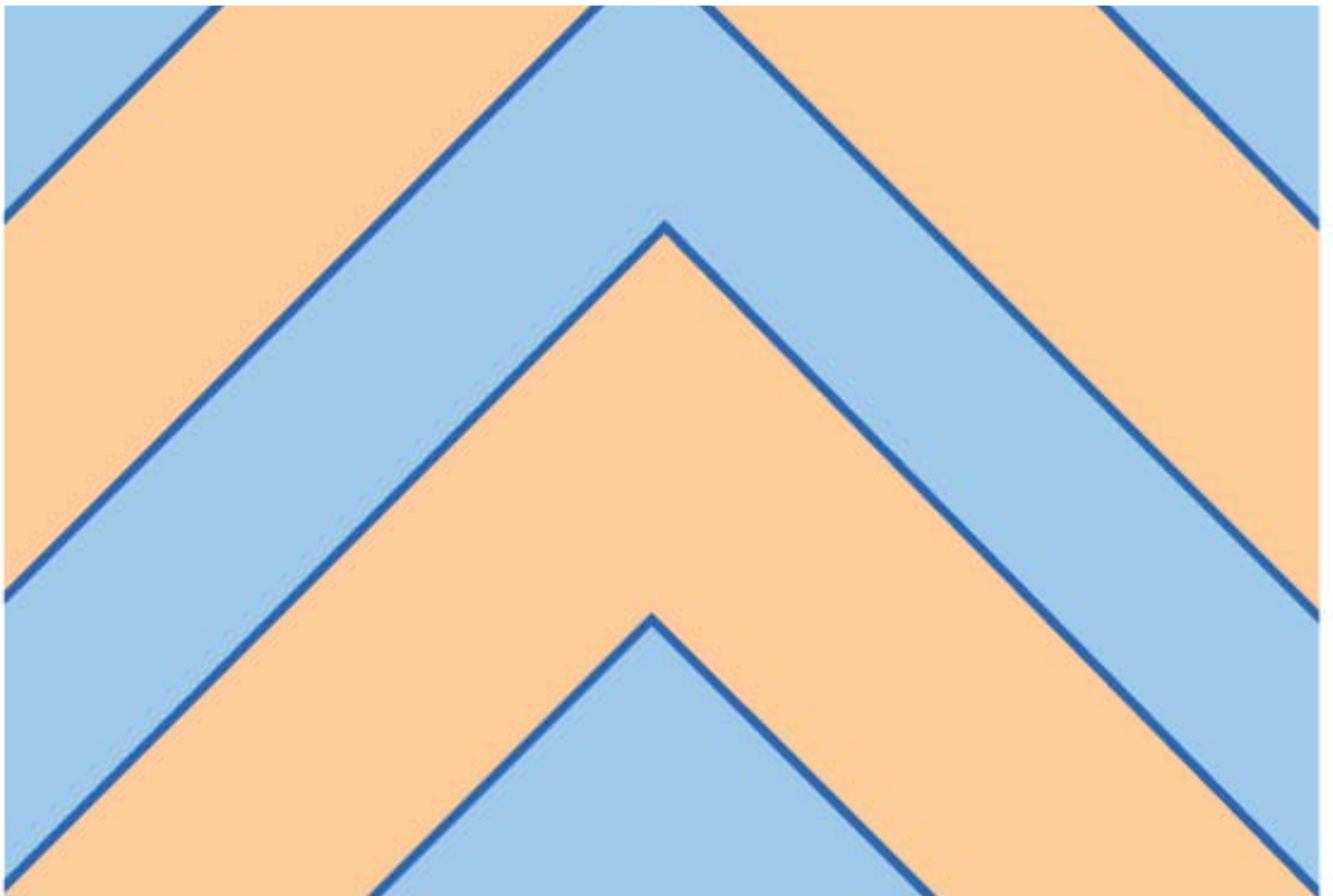


SCCPSS Board Accountability Committee Chevron Report

Impact Schools

SY 2015-16 End of Year





Purpose of the Impact Schools Chevron Reports

The Chief Academic Officer has identified eleven schools for additional support and intervention in order to improve academic achievement. These reports have been created for monitoring the schools' progress based on key performance indicators. A brief summary of the information published within the Impact Schools Chevron Reports is provided below.

Goals / Objectives

For each Impact School, Academic Affairs School Governance staff identified a goal that is focused on improving end-of-year literacy & numeracy outcomes as measured by the district's benchmark assessments, which consist of mCLASS: DIBELS and mCLASS: Math for grades K-1, and the Scholastic Reading Inventory (SRI) and Measures of Academic Progress: Math (MAP) for grades 2-5. An area of concern is also noted for each school. Specific objectives are enumerated, which are designed to support achievement of the overall Goal and improvement within the area of concern.

Quantitative Data

The Quantitative Data section provides data with a direct relationship to the Goals/Objectives, including information on students' performance in the areas of literacy and numeracy as measured by the district's benchmark assessments in reading and math; students' course performance as measured by teacher-assigned grades; and the school accountability data reported under Georgia's Single Statewide Accountability System.

The two tables at the top of this section provide the percentage of students meeting grade-level performance targets for reading and math as measured by the BOY (fall), MOY (winter), and EOY (spring) administrations of the benchmark assessments. All data for grades K-1 reports a single On Target percentage, as the performance targets at these grade levels are based on national norms that are unique to each individual assessment window. The assessment tools used for grades K-1 are mCLASS:DIBELS and mCLASS:Math.

The data for grades 2-5 also reflect the percentage of students meeting BOY, MOY, and EOY grade-level performance targets for the reading and math benchmarks. At these grade levels, two different numbers are reported for BOY and MOY; the first represents the percentage of students who are On Target for the assessment window, and the second represents the percentage of students who have met the end-of-grade-level performance target established by the district. The assessment tools used for grades 2-5 are the SRI Reading Assessment and NWEA MAP.

The Teacher Assigned Grades table includes disaggregation by content area and grade level, with results displayed by quarters. The percentage of grades earned by numeric band and an overall pass rate are provided.

The final two tables in this section of the report provide the school's accountability outcomes, including a 3-year history of College & Career Ready Performance Index (CCRPI) scores, along with the school's current Priority, Focus, Alert, or Reward status.

Financial Data

The Financial Data section includes information on the school's budget allocation by source and category for fiscal year 2016. Enrollment and demographic data, including the percentage of Economically Disadvantaged (ED), English Learner (EL) and Students with Disabilities (SWD) are also provided. The 10th day enrollment count is used in conjunction with the funding source data to calculate the total allocation per student and the general fund allocation per student.

Qualitative Data

The Qualitative Data section of the report includes recommendations from the Instructional Audit performed for each Impact School. Each recommendation includes a specific Action, or strategy to be taken to ensure the recommendations are implemented within the school.

Additional Data

The Additional Data section includes information with a more indirect relationship to the specified Goal. This data may help tell "the story behind the numbers" and/or identify factors that may contribute to the Impact designation.

The table at the top left of this section includes information on the percentage of students by days absent; the school's total number of discipline referrals and percentage of students (unduplicated) who were referred for out-of-school suspension (OSS) or an alternative placement; the student mobility rate, which measures the percentage of students enrolling and withdrawing; the percentage of students assigned to Tier 2 or Tier 3 level Response to Intervention (RTI); and the teacher attendance rate. Each of these data points are reported quarterly; however, the absence data will be reported as the cumulative total across quarters in order to track absolute attendance status relative to CCRPI criteria.

The Student Retention table provides the percentage of students overall and by each grade level who were marked retained in the end of year Student Record data collection.

The TAPS Score Distribution table reports the SY 2013-14 distribution of ratings on the Teacher Assessment of Performance Standards portion of the teacher evaluation system, which only includes evaluator ratings based on observations and walkthroughs.

The Teacher/Administrator Experience table provides information on the number of years of teacher and administrator experience, both overall and within the Impact school building.

Principal's Corner

The Principal's Corner provides the building administrator with an opportunity to provide commentary and additional insight into the school's report. This section includes Points of Pride, which gives the principal an opportunity to highlight the positive items occurring at the school.

Impact Schools Chevron Report
Otis J. Brock, III Elementary School
 1804 Stratford Street Savannah, GA 31401

Goals/Objectives

Goal: To improve student achievement and growth as measured by the Scholastic Reading Inventory (SRI) and MAP Assessment in grades 2-5 and mCLASS and DIBELS in K-1 by reducing the percentage of students below proficient by 10% from May 2015 to May 2016.

Objectives:

- The Administrative staff will establish a fully functional data driven leadership team that uses a 45 Day Action Plan to monitor the actions steps and strategies outlined in the School Improvement Plan.
- Teachers will participate in a systematic collaborative planning process so they have a shared understanding of what students are expected to know, do and understand.
- Administrators and teachers will participate in job embedded professional learning based on their needs.
- The administrative staff will implement a school-wide discipline plan where the school rules, practices, and procedures foster an inviting positive relationships and interactions among staff and students.

Quantitative Data

Measure: % On Target		BOY	MOY	EOY	Measure: % On Target / % at EOY Grade Level		BOY	MOY	EOY
Gr K Reading		58%	66%	74%	Gr 2 Reading		NA / 12%	59% / 30%	60%
Gr 1 Reading		37%	31%	39%	Gr 3 Reading		60% / 15%	53% / 21%	39%
Gr K Math		8%	30%	45%	Gr 4 Reading		55% / 37%	55% / 45%	53%
Gr 1 Math		12%	16%	14%	Gr 5 Reading		64% / 33%	67% / 46%	70%
					Gr 2 Math		NA / 3%	31% / 17%	35%
					Gr 3 Math		35% / 8%	45% / 22%	39%
					Gr 4 Math		23% / 2%	12% / 4%	23%
					Gr 5 Math		35% / 12%	38% / 21%	38%

Teacher- Assigned Grades		Grade 2				Grade 3				Grade 4				Grade 5			
		Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
Reading	Pass %	82%	79%	90%	97%	92%	76%	71%	86%	81%	77%	71%	80%	98%	100%		
	90-100	18%	20%	30%	18%	8%	16%	17%	19%	10%	19%	11%	15%	18%	40%		
	80-89	39%	30%	31%	47%	45%	22%	10%	33%	21%	19%	34%	28%	35%	40%		
	70-79	25%	29%	29%	32%	39%	38%	44%	34%	50%	39%	26%	37%	45%	21%		
	60-69	13%	18%	11%	3%	7%	22%	21%	12%	18%	20%	30%	18%	1%	0%		
	<60	5%	2%	0%	0%	1%	1%	8%	2%	2%	3%	0%	3%	0%	0%		
Math	Pass %	83%	92%	90%	90%	86%	78%	89%	79%	83%	95%	79%	92%	80%	100%		
	90-100	13%	19%	28%	33%	16%	7%	18%	21%	19%	7%	3%	21%	17%	35%		
	80-89	45%	41%	36%	24%	30%	17%	10%	22%	35%	24%	35%	42%	35%	38%		
	70-79	25%	32%	26%	33%	40%	54%	61%	36%	29%	64%	41%	29%	28%	27%		
	60-69	14%	8%	10%	8%	14%	17%	8%	21%	12%	5%	16%	7%	20%	0%		
	<60	3%	0%	0%	2%	0%	5%	3%	0%	4%	0%	5%	1%	0%	0%		

CCRPI	SY 12-13	SY 13-14	SY 14-15
Overall Score	56.9	49.1	49.0
Achievement	34.5	31.7	14.9
Progress	12.4	13.4	30.8
Ach. Gap	9	4	5.0
Subgroup	0	0	0.0

Accountability	SY 15-16	
	Status	Reason
Priority*	No	N/A
Focus*	No	N/A
Reward	No	N/A

☐ Not comparable to SY 14-15; changes in calculation & point values

*3 yr cycle includes SY 16 - SY 18

Financial Data

FY 2016 Funding Source		FY 2016 Allocation					
General Fund	Grants	Software/Equip.	Staff (S&B)	Staff Devpmt.	Utilities/Phone	Other	Total
\$4,416,028	\$1,297,207	\$11,871	\$5,214,132	\$3,283	\$95,987	\$387,962	\$5,713,235

Enrollmt (10th day)	ED	EL	SWD	Max Core Class Size	Total Allocation per Student	General Fund Allocation per Student
622	94%	< 1%	16%	23	\$9,185.27	\$7,100

Impact Schools Chevron Report
Otis J. Brock, III Elementary School
 1804 Stratford Street Savannah, GA 31401

The following information is based on Academic Affairs Instructional Rounds conducted thus far.

Where are we now?

Brock Elementary is on the path to continual progress thus far. We have implemented a tiered level of support to include onsite technical assistance to include a school improvement specialist, a behavior intervention teacher and additional technical support from First District RESA and/or Georgia Department of Education. Our laser focus currently includes collaborative planning, standard based instruction, and increasing the rigor and relevance of instruction and analyzing data to inform instruction. We have made a concentrated effort to improve teaching and learning by conducting frequent walkthroughs and providing corrective feedback to leadership and teachers. The implementation of a consistent school-wide discipline plan is a work in progress to make the learning environment conducive for all. RTI continues to be a major focus for Brock as they strive to provide support for their students. Brock is one of 13 Impact Schools that has students who are at least one to two years behind their peers in the various grades. We have addressed this area of focus by enrolling a percentage of the 5th grade students in the Gateway to Success program where they receive intense instruction to help them get on the appropriate grade level.

Where are we going? Actions Steps and Strategies:

- 45 Day Action Plan to guide the focus of our work
- Focusing on Short Wins and Being Results Driven
- Establishing a Culture of High Expectations throughout the School
- Working with Schools to remove barriers that are inhibiting student success
- Working with teachers and building leaders to ensure that instructional frameworks are being followed and all three (Curriculum, Instruction and Assessment) are aligned.
- District Professional Learning Opportunities such as additional professional learning targeting literacy and mathematics for teachers and leaders working in Impact Schools
- Monitoring discipline referrals and providing behavior interventions through RTI process to support students

Qualitative Data

Additional Data

	Q1	Q2	Q3	Q4
Students Absent 0-2 days*	79%	51%	37%	27%
Students Absent 3-5 days*	15%	28%	26%	22%
Students Absent >5 days*	5%	21%	37%	51%
Total Discipline Referrals	22	33	55	30
Students Referred for OSS	3%	3%	6%	4%
Students Referred for Alt. Placmt.	0%	0%	0%	0%
Student Mobility Rate	11%	15%	13%	4%
Students in RTI Tier 2	8%	14%	15%	15%
Students in RTI Tier 3	4%	5%	6%	8%
Teacher Attendance Rate	95%	89%		

*Absence data is reported as cumulative % across quarters

TAPS Score Distribution: SY 14-15			
Level I	Level II	Level III	Level IV
0%	0%	100%	0%

Student Retention	EOY 14	EOY 15
Total	21%	19%
Gr K	8%	10%
Gr 1	10%	10%
Gr 2	36%	25%
Gr 3	8%	30%
Gr 4	46%	32%
Gr 5	30%	18%

	Teacher / Administrator Experience					
	<= 3 Yrs		4-19 Yrs		>= 20 Yrs	
	Overall	Within Building	Overall	Within Building	Overall	Within Building
Teachers	34%	39%	55%	57%	11%	5%
AP	✓	✓				
Principal			✓	✓		

Principal's Corner

Points of Pride	We are very excited about our new facility. After reviewing our 2016 CCRPI data, 47% of students in 3 rd grade achieved grade level or above on the English/ELA GMAS. Currently, 32% of fifth grade students achieved grade level or above on English/ELA GMAS. Otis J. Brock continues to have strong community involvement along with vibrant business partners. This year we will continue to engage our parents through APTT (Academic Parent Teacher Teams). We also have an active Parent Center and Parent University. Also, we have a dedicated School Improvement Specialist and Behavior Intervention Teacher.
Principal's Story Behind the Numbers	The entire staff has implemented dedicated Guided Reading for all grade levels to assist with reading proficiency. We will continue with the Morning Tutorial Program, 21 st Century, Community in Action (Community volunteers for reading and math). We are working intensively to adjust to the format of the new Georgia Milestones Assessment. Our teachers have been trained in the effective use of Thinking Maps and are currently using them to deepen their lessons as critical thinking is increased. Overall, we gained 30.8 Progress Points and 14.9 Achievement Points.

