



SEMESTER ACTION PLAN

Zone: 6

School: Shakerag 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.

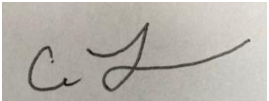
STEP ONE: Complete table below.

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	By May 2024, increase the percent of students meeting the district attendance goal of having a 90% or greater attendance rate from 94% to 95%.	<ul style="list-style-type: none"> • Attendance Bulletin Board/Publicity • Updated attendance tracking and notification process
2	Tier I	By May 2024, increase the percent of students in grades 3-5 performing at the monitor/accelerate level in the Language domain, from 79% to 83% as measured by the Georgia Milestones. <small>● Remediate ● Monitor ● Accelerate</small>	<ul style="list-style-type: none"> • Grade level PLCs will utilize common formative/summative assessments that will guide instruction. • Grade levels will develop consistent practices for direct whole group and small group instruction focused on the explicit teaching of the language standards.
3	Interventions	By May 2024, 80% of students in grades K-2 who began the year scoring in the 35 th percentile and below will move one or more grade bands on the iReady Reading End of Year diagnostic.	<ul style="list-style-type: none"> • PLCs will work collaboratively to identify students and develop targeted plans to support individual gaps in student learning. • PLCs will hold regular “Kid Talks” at grade level meetings to closely track and monitor student progress so timely adjustments in instruction can be made.

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

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.



08/29/2023

Principal Signature

Date

Zone Superintendent Signature

Date

Priority #1 Relationships and Routines

Theory of Action: If students are present and actively engaged in their learning, then they will be able to master standards and meet performance goals.

Semester Goal: By May 2024, increase the percent of students meeting the district attendance goal of having a 90% or greater attendance rate from 94% to 95%.			
PROGRESS INDICATORS			
What will be measured?	What tools will be used to measure?	Date of Measurement	Record Actual Results Here
% of days present	Infinite Campus	Monthly Monitoring with Annual Target	
High Level Action One: Attendance Bulletin Board/Publicity			
DETAILED TASKS			
Task	Person Completing Task	Resources Needed / Source	Start and Completion Dates
At the end of each month, display the percent of students in each grade meeting the 90% or higher attendance target.	Data Clerk PA II PBIS Committee	Bulletin Board Monthly Infinite Campus or Attendance Dashboard Report	Monthly beginning at the end of August
Work collaboratively with our school social worker to provide public service announcements and updates in our school newsletter	School Social Worker PA III Administration	Articles highlighting the importance of attendance	Monthly or as needed

High Level Action Two: Updated attendance tracking and notification process

DETAILED TASKS			
Task	Person Completing Task	Resources Needed / Source	Start and Completion Dates
Update our parent attendance notification protocol	Administration	Attendance Policy	July-August
Update teacher and administration attendance letters	Administration	Attendance Policy	August
Update teachers on the new communication protocols	Administration	Updated protocol Sample Letters	September
Provide teachers with monthly reports noting students needing to receive awareness letters	Data Clerk Teachers Assistant Principal School Social Worker	Monthly Attendance Report Class lists used to track prior letters Letters to be sent home	Monthly beginning in September

Priority #2 Tier 1

Theory of Action: If explicit instruction is provided for the language standards, then students will be able to apply their knowledge and demonstrate mastery of each standard.

Semester Goal: By May 2024, increase the percent of students in grades 3-5 performing at the monitor/accelerate level in the Language domain, from 79% to 83% as measured by the Georgia Milestones.			
PROGRESS INDICATORS			
What will be measured?	What tools will be used to measure?	Date of Measurement	Record Actual Results Here
Language Domain on the GA Milestones	GA Milestones for Grades 3-5	May 2024	
High Level Action One: Grade level PLCs will utilize common formative/summative assessments that will guide instruction.			
DETAILED TASKS			
Task	Person Completing Task	Resources Needed / Source	Start and Completion Dates
Meet with 4 th and 5 th grade content PLCs to review the 2022-2023 Spring GA Milestones results in order to identify targeted students and skill gaps.	Grade Level PLCs Administration	GA Milestones Results	August – September 2023
Meet as content and grade level PLCs to review the 2023-2024 beginning of year iReady data in order to identify targeted students and skill gaps.	Grade Level PLCs Administration	iReady Results	August – September 2023
Grade levels will meet consistently to analyze common formative/summative data during PLC meetings to identify targeted students and skill gaps.	Grade Level PLCs Administration	Common formative/ summative data	Ongoing

