



SEMESTER ACTION PLAN

Zone: 6
School: Findley Oaks Elementary School

The Semester Action Plan serves as a road map that provides clarity to specific priorities and actions that will drive student achievement over the next semester. The plan will help ensure the focus of all stakeholders toward an aligned understanding of the implementation and progress of our school's initiatives. This plan will be presented to SGC for input. School Leadership teams should submit the following Semester Plan to their Zone Superintendent for final and approval. It should be posted on the school website upon approval.

STEP ONE: Complete table below.

1. Establish SMART goals in each of the three focus areas: Relationships and Routines, Tier I, or Interventions, and the high-level actions/practices the school will employ to achieve those goals.
2. Schools may identify one/two additional focus areas and goals for the Semester period (i.e., drop-out, continuous achievement, attendance, discipline, targeted sub-group, college readiness, etc.) as well as related high-level actions/practices.

	Focus Areas	Semester Goal	Two High Level Actions/Practices
1	Relationships and Routines	During the 2023-2024 school year, Findley Oaks will maintain 95% of students meeting district attendance goal of having a 90% or greater attendance rate.	<ul style="list-style-type: none"> - Encourage families to utilize participate remote days when requesting pre-approved absences or other types of absences (5 per semester). - Monitor, Support, Celebrate (when improving) chronic and severe chronic students.
2	Tier I	By May 2024, Findley Oaks will increase the percentage of students in grades 3-5 performing at the accelerate level in writing from 47.9 % to 51.9% as measured by GMAS.	<ul style="list-style-type: none"> -Engage in data dig after each writing unit assessment in grades 3-5 (Illuminate assessment) and 2nd grade (Wonders or Illuminate) -Implement at least one common task or prompt per unit (grades K-5).
3	Interventions	<p>By May 2024, Findley Oaks will increase the percentage of SEC students grades K-2 from 37% to 41% who make 80% or higher toward their stretch growth in reading as measured by spring iReady diagnostic.</p> <p>By May 2024, Findley Oaks will increase the percentage of SEC students in grades 3-5 (who began the year 2 or more grade levels below in reading) meeting the reading indicator as measured by GMAS from 61% to 65%.</p>	<ul style="list-style-type: none"> - PLCs complete data dig after diagnostic, formative, and summative assessments. - SEC teachers will plan for specially designed instruction for SEC students.

STEP TWO: Complete attached detailed task tables for each Goal.

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1. Determine how the school will measure progress toward the successful achievement of the Semester Goal for each focus area and record progress during the Semester period.
2. Complete the Detailed Task list needed to implement each of the high-level actions to achieve the goal in each focus area.

Principal Signature

Date

Zone Superintendent Signature

Date

Priority #1 Relationships and Routines

Theory of Action: If we maintain 95% of students meeting the district attendance goal, our students will achieve better in school academically, socially, and emotionally.

During the 2023-2024 school year, Findley Oaks will maintain 95% of students meeting district attendance goal of having a 90% or greater attendance rate.

PROGRESS INDICATORS			
What will be measured?	What tools will be used to measure?	Date of Measurement	Record Actual Results Here
1. Parents opting to use the Participate Remote attendance option. 2. Students who are at the chronic or severe chronic attendance band.	Attendance Dashboard and attendance codes from IC	Monthly	

High Level Action One:

- Encourage families to utilize participate remote days when requesting pre-approved absences or other types of absences (5 per semester).

DETAILED TASKS			
Task	Person Completing Task	Resources Needed / Source	Start and Completion Dates
When parents request approved absences or if a child will be absent for other reasons such as illness, encourage parents to utilize the Participate Remote option (5 per semester).	Homeroom Teachers Data Clerk	Participate Remote Form Communication through parent flyers, newsletters, website	8/23-5/24

High Level Action Two:

- Monitor, Support, Celebrate (when improving) chronic and sever chronic students.