Impact Schools Chevron Report

Butler Elementary School

1909 Cynthia Street Savannah, GA 31415

Goals/Objectives

Goal: To improve student achievement and growth as measured by the Scholastic Reading Inventory (SRI) and MAP Assessment in grades 2-5 and mCLASS and DIBELS in K-1 by reducing the percentage of students below proficient by 10% from May 2015 to May 2016.

Objectives:

- The Administrative staff will establish a fully functional data driven leadership team that uses a 45 Day Action Plan to monitor the actions steps and strategies outlined in the School Improvement Plan.
- Teachers will participate in a systematic collaborative planning process so they have a shared understanding of what students are expected to know, do and understand.
- Administrators and teachers will participate in job embedded professional learning based on their needs.
- All teachers will use Thinking Maps to teach students to think about ideas and organize to express ideas so that they understand and retain the concepts beyond the facts.

Quantitative Data

Measure: % On Target		BOY	MOY	EOY	Measure: % On Target / % at EOY Grade Level		BOY	MOY	EOY
Gr 1 Reading	66%	65%	66%	Gr 3 Reading	74% / 37%	73% / 56%	85%		
Gr K Math	13%	76%	95%	Gr 4 Reading	69% / 46%	74% / 69%	81%		
Gr 1 Math	35%	70%	71%	Gr 5 Reading	70% / 45%	73% / 67%	78%		
					Gr 2 Math	NA / 11%	59% / 33%	78%	
					Gr 3 Math	60% / 16%	56% / 41%	73%	
					Gr 4 Math	37% / 10%	38% / 26%	55%	
					Gr 5 Math	30% / 10%	41% / 32%	47%	

Teacher- Assigned Grades		Grade 2				Grade 3				Grade 4				Grade 5			
		Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
Reading	Pass %	96%	98%	98%	99%	100%	100%	100%	100%	99%	100%	100%	100%	100%	98%	100%	100%
	90-100	36%	33%	28%	39%	75%	30%	35%	19%	10%	5%	17%	17%	20%	5%	20%	45%
	80-89	39%	39%	48%	47%	21%	54%	48%	64%	61%	55%	38%	59%	38%	39%	51%	35%
	70-79	21%	26%	22%	13%	4%	16%	17%	17%	28%	40%	45%	24%	42%	54%	29%	20%
	60-69	4%	1%	3%	1%	0%	0%	0%	0%	2%	0%	0%	0%	0%	2%	0%	0%
	<60	0%	2%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Math	Pass %	100%	98%	99%	100%	99%	100%	100%	100%	99%	100%	100%	100%	88%	78%	94%	100%
	90-100	50%	35%	40%	45%	27%	48%	47%	23%	16%	10%	14%	18%	7%	7%	16%	51%
	80-89	38%	43%	41%	44%	58%	40%	40%	55%	41%	45%	55%	64%	34%	20%	25%	32%
	70-79	12%	20%	18%	11%	14%	12%	14%	23%	42%	45%	32%	18%	47%	51%	53%	18%
	60-69	1%	3%	2%	0%	1%	0%	0%	0%	1%	1%	0%	1%	12%	19%	6%	0%
	<60	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	3%	0%	0%

CCRPI	SY 12-13	SY 13-14	SY 14-15
Overall Score	65.2	62.1	54.4
Achievement	38.4	39.1	18.6
Progress	16.8	17	30.6
Ach. Gap	9	4	4.2
Subgroup	0	0	0.0

Accountability	SY 15-16	
	Status	Reason
Priority*	No	N/A
Focus*	Yes	Ach. Gap
Reward	No	N/A

☐ Not comparable to SY 14-15; changes in calculation & point values

*3 yr cycle includes SY 16 - SY 18

Financial Data

FY 2016 Funding Source				FY 2016 Allocation					
General Fund		Grants		Software/Equip.	Staff (S&B)	Staff Devpmt.	Utilities/Phone	Other	Total
\$4,111,180		\$1,416,522		\$78,368	\$4,838,122	\$1,500	\$112,637	\$497,075	\$5,527,702
Enrollmt (10th day)	ED	EL	SWD	Max Core Class Size	Total Allocation per Student			General Fund Allocation per Student	
676	86%	< 1%	13%	32	\$8,177.07			\$6,081.63	

Impact Schools Chevron Report

Butler Elementary School

1909 Cynthia Street Savannah, GA 31415

Qualitative Data

The following information is based on Academic Affairs Instructional Rounds conducted thus far.

Where are we now?

Butler Elementary is on the path to continual progress thus far. We have implemented a tiered level of support to include onsite instructional and leadership support from First District RESA and/or Georgia Department of Education and Academic Affairs through the auspices of School Improvement Initiative. Our laser focus currently includes collaborative planning, standard based instruction, and increasing the rigor and relevance of instruction and analyzing data to inform instruction. We have made a concentrated effort to improve teaching and learning by conducting frequent walkthroughs and providing corrective feedback to leadership and teachers.

Where are we going? Actions Steps and Strategies:

- 45 Day Action Plan to guide the focus of our work
- Focusing on Short Wins and Being Results Driven
- Increasing Rigor of Instruction through the use of Thinking Maps
- Working with Schools to remove barriers that are inhibiting student success
- Working with teachers and building leaders to ensure that instructional frameworks are being followed and all three (Curriculum, Instruction and Assessment) are aligned.
- District Professional Learning Opportunities such as additional professional learning targeting literacy and mathematics for teachers and leaders working in Impact Schools

Additional Data

	Q1	Q2	Q3	Q4
Students Absent 0-2 days*	91%	68%	54%	41%
Students Absent 3-5 days*	8%	23%	27%	29%
Students Absent >5 days*	1%	9%	19%	30%
Total Discipline Referrals	11	38	0	0
Students Referred for OSS	1%	3%	0%	0%
Students Referred for Alt. Placmt.	0%	<1%	0%	0%
Student Mobility Rate	8%	7%	9%	3%
Students in RTI Tier 2	7%	8%	10%	11%
Students in RTI Tier 3	3%	3%	6%	6%
Teacher Attendance Rate	94%	87%		

Student Retention	EOY 14	EOY 15
Total	15%	7%
Gr K	0%	0%
Gr 1	1%	0%
Gr 2	23%	8%
Gr 3	7%	5%
Gr 4	36%	19%
Gr 5	24%	11%

Teacher / Administrator Experience						
	<= 3 Yrs		4-19 Yrs		>= 20 Yrs	
	Overall	Within Building	Overall	Within Building	Overall	Within Building
Teachers	34%	36%	50%	59%	16%	5%
AP	✓	✓				
Principal				✓	✓	

*Absence data is reported as cumulative % across quarters

TAPS Score Distribution: SY 14-15			
Level I	Level II	Level III	Level IV
0%	0%	94%	6%

Principal's Corner

Points of Pride
 STEM Festival Winners Model PTA • PTA playground equipment • PTA Father-Daughter Dance • Family Engagement Conference participation • 21st Century Afterschool Program and Community Garden • Parent Center • Pro-Dads • Millions Father March • Walk to School Campaign • Career Awareness • Jr. National Honor Society & Beta Club • United Way • Leukemia Society • Juvenile Diabetes • Kiss-A-Pig • Dollars for Disaster • Pennies for Patients • Red Ribbon Can Food Drive • Quiz Bowl • Jump Rope for Heart • Shape Grant • School Safety Patrol Scholastic Book Fair • Alpha Bears (Mentors for Young Men) • Lovely Little Ladies (Mentors for Young Women) • Georgia Day Parade Recognition • Recognition from State Superintendent to Principal & Teachers for SLDS usage

Principal's Story Behind the Numbers
 JHC Butler Elementary is an award-winning school with a wonderful heritage. Butler achieved 8 consecutive years of AYP & received the Title I Distinguished School award for 6 years. In 2013, Butler was named a Title I High Progress Reward School. Under new criteria as a part of the ESEA Flexibility Waiver, Butler was designated an Alert School in 2014 & is currently identified as a Focus School. Butler is responding to its data with dedicated staff & stakeholders focused on improving student achievement through the CCRPI, Impact & School Improvement processes. EOY data indicates kindergarten growth in reading & math. Kindergarten also met its high goal for its Reading SLO in First Sound Fluency. Grade 1 demonstrated growth in math, but needs to improve reading performance. Grades 2-5 showed growth on math and reading assessments; however, grades 4 and 5 need to improve math achievement. Butler used the following strategies to improve student achievement: differentiated instruction, afterschool tutorial, Spring CAMP, FLIP, 21st Century, Intercession, RTI, technology-based practice, formative assessments using GOFAR & other GMAS related items, Achievement Level Indicators, small group instruction, guided practice, collaboration & data teams, professional learning, & learning games. Butler also staffed to reduce class sizes & provide additional support for instruction & learning. The decrease in discipline referrals is a result of the effective implementation of PBIS, peer mediation, CHAMPS, and the Kindness Campaign.

Impact Schools Chevron Report

East Broad Street K-8 School: Middle Grades

400 East Broad Street Savannah, GA 31401

Goals/Objectives

Goal: To improve student achievement and growth as measured by the Scholastic Reading Inventory (SRI) and MAP Assessment in grades 6-8 by reducing the percentage of students below proficient by 10% from May 2015 to May 2016.

Objectives:

- The Administrative staff will establish a fully functional data driven leadership team that uses a 45 Day Action Plan to monitor the actions steps and strategies outlined in the School Improvement Plan.
- Teachers will participate in a systematic collaborative planning process so they have a shared understanding of what students are expected to know, do and understand.
- Administrators and teachers will participate in job embedded professional learning based on their needs.
- Teachers will implement a clearly defined opening, work session and closing as it relates to standards based instruction.
- The administrative staff will implement a school-wide discipline plan where the school rules, practices, and procedures foster an inviting positive relationships and interactions among staff and students.

Quantitative Data

Reading on Gr Level	BOY*	MOY*	EOY	Numeracy on Gr Level	BOY*	MOY*	EOY
Grade 6	65% / 37%	69% / 45%	63%	Grade 6	11% / 4%	21% / 15%	27%
Grade 7	65% / 43%	67% / 57%	70%	Grade 7	31% / 16%	30% / 28%	44%
Grade 8	69% / 45%	63% / 52%	74%	Grade 8	35% / 26%	35% / 35%	60%

* % On Target / % at EOY Grade Level

Teacher- Assigned Grades		Reading/ELA				Math				Science				Social Studies			
		Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
Grade 6	Pass %	99%	99%	68%	81%	97%	92%	100%	80%	80%	77%	81%	97%	67%	90%	56%	81%
	90-100	10%	14%	14%	24%	15%	6%	7%	14%	16%	3%	5%	5%	15%	13%	2%	5%
	80-89	42%	30%	28%	32%	32%	31%	38%	34%	37%	14%	16%	53%	15%	13%	12%	10%
	70-79	47%	55%	26%	25%	50%	55%	55%	32%	27%	60%	60%	39%	37%	64%	42%	66%
	60-69	2%	0%	30%	17%	3%	8%	0%	20%	15%	22%	17%	2%	24%	9%	44%	15%
<60	0%	2%	2%	2%	0%	0%	0%	0%	3%	0%	2%	2%	10%	2%	0%	3%	
Grade 7	Pass %	60%	34%	50%	25%	55%	83%	60%	54%	63%	75%	64%	57%	68%	43%	21%	86%
	90-100	2%	2%	4%	4%	4%	8%	4%	10%	6%	8%	9%	13%	4%	6%	6%	13%
	80-89	10%	6%	6%	0%	8%	31%	11%	6%	28%	25%	38%	15%	29%	2%	4%	46%
	70-79	48%	26%	40%	21%	43%	44%	45%	38%	29%	42%	17%	29%	35%	35%	11%	27%
	60-69	40%	67%	45%	48%	43%	17%	32%	46%	37%	25%	36%	23%	31%	31%	77%	2%
<60	0%	0%	4%	27%	2%	0%	9%	0%	0%	0%	0%	21%	0%	27%	2%	13%	
Grade 8	Pass %	90%	81%	50%	81%	86%	94%	69%	72%	85%	81%	62%	72%	83%	54%	53%	94%
	90-100	23%	0%	0%	3%	3%	0%	3%	9%	13%	9%	6%	9%	19%	0%	6%	53%
	80-89	40%	25%	22%	31%	14%	13%	16%	22%	47%	44%	22%	22%	48%	16%	16%	28%
	70-79	27%	56%	28%	47%	69%	81%	50%	41%	25%	28%	34%	41%	16%	38%	31%	13%
	60-69	10%	16%	25%	19%	14%	6%	31%	29%	16%	19%	38%	28%	16%	13%	47%	0%
<60	0%	3%	25%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	34%	0%	6%	

CCRPI	SY 12-13	SY 13-14	SY 14-15
Overall Score	59.9	58.2	52.9
Achievement	34.4	36.6	15.6
Progress	14.6	16.6	32.1
Ach. Gap	7.0	5.0	4.2
Subgroup	2.9	0.0	0.0

Accountability	SY 15-16	
	Status	Reason
Priority*	No	N/A
Focus*	No	N/A
Reward	Yes	Progress

*3-year cycle includes SY 16 - SY 18
Reward status based on SY 14

☐ Not comparable to SY 14-15; changes in calculation & point values

Financial Data

FY 2016 Funding Source		FY 2016 Allocation					
General Fund	Grants	Software/Equip.	Staff (S&B)	Staff Devlpmt.	Utilities/Phone	Other	Total
\$4,981,067	\$1,504,961	\$13,037	\$5,937,530	\$4,500	\$134,326	\$396,635	\$6,486,028

Enrollmt (10th day)	ED	EL	SWD	Max Core Class Size	Total Allocation per Student	General Fund Allocation per Student
676	91%	< 1%	12%	26	\$9,594.72	\$7,368.44

NOTE: includes grades K-8

Impact Schools Chevron Report

East Broad Street K-8 School: Middle Grades

400 East Broad Street Savannah, GA 31401

The following information is based on Academic Affairs Instructional Rounds conducted thus far.

Where are we now?

East Broad K8 School is on the path to continual progress thus far. We have implemented a tiered level of support to include onsite instructional and leadership support from Academic Affairs specifically through the School Improvement Initiative. Our laser-like focus currently includes collaborative planning, standard based instruction, and increasing the rigor and relevance of instruction and analyzing data to inform instruction. We have made a concentrated effort to improve teaching and learning by conducting frequent walkthroughs and providing corrective feedback to leadership and teachers. The implementation of the consistent school school-wide discipline plan is a work in progress to make the learning environment conducive for all.

Where are we going? Actions Steps and Strategies:

- 45 Day Action Plan to guide the focus of our work
- Focusing on Short Wins and Being Results Driven
- Establishing a Culture of High Expectations throughout the School
- Working with Schools to remove barriers that are inhibiting student success
- Working with teachers and building leaders to ensure that instructional frameworks are being followed and all three (Curriculum, Instruction and Assessment) are aligned.
- District Professional Learning Opportunities such as additional professional learning targeting literacy and mathematics for teachers and leaders working in Impact Schools
- Monitoring discipline referrals and providing behavior interventions through RTI process to support students

Qualitative Data

Additional Data

	Q1	Q2	Q3	Q4
Students Absent 0-2 days*	79%	56%	40%	29%
Students Absent 3-5 days*	10%	24%	25%	23%
Students Absent >5 days*	10%	20%	35%	48%
Total Discipline Referrals	9	19	9	38
Students Referred for OSS	5%	8%	5%	17%
Students Referred for Alt. Placmt.	0%	0%	0%	0%
Student Mobility Rate	10%	12%	12%	6%
Students in RTI Tier 2 (all grades)	17%	15%	17%	17%
Students in RTI Tier 3 (all grades)	6%	6%	7%	8%
Teacher Attendance Rate	98%	95%		

Student Retention	EOY 14	EOY 15
Total	22%	33%
Gr 6	12%	39%
Gr 7	35%	34%
Gr 8	21%	24%

*Absence data is reported as cumulative % across quarters

TAPS Score Distribution: SY 14-15			
Level I	Level II	Level III	Level IV
0%	3%	97%	0%

	Teacher / Administrator Experience					
	<= 3 Yrs		4-19 Yrs		>= 20 Yrs	
	Overall	Within Building	Overall	Within Building	Overall	Within Building
Teachers	35%	55%	55%	39%	10%	6%
AP		✓	✓			
Principal		✓	✓			

Principal's Corner

Points of Pride

East Broad K-8 has an established partnership with Armstrong State University which coordinates our "Teens for Literacy" Club. These students participate in year-long writing activities and publish their work at the end of the school year. Three 8th grade students who participate in the DEEP Program were selected to present their original poetry at the Savannah Theatre. Ms Ferrera's second grade class has been chosen to be featured in a video produced by the Massie Center. "Girls On The Run" is now in our building to teach female students about healthy living and exercise. Ms. Richardeen Platts has been selected as The Savannah Exchange Club "Teacher of the Month" for November 2015. East Broad was also recognized as a Title One Reward School for Progress for 2014-15. Mrs. Ferrera (second grade teacher) was selected to be a participant in the first cohort for the K-5 Math Endorsement. Academic Parent Teacher Team Meetings were held fall, winter, and spring for grades kindergarten through eighth. A "Books and Barbers" program was held for students and parents to give away free reading materials for students as well as free haircuts. Magic Mark, an accomplished magician has worked as a mentor and performed magic shows as incentives to work for academic excellence.

