

Strategic Plan Monitoring Tool (Year 1)

School Name: Shakerag Elementary School

Student Achievement		Outcome	Baseline (Yr. 1)	Evidence of Progress	Date	Results
Initiatives	<p>Balanced Literacy Framework: Implement literacy instruction that includes a progression of teacher modeling, guided practice, and student independent learning</p>	<p>Literacy: 47% of students in grades 3-5 will score level 4 in ELA on the GA Milestones</p>	<p>2017- 42.3% 2018- 41% 2019- 42.6%</p>	<ul style="list-style-type: none"> - Teachers closely monitor student literacy levels at least 3 times a year using the BAS screener - Teachers have been trained in running records and have started to use these checks between official BAS screenings - Teachers have completed all 5 FCS modules on Standards Mastery Framework (SMF) and/or worked with their grade level teams on content - Teachers will finish the 2018-2019 school year with completed curriculum maps that align instructional practices with the SMF Framework. Curriculum maps will focus on the prioritized standards and looking at the assessments being used to determine student mastery of the standards. 	As of May 2019	<p>Spring 2019 Milestones Results: 3rd Grade: 40% 4th Grade: 45% 5th Grade: 43% Average: 42.6%</p>
	<p>Balanced Math Framework: Implement math instruction that helps students build the computational and conceptual skills needed to solve complex problems</p>	<p>Student Growth: 78% of students in ELA and 69% of students in math will make typical and/or high growth on the GA Milestones</p>	<p>ELA: 2017- 73.5% 2018- 71.9% 2019- 74.5% Math: 2017- 64.2% 2018- 72.1% 2019- 67.5%</p>	<ul style="list-style-type: none"> - Members of the administrative team have been exposed to the Numeracy Frameworks that will be implemented next year across all FCS elementary schools - Teachers are working to incorporate cross curricular learning experiences to maximize instructional time and present students with challenging learning experiences - In the spring of 2018, teachers developed curriculum maps that provided opportunities for integration and alignment to PBL units. Each grade level is working toward completing 2 PBL units this school year. 	As of May 2019	<p>Spring 2019 Milestones Results: ELA: 74.5% Math: 67.5%</p>

People & Culture		Outcome	Baseline (Yr. 1)	Evidence of Progress	Date	Results
Initiatives	<p>Staff Professional Development: Implement Personalized Professional Development for Staff</p>	<p>Staff Engagement: Increase % of staff that agree and/or strongly agree that they have received relevant professional development</p>	<p>2018- 81% 2019- 78.46%</p>	<p>- In May of 2018, we had the staff complete a survey focused on our professional development sessions. 81% of the staff agreed and/or strongly agreed that they have received relevant professional development. Those that did not agree were primarily paraprofessionals and/or support staff. We have used that feedback to help focus our professional development sessions for the 2018-2019 school year to meet the needs of our teachers by group and individually.</p> <p>- Teacher leaders are leading professional development sessions and edCamps.</p>	<p>Results from survey administered in May 2019</p>	<p>78.46% of ALL Staff Agreed or Strongly Agreed that they have received relevant professional development. Average Score 4.18 out of 5</p>
	<p>Student Social Skills: Focus on the whole child through character development and 21st century skills</p>	<p>School Culture: All students will be given the opportunity and skill set to work in a collaborative setting</p>	<p>TBD</p>	<p>- Completed surveys from students, parents, and teachers were analyzed to narrow down the social emotional programs we would like to further investigate.</p> <p>- We are currently a Leader in Me School. Our Personalized Learning team, PBIS committee, SGC and Leadership team are all looking at various Social Emotional Learning (SEL) programs and working to determine if Leader in Me is still the program we would like to continue to implement. As of April 2019, based on survey results, it does not appear that the Leader in Me continues to align with the needs of our community.</p> <p>- The Personalized Learning team aligned our collaboration rubric to the state standards (particularly ELA Listening and Speaking standards).</p>	<p>As of May 2019</p>	<p>- Survey feedback across the board showed that our community wanted to focus on: *Respectful Behavior *Emotions and showing/recognizing feelings *Establishing a Common Language *Identifying a trusted adult to talk to -We have narrowed down our social emotional learning programs to: *Classroom Meetings *Second Step *Inner Explorer (Mindfulness Videos)</p> <p>- A collaboration rubric that is vertically aligned to the GA Listening and Speaking standards was developed and will be implemented in the 2019-2020 school year.</p>

Community Collaboration		Outcome	Baseline (Yr. 1)	Evidence of Progress	Date	Results
Initiatives	<p>Develop Community Partners in Learning: Develop a bank of community members that will support our students with real-world connections associated with our Project/Problem Based Learning</p>	<p>Partnerships: Increase the number of community members supporting student learning</p>	No formal documentation of community involvement	<ul style="list-style-type: none"> - Our foundation hosted a very successful career day for our 4th and 5th graders. We hope to use this group to begin the foundation of our database. - The District is working on a Business Partner Database. This database resembles the type of platform we were looking to create. This might help us with this goal. - At our first internal cross collaboration meeting, the SGC, Foundation, and PTO discussed opportunities where each group could support this initiative. - Establish Baseline with our first Foundation sponsored Career Day sessions 	As of May 2019	- 24 community members supported our first annual career day
	<p>Cross Collaboration: Develop opportunities for cross partnerships to share knowledge and resources in support of school-wide initiatives</p>	<p>Community Engagement: Increase the collaboration between our School Governance Council, PTA/PTO, Foundation, and Community Partners</p>	Minimum of one cross collaboration meeting	<ul style="list-style-type: none"> - These meetings were very productive. The committee met a total of 3 times this school year - The Feeder Pattern Schools met to discuss alignment across levels. 	As of May 2019	<ul style="list-style-type: none"> - Cross council meetings with SGC, PTO, and Foundation * November 15, 2018 * March 5, 2019 * May 7, 2019 - Feeder Pattern Meeting with Northview, River Trail, Shakerag, Wilson Creek, Findley Oaks, and Medlock Bridge SGCs * May 7, 2019

Fiscal Responsibility	Public Engagement	Additional Council Professional Development			
<p>Budget Approval Date</p> <p>2/20/19</p> <p>Our primary focus is on using funds to support personnel needs more than physical needs. We have plenty of "things", but we need people to be able to support student learning. During the FY19 school year, we used our funds to purchase an additional ESOL/At-Risk Para and support the purchase of our STEM Lab (ASL) teacher. We hope to be able to do the same for FY20.</p>	<p>List all the opportunities provided to the public to engage with the Council</p>	<ul style="list-style-type: none"> - We allow for public comment at every meeting. 8/14, 9/11, 10/9, 11/13, 12/17, 1/8, 2/20, 4/9, 5/14 - All council members are accessible by email via our website - Our SGC Chair spoke at PTO events to solicit support and feedback - A weekly communication was shared in "Shark Bytes" encouraging participation 	<p>List all the additional trainings/professional development where at least one (1) member from your Council attended.</p>	<p>9/25/18 (Dawood) & 2/20/19 (Erikson) Cross Council Meetings</p> <p>5/7/19 (Lemerond & Duhe) Feeder Pattern SGC Meeting</p>	