DETAILED TASKS			
Task	Person Completing Task	Resources Needed / Source	Start and Completion Dates
<ul style="list-style-type: none"> - Every two weeks admin meeting-monitor - SSW-Follow up on severe chronic and counselor chronic - Teachers-Review in PLC and SWARM reports - Celebrate-Attendance improvements, Fantastic Falcon. 	Admin Team SSW-Ronda June Teachers	Attendance dashboard Infinite Campus	8/23-5/24

Priority #2 Tier 1

Theory of Action: If we systematically analyze student writing and use protocols for writing analysis, we will be able to support the growth of our students with their writing.

Semester Goal: By May 2024, Findley Oaks will increase the percentage of students in grades 3-5 performing at the accelerate level in writing from 47.9 % to 51.9% as measured by GMAS.

PROGRESS INDICATORS

What will be measured?	What tools will be used to measure?	Date of Measurement	Record Actual Results Here
Cold Writing Assessments in Illuminate (3-5) and grade 2 Illuminate or Wonders. 1 common writing task per unit (K-5)	Unit planning guide, Illuminate reports.	After each cold write assessments and per unit.	

High Level Action One:

Engage in data dig after each writing unit assessment in grades 3-5 (Illuminate assessment) and 2nd grade (Wonders or Illuminate)

DETAILED TASKS

Task	Person Completing Task	Resources Needed / Source	Start and Completion Dates
Students will complete cold writing assessments in Illuminate and grade 2 will have the option to use Illuminate or Wonders. Utilize writing data protocols for analysis.	K-2 teachers	Cold Write assessments and protocols	09/23-05/24

- **High Level Action Two:** Implement at least one common task or prompt per unit (grades K-5).

DETAILED TASKS			
Task	Person Completing Task	Resources Needed / Source	Start and Completion Dates
Teachers grades K-5 will implement on common writing task or prompt per unit.	k-5 teachers	Wonders and Write Score Writing Prompts.	09/23-05/24

Priority #3 Interventions

Theory of Action: If we are intentional with monitoring and supporting our special education students we will see a growth in their reading achievement.

Semester Goal: By May 2024, Findley Oaks will increase the percentage of SEC students grades K-2 from 37% to 41% who make 80% or higher toward their stretch growth in reading as measured by spring iReady diagnostic.

By May 2024, Findley Oaks will increase the percentage of SEC students in grades 3-5 (who began the year 2 or more grade levels below in reading) meeting the reading indicator as measured by GMAS from 61% to 65%.

PROGRESS INDICATORS

What will be measured?	What tools will be used to measure?	Date of Measurement	Record Actual Results Here
iReady winter and spring diagnostics Formative and Summative Assessments	iReady	December and April	

- **High Level Action One:** PLCs complete data dig after diagnostic, formative, and summative assessments.

DETAILED TASKS

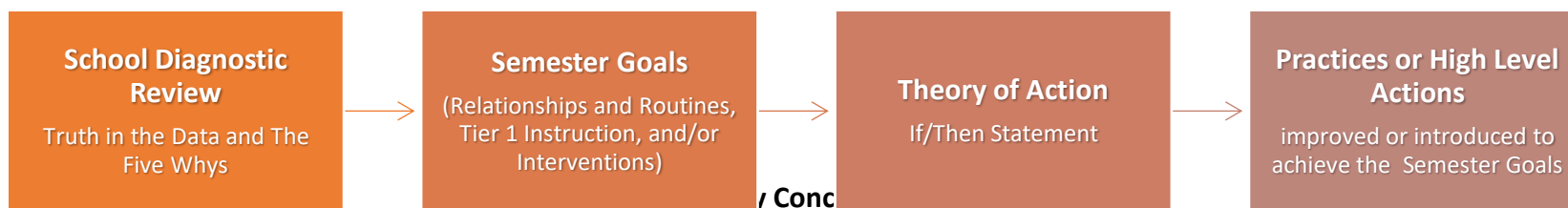
Task	Person Completing Task	Resources Needed / Source	Start and Completion Dates
Complete data protocols for iReady diagnostics, formative, and summative assessments. Utilize unit planning guides to capture data analysis.	Teachers	Unit planning guides and iReady data protocols.	September 2023-May 2024

- **High Level Action Two:** SEC teachers will plan for specially designed instruction for SEC students.

