines, accountabilities and outcomes regarding the ongoing development of the programme, including a plan for in-school professional development specific to PYP practices.

Practice 7: The pedagogical leadership team ensures that the self-study is conducted within the required minimum timeframe of 12-months.

### \*\*Standard B2: Resources & Support

Practice 7: The pedagogical leadership team should establish an ongoing process to revise school resources to ensure teachers and students have access to information on global issues from diverse perspectives. This review requires leadership from the PYP coordinator in order to guide teachers towards understanding and balancing the resources that support student inquiries.

### Standard C1 Collaborative planning

Practice 3b: The school should develop a process that will ensure balance and articulation between the transdisciplinary programme of inquiry and any additional single-subject teaching.

Practice 4b: The pedagogical leadership team needs to find ways to support teachers in using the planner to document coherent records of student learning.

### Standard C2 Written Curriculum

Practice 1: The school should further extend the use of the PYP planner for planning in the single subject areas.

Practice 1b: The school should facilitate a curriculum review process involving all teachers, with the aim of ensuring that the school has a coherent, horizontally and vertically articulated programme of inquiry.

Practice 1d: The school should facilitate a curriculum review process involving all teachers to ensure the curriculum addresses knowledge, concepts, skills, action and the IB learner profile.

Practice 6a: The school should review its current central ideas, lines of inquiry, and learning engagements to ensure that these provide opportunities for student learning that is significant, relevant, engaging and challenging.

Practice 7: The school should further explore ways to reinforce students' awareness of national and world issues into the written curriculum.

### Standard C4: Assessment

Practice 1a: The school should ensure that teachers refer to the PYP assessment philosophy in planning the written curriculum and ensure that this is reflected in teaching and learning practices.

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