Principal's Story Behind the Numbers

A big challenge in East Broad K-8 School is that students lack foundational skills in the areas of mathematics and reading. Based on the data from SRI and MAP, we have concluded that our academic programs in reading, math, science, and writing need to have additional support. Interventions to be used include Math Frameworks/Curriculum Guides, SRA Corrective Reading, Reading Across Content Areas, Standards Based Classroom Instruction, After School Tutorial, 21st Century Community Learning Center, Compass Learning, and A+ Learning. In addition there has been a 40% turnover in teachers on faculty in the school. Teachers are participating in grade level collaborative planning, school level professional development for instructional planning, district level professional development for instructional planning, Response to Intervention Training, and Differentiated Instruction Training.

Impact Schools Chevron Report

East Broad Street K-8 School: Elementary Grades

400 East Broad Street Savannah, GA 31401

Goals/Objectives

Goal: To improve student achievement and growth as measured by the Scholastic Reading Inventory (SRI) and MAP Assessment in grades 2-5 and mCLASS and DIBELS in K-1, by reducing the percentage of students below proficient by 10% from May 2015 to May 2016.

Objectives:

- The Administrative staff will establish a fully functional data driven leadership team that uses a 45 Day Action Plan to monitor the actions steps and strategies outlined in the School Improvement Plan.
- Teachers will participate in a systematic collaborative planning process so they have a shared understanding of what students are expected to know, do and understand.
- Administrators and teachers will participate in job embedded professional learning based on their needs.
- Teachers will implement a clearly defined opening, work session and closing as it relates to standards based instruction.
- The administrative staff will implement a school-wide discipline plan where the school rules, practices, and procedures foster an inviting positive relationships and interactions among staff and students.

Quantitative Data

Measure: % On Target	BOY	MOY	EOY	Measure: % On Target / % at EOY Grade Level	BOY	MOY	EOY
Gr K Reading	56%	59%	75%	Gr 2 Reading	NA / 14%	41% / 18%	51%
Gr 1 Reading	74%	54%	56%	Gr 3 Reading	56% / 16%	48% / 25%	35%
Gr K Math	8%	43%	67%	Gr 4 Reading	47% / 27%	47% / 33%	59%
Gr 1 Math	31%	41%	57%	Gr 5 Reading	58% / 37%	61% / 50%	66%
				Gr 2 Math	NA / 3%	22% / 9%	33%
				Gr 3 Math	31% / 4%	27% / 18%	28%
				Gr 4 Math	31% / 7%	22% / 13%	36%
				Gr 5 Math	18% / 5%	25% / 15%	29%

Teacher- Assigned Grades		Grade 2				Grade 3				Grade 4				Grade 5			
		Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
Reading	Pass %	94%	81%	100%	88%	98%	91%	88%	91%	90%	99%	83%	88%	82%	56%	82%	54%
	90-100	25%	20%	32%	33%	20%	24%	18%	7%	8%	10%	32%	22%	7%	3%	31%	8%
	80-89	36%	32%	29%	22%	17%	28%	44%	22%	25%	39%	3%	25%	28%	19%	22%	13%
	70-79	33%	29%	39%	33%	61%	39%	26%	62%	57%	50%	48%	41%	47%	34%	29%	33%
	60-69	6%	19%	0%	12%	2%	7%	11%	7%	10%	1%	15%	12%	17%	44%	17%	44%
	<60	0%	0%	0%	0%	0%	2%	2%	2%	0%	0%	3%	0%	2%	0%	0%	2%
Math	Pass %	98%	99%	100%	85%	96%	93%	91%	96%	94%	92%	80%	87%	94%	81%	82%	77%
	90-100	28%	28%	30%	37%	16%	28%	20%	28%	7%	5%	39%	10%	12%	31%	16%	33%
	80-89	40%	44%	37%	35%	19%	35%	32%	35%	24%	40%	21%	31%	34%	32%	31%	21%
	70-79	30%	27%	33%	13%	61%	30%	39%	33%	63%	47%	20%	46%	48%	18%	35%	23%
	60-69	3%	1%	0%	15%	3%	3%	8%	4%	6%	8%	20%	12%	7%	19%	14%	13%
	<60	0%	0%	0%	0%	0%	3%	1%	1%	0%	0%	0%	0%	0%	0%	5%	10%

CCRPI	SY 12-13	SY 13-14	SY 14-15
Overall Score	60.6	41.6	33.9
Achievement	31.3	29.4	12.4
Progress	14.3	11.2	19.3
Ach. Gap	12	1	1.7
Subgroup	2	0	0.0

Accountability	SY 15-16	
	Status	Reason
Priority*	No	N/A
Focus*	No	N/A
Reward	Yes	Progress

□ Not comparable to SY 14-15; changes in calculation & point values

*3-year cycle includes SY 16 - SY 18
Reward status based on SY 14

Financial Data

FY 2016 Funding Source					FY 2016 Allocation					
General Fund		Grants			Software/Equip.	Staff (S&B)	Staff Devpmt.	Utilities/Phone	Other	Total
\$4,981,067		\$1,504,961			\$13,037	\$5,937,530	\$4,500	\$134,326	\$396,635	\$6,486,028
Enrollmt (10th day)	ED	EL	SWD	Max Core Class Size	Total Allocation per Student			General Fund Allocation per Student		NOTE: includes grades K-8
676	91%	< 1%	12%	26	\$9,594.72			\$7,368.44		

Impact Schools Chevron Report

East Broad Street K-8 School: Elementary Grades

400 East Broad Street Savannah, GA 31401

The following information is based on Academic Affairs Instructional Rounds conducted thus far.

Where are we now?

East Broad Elementary is on the path to continual progress thus far. We have implemented a tiered level of support to include onsite technical assistance to include a school improvement specialist, a behavior intervention teacher and additional technical support from Academic Affairs specifically through the School Improvement Initiative. Our laser focus currently includes collaborative planning, standard based instruction, and increasing the rigor and relevance of instruction and analyzing data to inform instruction. We have made a concentrated effort to improve teaching and learning by conducting frequent walkthroughs and providing corrective feedback to leadership and teachers.

Where are we going? Actions Steps and Strategies:

- 45 Day Action Plan to guide the focus of our work
- Focusing on Short Wins and Being Results Driven
- Establishing a Culture of High Expectations throughout the School
- Working with Schools to remove barriers that are inhibiting student success
- Working with teachers and building leaders to ensure that instructional frameworks are being followed and all three (Curriculum, Instruction and Assessment) are aligned.
- District Professional Learning Opportunities such as additional professional learning targeting literacy and mathematics for teachers and leaders working in Impact Schools

Qualitative Data

Additional Data

	Q1	Q2	Q3	Q4
Students Absent 0-2 days*	84%	55%	35%	26%
Students Absent 3-5 days*	12%	27%	30%	20%
Students Absent >5 days*	4%	18%	35%	53%
Total Discipline Referrals	21	45	36	62
Students Referred for OSS	3%	6%	4%	7%
Students Referred for Alt. Placmt.	0%	0%	0%	<1%
Student Mobility Rate	9%	12%	9%	8%
Students in RTI Tier 2 (all grades)	17%	15%	17%	17%
Students in RTI Tier 3 (all grades)	6%	6%	7%	8%
Teacher Attendance Rate	98%	95%		

Student Retention	EOY 14	EOY 15
Total	19%	23%
Gr K	5%	4%
Gr 1	4%	9%
Gr 2	21%	27%
Gr 3	17%	47%
Gr 4	36%	29%
Gr 5	42%	38%

	Teacher / Administrator Experience					
	<= 3 Yrs		4-19 Yrs		>= 20 Yrs	
	Overall	Within Building	Overall	Within Building	Overall	Within Building
Teachers	35%	55%	55%	39%	10%	6%
AP		✓	✓			
Principal		✓	✓			

*Absence data is reported as cumulative % across quarters

TAPS Score Distribution: SY 14-15			
Level I	Level II	Level III	Level IV
0%	3%	97%	0%

Principal's Corner

Points of Pride

East Broad K-8 has an established partnership with Armstrong State University which coordinates our "Teens for Literacy" Club. These students participate in year-long writing activities and publish their work at the end of the school year. Ms Ferrera's second grade class has been chosen to be featured in a video produced by the Massie Center. Mrs. Ferrera has also been selected to be a participant in the first cohort for the K-5 Math Endorsement "Girls On The Run" is now in our building to teach female students about healthy living and exercise. Ms. Richardeen Platts has been selected as The Savannah Exchange Club "Teacher of the Month" for November 2015. East Broad was also recognized as a Title One Reward School for Progress for 2014-2015. Academic Parent Teacher Team Meetings were held fall, winter, and spring for grades kindergarten through eighth. A "Books and Barbers" program was held for students and parents to give away free reading materials for students as well as free haircuts. Magic Mark, an accomplished magician has worked as a mentor and performed magic shows as incentives to work for academic excellence. East Broad K-8 hosted three Early Learning College sessions through Parent University for 2015-2016. The school safety patrol program was re-established. East Broad K-8 hosted a ten week after-school accelerated class to allow students an opportunity to earn credit for a ninth grade government course.

Principal's Story Behind the Numbers

A big challenge in East Broad K-8 School is that students lack foundational skills in the areas of mathematics and reading. Based on the data from SRI and MAP, we have concluded that our academic programs in reading, math, science, and writing need to have additional support. Interventions to be used include Math Frameworks/Curriculum Guides, SRA Corrective Reading, Reading Across Content Areas, Standards Based Classroom Instruction, After School Tutorial, 21st Century Community Learning Center, Compass Learning, and A+ Learning. In addition there has been a 40% turnover in teachers on faculty in the school. Teachers are participating in grade level collaborative planning, school level professional development for instructional planning, district level professional development for instructional planning, Response to Intervention Training, and Differentiated Instruction Training.

Impact Schools Chevron Report

Gadsden Elementary School

919 May Street Savannah, GA 31415

Goals/Objectives

Goal: To improve student achievement and growth as measured by the Scholastic Reading Inventory (SRI) and MAP Assessment in grades 2-5 and mCLASS and DIBELS in K-1 by reducing the percentage of students below proficient by 10% from May 2015 to May 2016.

Objective:

- The Administrative staff will establish a fully functional data driven leadership team that uses a 45 Day Action Plan to monitor the actions steps and strategies outlined in the School Improvement Plan.
- Teachers will participate in a systematic collaborative planning process so they have a shared understanding of what students are expected to know, do and understand.
- Administrators and teachers will participate in job embedded professional learning based on their needs.
- Maximize scheduling to support the needs of all learners

Quantitative Data

		Measure: % On Target / % at EOY Grade Level				BOY				MOY				EOY						
Measure: % On Target		BOY	MOY	EOY																
Gr K Reading		54%	64%	83%	Gr 2 Reading	NA / 8%	66% / 47%	81%	Gr 3 Reading	63% / 30%	74% / 50%	82%	Gr 4 Reading	69% / 49%	86% / 81%	96%	Gr 5 Reading	83% / 55%	86% / 75%	90%
Gr 1 Reading		52%	49%	53%	Gr 2 Math	NA / 2%	54% / 31%	79%	Gr 3 Math	43% / 14%	64% / 46%	84%	Gr 4 Math	45% / 13%	54% / 40%	91%	Gr 5 Math	41% / 24%	44% / 39%	78%
Gr K Math		8%	47%	81%																
Gr 1 Math		38%	57%	67%																

Teacher- Assigned Grades		Grade 2				Grade 3				Grade 4				Grade 5			
		Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
Reading	Pass %	91%	94%	91%	92%	90%	97%	90%	99%	100%	99%	100%	100%	95%	97%	89%	99%
	90-100	26%	14%	23%	18%	22%	26%	22%	30%	24%	17%	15%	28%	19%	24%	24%	27%
	80-89	30%	33%	29%	35%	38%	37%	39%	40%	43%	37%	44%	43%	54%	42%	25%	54%
	70-79	35%	47%	39%	39%	30%	34%	29%	29%	33%	45%	41%	29%	22%	31%	40%	18%
	60-69	8%	6%	9%	8%	10%	3%	9%	2%	0%	1%	0%	0%	3%	2%	9%	1%
	<60	1%	1%	0%	0%	0%	0%	1%	0%	0%	0%	0%	0%	2%	0%	3%	0%
Math	Pass %	98%	96%	91%	96%	95%	98%	94%	95%	100%	99%	100%	96%	94%	96%	86%	97%
	90-100	27%	23%	20%	25%	37%	30%	32%	28%	11%	14%	20%	20%	12%	16%	13%	30%
	80-89	38%	39%	32%	38%	33%	41%	39%	42%	55%	33%	20%	42%	30%	29%	30%	48%
	70-79	33%	34%	39%	33%	25%	27%	23%	25%	34%	52%	60%	34%	52%	51%	43%	19%
	60-69	2%	5%	8%	4%	4%	3%	6%	6%	0%	1%	0%	4%	6%	4%	12%	3%
	<60	0%	0%	0%	1%	1%	0%	1%	0%	0%	0%	0%	0%	0%	0%	2%	0%

CCRPI	SY 12-13	SY 13-14	SY 14-15
Overall Score	58.7	69.7	63.2
Achievement	36.6	38.4	20.6
Progress	15.1	17.3	35.4
Ach. Gap	6	13	6.7
Subgroup	0	0	0.0

☐ Not comparable to SY 14-15; changes in calculation & point values

Accountability	SY 15-16	
	Status	Reason
Priority*	No	N/A
Focus*	No	N/A
Reward	No	N/A

*3 yr cycle includes SY16 - SY 18

Financial Data

Enrollmt (10th day)	ED	EL	SWD	Max Core Class Size
775	94%	0%	11%	27

Total Allocation per Student
\$8,049

General Fund Allocation per Student
\$5,916

FY 2016 Funding Source	
General Fund	Grants
\$4,585,063	\$1,652,700

FY 2016 Allocation					
Software/Equip.	Staff (S&B)	Staff Devpmt.	Utilities/Phone	Other	Total
\$201,009	\$5,400,356	\$1,500	\$112,787	\$522,111	\$6,237,763

Impact Schools Chevron Report

Gadsden Elementary School

919 May Street Savannah, GA 31415

Qualitative Data

The following information is based on Academic Affairs Instructional Rounds conducted thus far.

Where are we now?

Gadsden Elementary is on the path to continual progress thus far. We have implemented a tiered level of support to include on site instructional and leadership support from Academic Affairs specifically through the School Improvement Initiative. Our laser focus currently includes collaborative planning, standard based instruction, and increasing the rigor and relevance of instruction and analyzing data to inform instruction. We have made a concentrated effort to improve teaching and learning by conducting frequent walkthroughs and providing corrective feedback to leadership and teachers. The use of Thinking Maps in this school will enable them to be a model for others to follow.

