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FINDLEY OAKS ELEMENTARY

STRATEGIC PLAN SY 2015/16 – SY 2017/18

APPROVED AUGUST 2015

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## SECTION I. Strategic Planning Background and Approach

In May 2012, the Georgia Board of Education voted to make Fulton County Schools the state's largest charter system. The charter system model offers freedom and flexibility, both at the school level and system wide, to employ research-based methods to improve student achievement, even if such innovations would require exemptions to current state laws and regulations.

Given this framework, individual schools within Fulton County have the ability to work in dramatically new ways. We are asking our communities to help drive change and to get involved in our schools. Our collective vision is that every Fulton County school will have a principal and local School Governance Council equipped to lead effectively in a charter system environment to improve student achievement through innovation and flexibility. Schools will be empowered to consider the best uses of resources at the local level and design innovative practices that align with school needs.

Findley Oaks Elementary began the strategic planning process in the spring of 2015. In order to plan our strategic direction forward, we first had to engage with our community to understand our specific challenges and consider a path to address them collectively. The School Governance Council (SGC) determined what data to collect and analyze to determine the status of the school, both in terms of perception and quantitative data.

Our process included five distinct phases: (1) a needs assessment; (2) the identification of priority issues; (3) the establishment of long-term outcomes, focus areas, & short-term goals; (4) the formulation of strategic initiatives; and (5) the development of a monitoring plan. Developed over a period of several months and designed collaboratively with input and guidance from many stakeholders, the strategic plan represents our deliberate approach to shape and guide what Findley Oaks Elementary is, what we do, and why. Our students deserve the best educational experience we can provide, and this plan sets our vision and direction for making that happen.

## SECTION II. Context for the Strategic Plan: The School's Needs Assessment

For every school, the strategic planning process must begin with a thorough consideration of the questions “Where are we as a school?” and “With what do we have to work?” By identifying strengths and weaknesses within the school and examining opportunities and challenges within the external environment, schools lay the foundation for building a strategic plan that builds on their positive attributes while overcoming any weaknesses or areas for improvement.

Findley Oaks Elementary began the strategic planning process by conducting a needs assessment. Through a close analysis of the internal and external environments, we sought to identify stakeholders’ perceptions of our school and enhance our understanding of the political, socio-economic, and demographic environment in which the school operates. By analyzing a comprehensive set of school data, the leaders of Findley Oaks Elementary clarified performance trends and identified the school’s most critical areas for improvement.

### Needs Assessment – Process

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Before developing goals, the SGC gathered information regarding the school’s current state from various stakeholders and data points. The SGC utilized surveys, open-ended questions, and focus groups to gather feedback from parents, teachers, administration, and community. In addition, the council reviewed data from CCRPI, demographics, and CRCT scores including growth data and scores disaggregated by subgroups.

An online parent survey was created and distributed to all Findley Oaks families. The survey consisted of multiple-choice, Likert-scale, and open-ended questions covering topics such as communication, class size, student performance, and overall perception. The council noted that participation in our survey was low: approximately 50 parents participated out of an estimated 450 families in the whole school.

A community survey was created and distributed in order to gather feedback from the Findley Oaks community stakeholders. The survey included questions about the overall impression of Findley Oaks in the community, reputation of teachers, curriculum rigor, student performance, and overall offerings of student enrichment/after school opportunities. Additionally, the survey asked for open-ended feedback regarding the school’s perceived performance. The survey received three responses in total.

Teachers were invited to participate in an open forum to discuss components of the ideal school and how these factors would influence student learning. The teacher focus group included teachers from each grade level (kindergarten through 5th grade) as well as special education and special areas teachers.

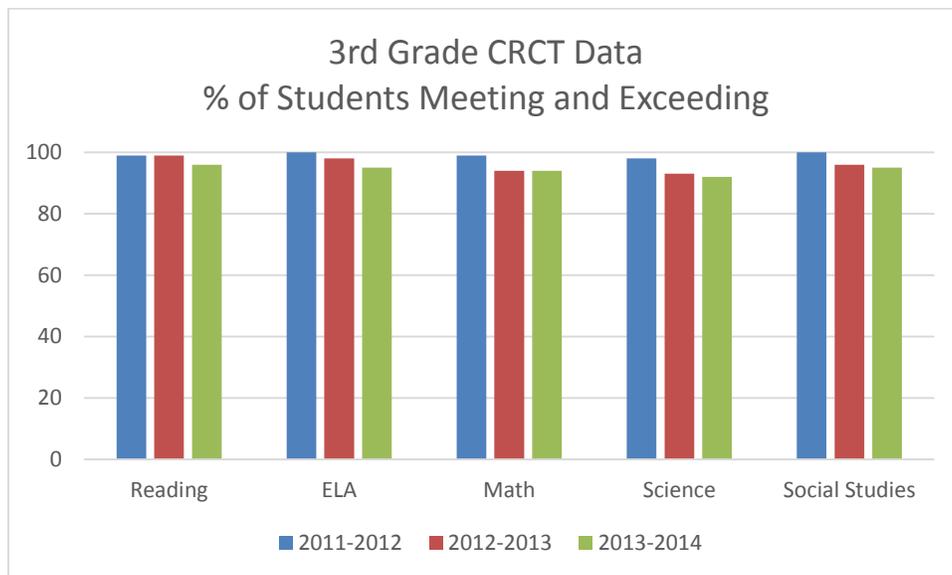
### Needs Assessment – Summary of Findings

