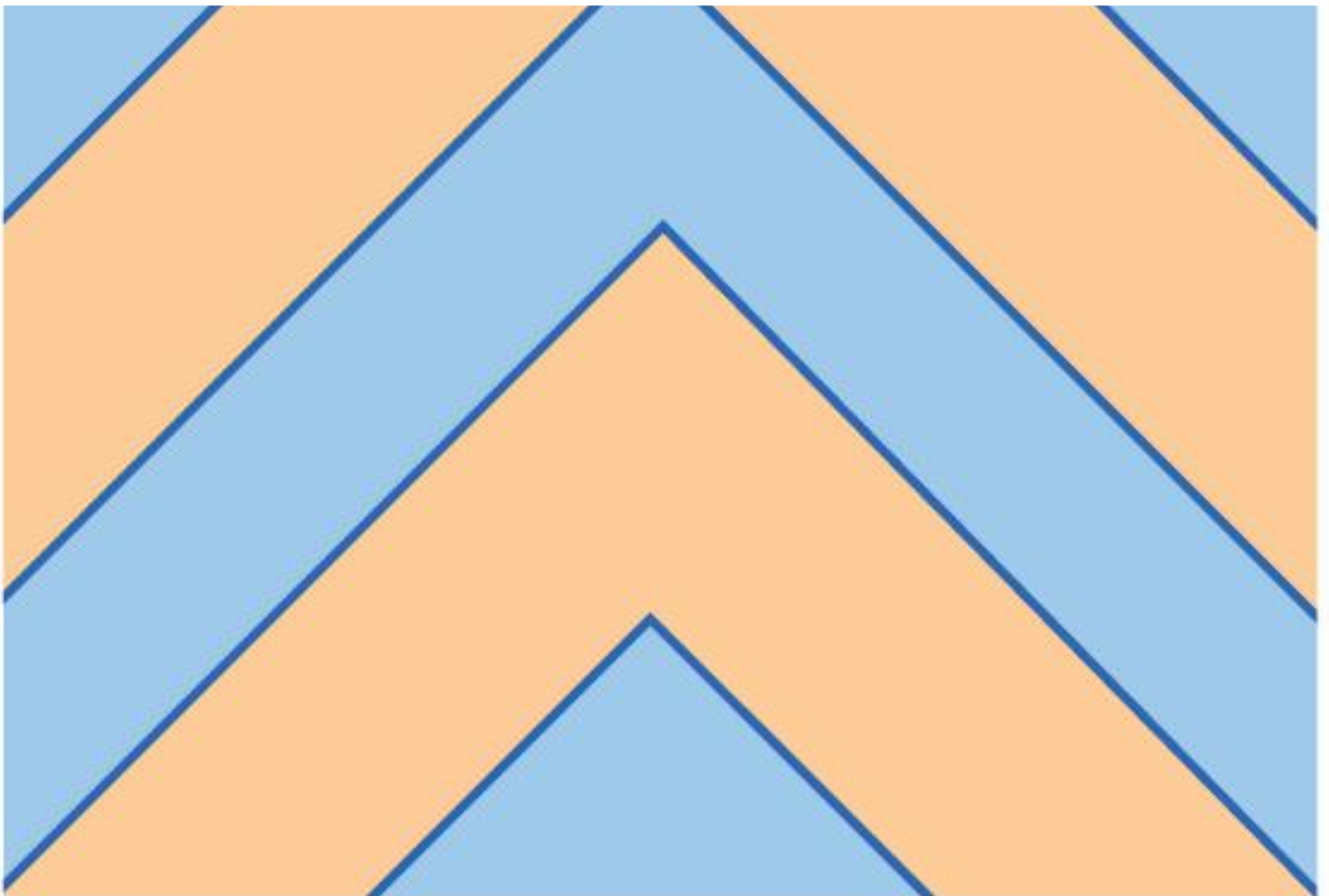


SCCPSS Board Accountability Committee Chevron Report

Impact Schools

SY 2016-17 End-of-Year





Impact Schools Chevron Reports

Purpose of the Impact Schools Chevron Reports

In SY 2014-15 the Chief Academic Officer identified the first group of 11 schools for additional support and intervention in order to improve academic achievement and student growth. In SY 2015-16, the intervention expanded to include 13 schools. The Impact Schools Chevron Reports have been created to provide key performance indicators and trend data for monitoring, measuring, & improving academic performance. A brief summary of the information provided within the Impact Schools Chevron Reports is provided below.

