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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 teachers  Increase # 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 term  Survey 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 donations  SPARK 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