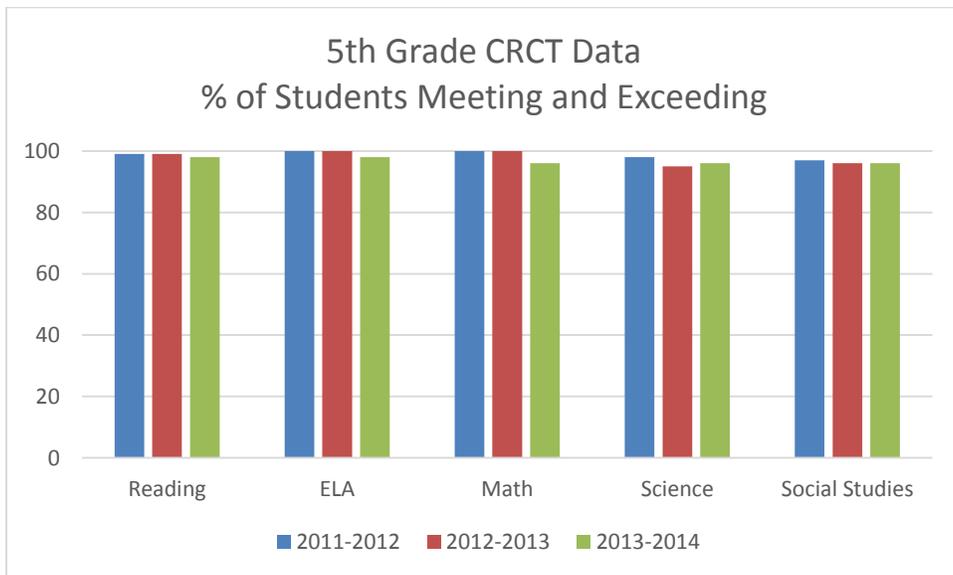
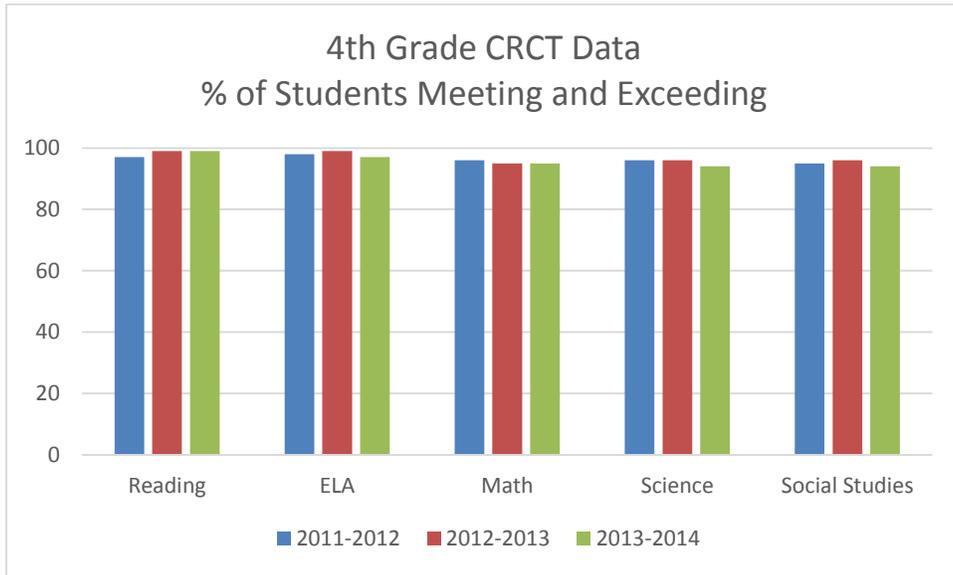
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The SGC reviewed and analyzed the results from the parent survey and focus group, community survey, and teacher focus group. The SGC looked for trends and reoccurring themes. The council concluded the following:

- The overall perception of Findley Oaks Elementary by parents was either excellent or good; however, parents expressed a desire for improved communication from the school and teachers.
- Survey results showed that parents feel on-level students need more support.
- There is a desire from both the community and teachers to establish a deeper connection between the school and the larger community including career awareness for students.
- Teachers see a need for additional professional development in instructional best practices including instructional technology, writing, and rigor.

