

School Strategic Plan Workbook & Template

2022-2025

Humphries Elementary

Mission: Our mission is to provide all students foundational preparation for college and career readiness by working collaboratively with all stakeholders.

Vision: Our vision is to develop critical thinkers and active learners in order to become future leaders.

SMART Goals

Increase the percentage of students in grades 3-5 scoring proficient or above in ELA from 20% to 21% by June 2022

Increase the percentage of students in grades 3-5 scoring proficient or above Mathematics from 20% to 21% June 2022

Decrease the percentage of students who miss more than 10 days of school from 14.6% to 12% by June 2022

APS Strategic Priorities & Initiatives

Fostering Academic Excellence for All

Data
Curriculum & Instruction

Building a Culture of Student Support

Whole Child & Intervention

Equipping & Empowering Leaders & Staff

Strategic Staff Support

Creating a System of School Support

Strategic Staff Support

School Strategic Priorities

1. Improve the percent of students achieving at proficient and distinguished level on Georgia Milestones Assessment.
2. Reduce barriers to school attendance and decrease chronic absenteeism
3. Build teacher capacity in core content areas, particularly reading, math, and science
4. Support the social, emotional, behavioral and mental well-being of students and staff
5. Recommend high-quality staff for vacant position
6. Full implementation of District Intervention initiative
7. Continue STEM engineering and design program model that has led to obtaining STEM school certification.
8. Build systems to promote social and emotional awareness of students

School Strategies

- 1A. Provide remediation and acceleration as indicated by data
 - 1B. Provide writing across the curriculum opportunities
- Implement a balanced literacy block to improve student comprehension
- 1C. Incorporate manipulatives and visuals to enhance concrete understanding of abstract math concepts
 - 1D. Implement the EDP across subject areas

2A. Monitor implementation and provide professional learning on the digital platform used for intervention

TBD: Implementation 30 minutes direct instruction daily

Provide targeted professional learning opportunities focused on mathematics, reading and writing.
Provide targeted professional learning opportunities focused on the implementation of standards and STEM Implement criteria for hiring: staff recommendations, modeling a student lesson, student data review and reference check

Build parent capacity to understand student academic, attendance and behavior expectations
Provide a warm and welcoming school environment.

Our Overarching Needs

(ES/MS: Literacy Proficiency)
(HS: Post-graduation Preparedness)

(ES/MS: Numeracy Proficiency)
(HS: College & Career Readiness)

(Whole Child/Student Support)

Why is there not a larger percentage of students scoring proficient in ELA on the EOG?
There is a need for teachers to teach ELA using a balanced literacy approach addressing all of the components of literacy.
Why have teachers gone away from a balanced literacy approach to teaching ELA?
In part, teachers have used the ReadyGen curriculum as a scripted program, but in fact ReadyGen is a resource that should be used with other resources to address the GSE.
Why are teachers not using the resource to its fullest capacity.
The current school year will be the third year of implementation for the curriculum and as teachers and instructional support staff become more familiar with the resource, we all have become more proficient in navigating all of its resources.
How can the reading resource be supplemented?
The reading curriculum must be supplemented to address the writing standards of the GSE. At Humphries we also use Writescore for writing, FUnimations for phonics and phonemic awareness, and fluency instruction.
Are teachers adept at using the multiple resources to improve reading achievement?
We must continue to provide professional learning on the components of reading and identifying resources that address the standards.

Why is there not a larger percentage of students scoring proficient in mathematics on the EOG?
Our teachers must be intentional about addressing all of the components of mathematics. We have revised our lesson plan template so that each grade level must demonstrate how they address: fluency, mental math, vocabulary, problem solving, and math in context.
How can teachers address fact fluency, automaticity, and problem solving?
We have increased our math block from 60 minutes to 90 minutes. The extra time will give teachers the much-needed time to address the all of the components.
How can the increased time on task lead to better achievement results?
The increased time in isolation will not lead to better results, however creating an awareness with teachers that all components of mathematics is necessary for an effective math lesson coupled with using concrete pictorial and abstract representations of numbers.
Why does the use of manipulatives impact mathematics understanding?
When using both virtual and hands-on manipulatives students get the opportunity visualize multiple presentations of numbers which lead to a greater of what the number represents.
How can the mathematics curriculum be supplemented to address a wholistic approach to mathematics?
We use the state framework tasks as well as the digital platform Freckle.

Why is the percentage of students missing at least 10 days of school increasing ?
Covid is impacting student attendance more than usual.
How can the school better support families with attendance?
The school must communicate to families the mitigation strategies that are taken to keep everyone safe. We also must inform parents of the correlation between student attendance and achievement.
How can student support teams and family engagement teams educate parents on the importance of attendance?
We will hold parenting events throughout the year to address monitoring and progress of children. We also have a parent resource center that has many resources for parents.
How can increased social emotional learning improve students' perceptions of school?
We have allocated 30 minutes in the morning for SEL. Also, teachers do a midday check to gauge students well being.
Why is a focus on social emotional learning a priority this school year?
With the ongoing concerns about health and safety, students well being becomes a priority.

Root Cause

(ES/MS: Literacy Proficiency)
(HS: Post-graduation Preparedness)

(ES/MS: Numeracy Proficiency)
(HS: College & Career Readiness)

(Whole Child/Student Support)

ACTIVITY: Reflect on the Work

Review what you said you were going to do in your **previous strategic plan** and reflect on whether you achieved the impact you expected. These guiding questions will help set that stage for the rest of the needs assessment.

Impact: Did you achieve or make progress towards the goals identified in your strategic plan? What evidence/data do you have?

Yes, we progressed towards the goals identified in our strategic plan. On the 2019 Georgia Milestones , we increased proficient learners from 16% to 20% in English Language Arts, and from 10% to 20% in Math.

Implementation: Did you do (with fidelity) what you said you were going to do in your strategic plan? What evidence/data do you have?

We made some small gains, but we should have revised our school strategies and aligned them with formative and informal assessments.

Reflection: If you did not have the impact expected or implement with fidelity, why? What should you be aware of in this planning process?

We should have set incremental benchmarks which will permit us to monitor and evaluate our school priorities and strategies. During this planning process , we should set benchmarks and an aggressive monitoring tool to measure our performance.

Strengths	Opportunities
Increased the number of proficient learners in both ELA and Math on EOG 2019	To obtain a greater increase in proficient learners in ELA and mathematics
Increased the number of proficient and distinguished learners on science EOG 2019	To obtain a greater literacy score as measured by CCRPI, or the percentage of 3-5 grade students achieving a Lexile score within their grade band
Implemented Weekly Data Meetings for ELA and Math in all grade levels.	Improve our student's writing efficiency through explicit writing instruction as measured by WriteScore and EOG.