Goals / Objectives

For each district middle school, the stated goal is focused on improving the school's overall College and Career Ready Performance Index (CCRPI) score in accordance with the criteria specified within the Strategic Waivers School System (SWSS) performance contract. Specific objectives designed to support achievement of the overall goal are also provided.

Key Performance Indicators

The Key Performance Indicators section provides data with a direct relationship to the Goals/Objectives, including information on students' performance in the areas of reading and math as measured by the district-wide benchmark assessments; students' course performance as measured by teacher-assigned grades; and performance on state-mandated achievement and accountability measures.

The Reading Readiness and Math Readiness tables 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. The top table provides readiness information for students in grades K & 1 based on the percentage of students scoring at/above Benchmark on the mCLASS math and DIBELS assessments. The lower readiness table provides reading and math readiness information for students in grade 2 and higher, based on the results of the Scholastic Reading Inventory (SRI) and NWEA Measures of Academic Progress (MAP) in math. 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. These targets reflect the Readiness levels specified within the SY 2016-17 District Accountability System, and are designed to align with state level performance expectations.

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 GMAS Grade 3-5 table provides the most recent two years of GMAS proficiency rates for grades 3-5 combined. The final table in this section provides the school's accountability outcomes, including a 3-year history of College & Career Ready Performance Index (CCRPI) scores, along with the Strategic Waivers School System (SWSS) baseline data and annual targets.

Funding

The Funding section includes information on the school's budget allocation by source for the current fiscal year. 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. A measure of maximum class size in core content area courses is also included in this section.

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 school’s Key Performance Indicators.

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 throughout the year. Each of these data points are reported quarterly and reflect the cumulative total across quarters. Note that while the report includes a line for students referred for in-school suspension (ISS) in order to maintain a consistent template for both the Impact and Middle school reports, this action does not apply at the elementary level and will be reported as “na”.

The top right section of the page provides information on student retention, grade-level repeaters, and over-age students. The Retained columns reflect the percentage of students by grade level who did not meet promotion requirements by the end of the regular school year and were therefore marked retained in the end of year Student Record data collection. The Repeated columns provide the percentage of students who actually repeated the grade level, based on a comparison of the grade level from spring of one school year to fall of the next school year. The Over-Age columns reflect the percentage of students who are 2 or more years over-age for grade level, based on their age as of September 1st of the reported year.

The Learning Environment table reports the number of teacher, administrative, and support staff vacancies/substitutes in place for periods of 0-20 vs 21 or more days. TAPS Score Distribution table reports the prior school year’s 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 school building.

School/Program Strategies

The School/Program Strategies area is designed to allow principals to share the school and classroom-level strategies implemented in order to meet the school goal and objectives.

Principal’s Corner

The Principal’s Corner is designed to provide the building administrator with an opportunity to share commentary and additional insight into the school’s report. This commentary typically includes information on school-specific strengths and areas of challenge, along with the supports that are currently provided and additional supports that are needed.

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

Goals/Objectives

To improve student growth and achievement as measured by the annual College and Career Ready Performance Index Score (excluding challenge points), which shall improve by 3% of the difference between the SY 2015-16 baseline score and 100.

By the end of the 2016-17 school year, objectives to support the continuous growth of student academic achievement include the following:

- Decrease the percentage of 4th grade students with Student Growth Percentiles (SGPs) of 33.5 or less in Mathematics from 93% to 85%
- Decrease the percentage of students in grades 2-5 scoring Below Basic on Scholastic Reading Inventory (SRI) from 49% to 30%
- Decrease the percentage of students in grades 2-5 scoring Below Basic on Measures of Academic Progress (MAP) from 63% to 50%
- Decrease the percentage of students in grades 3-5 scoring Below Proficient in Science on the Georgia Milestones Assessment System (GMAS) from 91% to 85%

Key Performance Indicators

Reading Readiness	BOY	MOY	EOY	Math Readiness	BOY	MOY	EOY
Grade K (N = 80)	47%	63%	82%	Grade K (N = 82)	5%	30%	55%
Grade 1 (N = 95)	62%	37%	40%	Grade 1 (N = 95)	24%	42%	35%