Where are we going? Actions Steps and Strategies:

- 45 Day Action Plan to guide the focus of our work
- Focusing on Short Wins and Being Results Driven
- Increasing Rigor through the use of Thinking Maps
- Working with Schools to remove barriers that are inhibiting student success
- Working with teachers and building leaders to ensure that instructional frameworks are being followed and all three (Curriculum, Instruction and Assessment) are aligned.
- District Professional Learning Opportunities such as additional professional learning targeting literacy and mathematics for teachers and leaders working in Impact Schools

Additional Data

	Q1	Q2	Q3	Q4
Students Absent 0-2 days*	84%	63%	41%	30%
Students Absent 3-5 days*	14%	25%	31%	30%
Students Absent >5 days*	3%	12%	27%	40%
Total Discipline Referrals	7	7	16	6
Students Referred for OSS	1%	1%	1%	<1%
Students Referred for Alt. Placmt.	0%	0%	<1%	0%
Student Mobility Rate	7%	9%	7%	5%
Students in RTI Tier 2	8%	10%	8%	9%
Students in RTI Tier 3	4%	5%	4%	5%
Teacher Attendance Rate	95%	94%		

Student Retention	EOY 14	EOY 15
Total	9%	5%
Gr K	1%	1%
Gr 1	7%	5%
Gr 2	13%	9%
Gr 3	3%	10%
Gr 4	18%	2%
Gr 5	15%	6%

Teacher / Administrator Experience						
<= 3 Yrs		4-19 Yrs		>= 20 Yrs		
Overall	Within Building	Overall	Within Building	Overall	Within Building	
Teachers	29%	39%	55%	55%	16%	6%
AP			✓	✓		
Principal			✓	✓		

*Absence data is reported as cumulative % across quarters

TAPS Score Distribution: SY 14-15			
Level I	Level II	Level III	Level IV
0%	0%	100%	0%

Principal's Corner

Points of Pride

- Significant gains evident from BOY to MOY as measured by SRI and MAP assessments • Amazing, Focused, Dedicated Staff • Outstanding vision and support from Academic Affairs • Highest participation at SCCPSS Student Success EXPO & 2nd place winner in Mouse Trap Car Competition • Classroom assistance provided in all reading & most math classes to assist in providing small group, direct instruction. • Outstanding School Council, Community & Business Partners who are invested in our children • All students participate in hands-on activities in our well-equipped science lab with curriculum tailored to match the district standards & pacing guides for each grade level • Primary Sources supplement social studies curriculum & bring history alive for students as photos, documents, letters, maps, etc. are examined. • Intercession periods allow staff to examine data, target deficiencies & provide interventions, especially for the "at risk" population • Additional Safety Nets include before/after school instruction & 21st Century Community Learning Center • Leads the District in implementation of Compass Learning at all grade levels; has expanded the program for use in grades K-1 • Intervention programs in reading & math to support struggling learners - SRA, Wilson Fluency, Wilson Just Words, Wilson Reading System, Read Naturally, Successful Reader, Number Worlds, TouchMath, Rally Math • Dr. Martin Luther King Jr. 2016 Theme Winner • Flex Time allows for Targeted Reading Instruction to focus on assessed needs: (phonics, vocabulary, comprehension, fluency) and/or to provide accelerated study • 21st CCLC Eagle Award & Evaluator's Gold Cup Award • United Way Golden Apple Award for contributions exceeding \$10,000.00 • Crazy 8s Math Club, Science Club, Bowtie Boys Club • Parent Center • Standing Room Only PTA Meetings; Model PTA earned • Student Council

Principal's Story Behind the Numbers

Gadsden is an inner-city school serving a very high percentage of at-risk students (98% Free/Reduced Lunch; 99% Minority). A large number of our students enter school woefully behind their peers and have greater home and community disadvantages. We face many challenges and redouble our efforts to focus on improving student achievement. Small group instruction is a component of the daily literacy and math blocks with staff being well-trained in the use of teacher-led guided reading and a variety of intervention programs. Targeted reading and math blocks have allowed teachers to utilize data to form flexible groups focusing on identified deficits. In addition to providing intensive intervention during the school day, identified students are engaged in before school and after school instruction. Gadsden will continue our focus on student achievement through the Impact and School Improvement processes.

Impact Schools Chevron Report

Garden City Elementary School

4037 Kessler Avenue Garden City, GA 31408

Goals/Objectives

Goal: To improve student achievement and growth as measured by the Scholastic Reading Inventory (SRI) and MAP Assessment in grades 2-5 and mCLASS and DIBELS in K-1 by reducing the percentage of students below proficient by 10% from May 2015 to May 2016.

Objectives:

- The Administrative staff will establish a fully functional data driven leadership team that uses a 45 Day Action Plan to monitor the actions steps and strategies outlined in the School Improvement Plan.
- Teachers will participate in a systematic collaborative planning process to develop common formative assessments to monitor standard mastery.
- Administrators and teachers will participate in job embedded professional learning based on their needs.
- Teachers and administrators will implement the Response to Intervention process by providing systems of support to meet student learning needs.

Quantitative Data

Measure: % On Target	BOY	MOY	EOY	Measure: % On Target / % at EOY Grade Level	BOY	MOY	EOY
Gr K Reading	47%	81%	79%	Gr 2 Reading	NA / 21%	62% / 42%	66%
Gr 1 Reading	58%	62%	63%	Gr 3 Reading	64% / 16%	55% / 30%	52%
Gr K Math	9%	51%	61%	Gr 4 Reading	52% / 33%	60% / 51%	70%
Gr 1 Math	32%	62%	70%	Gr 5 Reading	66% / 41%	65% / 55%	76%
				Gr 2 Math	NA / 7%	63% / 34%	70%
				Gr 3 Math	61% / 14%	63% / 39%	75%
				Gr 4 Math	60% / 20%	55% / 42%	64%
				Gr 5 Math	49% / 23%	51% / 33%	61%

Teacher- Assigned Grades	Grade 2				Grade 3				Grade 4				Grade 5							
	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4				
Reading	Pass %				96%	95%	97%	92%	99%	99%	96%	98%	89%	98%	96%	98%	97%	90%	96%	94%
	90-100	31%	21%	25%	29%	21%	20%	18%	17%	9%	18%	14%	38%	29%	14%	11%	28%			
	80-89	42%	42%	39%	28%	52%	46%	40%	63%	27%	41%	39%	32%	40%	40%	35%	29%			
	70-79	23%	32%	33%	35%	26%	33%	38%	18%	53%	39%	43%	28%	28%	36%	50%	37%			
	60-69	5%	5%	3%	8%	2%	1%	4%	2%	11%	2%	4%	1%	4%	10%	4%	7%			
	<60	0%	0%	0%	1%	0%	0%	0%	0%	0%	0%	0%	1%	0%	0%	1%	0%			
Math	Pass %				92%	95%	96%	92%	98%	99%	99%	100%	97%	98%	97%	100%	88%	96%	88%	89%
	90-100	42%	36%	29%	34%	24%	35%	24%	44%	17%	26%	24%	22%	9%	26%	23%	27%			
	80-89	38%	32%	44%	31%	47%	43%	48%	45%	45%	39%	39%	48%	33%	39%	35%	32%			
	70-79	12%	27%	23%	27%	27%	21%	27%	11%	35%	33%	34%	30%	46%	31%	30%	30%			
	60-69	7%	5%	4%	8%	2%	1%	1%	0%	3%	2%	3%	0%	12%	4%	11%	8%			
	<60	1%	0%	0%	1%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	2%	3%			

CCRPI	SY 12-13	SY 13-14	SY 14-15
Overall Score	62.3	65.8	57.2
Achievement	37.5	39.2	21.4
Progress	15.2	15.6	30.4
Ach. Gap	8	8	4.2
Subgroup	0.6	2.5	0.7

Accountability	SY 15-16	
	Status	Reason
Priority*	No	N/A
Focus*	No	N/A
Reward	No	N/A

☐ Not comparable to SY 14-15; changes in calculation & point values

*3 yr cycle includes SY'16 - SY 18

Financial Data

FY 2016 Funding Source		FY 2016 Allocation					
General Fund	Grants	Software/Equip.	Staff (S&B)	Staff Devpmt.	Utilities/Phone	Other	Total
\$4,909,494	\$1,199,624	\$125,097	\$5,485,659	\$2,949	\$148,468	\$346,945	\$6,109,118
Enrollmt (10th day)	ED	EL	SWD	Max Core Class Size	Total Allocation per Student	General Fund Allocation per Student	
764	84%	20%	8%	29	\$7,996	\$6,426	

Impact Schools Chevron Report

Garden City Elementary School

4037 Kessler Avenue Garden City, GA 31408

The following information is based on Academic Affairs Instructional Rounds conducted thus far.

Where are we now?

Garden City Elementary is on the path to continual progress thus far. We have implemented a tiered level of support to include onsite technical support from Academic Affairs specifically through the School Improvement Initiative. Our laser focus currently includes collaborative planning, standard based instruction, and increasing the rigor and relevance of instruction and analyzing data to inform instruction. We have made a concentrated effort to improve teaching and learning by conducting frequent walkthroughs and providing corrective feedback to leadership and teachers.

Where are we going? Actions Steps and Strategies:

- 45 Day Action Plan to guide the focus of our work
- Focusing on Short Wins and Being Results Driven
- Increasing Rigor through the use of Thinking Maps
- Working with Schools to remove barriers that are inhibiting student success
- Working with teachers and building leaders to ensure that instructional frameworks are being followed and all three (Curriculum, Instruction and Assessment) are aligned.
- District Professional Learning Opportunities such as additional professional learning targeting literacy and mathematics for teachers and leaders working in Impact Schools

Qualitative Data

Additional Data

	Q1	Q2	Q3	Q4
Students Absent 0-2 days*	84%	59%	46%	36%
Students Absent 3-5 days*	13%	27%	27%	24%
Students Absent >5 days*	4%	14%	27%	39%
Total Discipline Referrals	51	71	92	64
Students Referred for OSS	< 1%	1%	2%	3%
Students Referred for Alt. Placmt.	0%	0%	0%	0%
Student Mobility Rate	10%	10%	10%	4%
Students in RTI Tier 2	9%	13%	13%	15%
Students in RTI Tier 3	1%	2%	2%	3%
Teacher Attendance Rate	94%	95%		

Student Retention	EOY 14	EOY 15
Total	13%	11%
Gr K	5%	6%
Gr 1	5%	6%
Gr 2	29%	14%
Gr 3	7%	11%
Gr 4	24%	20%
Gr 5	13%	13%

	Teacher / Administrator Experience					
	<= 3 Yrs		4-19 Yrs		>= 20 Yrs	
	Overall	Within Building	Overall	Within Building	Overall	Within Building
Teachers	36%	73%	53%	27%	11%	0%
AP		✓	✓			
Principal		✓	✓			

*Absence data is reported as cumulative % across quarters

TAPS Score Distribution: SY 14-15			
Level I	Level II	Level III	Level IV
0%	2%	93%	5%

Principal's Corner

Points of Pride

At the end of the 14-15 school year, significant gains were evident at all grade levels from BOY to EOY as measured by benchmark assessment data in reading and math. Student achievement continues to improve as reflected by cohort student achievement data. Garden City Elementary School has developed a curriculum planning process which allows teachers to plan instruction based on the identified needs of students through careful analysis of student achievement data. The curriculum planning process is a routine practice that lends itself to effective instructional planning to support student progress toward learning goals. The curriculum planning process at Garden City is designed to ensure the following:

- Curriculum standards taught through the use of grade level curriculum maps
- Curriculum standards mastered through the use of grade level assessments **For & Of** learning (pre/post assessments)
- Curriculum standards remediated for students who are not progressing toward learning goals
- Curriculum standards maintained throughout the course of the school year with planned learning experiences that embed previously taught skills and concepts into current standards
- The number of students participating in the Gifted Education Program increased from 31 at the beginning of the school year to 38 at the second testing window. This number would have exceed 40; however six (6) transferred out of the attendance zone. A total of 47 students were presented for nomination during the spring testing window.

This process is the source of the gains in student achievement at Garden City Elementary School.

We continue to make progress in developing foundational reading and math skills among our early learners as measured by DIBELS and mCLASS data. In celebrating the city's heritage, Garden City students designed a student created banner for the 2016 Georgia Day Parade, which received 1st place honors.

Principal's Story Behind the Numbers

Garden City continues to focus on student achievement data to make instructional decisions. The school's leadership team has outlined strategic instructional practices, which embeds paired reading passages, vocabulary tasks, & math constructed responses by standard that is incorporated into the daily intervention block. This practice is designed to provide students with weekly exposure to critical reading and math standards with teacher directed mini-lessons, and guided and independent practice in addition to the daily content area instruction to support extended and constructed responses in the areas of reading and math. Instructional recommendations have been identified based on a review of BOY benchmark assessment data to increase the percentage of students meeting benchmark proficiency targets.

Impact Schools Chevron Report

Haven Elementary School

5111 Dillon Ave Savannah, GA 31405

Goals/Objectives

Goal: To improve student achievement and growth as measured by the Scholastic Reading Inventory (SRI) and MAP Assessment in grades 2-5 and mCLASS and DIBELS in K-1 by reducing the percentage of students below proficient by 10% from May 2015 to May 2016.

Objectives:

- The administrative staff will implement a school-wide discipline plan where the school rules, practices, and procedures foster an inviting positive relationships and interactions among staff and students.
- The Administrative staff will establish a fully functional data driven leadership team that uses a 45 Day Action Plan to monitor the actions steps and strategies outlined in the School Improvement Plan.
- Teachers will participate in a systematic collaborative planning process so they have a shared understanding of what students are expected to know, do and understand.
- Administrators and teachers will participate in job embedded professional learning based on their needs.

Quantitative Data

Measure: % On Target	BOY	MOY	EOY	Measure: % On Target / % at EOY Grade Level	BOY	MOY	EOY
Gr K Reading	64%	68%	71%	Gr 2 Reading	NA / 14%	69% / 56%	78%
Gr 1 Reading	66%	56%	44%	Gr 3 Reading	60% / 22%	65% / 38%	70%
Gr K Math	7%	46%	65%	Gr 4 Reading	44% / 25%	54% / 42%	73%
Gr 1 Math	29%	55%	65%	Gr 5 Reading	52% / 30%	77% / 60%	88%
				Gr 2 Math	NA / 6%	61% / 31%	59%
				Gr 3 Math	55% / 8%	67% / 31%	53%
				Gr 4 Math	37% / 5%	44% / 22%	53%
				Gr 5 Math	36% / 15%	68% / 47%	67%

Teacher- Assigned Grades		Grade 2				Grade 3				Grade 4				Grade 5			
		Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
Reading	Pass %	82%	79%	80%	81%	93%	93%	83%	84%	97%	100%	100%	99%	94%	98%	98%	100%
	90-100	6%	17%	20%	26%	9%	22%	20%	25%	28%	18%	43%	20%	16%	8%	11%	13%
	80-89	30%	30%	28%	17%	48%	57%	39%	32%	37%	59%	37%	44%	43%	41%	38%	59%
	70-79	46%	32%	32%	38%	36%	14%	24%	27%	32%	24%	20%	35%	35%	49%	49%	28%
	60-69	16%	14%	12%	13%	7%	8%	17%	16%	4%	0%	0%	2%	5%	3%	2%	0%
	<60	2%	6%	8%	6%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Math	Pass %	91%	70%	87%	87%	85%	84%	87%	99%	91%	100%	96%	98%	73%	67%	76%	97%
	90-100	19%	6%	10%	15%	19%	4%	24%	21%	15%	10%	10%	11%	8%	5%	7%	13%
	80-89	37%	32%	45%	38%	26%	49%	33%	39%	38%	47%	35%	60%	38%	32%	33%	51%
	70-79	35%	32%	32%	34%	40%	31%	30%	39%	38%	43%	51%	27%	27%	30%	36%	33%
	60-69	10%	29%	10%	11%	12%	12%	13%	2%	9%	0%	4%	2%	27%	30%	20%	3%
	<60	0%	2%	3%	2%	3%	4%	0%	0%	0%	0%	0%	0%	0%	3%	4%	0%

CCRPI	SY 12-13	SY 13-14	SY 14-15
Overall Score	56.6	42.3	43.8
Achievement	32.4	31.2	14.3
Progress	14.2	11.1	24.8
Ach. Gap	9	0	4.2
Subgroup	0	0	0.0

Accountability	SY 15-16	
	Status	Reason
Priority*	No	N/A
Focus*	Yes	Ach. Gap
Reward	No	N/A

☐ Not comparable to SY 14-15; changes in calculation & point values

*3 yr cycle includes SY 16 - SY 18

Financial Data

FY 2016 Funding Source					FY 2016 Allocation					
General Fund	Grants				Software/Equip.	Staff (S&B)	Staff Devlpmt.	Utilities/Phone	Other	Total
\$3,402,895	\$1,131,450				\$46,520	\$4,054,986	\$3,515	\$96,863	\$332,461	\$4,534,345
Enrollmt (10th day)	ED	EL	SWD	Max Core Class Size	Total Allocation per Student			General Fund Allocation per Student		
398	91%	0%	15%	24	\$11,393			\$8,550		

Impact Schools Chevron Report

Haven Elementary School

5111 Dillon Ave Savannah, GA 31405

The following information is based on Academic Affairs Instructional Rounds conducted thus far.