High Level Action Two: Grade levels will develop consistent practices for direct whole group and small group instruction focused on the explicit teaching of the language standards.

DETAILED TASKS			
Task	Person Completing Task	Resources Needed / Source	Start and Completion Dates
Grade levels will meet consistently to plan targeted lessons that address the identified language skill gaps.	Grade Level PLCs	<ul style="list-style-type: none"> - PLC Planning Guide - Updated district unit plans - Newly developed assessment resources from FCS - iReady Teacher Toolbox - WriteScore lessons 	Ongoing
Utilize the Shakerag Lesson Plan template to collaborate on purposely planned whole group and small group instruction.	Teachers	<ul style="list-style-type: none"> - Shakerag Lesson Plan Template 	Ongoing
Monitor implementation through PLC meetings and observations.	Administration	<ul style="list-style-type: none"> - PLC Planning Guide - Formal and Informal Observations - Lesson Plan Reviews 	Ongoing

Priority #3 Interventions

Theory of Action: If teachers track student progress and identify deficits by student, by skill, then targeted interventions can be put in place to fill in gaps.

Semester Goal:
 By May 2024, 80% of students in grades K-2 who began the year scoring in the 35th percentile and below will move one or more grade bands on the iReady Reading End of Year diagnostic.

What will be measured?	What tools will be used to measure?	Date of Measurement	Record Actual Results Here								
iReady Diagnostic Reading Results	iReady	August 2023 December 2023 April 2024	<p>Number of students scoring in the 35th percentile and below on the Fall iReady Reading Diagnostic</p> <table border="1" style="margin-left: auto; margin-right: auto; border-collapse: collapse;"> <thead> <tr> <th style="padding: 2px;">Grade</th> <th style="padding: 2px;">K</th> <th style="padding: 2px;">1st</th> <th style="padding: 2px;">2nd</th> </tr> </thead> <tbody> <tr> <td style="padding: 2px;"># of students</td> <td style="padding: 2px;">TBD</td> <td style="padding: 2px;">19</td> <td style="padding: 2px;">10</td> </tr> </tbody> </table>	Grade	K	1 st	2 nd	# of students	TBD	19	10
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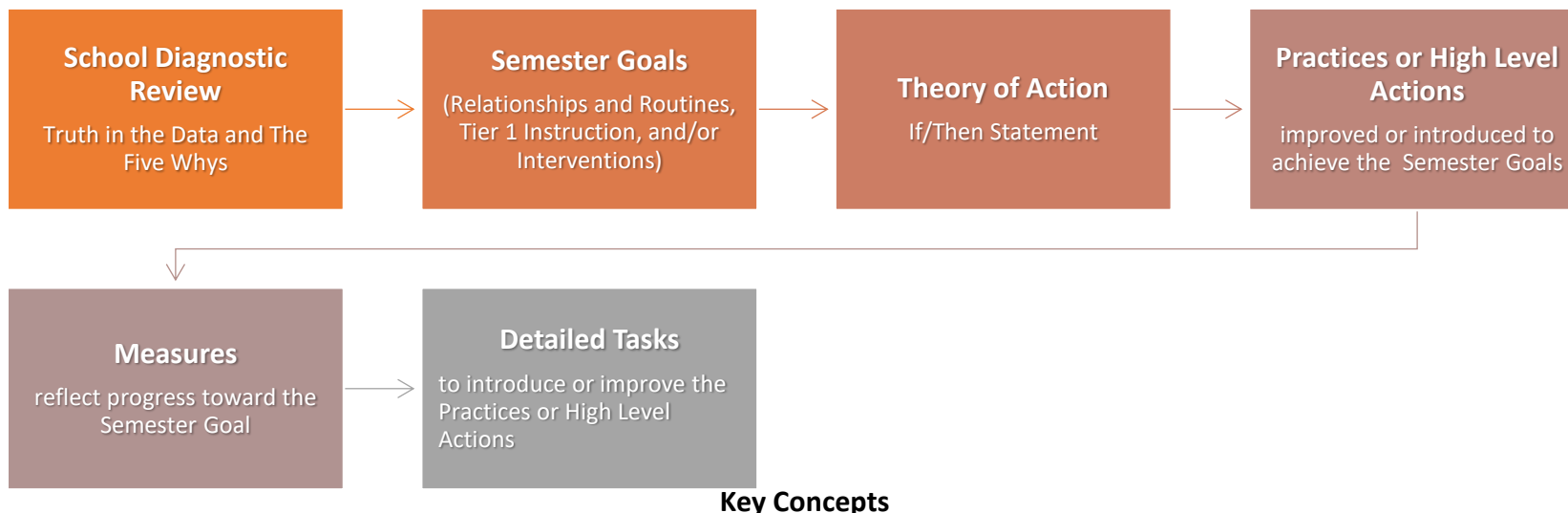
High Level Action One: PLCs will work collaboratively to identify students and develop targeted plans to support individual gaps in student learning.