% On Track % On Track

Reading Readiness	BOY	MOY	EOY	Math Readiness	BOY	MOY	EOY
Grade 2 (N = 87)	NA / 0%	31% / 6%	11%	Grade 2 (N = 79)	NA / 0%	3% / 3%	6%
Grade 3 (N = 95)	14% / 7%	15% / 8%	23%	Grade 3 (N = 91)	9% / 1%	16% / 4%	18%
Grade 4 (N = 83)	37% / 13%	40% / 28%	43%	Grade 4 (N = 74)	11% / 0%	9% / 5%	13%
Grade 5 (N = 53)	43% / 23%	43% / 34%	43%	Grade 5 (N = 50)	6% / 2%	6% / 6%	12%

% On Track / % at EOY Readiness Level % On Track / % at EOY Readiness Level

Teacher-Assigned Grades		Reading/ELA				Math				Science				Social Studies			
		Q1	Q2	Q3	Final	Q1	Q2	Q3	Final	Q1	Q2	Q3	Final	Q1	Q2	Q3	Final
Grade 2	Pass %	82%	81%	84%	92%	78%	84%	91%	96%	99%	95%	97%	100%	98%	100%	92%	99%
	90-100	21%	18%	17%	18%	10%	14%	27%	18%	25%	51%	57%	38%	60%	31%	44%	45%
	80-89	29%	39%	24%	34%	30%	30%	42%	36%	61%	27%	23%	57%	32%	60%	33%	46%
	70-79	32%	24%	43%	40%	38%	40%	22%	42%	13%	17%	17%	5%	6%	9%	15%	8%
	60-69	17%	18%	14%	9%	21%	15%	8%	4%	1%	5%	2%	0%	0%	0%	8%	1%
	<60	2%	1%	2%	0%	0%	0%	1%	0%	0%	0%	0%	0%	0%	2%	0%	0%
Grade 3	Pass %	84%	77%	64%	84%	78%	84%	69%	90%	99%	95%	80%	94%	98%	100%	91%	95%
	90-100	11%	7%	4%	4%	10%	14%	6%	6%	25%	51%	7%	10%	60%	31%	35%	33%
	80-89	29%	24%	16%	22%	30%	30%	19%	25%	61%	27%	33%	47%	32%	60%	24%	36%
	70-79	44%	46%	44%	58%	38%	40%	44%	59%	13%	17%	40%	37%	6%	9%	32%	26%
	60-69	13%	18%	32%	16%	21%	15%	23%	10%	1%	5%	17%	5%	0%	0%	10%	5%
	<60	3%	5%	4%	0%	0%	0%	9%	1%	0%	0%	3%	1%	2%	0%	0%	0%
Grade 4	Pass %	69%	75%	75%	89%	78%	84%	86%	92%	99%	95%	96%	99%	98%	100%	81%	95%
	90-100	4%	4%	8%	6%	10%	14%	6%	8%	25%	51%	21%	28%	60%	31%	27%	15%
	80-89	35%	25%	23%	28%	30%	30%	40%	37%	61%	27%	40%	54%	32%	60%	37%	66%
	70-79	30%	46%	44%	55%	38%	40%	40%	47%	13%	17%	35%	17%	6%	9%	17%	14%
	60-69	27%	16%	17%	12%	21%	15%	13%	8%	1%	5%	3%	1%	0%	0%	16%	5%
	<60	4%	10%	9%	0%	0%	0%	1%	0%	0%	0%	1%	0%	2%	0%	2%	0%
Grade 5	Pass %	84%	89%	84%	99%	78%	84%	89%	100%	99%	95%	84%	100%	98%	100%	100%	100%
	90-100	28%	19%	13%	14%	10%	14%	16%	11%	25%	51%	6%	21%	60%	31%	11%	6%
	80-89	16%	9%	20%	23%	30%	30%	17%	32%	61%	27%	48%	59%	32%	60%	22%	52%
	70-79	40%	61%	51%	62%	38%	40%	56%	57%	13%	17%	30%	21%	6%	9%	67%	42%
	60-69	16%	11%	16%	1%	21%	15%	11%	0%	1%	5%	16%	0%	0%	0%	0%	0%
	<60	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	2%	0%	0%	0%