Where are we now?

Haven Elementary School is on the path to continual progress thus far. We have implemented a tiered level of support to include onsite technical assistance to include a school improvement specialist, a behavior intervention teacher and additional technical support from First District RESA and/or Georgia Department of Education. Our laser- like focus currently includes collaborative planning, standard based instruction, and increasing the rigor and relevance of instruction and analyzing data to inform instruction. We have made a concentrated effort to improve teaching and learning by conducting frequent walkthroughs and providing corrective feedback to leadership and teachers. The implementation of the consistent school-wide discipline plan is a work in progress to make the learning environment conducive for all. RTI continues to be a major focus for Haven as they strive to provide support for their students.

Where are we going? Actions Steps and Strategies:

- 45 Day Action Plan to guide the focus of our work
- Focusing on Short Wins and Being Results Driven
- Establishing a Culture of High Expectations throughout the School
- Working with Schools to remove barriers that are inhibiting student success
- Working with teachers and building leaders to ensure that instructional frameworks are being followed and all three (Curriculum, Instruction and Assessment) are aligned.
- District Professional Learning Opportunities such as additional professional learning targeting literacy and mathematics for teachers and leaders working in Impact Schools
- Monitoring discipline referrals and providing behavior interventions through RTI process to support students

Qualitative Data

Additional Data

	Q1	Q2	Q3	Q4
Students Absent 0-2 days*	76%	50%	43%	33%
Students Absent 3-5 days*	19%	28%	24%	21%
Students Absent >5 days*	5%	22%	33%	47%
Total Discipline Referrals	27	60	11	7
Students Referred for OSS	3%	9%	1%	1%
Students Referred for Alt. Placmt.	0%	0%	0%	0%
Student Mobility Rate	11%	17%	16%	8%
Students in RTI Tier 2	12%	20%	19%	24%
Students in RTI Tier 3	2%	3%	4%	6%
Teacher Attendance Rate	95%	91%		

Student Retention	EOY 14	EOY 15
Total	18%	15%
Gr K	7%	12%
Gr 1	12%	6%
Gr 2	34%	17%
Gr 3	12%	19%
Gr 4	30%	24%
Gr 5	26%	18%

	Teacher / Administrator Experience					
	<= 3 Yrs		4-19 Yrs		>= 20 Yrs	
	Overall	Within Building	Overall	Within Building	Overall	Within Building
Teachers	42%	56%	53%	44%	6%	0%
AP	✓	✓				
Principal	✓	✓				

*Absence data is reported as cumulative % across quarters

TAPS Score Distribution: SY 14-15			
Level I	Level II	Level III	Level IV
0%	0%	100%	0%

Principal's Corner

Points of Pride	Haven has been selected as the pilot school for Community in Schools to earn their accreditation for Savannah. 9 of Haven students competed in the Community in Schools Student Achievement contest. 3 of the 9 student's pieces of work won 1 st place and have now advanced to the Regional and State Level competitions. All of the students work will be on display at the Oglethorpe Mall at the end of April. One of Haven's kindergarten students was the district's 1 st place winner in the Young Georgia Authors contest. She will now advance to the state level competition. Haven Elementary began and inducted 10 of our 4 th & 5 th grade students into our Safety Patrol Club. The students participated in a ceremony in which they were sworn in by Chief Enoch. We continue to take pride in the productive relationship we have established with our LOVE mentors. Since our last report, we have begun a partnership with the Brotherhood Mentors. These men volunteer 2 hours of their time weekly with our 4 th & 5 th grade males.
Principal's Story Behind the Numbers	Haven continues to work hard to make small steps towards academic gains and success. Are we where we need to be yet? Absolutely not; however, we take pride and celebrate the successes that have been accomplished during the 2015-16 school year. We are still committed to working hard to continue to put Haven on the map. Since our last report, a retreat involving Haven's Leadership Team was held June 29 th in which team members participated in an all day session reviewing data; participating in a Root Cause Analysis Training and making plans for the start of the 2016-17 school year. The Leadership Team also participated in the "I Notice, I Wonder" protocol which is a huge piece of the Root Cause Analysis process. Plans have already been put in place for improvements based on the data results from 2016-17.

Impact Schools Chevron Report

Hodge Elementary School

3609 Hopkins Street, Savannah, GA 31405

Goals/Objectives

Goal: To improve student achievement and growth as measured by the Scholastic Reading Inventory (SRI) and MAP Assessment in grades 2-5 and mCLASS and DIBELS in K-1 by reducing the percentage of students below proficient by 10% from May 2015 to May 2016.

Objectives:

- The Administrative staff will establish a fully functional data driven leadership team that uses a 45 Day Action Plan to monitor the actions steps and strategies outlined in the School Improvement Plan.
- Teachers will participate in a systematic collaborative planning process so they have a shared understanding of what students are expected to know, do and understand.
- Administrators and teachers will participate in job embedded professional leaning based on their needs.
- All teachers will deepen their level of understanding for the teaching of reading by participating in the Governor's Reading Mentor Program.

Quantitative Data

Measure: % On Target	BOY	MOY	EOY
Gr K Reading	51%	71%	86%
Gr 1 Reading	50%	43%	55%
Gr K Math	6%	53%	72%
Gr 1 Math	21%	40%	60%

Measure: % On Target / % at EOY Grade Level	BOY	MOY	EOY
Gr 2 Reading	NA / 7%	50% / 20%	59%
Gr 3 Reading	68% / 18%	51% / 28%	43%
Gr 4 Reading	47% / 31%	51% / 43%	55%
Gr 5 Reading	59% / 37%	68% / 57%	79%
Gr 2 Math	NA / 4%	34% / 13%	44%
Gr 3 Math	41% / 10%	44% / 26%	49%
Gr 4 Math	30% / 9%	31% / 20%	54%
Gr 5 Math	26% / 9%	40% / 26%	46%

Teacher- Assigned Grades	Grade 2				Grade 3				Grade 4				Grade 5			
	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
Pass %	89%	90%	93%	86%	89%	92%	84%	90%	98%	98%	92%	92%	97%	100%	86%	99%
90-100	28%	36%	24%	31%	36%	36%	37%	22%	18%	20%	38%	33%	21%	16%	32%	25%
80-89	32%	39%	38%	22%	26%	22%	23%	30%	40%	41%	29%	35%	30%	40%	16%	27%
70-79	29%	15%	31%	33%	27%	34%	24%	38%	40%	37%	25%	24%	46%	44%	38%	47%
60-69	11%	10%	7%	14%	11%	7%	16%	8%	3%	3%	8%	7%	5%	0%	14%	2%
<60	0%	0%	0%	0%	0%	1%	0%	2%	0%	0%	0%	1%	0%	0%	0%	0%
Pass %	96%	99%	97%	94%	87%	94%	96%	93%	94%	98%	94%	95%	98%	93%	88%	100%
90-100	33%	26%	23%	22%	30%	23%	40%	28%	31%	16%	8%	10%	36%	53%	18%	16%
80-89	42%	47%	49%	50%	23%	33%	36%	25%	37%	48%	43%	47%	39%	20%	40%	35%
70-79	21%	26%	25%	22%	34%	38%	20%	40%	26%	34%	43%	38%	23%	20%	30%	49%
60-69	4%	0%	3%	6%	13%	5%	3%	7%	6%	1%	6%	4%	2%	7%	12%	0%
<60	0%	0%	0%	0%	0%	0%	1%	0%	0%	0%	0%	1%	0%	0%	0%	0%

CCRPI	SY 12-13	SY 13-14	SY 14-15
Overall Score	54.2	52	48.7
Achievement	33.2	32.8	15.4
Progress	13	15.7	29.1
Ach. Gap	7	3	4.2
Subgroup	0	0	0.0

Accountability	SY 15-16	
	Status	Reason
Priority*	No	N/A
Focus*	Yes	Ach. Gap
Reward	No	N/A

■ Not comparable to SY 14-15; changes in calculation & point values

*3 yr cycle includes SY 16 - SY 18

Financial Data

FY 2016 Funding Source			FY 2016 Allocation					
General Fund	Grants		Software/Equip.	Staff (S&B)	Staff Devlpmt.	Utilities/Phone	Other	Total
\$3,461,222	\$991,611		\$27,977	\$4,068,700	\$7,299	\$117,232	\$231,625	\$4,452,833
Enrollmt (10th day)	ED	EL	SWD	Max Core Class Size	Total Allocation per Student		General Fund Allocation per Student	
491	91%	0%	13%	22	\$9,069		\$7,049	

Impact Schools Chevron Report

Hodge Elementary School

3609 Hopkins Street, Savannah, GA 31405

The following information is based on Academic Affairs Instructional Rounds conducted thus far.

Where are we now?

Hodge Elementary is on the path to continual progress thus far. We have implemented a tiered level of support to include onsite technical assistance to include a school improvement specialist, a behavior intervention teacher and additional technical support from First District RESA and/or Georgia Department of Education. Our laser focus currently includes collaborative planning, standard based instruction, and increasing the rigor and relevance of instruction and analyzing data to inform instruction. We have made a concentrated effort to improve teaching and learning by conducting frequent walkthroughs and providing corrective feedback to leadership and teachers. The implementation of a consistent school-wide discipline plan is a work in progress to make the learning environment conducive for all. RTI continues to be a major focus for Hodge as they strive to provide support for their students. Hodge is one of 13 Impact Schools that has students who are at least one to two years behind their peers in the various grades. We have addressed this area of focus by enrolling a percentage of the 5th grade students in the Gateway to Success program where they receive intense instruction to help them get on the appropriate grade level. Also to address this area we have implemented a Single Gender Based Program to provide a more linear focus on instruction based on gender needs.

Where are we going? Actions Steps and Strategies:

- 45 Day Action Plan to guide the focus of our work
- Focusing on Short Wins and Being Results Driven
- Establishing a Culture of High Expectations throughout the School
- Working with Schools to remove barriers that are inhibiting student success
- Working with teachers and building leaders to ensure that instructional frameworks are being followed and all three (Curriculum, Instruction and Assessment) are aligned.
- District Professional Learning Opportunities such as additional professional learning targeting literacy and mathematics for teachers and leaders working in Impact Schools

Qualitative Data

Additional Data

	Q1	Q2	Q3	Q4
Students Absent 0-2 days*	80%	56%	43%	34%
Students Absent 3-5 days*	16%	29%	29%	27%
Students Absent >5 days*	4%	15%	29%	39%
Total Discipline Referrals	46	88	120	86
Students Referred for OSS	2%	5%	3%	4%
Students Referred for Alt. Placmt.	0%	0%	0%	0%
Student Mobility Rate	15%	9%	9%	6%
Students in RTI Tier 2	17%	20%	20%	20%
Students in RTI Tier 3	1%	2%	4%	4%
Teacher Attendance Rate	97%	94%		

Student Retention	EOY 14	EOY 15
Total	16%	18%
Gr K	2%	3%
Gr 1	1%	5%
Gr 2	37%	18%
Gr 3	17%	31%
Gr 4	24%	29%
Gr 5	18%	24%

Teacher / Administrator Experience						
	<= 3 Yrs		4-19 Yrs		>= 20 Yrs	
	Overall	Within Building	Overall	Within Building	Overall	Within Building
Teachers	55%	68%	32%	24%	13%	8%
AP			✓	✓		
Principal	✓	✓				

*Absence data is reported as cumulative % across quarters

TAPS Score Distribution: SY 14-15			
Level I	Level II	Level III	Level IV
0%	0%	96%	4%

Principal's Corner

Points of Pride	Governor's Office Reading Mentor's Grant Recipient • Walking School Bus • Best Booth 3 rd Place Student Expo • Club 100 Juvenile diabetes Awareness • Connecting Families Through Healthy Kids/Healthy Families Enrollment Day • Partnership with Healthy Savannah/Safe Schools • Academic Parent Teacher Teams (APTT)
Principal's Story Behind the Numbers	Our school data suggest the need to develop & provide curricula & instructional assistance for all students. Using a schoolwide instructional focus to meet students' needs & end of year projections, we will increase practices in all classrooms that support the instructional focus. We will adjust classroom setups that support the instructional focus with consistent use of materials. We will review & establish a more coherent schedule with few interruptions. We will more effectively use district & school level resources that support the instructional deliveries. We will continually engage all school personnel in instruction through grade level & content cluster meetings focused on teaching & learning. Our Data Team will guide teachers in preparing student achievement goals as they examine school data. The Team will analyze & interpret meanings of the data to identify strengths & weaknesses of class instruction. Also, using curriculum data, the team will review grade level standards, domains, & implementation of Interventions to measure successful performance indicators.

Impact Schools Chevron Report

Juliette Low Elementary School
15 Blue Ridge Avenue Savannah, GA 31404

Goal: To improve student achievement and growth as measured by the Scholastic Reading Inventory (SRI) and MAP Assessment in grades 2-5 and mCLASS and DIBELS in K-1 by reducing the percentage of students below proficient by 10% from May 2015 to May 2016.

Objectives:

- The Administrative staff will establish a fully functional data driven leadership team that uses a 45 Day Action Plan to monitor the actions steps and strategies outlined in the School Improvement Plan.
- Teachers will participate in a systematic collaborative planning process so they have a shared understanding of what students are expected to know, do and understand.
- Administrators and teachers will participate in job embedded professional learning based on their needs.
- The administrative staff will implement a school-wide discipline plan where the school rules, practices, and procedures foster an inviting positive relationships and interactions among staff and students.
- Administrator and Staff will work to strengthen the Response to Intervention Process to address the needs of all learners.

Goals/Objectives

Quantitative Data

Measure: % On Target	BOY	MOY	EOY	Measure: % On Target / % at EOY Grade Level	BOY	MOY	EOY
Gr K Reading	57%	71%	88%	Gr 2 Reading	NA / 15%	57% / 31%	68%
Gr 1 Reading	54%	52%	66%	Gr 3 Reading	75% / 18%	64% / 37%	53%
Gr K Math	23%	56%	75%	Gr 4 Reading	61% / 40%	65% / 55%	70%
Gr 1 Math	47%	40%	55%	Gr 5 Reading	84% / 67%	90% / 79%	88%
				Gr 2 Math	NA / 8%	46% / 20%	48%
				Gr 3 Math	35% / 3%	46% / 24%	54%
				Gr 4 Math	44% / 18%	48% / 40%	56%
				Gr 5 Math	56% / 18%	57% / 43%	64%

Teacher- Assigned Grades	Grade 2				Grade 3				Grade 4				Grade 5			
	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
Pass %	89%	99%	98%	100%	98%	99%	100%	100%	100%	100%	100%	94%	100%	100%	100%	100%
90-100	23%	23%	24%	24%	24%	28%	15%	14%	8%	11%	11%	8%	15%	1%	5%	16%
80-89	36%	43%	38%	35%	47%	55%	51%	37%	13%	20%	12%	18%	35%	50%	45%	54%
70-79	30%	33%	36%	42%	27%	16%	34%	50%	80%	69%	77%	68%	50%	49%	51%	30%
60-69	11%	0%	2%	0%	1%	0%	0%	0%	0%	0%	0%	5%	0%	0%	0%	0%
<60	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Pass %	95%	100%	100%	98%	100%	99%	100%	100%	95%	97%	99%	97%	100%	100%	100%	100%
90-100	29%	17%	24%	35%	48%	28%	27%	15%	15%	20%	11%	16%	28%	41%	42%	39%
80-89	38%	38%	38%	39%	34%	49%	44%	58%	32%	39%	29%	34%	58%	35%	29%	33%
70-79	28%	45%	38%	24%	18%	22%	29%	27%	48%	38%	59%	47%	14%	24%	29%	28%
60-69	5%	1%	1%	2%	0%	0%	0%	0%	5%	4%	1%	3%	0%	0%	0%	0%
<60	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%

CCRPI	SY 12-13	SY 13-14	SY 14-15
Overall Score	74.7	51.7	53.9
Achievement	40.5	39.6	18.3
Progress	16.4	11.6	28.8
Ach. Gap	12	0	5.8
Subgroup	4.8	0	0.0

Accountability	SY 15-16	
	Status	Reason
Priority*	No	N/A
Focus*	No	N/A
Reward	No	N/A

☐ Not comparable to SY 14-15; changes in calculation & point values

*3 yr cycle includes SY16 - SY 18

Financial Data

FY 2016 Funding Source					FY 2016 Allocation					
General Fund	Grants				Software/Equip.	Staff (S&B)	Staff Dev/pmt.	Utilities/Phone	Other	Total
\$3,720,355	\$1,559,240				\$47,083	\$4,776,359	\$1,500	\$105,363	\$349,290	\$5,279,595
Enrollmt (10th day)	ED	EL	SWD	Max Core Class Size	Total Allocation per Student			General Fund Allocation per Student		
636	90%	0%	14%	32	\$8,301			\$5,850		

Impact Schools Chevron Report

Juliette Low Elementary School

15 Blue Ridge Avenue Savannah, GA 31404

The following information is based on Academic Affairs Instructional Rounds conducted thus far.