DETAILED TASKS			
Task	Person Completing Task	Resources Needed / Source	Start and Completion Dates
Administer Fall, Winter, and Spring (K-2) iReady	Classroom Teachers CST	iReady	August December April
Develop strategy/progress plans for all students scoring in the 35 th percentile and below	Classroom Teachers PLCs	Kid Talk Template Student SST Summary Sheets	Ongoing
Monitor individual student growth on common formative assessments, assigned iReady lessons, and summative assessments	Classroom Teachers PLCs	Shakerag PLC Planning Template	Ongoing

High Level Action Two: PLCs will hold regular “Kid Talks” at grade level meetings to closely track and monitor student progress so timely adjustments in instruction can be made.

DETAILED TASKS			
Task	Person Completing Task	Resources Needed / Source	Start and Completion Dates
Analyze data from common formatives and iReady lessons to determine intervention and enrichment opportunities	Teachers PLCs	Common Formative Plan Effective PLC meetings established	Ongoing
Assign tasks/lessons based on specific skill needs	Teachers PLCs	iReady Teacher Toolbox iReady Training for New Staff	Ongoing
Utilize additional support staff during WIN time (What I Need) to increase opportunities for high dosage small groups (HDSG)	PLCs Support Staff HDSG Para	Training for support staff	Ongoing
Utilize the HDSG para to target students during small group instruction	HDSG Para EIP CST	iReady MAP Data (Grade 2) Master Schedule	Ongoing

**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, Interventions, etc.) leads to the identification of student performance challenges or opportunities for improvement. Using the Five Whys analysis allows leadership to identify the root cause of why we aren’t seeing the results our student deserve. The answer to the 5th Why indicates the general area that needs to be addressed by the school.

Semester Goals: Using the information from the diagnostic review will allow leadership to set a SMART goal for each focus area.

Theory of Action: Creating a statement that captures how the school can improve results 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	At the end of the month, celebrate the percent of students meeting the 90% attendance rate goal.	Administrative Team Data Clerk School Social Worker	30 days
2. Tier I	Celebrate the 2022-2023 GA Milestones accomplishments.	Administrative Team	30 days
3. Interventions	Look at the success stories from last year and share what strategies worked to support the amazing gains seen in those students.	PLCs/ Leadership Team	30 days
4			30 days
5			30 days

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.			