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| --- | --- | --- | --- | --- | --- |
|  | Objective | How it’s Measured | Target | Initiatives | UPDATES |
| Academic Program | Increase level of rigor and relevance to prepare students for college, career, and citizenship. | Professional development of teachersIncrease # of teachers with Gifted endorsement | 60%**Increase 50%** | * Provide professional development opportunities in Gifted Strategies and Reading and ELA Strategies.
* Provide opportunities to give teachers certification endorsements.
 | * Yes. 5 teachers are applying for full endorsement and 2 new teachers are gifted.
 |
| Increase each student’s involvement in goal setting | Percentage of a single grade of students participating in “data talks” – pre and post.* Milestones

NOTE: Year 2 should include 4th grade and may include STAR assessment conversations in addition. | 100% | * APS Admin presentation to grade kids about “the data”
* Create a process for execution so all kids have one on one meetings about data with teacher/counselor/admin
* (*Suggestions for execution - Guidelines created by 5th grade in conjunction with APS admin to give overview of talks to share with parents. Ask parents to have kids discuss scores with them.*
* *One on one meetings with kids and APS admin/cluster APs/cluster principal and follow up meeting to discuss goals set with teachers*.
* *Cluster buy-in would be great)*
 | * 5th grade data discussed with students
* Plan to improve process for next year.
 |
| Improve utilization of common assessments at each grade level | Percentage of teachers utilizing common assessments | 100% | * Provide professional development for formative common assessments for teachers. YEAR 1
* Teachers will identify (YEAR 1) and then create (YEAR 2), for each grade level, a minimum of 2 common assessments per 9 weeks.
 | * Happening sporadically, refocus in January
* This one needs to be re-examined on how to implement.
 |
|  | Improve and protect classroom time on ongoing basis | Tests that are used at SPARK are scalable and actionable | 100%  | * Identify useful assessments and data
* Opt out of non-relevant and helpful assessments
* Work across cluster
* Identify Post-Mortem evaluation and updates
 | * Terry requested that we opt out of Benchmarks
 |
| Talent Management | Improve use of differentiation strategies through content, process, product and learning environment | Participation of teachers in non-mandatory professional development per termSurvey quality of professional development (activity vs. achievement) – 2 year | 100%Score TBD | * Professional development created and delivered by SPARK Teachers to SPARK Teachers. (non-mandatory)
* Teacher observation and communication within cluster
* Redirect APS professional development to cluster and/or school level PD
 | * APS instruction being moved to SPARK to be customized and delivered
* Being done at least once a month to teach gifted strategies
* Being done to teach writing strategies
 |
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| Systems and Resources | Improve the implementation of processes and resource allocation to better align with strategic goals. | * Increase the segment count for FTEs from last year to this year
* Leverage Gifted Endorsement for increased budget
* Ensure programs are used by staff (for which there is tracking)
 | * **Maximize time**
* Increase budget by $XXX (2018 Goal)
* 100% of staff
 | * Reconfigure school master schedule to get best ROI **(including extended day)**
* Create technology team to evaluate the existing resources, identify other options and ensure strong implementation in class.
* **Monitor usage of instructional programs purchased.**
 | * DONE- master schedule reconfigured
* Terry spearheading the creation of a committee with McKie, Naman and Jackson
* *Every grade level will show a list of needs and one thing will be chosen that the entire school will used – one thing for math and one for literacy*
 |
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| Culture | Increase school presence and integration within SPARK community. | Number of SPARK parents/guardians and making donationsSPARK parents volunteering | **Determine baseline from 2016-2017.****(increase yr. 2)** | * Work closely with the PTO to support efforts
* Look for opportunities to engage community at a broader level
* **Track volunteers who come to school**
* **Track traffic to SPARK events outside of school (EX. Streets Atlanta)**
 | * Met with PTO to share priorities
* Druid Hills Tour of Homes – Hirsch and Rutland
* Chorus singing at VaHi Tour of Homes
 |
| To improve the social, emotional and physical well-being of Spark students.  | Survey data (baseline will be done in 2016-2017 school year) | Increase by X (TBD after evaluation done – 2018 Goal) | * Re-visioning the counselor’s time **and resources.**
	+ Counselor’s time is re-visioned
* Create a crisis team so students have multiple resources
* Create groups of students with shared experiences
* Expand counselor’s time through additional staffing
* Identify 5 priority initiatives for YEAR 1 and launch activities to align
 | * Counselor is meeting with kids more often
 |
| Increase opportunities for parents to learn instructional strategies to use with their students | Number of opportunities | 2 number of opportunities | * Curriculum in action activities
* **Parent Academy—look into district-wide resources and outside partners.**
 | * Did not happen
 |
|  | Decrease student tardiness and absenteeism | Tardiness and Absenteeism | Goal CCRPI | * Communicating to parents the importance and impact on CCRPI
* **Provide incentives for parents to get their children to school on time.**
 | * Parents are being asked to come in and sign in the kids who are late
* TERRY, DO YOU KNOW THE IMPACT??
 |
|  | Improve teacher balance | Survey teachers on engagement (2 Year Survey) | Improve by X – 2018 Goal | * Look for opportunities to improve/enhance engagement
 | * Goal to initiate in January
* Talking with teachers about concerns and thoughts
* Did not get off the ground this year.
 |
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Note: Request for flexibility of adjusted calendar and school length of day.

Reviewed 2/2019