Where are we now?

Juliette Low Elementary is on the path to continual progress thus far. We have implemented a tiered level of support to include onsite leadership and instructional support from Academic Affairs through the auspices of school improvement. Our laser focus currently includes collaborative planning, standard based instruction, and increasing the rigor and relevance of instruction and analyzing data to inform instruction. We have made a concentrated effort to improve teaching and learning by conducting frequent walkthroughs and providing corrective feedback to leadership and teachers. The implementation of a consistent school-wide discipline plan is a work in progress to make the learning environment conducive for all. RTI continues to be a major focus for Low as they strive to provide support for their students. Juliette Low is one of 13 Impact Schools that has students who are at least one to two years behind their peers in the various grades. We have addressed this area of focus by enrolling a percentage of the 5th grade students in the Gateway to Success program where they receive intense instruction to help them get on the appropriate grade level.

Where are we going? Actions Steps and Strategies:

- 45 Day Action Plan to guide the focus of our work
- Focusing on Short Wins and Being Results Driven
- Establishing a Culture of High Expectations throughout the School
- Working with Schools to remove barriers that are inhibiting student success
- Working with teachers and building leaders to ensure that instructional frameworks are being followed and all three (Curriculum, Instruction and Assessment) are aligned.
- District Professional Learning Opportunities such as additional professional learning targeting literacy and mathematics for teachers and leaders working in Impact Schools
- Monitoring discipline referrals & providing behavior interventions through RTI process to support students

Qualitative Data

Additional Data

	Q1	Q2	Q3	Q4
Students Absent 0-2 days*	88%	61%	45%	33%
Students Absent 3-5 days*	9%	25%	25%	22%
Students Absent >5 days*	2%	14%	30%	45%
Total Discipline Referrals	13	31	39	12
Students Referred for OSS	1%	3%	2%	1%
Students Referred for Alt. Placmt.	0%	0%	<1%	0%
Student Mobility Rate	10%	11%	14%	4%
Students in RTI Tier 2	8%	12%	13%	17%
Students in RTI Tier 3	1%	1%	1%	2%
Teacher Attendance Rate	98%	96%		

Student Retention	EOY 14	EOY 15
Total	13%	15%
Gr K	3%	5%
Gr 1	5%	8%
Gr 2	26%	23%
Gr 3	6%	18%
Gr 4	26%	21%
Gr 5	15%	13%

	Teacher / Administrator Experience					
	<= 3 Yrs		4-19 Yrs		>= 20 Yrs	
	Overall	Within Building	Overall	Within Building	Overall	Within Building
Teachers	49%	65%	38%	30%	14%	5%
AP			✓	✓		
Principal		✓	✓			

*Absence data is reported as cumulative % across quarters

TAPS Score Distribution: SY 14-15			
Level I	Level II	Level III	Level IV
4%	0%	96%	0%

Principal's Corner

Points of Pride	<p>Mentoring program with the brothers of Beta Phi Lambda & the 100 Black Men of Savannah • A group of 4th & 5th grade students were trained to conduct peer mediation with students who are having conflicts. • The artwork of two students at Juliette Low has been chosen to be on display during the Opening Reception at the Telfair Museum for the "I Have Marks to Make" exhibit on Saturday, Dec. 12, 2015. • Juliette Low has received Model PTA recognition for the past two years • We have an operational Parent Center • Weekly lesson on various careers are held to promote career awareness * 100% participation of students in grades 1-5 completing the identified number of grade specific career awareness lessons aligned to Georgia's 17 Career Clusters *Character Counts assemblies are held monthly to encourage positive behaviors and to reduce office referrals *Successful L. O. V. E. Mentors Program * Our Award-winning 21st Century Program met all 5 goals set for the 2014-2015 school year and have had over 85% rate of student attendance * 2015 1st Place winners of the Student Success EXPO Egg Drop Competition *Mighty 8th Character Counts Student Ambassador of the of the Month Winner * Candidate for the Superintendent Student of the Month for March 2016</p>
Principal's Story Behind the Numbers	<p>Juliette Low is a Title I high poverty school with approximately 90% of the students on free or reduced lunch. Data review & root causes of analysis revealed that students are struggling with reading comprehension & decoding skills as they leave 1st grade. This is causing them to have difficulty in passing the SRI. Students are also struggling with the rigor of the 3rd & 5th grade math strands. This causes a high percentage of students to fall below basic range on the MAP assessment which is a gateway for promotion. 36% of the staff is new to teaching &/or is new to Juliette Low. To ensure improvement in student achievement, academic data is being monitored. Staff participates in ongoing Professional Development that focuses on effective instructional strategies that are designed to support the needs of the students, RTI, classroom management, & understanding their data. Weekly support is offered by our Academic Coach & the District's Academic Coaches. Before & after school tutorials are held by teachers & the 21st Century Learning Communities sponsors a program on-site.</p>

Impact Schools Chevron Report

Shuman Elementary School

415 Goebel Avenue Savannah, GA 31404

Goals/Objectives

Goal: To improve student achievement and growth as measured by the Scholastic Reading Inventory (SRI) and MAP Assessment in grades 2-5 and mCLASS and DIBELS in K-1 by reducing the percentage of students below proficient by 10% from May 2015 to May 2016.

Objectives:

- The Administrative staff will establish a fully functional data driven leadership team that uses a 45 Day Action Plan to monitor the actions steps and strategies outlined in the School Improvement Plan.
- Teachers will participate in a systematic collaborative planning process so they have a shared understanding of what students are expected to know, do and understand.
- Administrators and teachers will participate in job embedded professional learning based on their needs.
- Teachers will demonstrate an understanding of the social, emotional, intellectual and physical development of students by implementing relevant and engaging lessons.

Quantitative Data

Measure: % On Target				Measure: % On Target / % at EOY Grade Level			
	BOY	MOY	EOY		BOY	MOY	EOY
Gr K Reading	48%	58%	69%	Gr 2 Reading	NA / 13%	59% / 35%	70%
Gr 1 Reading	54%	55%	48%	Gr 3 Reading	59% / 21%	56% / 37%	55%
Gr K Math	10%	40%	61%	Gr 4 Reading	53% / 36%	65% / 56%	72%
Gr 1 Math	21%	51%	41%	Gr 5 Reading	63% / 37%	66% / 51%	81%
				Gr 2 Math	NA / 4%	43% / 20%	50%
				Gr 3 Math	41% / 5%	53% / 20%	52%
				Gr 4 Math	45% / 22%	46% / 36%	58%
				Gr 5 Math	32% / 9%	35% / 23%	48%

Teacher-Assigned Grades		Grade 2				Grade 3				Grade 4				Grade 5			
		Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
Reading	Pass %	100%	99%	97%	100%	98%	94%	100%	99%	94%	97%	97%	98%	100%	100%	100%	94%
	90-100	31%	15%	29%	39%	37%	28%	25%	38%	16%	16%	30%	28%	26%	36%	34%	43%
	80-89	34%	46%	34%	38%	29%	36%	42%	38%	26%	37%	28%	50%	61%	40%	39%	26%
	70-79	35%	38%	34%	24%	32%	30%	33%	23%	52%	44%	39%	20%	13%	24%	27%	25%
	60-69	0%	1%	3%	0%	3%	5%	1%	0%	6%	3%	3%	3%	0%	0%	0%	5%
	<60	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Math	Pass %	99%	99%	100%	100%	99%	99%	99%	100%	97%	94%	97%	99%	100%	100%	100%	100%
	90-100	18%	14%	24%	37%	44%	32%	20%	24%	15%	8%	14%	24%	28%	31%	24%	46%
	80-89	38%	40%	45%	33%	33%	45%	49%	50%	24%	32%	33%	31%	38%	45%	43%	37%
	70-79	43%	45%	31%	30%	22%	22%	30%	26%	58%	54%	50%	44%	34%	24%	33%	18%
	60-69	1%	1%	0%	1%	2%	2%	1%	0%	3%	7%	3%	2%	0%	0%	0%	0%
	<60	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%

CCRPI	SY 12-13	SY 13-14	SY 14-15
Overall Score	64.6	46.9	47.5
Achievement	35.7	34.2	16.3
Progress	15.9	11.7	27.0
Ach. Gap	11	0	4.2
Subgroup	1	0	0.0

Accountability	SY 15-16	
	Status	Reason
Priority*	No	N/A
Focus*	Yes	Ach. Gap
Reward	No	N/A

*3 yr cycle includes SY16 - SY 18

■ Not comparable to SY 14-15; changes in calculation & point values

Financial Data

FY 2016 Funding Source		FY 2016 Allocation					
General Fund	Grants	Software/Equip.	Staff (S&B)	Staff Devpmt.	Utilities/Phone	Other	Total
\$4,585,950	\$1,509,083	\$58,251	\$5,388,578	\$2,238	\$177,887	\$468,079	\$6,095,033
Enrollmt (10th day)	ED	EL	SWD	Max Core Class Size	Total Allocation per Student	General Fund Allocation per Student	
729	93%	0%	16%	26	\$8,361	\$6,291	

Qualitative Data

The following information is based on Academic Affairs Instructional Rounds conducted thus far.

Where are we now?

Shuman Elementary is on the path to continual progress thus far. We have implemented a tiered level of support to include onsite leadership and instructional support from Academic Affairs through the School Improvement Initiative First District RESA and/or Georgia Department of Education. Our laser focus currently includes collaborative planning, standard based instruction, and increasing the rigor and relevance of instruction and analyzing data to inform instruction. We have made a concentrated effort to improve teaching and learning by conducting frequent walkthroughs and providing corrective feedback to leadership and teachers RTI continues to be a major focus for Shuman as they strive to provide support for their students. Shuman is one of 13 Impact Schools that has students who are at least one to two years behind their peers in the various grades. We have addressed this area of focus by enrolling a percentage of the 5th grade students in the Gateway to Success program where they receive intense instruction to help them get on the appropriate grade level.

Where are we going? Actions Steps and Strategies:

- 45 Day Action Plan to guide the focus of our work
- Focusing on Short Wins and Being Results Driven
- Establishing a Culture of High Expectations throughout the School
- Working with Schools to remove barriers that are inhibiting student success
- Working with teachers and building leaders to ensure that instructional frameworks are being followed and all three (Curriculum, Instruction and Assessment) are aligned.
- District Professional Learning Opportunities such as additional professional learning targeting literacy and mathematics for teachers and leaders working in Impact Schools

Additional Data

	Q1	Q2	Q3	Q4
Students Absent 0-2 days*	84%	58%	43%	30%
Students Absent 3-5 days*	13%	26%	26%	25%
Students Absent >5 days*	3%	15%	31%	45%
Total Discipline Referrals	24	38	67	50
Students Referred for OSS	1%	2%	2%	2%
Students Referred for Alt. Placmt.	0%	0%	0%	0%
Student Mobility Rate	10%	8%	9%	4%
Students in RTI Tier 2	16%	19%	17%	18%
Students in RTI Tier 3	3%	6%	6%	8%
Teacher Attendance Rate	96%	93%		

Student Retention	EOY 14	EOY 15
Total	10%	13%
Gr K	6%	5%
Gr 1	5%	5%
Gr 2	12%	14%
Gr 3	7%	15%
Gr 4	23%	23%
Gr 5	11%	18%

	Teacher / Administrator Experience					
	<= 3 Yrs		4-19 Yrs		>= 20 Yrs	
	Overall	Within Building	Overall	Within Building	Overall	Within Building
Teachers	58%	69%	29%	31%	13%	0%
AP	✓	✓				
Principal		✓	✓			

*Absence data is reported as cumulative % across quarters

TAPS Score Distribution: SY 14-15			
Level I	Level II	Level III	Level IV
0%	3%	95%	3%

Principal's Corner

Points of Pride

Our Teacher Attendance Rate is 97%. We have an active Leadership and Data Team. The USDA's Undersecretary Kevin Concanon visited Shuman. He interacted with students, staff and community partners. We have a new initiative trying to get Pre-Kindergarten parents more involved in school and developing parenting skills. Early College will be hosted at Shuman. We have had several events to get parents involved such as Fall Festival and Reading Night. We were very proud of our Reading Night. We have business partners that are very supportive (Whole Foods Market and BASF). We participated in the Million Father March. We had P.T.A. events- Muffins for Mom and Donuts for Dad.
Other points of Pride: 21st Century Community Learning • Seniors from Williams Court- Reading to students Active Student Safety Patrol • Arbor Day Celebrations • Love Mentor + Fall Festival + Students from Auburn University visiting Shuman's Garden • Shuman's Garden recognized + Modeled P.T.A. (2016)- Math Night + Celebrating the Arts + School Climate rating is improving + Grab and Go Breakfast

Principal's Story Behind the Numbers

Shuman is a high-poverty school with a population of about 800 students. The student population is transient. Our students have many home and community disadvantages. We have weekly attendance meeting to address the needs of our population. Based on our data we have 69% of the teachers with three years or less experience. Our students come to school with many issues, but we are making progress. The staff at Shuman is making strides towards academic achievement for all students.

Impact Schools Chevron Report

Spencer Elementary School
3609 Hopkins St Savannah, GA 31405

Goals/Objectives

Goal: To improve student achievement and growth as measured by the Scholastic Reading Inventory (SRI) and MAP Assessment in grades 2-5 and mCLASS and DIBELS in K-1 by reducing the percentage of students below proficient by 10% from May 2015 to May 2016.

Objectives:

- Professional Learning Goals and Plans are focused on TKES Standards 8 – Academically Challenging Environment to increase rigor and have more students at the Proficient and Distinguished Levels on GMAS.
- Increasing teacher knowledge through increased professional learning in reading, mathematics, science and social studies
- Increasing appropriate assessments to help analyze students needs with A Plus, Go Far, and researched-based resources.

Quantitative Data

Measure: % On Target	BOY	MOY	EOY	Measure: % On Target / % at EOY Grade Level	BOY	MOY	EOY
Gr K Reading	49%	78%	65%	Gr 2 Reading	NA / 16%	64% / 50%	74%
Gr 1 Reading	54%	65%	68%	Gr 3 Reading	71% / 38%	71% / 57%	74%
Gr K Math	8%	75%	86%	Gr 4 Reading	55% / 37%	56% / 53%	59%
Gr 1 Math	26%	71%	66%	Gr 5 Reading	63% / 47%	66% / 58%	84%
				Gr 2 Math	NA / 8%	73% / 53%	80%
				Gr 3 Math	47% / 15%	60% / 41%	86%
				Gr 4 Math	45% / 18%	46% / 35%	56%
				Gr 5 Math	62% / 28%	68% / 55%	75%

Teacher- Assigned Grades	Grade 2				Grade 3				Grade 4				Grade 5				
	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	
Reading	Pass %	100%	99%	96%	97%	100%	100%	100%	99%	100%	100%	99%	100%	100%	98%	100%	100%
	90-100	49%	36%	40%	32%	51%	34%	29%	50%	34%	33%	49%	53%	24%	23%	31%	38%
	80-89	34%	40%	43%	48%	24%	44%	54%	32%	66%	62%	33%	32%	35%	39%	32%	40%
	70-79	17%	23%	13%	17%	25%	23%	17%	17%	0%	5%	17%	15%	41%	36%	37%	22%
	60-69	0%	1%	4%	3%	0%	0%	0%	0%	0%	0%	0%	0%	0%	2%	0%	0%
	<60	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Math	Pass %	100%	95%	100%	98%	100%	100%	100%	88%	100%	100%	98%	100%	90%	91%	95%	85%
	90-100	45%	31%	50%	33%	26%	29%	45%	35%	49%	49%	22%	53%	28%	17%	19%	5%
	80-89	34%	44%	40%	32%	35%	48%	49%	30%	39%	44%	54%	48%	34%	47%	37%	40%
	70-79	21%	20%	10%	33%	39%	23%	6%	23%	12%	7%	22%	0%	28%	27%	39%	40%
	60-69	0%	1%	0%	1%	0%	0%	0%	13%	0%	0%	2%	0%	10%	9%	5%	15%
	<60	0%	4%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%

CCRPI	SY 12-13	SY 13-14	SY 14-15
Overall Score	46.1	62.7	60.7
Achievement	30.6	34.7	18.0
Progress	13	16.5	35.9
Ach. Gap	2	10	5.8
Subgroup	0	0	0.0

Accountability	SY 15-16	
	Status	Reason
Priority*	No	N/A
Focus*	No	N/A
Reward	No	N/A

*3 yr cycle includes SY 16 - SY 18

☐ Not comparable to SY 14-15; changes in calculation & point values

Financial Data

FY 2016 Funding Source		FY 2016 Allocation					
General Fund	Grants	Software/Equip.	Staff (S&B)	Staff Devlpmt.	Utilities/Phone	Other	Total
\$3,627,124	\$1,259,692	\$42,605	\$4,413,399	\$1,622	\$117,978	\$311,212	\$4,886,816
Enrollmt (10th day)	ED	EL	SWD	Max Core Class Size	Total Allocation per Student	General Fund Allocation per Student	
456	93%	0%	10%	23	\$10,717	\$7,954	

Impact Schools Chevron Report

Spencer Elementary School
3609 Hopkins St Savannah, GA 31405

The following information is based on Academic Affairs Instructional Rounds conducted thus far.