Additionally, the SGC studied quantitative school data in the form of CCRPI, demographics, and CRCT scores including growth data and scores disaggregated by subgroups. Until the 2014-15 school year, the school administered the state Criterion Reference Competency Test (CRCT) to students in grades 3-5. The data provided shows the percentage of students scoring in the meets or exceeds categories in the five subjects assessed: reading, ELA, mathematics, science, and social studies. The graphs below show the scores over the last three years of administration. CRCT achievement data has remained relatively stable and above the county and state average. A closer look reveals that there was an achievement decline from 2012-2013 in 3<sup>rd</sup> grade and in the area of science and social studies in multiple grades.





The College and Career Readiness Performance Index (CCRPI) includes many measurements, including achievement and student growth percentiles (SGP). In the three years the state has generated a CCRPI for each public school, there has been a decline in the overall score due in part to the achievement drops referred to above. Specifically, there is a decline in achievement scores in our subgroup population from 2012 to 2014. The Progress Points refer to the student growth (SGP) from year to year based on CRCT results. In coordination with the slight decline in achievement scores, there has also been a decline in the number of students showing growth between academic years.

**2012**

CCRPI Score						
95.1						
Sum of Achievement, Progress, Achievement Gap, and Challenge Points						
Achievement Points	Progress Points	Achievement Gap Points	Challenge Points ED/EL/SWD Performance Points Exceeding the Bar Points		Financial Efficiency Rating	School Climate Rating
59	18.5	15	2.1	.5		NA
				2.6		

**PERFORMANCE FLAGS**

<b>Legend:</b>		Subgroup met both State and Subgroup Performance Targets		Subgroup met Subgroup but not State Performance Target		Subgroup met State but not Subgroup Performance Target		Subgroup did not meet either the State or Subgroup Performance Targets	
	Not Applicable		Subgroup met Participation Rate, State Performance Target and Subgroup Performance Target		Subgroup met Participation Rate and Subgroup Performance Target but not State Performance Target		Subgroup met Participation Rate and State Performance Target but not Subgroup Performance Target		Subgroup met the Participation Rate, but did not meet either the State or Subgroup Performance Targets

Subgroup Performance	Criterion Reference Competency Tests				
	English Language Arts	Reading	Mathematics	Science	Social Studies
American Indian/Alaskan					
Asian/Pacific Islander					
Black					
Hispanic					
Multi-Racial					
White					
Economically Disadvantaged					
English Learners					
Students With Disability					

2013

CCRPI Score						
93.8						
Sum of Achievement, Progress, Achievement Gap, and Challenge Points						
Achievement Points	Progress Points	Achievement Gap Points	Challenge Points		Financial Efficiency Rating	School Climate Rating
57.7	18.5	15	ED/EL/SWD Performance Points	Exceeding the Bar Points		NA
			2.1	.5		
			2.6			

**PERFORMANCE FLAGS**

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Subgroup Performance	Criterion Reference Competency Tests				
	English Language Arts	Reading	Mathematics	Science	Social Studies
American Indian/Alaskan					
Asian/Pacific Islander					
Black					
Hispanic					
Multi-Racial					
White					
Economically Disadvantaged					
English Learners					
Students With Disability					

2014

CCRPI Score						
91.2						
Sum of Achievement, Progress, Achievement Gap, and Challenge Points						
Achievement Points	Progress Points	Achievement Gap Points	Challenge Points		Financial Efficiency Rating	School Climate Rating
			ED/EL/SWD Performance Points	Exceeding the Bar Points		
57.3	16.4	15	1.5	1		★ ★ ★
			2.5			

**PERFORMANCE FLAGS**

<b>Legend:</b>		Subgroup met both State and Subgroup Performance Targets		Subgroup met Subgroup but not State Performance Target		Subgroup met State but not Subgroup Performance Target		Subgroup did not meet either the State or Subgroup Performance Targets	
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Multi-Racial					
White					
Economically Disadvantaged					
English Learners					
Students With Disability					

### SECTION III. Long-term Outcomes

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#### **LONG-TERM OUTCOME 1.** Increase student growth for every student

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As a school with high achieving students, we want to continue to score well on standardized tests but also show measurable growth. We want academic growth for all students in various subgroups. A focus on critical thinking, the use of instructional technology, and rigorous instruction is essential to reaching this outcome.