DETAILED TASKS

Task	Person Completing Task	Resources Needed / Source	Start and Completion Dates
Plan for SDI based on individual student IEP. Capture SDI plans in lesson plans.	SEC Teachers	Lesson plans	August 2023-May 2024

**APPENDIX A
Guidance Document**



Diagnostic Review: A review of the quantitative and qualitative data in each of the focus areas (Relationships and Routines, Tier 1 Instruction, Intervention, etc.) leads to the identification of student performance challenges or opportunities for improvement. Using the Five Whys analysis allows school leaders to determine the root cause of why our students are not performing at the level they deserve. The answer to the 5th Why indicates the general area that needs to be addressed.

Semester Goals: School leadership to set a SMART goal for each focus area.

Theory of Action: The theory of action helps focus everyone on the work. – “if XXX happens, then YYY will happen, and the goal will be achieved.”

Priority Practices or High-Level Actions: These are the two most critical areas (practices/actions) that must be introduced or improved during this semester to reach the school’s Semester Goals.

Measures: These are the metric(s) that will be used to assess and monitor progress toward achieving the Semester Goals. How will we know the actions are having a positive impact (i.e., surveys, performance data, artifacts, etc.)? What is the evidence of progress?

Detailed Task: The implementation steps, resources, and timeline to introduce or improve Priority Practices or High-Level Actions.

**APPENDIX B
Quick Win Plan**

In a few sentences, describe how your school will achieve early and noticeable “wins” that assert forward momentum for the initiative. These wins will generate positive traction toward your school’s learning recovery model by mobilizing observable cycles of initiative success. Quick wins should be initiated, and potentially achieved, within the first 30 school days and can serve as the initial detailed tasks.

Include this Celebration of Positive Traction in your detailed task listing.

Identify five specific actions that will serve as “quick wins” for each focus area.			
	Action	Person Responsible	Timeline
1. Relationships and Routines	Ensure that our community and teachers are aware of the participate remote days and encourage parents to use these 5 days per semester in lieu of other absences.	Teachers, Admin, Data Clerk	30 days
2. Tier I	Provide PD on writing analysis protocols led by Literacy Program Specialist on September 19, 2023	CST, Literacy Coach, Teachers	30 days
3. Interventions	Data dig on iReady fall diagnostic to determine where our SEC students are at BOY.	Teachers, Admin, CST, Literacy Coach	30 days
4			30 days
5			

APPENDIX C
Semester Plan Development & Reflection Tool

Principal and Zone Superintendent: Use the reflective questions and comparative ratings below to discuss and refine the school’s plan.

Overall Reflections/Feedback: <i>(Clearly identify strongest areas of plan and the most critical items to improve.)</i>			
	Evident	Progress	Not Evident
Diagnostic Review			
The analysis of three years of qualitative and quantitative data is balanced.			
The data points to a challenge in each of the focus areas.			
The 5 Whys has identified a root cause that is in the control of the school for each challenge.			
School Goals			
The goals address the challenge and the root cause			
The goals are SMART.			
Theory of Action			
Each Theory of Action addresses the challenge and the root cause.			
Each Theory of Action is reasonable.			
Priority Practices or High-Level Actions			
Each Priority Practice/High-Level Action supports the goal and the Theory of Action.			
Each Priority Practice/High-Level Action is feasible within the semester.			
Measures			
The measures will allow the school to regularly monitor progress toward addressing each goal.			
The measures will reflect if the school has achieved the goal.			
Detail Task Plan			
The tasks are feasible and realistic.			
Each task plan includes a “Quick Win” at around 30 days.			
Each task plan is likely to result in a successful introduction or refinement of the Priority Practice/High-Level Action.			

APPENDIX D
Data Calendar 2021-2022

Which data are important in Fulton County Schools?