Where are we now?

Spencer Elementary is on the path to continual progress thus far. We have implemented a tiered level of support to include onsite support from Academic Affairs specifically through the School Improvement Initiative. Our laser focus currently includes collaborative planning, standard based instruction, and increasing the rigor and relevance of instruction and analyzing data to inform instruction. We have made a concentrated effort to improve teaching and learning by conducting frequent walkthroughs and providing corrective feedback to leadership and teachers. Spencer is one of three schools that has been selected to participate in the Governor's Reading Mentor Program in which they receive on site literacy support from a reading specialist. Spencer is excited to have earned 5 Stars on our CCRPI School Climate rating and 35.9% out of 40% on CCRPI Progress Points.

Where are we going? Actions Steps and Strategies:

- 45 Day Action Plan to guide the focus of our work
- Weekly Pre/Post Assessments and RtI and Data meetings
- Focusing on Short Wins and Being Results Driven
- Increasing Rigor through the use of Thinking Maps
- Working with Schools to remove barriers that are inhibiting student success
- Working with teachers and building leaders to ensure that instructional frameworks are being followed and all three (Curriculum, Instruction and Assessment) are aligned.
- District Professional Learning Opportunities such as additional professional learning targeting literacy and mathematics for teachers and leaders working in Impact Schools

Qualitative Data

Additional Data

	Q1	Q2	Q3	Q4
Students Absent 0-2 days*	90%	75%	62%	52%
Students Absent 3-5 days*	8%	17%	20%	23%
Students Absent >5 days*	2%	8%	18%	26%
Total Discipline Referrals	1	6	2	7
Students Referred for OSS	< 1%	1%	< 1%	0%
Students Referred for Alt. Placmt.	0%	0%	0%	0%
Student Mobility Rate	8%	11%	8%	4%
Students in RTI Tier 2	3%	5%	4%	6%
Students in RTI Tier 3	1%	2%	3%	4%
Teacher Attendance Rate	95%	90%		

Student Retention	EOY 14	EOY 15
Total	18%	16%
Gr K	0%	0%
Gr 1	0%	5%
Gr 2	43%	19%
Gr 3	5%	23%
Gr 4	46%	36%
Gr 5	26%	15%

Teacher / Administrator Experience						
	<= 3 Yrs		4-19 Yrs		>= 20 Yrs	
	Overall	Within Building	Overall	Within Building	Overall	Within Building
Teachers	23%	30%	60%	70%	18%	0%
AP		✓	✓			
Principal				✓	✓	

*Absence data is reported as cumulative % across quarters

TAPS Score Distribution: SY 14-15			
Level I	Level II	Level III	Level IV
0%	0%	97%	3%

Principal's Corner

Points of Pride

WTOC/WSAV TV Stations came to Spencer because of the Spencer/SSU Collaboration for Flint, Michigan Water Drive - Over 100 Gallons are to be delivered • State Superintendent Woods sent commendation letters to Principal & 19 teachers commending them on using over 500 pages of DATA on SLDs & school received CCRPI points for SLDs. • 2 teachers nominated to participate in GADOE Georgia Milestones Test Development Meeting • District New Special Education Teacher of the Year (Also received plaque at GLRS in Jekyll Island) • Love Mentors, Parents, and Students Breakfast (LOVE Mentors got a change to meet the parents of their student mentees at a breakfast at the school!) • Spencer 5th grader 7 out of 42 in district spelling bee at Savannah State University! • Zero Truancy from August to February • Spencer's new building plans updated • Governor's Reading Mentor Specialist - Commendations to K - 3 teachers for their work in the program thus far • Gifted Resource specialist - Increased the number of gifted students at Spencer! • Spencer Staff Family Night at ASU Girls & Boys Basketball Game • Asst. Principal & teacher selected for the District's Aspiring Principals' Leadership Program • WTOC & WJCL TV - Business partner Home Depot on Abercorn recognized for their support of Spencer by students • Presentation to Musical Explorers Board & Volunteers of what the program has meant to K - 2 students (Spencer's second year participating in Musical Explorer's Program.) • PTA Night at Chuck E. Cheese to celebrate hard work of staff and students! • 2016 Model PTA application submitted for 7th Model PTA certificate! Spencer is excited to have earned 5 Stars on our CCRPI School Climate rating and 35.9% out of 40% on CCRPI Progress Points.

Principal's Story Behind the Numbers

Spencer Elementary School is proud that our MOY data showed gains in DIBELS, mCLASS, SRI, & MAP. We are continuing to work diligently so that students will show gains on the EOY assessments. We began the Intercession Blocks in December to help prepare our 3 - 5 students for the GMAS. We are a high-poverty urban school with a large proportion of students who enter already behind their peers. Our students have greater home & community disadvantages, & face many challenges. We are using a variety of tools & strategies to help our students, including A plus & GOFAR formative assessments; analyzing data weekly; SLDs; District & State GMAS & Writing Resources; research-based resources; & weekly subject area collaboration to promote rigor & increase student growth. In 2015-16 we have 5 extra Professional Learning Days on Saturdays to increase teachers' knowledge on standards. Spencer was selected to participate in the Governor's Reading Mentor Program. We are now analyzing the 2015 GMAS assessment data to increase students' growth on the 2016 assessment. We are continuing K-5 Intervention-Focus Blocks, Double-Dosing, & After-School Tutorial for students who are below the benchmarks. K -1 teachers are using Compass Learning & sample SRI/ MAP strategies to prepare students for a smoother transition to second grade. Attendance meetings are held daily to help address student absences, most of which occur due to student illness.

Impact Schools Chevron Report

Thunderbolt Elementary School

3313 Louis Street Savannah, GA 31404

Goals/Objectives

Goal: To improve student achievement and growth as measured by the Scholastic Reading Inventory (SRI) and MAP Assessment in grades 2-5 and mCLASS and DIBELS in K-1 by reducing the percentage of students below proficient by 10% from May 2015 to May 2016.

Objectives:

- The Administrative staff will establish a fully functional data driven leadership team that uses a 45 Day Action Plan to monitor the actions steps and strategies outlined in the School Improvement Plan.
- Teachers will participate in a systematic collaborative planning process so they have a shared understanding of what students are expected to know, do and understand.
- Administrators and teachers will participate in job embedded professional learning based on their needs.
- Teachers will participate in a systematic collaborative planning process to develop common formative assessments to monitor standard mastery.

Quantitative Data

Measure: % On Target	BOY	MOY	EOY	Measure: % On Target / % at EOY Grade Level	BOY	MOY	EOY
Gr K Reading	53%	67%	85%	Gr 2 Reading	NA / 12%	55% / 32%	67%
Gr 1 Reading	62%	49%	42%	Gr 3 Reading	63% / 14%	52% / 24%	42%
Gr K Math	5%	55%	85%	Gr 4 Reading	56% / 36%	66% / 51%	73%
Gr 1 Math	18%	55%	55%	Gr 5 Reading	72% / 50%	83% / 74%	82%
				Gr 2 Math	NA / 5%	45% / 22%	67%
				Gr 3 Math	24% / 0%	16% / 3%	46%
				Gr 4 Math	39% / 7%	51% / 37%	68%
				Gr 5 Math	41% / 14%	52% / 35%	64%

Teacher- Assigned Grades		Grade 2				Grade 3				Grade 4				Grade 5			
		Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
Reading	Pass %	100%	96%	96%	98%	96%	90%	93%	86%	86%	100%	94%	93%	98%	89%	99%	95%
	90-100	40%	34%	37%	33%	28%	15%	24%	20%	9%	19%	29%	14%	13%	11%	18%	21%
	80-89	37%	43%	40%	39%	48%	43%	41%	29%	45%	62%	48%	44%	23%	40%	33%	44%
	70-79	23%	19%	19%	26%	20%	32%	28%	37%	32%	19%	17%	35%	62%	37%	48%	30%
	60-69	0%	4%	4%	2%	4%	6%	6%	12%	13%	0%	6%	7%	2%	11%	2%	5%
	<60	0%	0%	0%	0%	0%	4%	2%	2%	2%	0%	0%	0%	0%	0%	0%	0%
Math	Pass %	100%	100%	98%	97%	100%	96%	96%	90%	85%	94%	100%	91%	92%	95%	98%	100%
	90-100	62%	38%	37%	41%	54%	39%	46%	35%	21%	19%	32%	28%	15%	10%	18%	25%
	80-89	31%	49%	46%	41%	28%	31%	28%	41%	36%	40%	45%	30%	37%	26%	37%	41%
	70-79	8%	13%	15%	15%	18%	26%	22%	14%	28%	35%	23%	33%	40%	60%	43%	34%
	60-69	0%	0%	2%	2%	0%	2%	4%	8%	11%	6%	0%	9%	8%	5%	3%	0%
	<60	0%	0%	0%	0%	0%	2%	0%	2%	4%	0%	0%	0%	0%	0%	0%	0%

CCRPI	SY 12-13	SY 13-14	SY 14-15
Overall Score	60.3	41.3	63.3
Achievement	37.4	30.1	18.9
Progress	12.5	10.7	34.9
Ach. Gap	8	0	6.7
Subgroup	1.9	0	2.3

Accountability	SY 15-16	
	Status	Reason
Priority*	No	N/A
Focus*	Yes	Ach. Gap
Reward	No	N/A

*3 yr cycle includes SY16 - SY 18

☐ Not comparable to SY 14-15; changes in calculation & point values

Financial Data

FY 2016 Funding Source		FY 2016 Allocation					
General Fund	Grants	Software/Equip.	Staff (S&B)	Staff Devlpmt.	Utilities/Phone	Other	Total
\$3,165,910	\$1,447,304	\$53,701	\$4,136,625	\$1,500	\$119,087	\$302,301	\$4,613,214
Enrollmt (10th day)	ED	EL	SWD	Max Core Class Size	Total Allocation per Student	General Fund Allocation per Student	
433	89%	0%	17%	20	\$10,654	\$7,312	

Impact Schools Chevron Report

Thunderbolt Elementary School

3313 Louis Street Savannah, GA 31404

Qualitative Data

The following information is based on Academic Affairs Instructional Rounds conducted thus far.

Where are we now?

Thunderbolt Elementary is on the path to continual progress thus far. We have implemented a tiered level of support to include onsite instructional and leadership support from First District RESA and/or Georgia Department of Education and Academic Affairs through the auspices of School Improvement Initiative. Our laser focus currently includes collaborative planning, standard based instruction, and increasing the rigor and relevance of instruction and analyzing data to inform instruction. We have made a concentrated effort to improve teaching and learning by conducting frequent walkthroughs and providing corrective feedback to leadership and teachers. Data driven decision making continues to be a major focus here as they meet weekly to plan, monitor and implement research based strategies to support the needs of all learners.

Where are we going? Actions Steps and Strategies:

- 45 Day Action Plan to guide the focus of our work
- Focusing on Short Wins and Being Results Driven
- Increasing Rigor of Instruction through the use of Thinking Maps
- Working with Schools to remove barriers that are inhibiting student success
- Working with teachers and building leaders to ensure that instructional frameworks are being followed and all three (Curriculum, Instruction and Assessment) are aligned.
- District Professional Learning Opportunities such as additional professional learning targeting literacy and mathematics for teachers and leaders working in Impact Schools

Additional Data

	Q1	Q2	Q3	Q4
Students Absent 0-2 days*	83%	56%	38%	24%
Students Absent 3-5 days*	14%	30%	28%	28%
Students Absent >5 days*	3%	15%	34%	48%
Total Discipline Referrals	6	57	43	19%
Students Referred for OSS	1%	3%	3%	2%
Students Referred for Alt. Placmt.	0%	0%	0%	0%
Student Mobility Rate	9%	13%	11%	3%
Students in RTI Tier 2	11%	12%	15%	15%
Students in RTI Tier 3	4%	4%	4%	4%
Teacher Attendance Rate	95%	95%		

Student Retention	EOY 14	EOY 15
Total	21%	11%
Gr K	14%	8%
Gr 1	9%	1%
Gr 2	31%	11%
Gr 3	6%	15%
Gr 4	29%	17%
Gr 5	38%	16%

*Absence data is reported as cumulative % across quarters

TAPS Score Distribution: SY 14-15			
Level I	Level II	Level III	Level IV
0%	0%	100%	0%

	Teacher / Administrator Experience					
	<= 3 Yrs		4-19 Yrs		>= 20 Yrs	
	Overall	Within Building	Overall	Within Building	Overall	Within Building
Teachers	41%	57%	54%	41%	5%	3%
AP	✓	✓				
Principal	✓	✓				

Principal's Corner

Points of Pride	Over 100 parents attended Report Card night and Parent Supper Conferences for the third marking period • Students in grades 2-5 participated in SRI and MAP awards program in May that reached their academic goals • Significant decrease in discipline referrals due to our monthly PBIS activities and incentives • Participated in National Engineering Week with community business partner BASF and story was featured on WTOC • Anthony Macon, parent, won the state Title I Parent of the Year award • Fifth grade students toured SCCPSS Specialty schools programs for sixth grade • Held Specialty School Parent Expo for fifth grade parents • Second and third grade students participated in Georgia Day Parade • Four students selected to Duke TIP summer program
Principal's Story Behind the Numbers	Thunderbolt Elementary is a high poverty school with many students already academically behind their peers. Our retention data increased at third grade this year due to teachers having less experience in dealing with students' academic and behavior challenges. Additional supports such as professional development, class size reduction and resource support services have been implemented in third grade due to the academic needs of the students. Other challenges our schools addresses is ensuring all students have a highly effective teacher that is knowledgeable in dealing with our students. Strategies that have been implemented include reviewing course failure reports every marking period with teachers and 21 st Century staff to create Individual Student Success plans, holding weekly RTI meetings, to address struggling students and interventions, ensuring weekly data team meetings are held to review MOY SRI and MAP assessment data to effectively plan to meet specific skill deficits, and implementing a Flex/Intervention block for struggling students.

Impact Schools Chevron Report

White Bluff Elementary School
9902 White Bluff Road Savannah, GA 31406

Goals/Objectives

Goal: To improve student achievement and growth as measured by the Scholastic Reading Inventory (SRI) and MAP Assessment in grades 2-5 and mCLASS and DIBELS in K-1 by reducing the percentage of students below proficient by 10% from May 2015 to May 2016.

Objectives:

- Teachers will participate in a systematic collaborative planning process to develop common formative assessments to monitor standard mastery.
- The Administrative staff will establish a fully functional data driven leadership team that uses a 45 Day Action Plan to monitor the actions steps and strategies outlined in the School Improvement Plan.
- Administrators and teachers will participate in job embedded professional learning based on their needs.
- Teachers will participate in a systematic collaborative planning process so they have a shared understanding of what students are expected to know, do and understand.