We will measure this based on the following data:

- Annual CCRPI data
- Milestones Scores and student growth percentiles (SGP)
- Percent of growth on Student Learning Objectives
- ITBS data (grade 3, 5)
- School/County annual assessments that calculate student growth percentiles (SGP)

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#### **LONG-TERM OUTCOME 2.** Increase student critical thinking skills across all content areas

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Students must be able to learn new skills but more importantly, apply those skills to real-world situations. Higher order thinking and learning that involves applying skills within a relevant and real-world context will allow students to think critically and prepare them for college and career opportunities.

We will measure this based on the following data:

- Number of project based learning units taught per teacher
- Number of technology enhanced lessons

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#### **LONG-TERM OUTCOME 3.** Increase student awareness of their role in the community

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Students need to develop life skills that allow them to participate and lead in their community. Students need to understand their scholastic skills can be enhanced with leadership skills to positively contribute to the larger community. A positive behavior intervention system (PBIS) allows for school-wide character and leadership development using consistent language and expectations.

We will measure this based on the following data:

- Survey of students
- Participation in community outreach programs
- Participation in character education program

**SECTION IV. Focus Areas, Short-Term Goals, and Strategic Initiatives**

**FOCUS AREA 1. Curriculum and Instruction**

In order to increase student growth we must focus on how and what we are teaching our students. We will provide a more challenging environment for our students.

<p><b>As measures of progress, we will:</b></p> <ol style="list-style-type: none"> <li>1. Increase teacher proficiency in project based learning strategies and technology via professional development.</li> <li>2. Increase teacher and student use of technology in the classroom.</li> <li>3. Increase student achievement using project-based instruction</li> </ol>
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**Summary of strategic initiatives:**

- Include additional collaborative planning on the master calendar.
- Provide professional development in the areas of project-based learning.
- Provide professional development in the areas of instructional technology integration and personalized learning.
- Provide additional professional development for instruction to address specific growth and achievement needs of sub-groups.

**FOCUS AREA 2. School-Home Connection**

Research has shown students are more successful academically when their parents are actively involved in their school. Parents are also better able to support their child’s learning at home when meaningful communications flow between home and school. For example, using and communicating how we are using parent survey data and feedback to guide school decisions.

<p><b>As measures of progress, we will:</b></p> <ol style="list-style-type: none"> <li>1. Increase two way communication between school and home.</li> <li>2. Increase the number of parent volunteers supporting the execution of PBL lessons.</li> <li>3. Increase the number of parents attending school events that showcase student work and accomplishments.</li> </ol>
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**Summary of strategic initiatives:**

- Increase the number of opportunities for students to highlight their learning to parents and the community.
- Develop a school wide program encouraging all parents to volunteer.

- Design and monitor a common system of communication between home and school by grade level
- Increase the number of curriculum nights from one at the beginning of the first semester to one at the beginning of each semester

**FOCUS AREA 3.** Character and Culture

Students need to acquire skills beyond the academics, specifically leadership skills to apply to opportunities at school and the larger community. Additionally, we want to deliberately address and encourage positive character traits to address the needs of the whole student. We will utilize a positive behavior intervention system (PBIS) as a school-wide initiative that uses common language and expectations.

<p><b>As measures of progress, we will:</b></p> <ol style="list-style-type: none"> <li>1. Increase students’ awareness and understanding of the diverse cultures that exist within the local community.</li> <li>2. Increase students’ exposure to various cultures within the school.</li> <li>3. Increase students’ opportunities o take on leadership roles.</li> <li>4. Improve students’ understanding of positive character traits.</li> </ol>
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**Summary of strategic initiatives:**

- Develop and implement a school-wide positive behavior intervention system (PBIS).
- Increase the number of opportunities at school for students to demonstrate their learning to parents and other stakeholders.
- Increase the number of opportunities for students to participate in community service.
- Provide presentations to students to increase diversity and cultural awareness.

**SECTION V. Next Steps**

The SGC will monitor the progress of this strategic plan over the three years. Benchmarks and progress will be discussed at SGC meetings. The administration and leadership team will update the staff as to its progress. The administration and the SGC members will report progress to the larger community through the school website, meetings, and school publications. Stakeholders will be encouraged to participate in the initiatives that are crucial to the success of this strategic plan.