Quantitative Data

Measure: % On Target	BOY	MOY	EOY	Measure: % On Target / % at EOY Grade Level	BOY	MOY	EOY
Gr K Reading	72%	77%	83%	Gr 2 Reading	NA / 16%	59% / 33%	74%
Gr 1 Reading	59%	67%	61%	Gr 3 Reading	72% / 23%	74% / 39%	64%
Gr K Math	17%	61%	75%	Gr 4 Reading	64% / 44%	70% / 61%	86%
Gr 1 Math	30%	49%	45%	Gr 5 Reading	73% / 56%	75% / 67%	80%
				Gr 2 Math	NA / 6%	58% / 34%	65%
				Gr 3 Math	51% / 8%	61% / 38%	59%
				Gr 4 Math	45% / 15%	63% / 53%	66%
				Gr 5 Math	37% / 15%	46% / 36%	64%

Teacher- Assigned Grades	Grade 2				Grade 3				Grade 4				Grade 5				
	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	
Reading	Pass %	91%	97%	97%	97%	99%	93%	96%	98%	100%	93%	96%	96%	93%	96%	100%	
	90-100	22%	19%	24%	27%	25%	21%	20%	25%	35%	34%	32%	24%	6%	11%	17%	21%
	80-89	35%	45%	46%	40%	43%	38%	43%	36%	36%	42%	41%	50%	38%	44%	36%	42%
	70-79	34%	33%	27%	30%	29%	40%	30%	35%	27%	24%	20%	22%	52%	38%	43%	37%
	60-69	7%	3%	4%	4%	4%	1%	7%	3%	1%	1%	8%	3%	5%	7%	4%	0%
	<60	1%	0%	0%	0%	0%	0%	0%	1%	0%	0%	0%	1%	0%	1%	0%	0%
Math	Pass %	89%	94%	97%	100%	99%	99%	99%	94%	99%	99%	98%	100%	82%	81%	79%	99%
	90-100	22%	15%	24%	40%	25%	28%	26%	22%	40%	28%	32%	33%	13%	11%	8%	14%
	80-89	39%	36%	42%	36%	48%	39%	36%	41%	35%	54%	34%	51%	24%	31%	27%	69%
	70-79	28%	43%	31%	24%	26%	32%	37%	31%	24%	17%	32%	16%	45%	39%	44%	16%
	60-69	8%	6%	4%	0%	2%	1%	1%	7%	1%	1%	1%	1%	18%	20%	22%	0%
	<60	2%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%

CCRPI	SY 12-13	SY 13-14	SY 14-15
Overall Score	72	55.3	61.0
Achievement	40.7	37.1	21.8
Progress	13.7	12.7	34.0
Ach. Gap	13	5	4.2
Subgroup	3.6	0	0.0

Accountability	SY 15-16	
	Status	Reason
Priority*	No	N/A
Focus*	No	N/A
Reward	No	N/A

☐ Not comparable to SY 14-15; changes in calculation & point values

*3 yr cycle includes SY 16 - SY 18

Financial Data

FY 2016 Funding Source		FY 2016 Allocation					
General Fund	Grants	Software/Equip.	Staff (S&B)	Staff Devpmt.	Utilities/Phone	Other	Total
\$4,370,666	\$1,665,591	\$69,557	\$5,532,487	\$1,500	\$86,863	\$345,850	\$6,036,257
Enrollmt (10th day)	ED	EL	SWD	Max Core Class Size	Total Allocation per Student	General Fund Allocation per Student	
632	80%	2%	17%	26	\$9,551	\$6,916	

Impact Schools Chevron Report

White Bluff Elementary School
9902 White Bluff Road Savannah, GA 31406

The following information is based on Academic Affairs Instructional Rounds conducted thus far.

Where are we now?

White Bluff Elementary is on the path to continual progress thus far. We have implemented a tiered level of support to include onsite support from Academic Affairs specifically through the School Improvement Initiative. Our laser focus currently includes collaborative planning, standard based instruction, and increasing the rigor and relevance of instruction and analyzing data to inform instruction. We have made a concentrated effort to improve teaching and learning by conducting frequent walkthroughs and providing corrective feedback to leadership and teachers. White Bluff continues to focus on effective lesson planning through collaborative planning and data drive decision-making. Building leadership capacity through a distributed model is an area of continual growth.

Where are we going? Actions Steps and Strategies:

- 45 Day Action Plan to guide the focus of our work
- Focusing on Short Wins and Being Results Driven
- Working with Schools to remove barriers that are inhibiting student success
- Working with teachers and building leaders to ensure that instructional frameworks are being followed and all three (Curriculum, Instruction and Assessment) are aligned.
- District Professional Learning Opportunities such as additional professional learning targeting literacy and mathematics for teachers and leaders working in Impact Schools

Qualitative Data

Additional Data

	Q1	Q2	Q3	Q4
Students Absent 0-2 days*	84%	60%	44%	35%
Students Absent 3-5 days*	12%	24%	27%	23%
Students Absent >5 days*	4%	16%	28%	42%
Total Discipline Referrals	15	29	17	6
Students Referred for OSS	1%	2%	1%	<1%
Students Referred for Alt. Placmt.	0%	0%	0%	0%
Student Mobility Rate	11%	8%	12%	3%
Students in RTI Tier 2	7%	10%	17%	18%
Students in RTI Tier 3	2%	3%	4%	5%
Teacher Attendance Rate	96%	96%		

Student Retention	EOY 14	EOY 15
Total	8%	7%
Gr K	2%	3%
Gr 1	5%	5%
Gr 2	11%	3%
Gr 3	5%	16%
Gr 4	10%	9%
Gr 5	14%	9%

*Absence data is reported as cumulative % across quarters

TAPS Score Distribution: SY 14-15			
Level I	Level II	Level III	Level IV
0%	2%	98%	2%

	Teacher / Administrator Experience					
	<= 3 Yrs		4-19 Yrs		>= 20 Yrs	
	Overall	Within Building	Overall	Within Building	Overall	Within Building
Teachers	29%	45%	55%	45%	16%	11%
AP	✓	✓				
Principal	✓	✓				

Principal's Corner

Points of Pride

White Bluff Elementary has had a teacher to make it to the district's top 5 finalists for SCCPSS Teacher of the Year for the last 2 years. Last year Jennifer Norrell was a finalist and this year Angel Harlin is a finalist. I am also pleased to report that last year one of our fourth grade students won the district's Sum Dog competition by answering the most questions correctly. This was a huge honor as over 4,000 students participated. During the 2015-2016 school year White Bluff Elementary was recognized by receiving the Georgia Asthma-Friendly Schools Recognition Award. This was a great honor as White Bluff is the only school in the SCCPSS to receive this award. Also, White Bluff is the only school in the entire Coastal Empire region that is a Project S.A.V.E. School. The entire staff completed the required modules and received hands only CPR training. Another "Point of Pride" includes the school reaching Model PTA status the past 2 years. In January we started our partnership with the 100 Black Men of Savannah as we launched our Alpha Eagles group in which two days each month mentors come on site and mentor 15 of our fourth and fifth grade male students. In addition, we continue to implement effective instructional practices which has resulted in our CCRPI score increasing by 6 points.

Principal's Story Behind the Numbers

White Bluff Elementary is a Title I school in which 83% of our students receive free or reduced lunch. We continue to make the necessary adjustments as we deal with what has now become a very transient population. 2014-2015 data shows that over 200 students either started the year here and left before the year concluded or came in the middle of the school year. We continue to support our teachers by bringing in presenters to offer them effective teaching practices for the new population of students they are teaching. In addition, we are teaching teachers how to better understand data to drive instruction. We are also emphasizing the importance of response to intervention (RTI) and differentiated instruction as all certified staff has been trained on how to effectively progress monitor students. We have also made great strides to close the performance gap with our lower performing students as measured by last year's GMAS assessment. We closed this gap by having our Intercession clusters formed in February to homogeneously group our 3rd-5th grade students and offer them focused instruction in 2 hour blocks 3 days/week.

Impact Schools Chevron Report
Windsor Forest Elementary School
 414 Briarcliff Circle Savannah, GA 31419

Goals/Objectives

Goal: To improve student achievement and growth as measured by the Scholastic Reading Inventory (SRI) and MAP Assessment in grades 2-5 and mCLASS and DIBELS in K-1 by reducing the percentage of students below proficient by 10% from May 2015 to May 2016.

Objectives:

- The Administrative staff will establish a fully functional data driven leadership team that uses a 45 Day Action Plan to monitor the actions steps and strategies outlined in the School Improvement Plan.
- Administrators and teachers will participate in job embedded professional learning based on their needs.
- Teachers will participate in a systematic collaborative planning process so they have a shared understanding of what students are expected to know, do and understand.
- Administrators and Teachers will utilize data to provide tiered intervention for students not meeting academic standards.

Quantitative Data

Measure: % On Target	BOY	MOY	EOY	Measure: % On Target / % at EOY Grade Level	BOY	MOY	EOY
Gr K Reading	53%	45%	52%	Gr 2 Reading	NA / 19%	56% / 37%	65%
Gr 1 Reading	61%	46%	50%	Gr 3 Reading	70% / 30%	64% / 45%	63%
Gr K Math	9%	30%	38%	Gr 4 Reading	62% / 43%	66% / 59%	72%
Gr 1 Math	25%	37%	46%	Gr 5 Reading	68% / 52%	72% / 63%	78%
				Gr 2 Math	NA / 5%	61% / 35%	68%
				Gr 3 Math	70% / 20%	66% / 44%	69%
				Gr 4 Math	50% / 16%	59% / 45%	83%
				Gr 5 Math	63% / 37%	70% / 54%	79%

Teacher- Assigned Grades		Grade 2				Grade 3				Grade 4				Grade 5			
		Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
Reading	Pass %	97%	98%	100%	98%	100%	100%	99%	98%	99%	97%	96%	97%	99%	94%	95%	91%
	90-100	46%	41%	56%	48%	45%	22%	52%	43%	25%	32%	54%	42%	28%	36%	30%	41%
	80-89	26%	38%	36%	39%	35%	52%	30%	31%	59%	47%	30%	47%	26%	29%	38%	29%
	70-79	25%	19%	8%	11%	20%	26%	17%	24%	15%	18%	12%	8%	45%	29%	27%	21%
	60-69	3%	2%	0%	1%	0%	0%	1%	2%	1%	3%	4%	2%	1%	6%	4%	8%
	<60	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	1%	1%	0%	0%	1%
Math	Pass %	95%	93%	95%	99%	100%	99%	100%	100%	97%	99%	96%	98%	97%	94%	94%	96%
	90-100	39%	24%	44%	59%	51%	45%	58%	63%	43%	46%	38%	50%	39%	34%	29%	42%
	80-89	30%	39%	40%	30%	37%	38%	35%	26%	36%	34%	42%	39%	30%	42%	45%	42%
	70-79	26%	30%	11%	10%	12%	16%	7%	11%	18%	19%	16%	9%	28%	18%	20%	12%
	60-69	4%	6%	4%	1%	0%	1%	0%	0%	3%	2%	4%	2%	4%	6%	7%	5%
	<60	1%	1%	0%	0%	0%	0%	0%	0%	0%	0%	0%	1%	0%	0%	0%	0%

CCRPI	SY 12-13	SY 13-14	SY 14-15
Overall Score	64.2	61.9	62.1
Achievement	43.8	41.6	24.4
Progress	14.3	14.7	31.7
Ach. Gap	3	5	5.0
Subgroup	2.1	0.6	0.0

Accountability	SY 15-16	
	Status	Reason
Priority*	No	N/A
Focus*	Yes	Ach. Gap
Reward	No	N/A

*3 yr cycle includes SY 16 - SY 18

☐ Not comparable to SY 14-15; changes in calculation & point values

Financial Data

FY 2016 Funding Source				FY 2016 Allocation					
General Fund		Grants		Software/Equip.	Staff (S&B)	Staff Devlpmt.	Utilities/Phone	Other	Total
\$4,505,859		\$1,093,357		\$85,168	\$5,071,767	\$2,840	\$115,487	\$323,954	\$5,599,216
Enrollmt (10th day)	ED	EL	SWD	Max Core Class Size	Total Allocation per Student			General Fund Allocation per Student	
695	72%	22%	15%	29	\$8,056			\$6,483	

Impact Schools Chevron Report

Windsor Forest Elementary School

414 Briarcliff Circle Savannah, GA 31419

The following information is based on Academic Affairs Instructional Rounds conducted thus far.

Where are we now?

Windsor Forest Elementary is on the path to continual progress thus far. We have implemented a tiered level of support to include onsite support from Academic Affairs specifically through the School Improvement Initiative and First District RESA and/or Georgia Department of Education. Our laser focus currently includes collaborative planning, standard based instruction, and increasing the rigor and relevance of instruction and analyzing data to inform instruction. We have made a concentrated effort to improve teaching and learning by conducting frequent walkthroughs and providing corrective feedback to leadership and teachers. Windsor Forest continues to focus on effective lesson planning through collaborative planning and data drive decision-making. The focus on changing the culture and climate to exude high expectations for staff and students continue to be a work in progress.

Where are we going? Actions Steps and Strategies:

- 45 Day Action Plan to guide the focus of our work
- Focusing on Short Wins and Being Results Driven
- Working with Schools to remove barriers that are inhibiting student success
- Working with teachers and building leaders to ensure that instructional frameworks are being followed and all three (Curriculum, Instruction and Assessment) are aligned.
- District Professional Learning Opportunities such as additional professional learning targeting literacy and mathematics for teachers and leaders working in Impact Schools

Qualitative Data

Additional Data

	Q1	Q2	Q3	Q4
Students Absent 0-2 days*	86%	61%	50%	41%
Students Absent 3-5 days*	12%	25%	27%	28%
Students Absent >5 days*	2%	14%	23%	31%
Total Discipline Referrals	4	31	17	20
Students Referred for OSS	0%	2%	2%	2%
Students Referred for Alt. Placmt.	0%	0%	0%	0%
Student Mobility Rate	8%	8%	7%	3%
Students in RTI Tier 2	1%	3%	5%	5%
Students in RTI Tier 3	1%	2%	1%	2%
Teacher Attendance Rate	94%	88%		

Student Retention	EOY 14	EOY 15
Total	8%	0%
Gr K	8%	0%
Gr 1	5%	0%
Gr 2	11%	0%
Gr 3	4%	0%
Gr 4	15%	1%
Gr 5	8%	0%

	Teacher / Administrator Experience					
	<= 3 Yrs		4-19 Yrs		>= 20 Yrs	
	Overall	Within Building	Overall	Within Building	Overall	Within Building
Teachers	50%	56%	44%	38%	6%	6%
AP	✓	✓				
Principal		✓	✓			

*Absence data is reported as cumulative % across quarters

TAPS Score Distribution: SY 14-15			
Level I	Level II	Level III	Level IV
0%	3%	81%	16%

Points of Pride

PBIS Program • Chess Club • Alpha Wildcat Mentoring Program • Backpack Buddies Program • Science Olympiad – Regional Championship (2014-15) • Title One Parent Resource Center • Part-Time Title One Parent Facilitator (Bilingual) • Monthly Walk to School • Jump Rope for Heart • Health MPowers Program • Canned Food Drive Collection for Second Harvest • Red Ribbon Week Celebration • Robotics Team – 1st Place in County (2014-15) • Girls on the Run • Quarterly Conduct Celebration Activities • Quarterly Awards Program Recognition • Student art work selected for the front cover of the Talking Points Journal (2012, 2013, 2014, & 2015)

Principal's Corner

Principal's Story Behind the Numbers

We serve a diverse group of students from the immediate residential area as well as a diverse group of English Language Learners (ELL) from areas that extend beyond our regular attendance zone. Windsor Forest Elementary School is currently identified by the Georgia Department of Education as a Title One Focus School. About 175 students tend to be transient throughout the school year. There are more than 10 different countries represented in our ELL population of about 100 students. While the previous principal lead WFES for about 9 years, there was significant turnover among the assistant principals, especially during the 2014 - 2015 school term. During the 2014 – 2015 school year three different individuals fulfilled the roll of assistant principal, which resulted in inconsistent expectations for faculty, staff, and students. The current administrative team began the 2015-2016 school term together and continues to serve WFES. This factor alone has been instrumental in stabilizing various factors, especially factors associated with academic achievement. Administration works closely with the school's high-functioning leadership team to conduct needs analysis and establish a plan that is specific and targeted in meeting the needs of all students at WFES. Parents and community members have partnered with the leadership team during this process as well. Valuable insight was provided by all stakeholders as the data was presented and discussed to develop a plan that best suits all learners. As we continue moving forward, all stakeholders will continue providing input so we can maintain a plan that support maximizing the potential of all learners as WFES.