GMAS Grade	At/Above Proficient	
	14-15	15-16
3-5	10%	6%
ELA	10%	6%
Math	7%	6%
Sci.	5%	4%
Soc.	2%	3%

CCRPI Data	13-14*	14-15	15-16	Base 15-16	SWSS/IE^2 ACCOUNTABILITY				
Overall Score	49.1	49	45.5	45.5	16-17	17-18	18-19	19-20	20-21
Achievement	31.7 / 60	14.9 / 50	14.6 / 50	Target	47.1	48.8	50.4	52.0	53.7
Progress	13.4 / 25	30.8 / 40	27.6 / 40	Actual	XX.x	XX.x	XX.x	XX.x	XX.x
Ach. Gap	4 / 15	3.3 / 10	3.3 / 10	Yes/No	X	X	X	X	X

*GADOE CCRPI Formula Changes implemented; therefore, data is not comparable.

Funding

FY 2017 Funding Sources							
General Fund	Title Programs (I, III, IV)	Federal SPED	Special Programs		Pre-K		
\$4,290,657	\$494,996	\$126,675	\$0		\$85,379		
Total Budget	Total Allocation per Student	General Allocation per Student	Enrollmt (10th day)	ED	EL	SWD	Max Core Class Size
\$4,997,707	\$8,471	\$7,272	590	98%	0%	10.7%	24

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

Additional Data

Learning Environment	Q1	Q2	Q3	Total*
Students Absent 0-2 days	79%	50%	31%	25%
Students Absent 3-5 days	15%	25%	26%	22%
Students Absent >5 days	6%	25%	43%	52%
Total Discipline Referrals	15	75	272	398
Students Referred for ISS	na	na	na	< 1%
Students Referred for OSS	1%	6%	17%	22%
Students Referred for Alt. Placmnt	0%	0%	0%	0%
Student Mobility Rate	14%	20%	32%	36%

Retained, Repeated, & Over Age	SY 2014-15 to SY 2015-16			SY 2015-16 to SY 2016-17		
	Grade Levels	Retaind	Repeatd	O-Age ≥ 2vrs	Retaind	Repeatd
Grade 3	38%	6%	0%	34%	12%	6%
Grade 4	38%	9%	13%	37%	8%	2%
Grade 5	21%	6%	11%	19%	9%	12%

*Data reported as cumulative % across quarters

Learning Environment			
Vacancy	Teacher	Admin	Support
0-20 Days			
21+ Days			
Subst.			
0-20 Days			
21+ Days			

TAPS Score Distribution by Level: SY 15-16				
I	II	III	IV	
0%	16%	84%	0%	

Teacher/Admin Experience	≤ 3 Yrs		4-19 Yrs		≥ 20 Yrs	
	Overall	Within School	Overall	Within School	Overall	Within School
Teachers	39%	48%	48%	45%	14%	7%
Asst. Principal	✓	✓				
Principal	✓	☑		✓	☑	

School/Program Strategies

•Maintain a sense of urgency by using relevant data •Use universal screeners and benchmark data to revise and inform instruction
 •Monitor, provide feedback, and support the implementation of collaborative planning that uses structured protocols and produces effective lesson plans; delivery of GSE; utilization of assessment data to ensure teaching and learning aligns to GSE; utilize data notebooks and data meetings to implement & monitor interventions; continue to monitor co-taught, departmentalized and sheltered classrooms •Group students not meeting standards according to assessment results & assign them to instruction that occurs before, during, and after school •Provide PL as needed to support programs and strategies utilized for extended learning •Hire retired teachers to provide pull-out and push-in instruction for students who demonstrate specific needs •21st Century after school tutorial and Extended Day/Year tutorials •Purchase GoMath for students in grades 2-5
 •Identified students will receive SPED, Gifted and EIP services •Title I paraprofessional providing additional support to students •Title I funded math lab to provide additional support with software and web access for students •Title I paraprofessional assisting teachers and students in the Math Lab •Title I academic coach to provide support to 4th grade teachers and support staff •School Improvement Specialist to plan PD specific to the needs of 4th grade teachers •Academic Parent Teacher Team Meetings (APTT) 3 times per year and parent conferences •Implement the teaching of academic vocabulary, root words, suffixes, and prefixes •Federally funded Science Lab teacher

Principal's Corner

Strengths:

• SY 15-16 GMAS proficiency improved in Grade 4 math & Grade 5 social studies • More students made typical or high growth in social studies • Reading on grade level rates improved in grades 2 and 5 •3rd graders achieved an 11 point gain in numeracy on grade level • At BOY SY 16-17 about twice as many first grade students demonstrated benchmark level reading and math skills as in the prior year • More students began the year on-track to meet the SY16-17 proficiency targets in 5th grade reading and 4th grade math • 7 point gain in 3rd grade math on-track rate from BOY to MOY • Team working together to support our students' needs includes parent facilitator, RTI Coordinator, School Improvement Specialist, Behavior Interventionist, Counselor, Social Worker, and Academic Coach • Effective scheduling practices designed to maximize instructional time and FTE

Challenges:

• Nearly all (98%) of our students receive free or reduced lunch • 1/3 of student population is mobile • Majority of students enter Kindergarten below the national benchmark in early reading and math skills • Although we have improved reading/numeracy on grade level and GMAS proficiency in some grades, overall proficiency rates remain very low
 Identified areas of need include the following:

- Improve teachers' classroom management skills and establish strategies to reduce discipline infractions
- Improve teacher effectiveness in classroom instruction
- Ensure that students develop strong foundational skills in phonics and math
- Instruction that focuses on building students' critical thinking skills
- Increased and sustained professional development in the areas of math and science
- Allot more time to science instruction
- Increase parent and community involvement

**Impact Schools Chevron Report
Butler Elementary School
1909 Cynthia St. Savannah GA, 31415**

Goals/Objectives

To improve student growth and achievement as measured by the annual College and Career Ready Performance Index Score (excluding challenge points), which shall improve by 3% of the difference between the SY 2015-16 baseline score and 100.

During the 2016-17 school year, objectives to support the continuous growth of student academic achievement include the following:

- Increase student performance in literacy to 80% on grade level as measured by DIBELS in K-1 and SRI in grades 2-5
- Increase student performance in numeracy to 80% on grade level as measured by mCLASS in K-1 and MAP in grades 2-5
- Increase performance in Math, Science, Social Studies, and ELA to 80% or higher as measured by GMAS in grades 3-5

Reading Readiness	BOY	MOY	EOY	Math Readiness	BOY	MOY	EOY
Grade K (N = 74)	66%	76%	70%	Grade K (N = 71)	8%	61%	74%
Grade 1 (N = 86)	56%	69%	67%	Grade 1 (N = 83)	52%	76%	78%

% On Track

% On Track

Reading Readiness	BOY	MOY	EOY	Math Readiness	BOY	MOY	EOY
Grade 2 (N = 87)	NA / 8%	72% / 29%	47%	Grade 2 (N = 90)	NA / 2%	18% / 8%	39%
Grade 3 (N = 89)	37% / 19%	49% / 44%	65%	Grade 3 (N = 83)	24% / 10%	54% / 33%	62%
Grade 4 (N = 101)	43% / 26%	54% / 46%	62%	Grade 4 (N = 84)	19% / 2%	13% / 5%	29%
Grade 5 (N = 83)	54% / 26%	51% / 34%	40%	Grade 5 (N = 81)	10% / 3%	12% / 7%	19%

% On Track / % at EOY Readiness Level

% On Track / % at EOY Readiness Level

Key Performance Indicators

Teacher-Assigned Grades		Reading/ELA				Math				Science				Social Studies			
		Q1	Q2	Q3	Final	Q1	Q2	Q3	Final	Q1	Q2	Q3	Final	Q1	Q2	Q3	Final
Grade 2	Pass %	100%	100%	100%	100%	100%	100%	100%	100%	100%	99%	100%	100%	100%	100%	100%	100%
	90-100	40%	32%	30%	29%	30%	26%	50%	34%	62%	46%	69%	60%	85%	17%	45%	49%
	80-89	53%	44%	41%	56%	69%	59%	42%	61%	36%	43%	28%	38%	15%	72%	43%	50%
	70-79	7%	25%	29%	15%	2%	15%	8%	5%	2%	10%	3%	2%	0%	11%	11%	1%
	60-69	0%	0%	1%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	1%	0%
<60	0%	0%	1%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Grade 3	Pass %	100%	100%	99%	100%	100%	100%	98%	100%	100%	99%	99%	100%	100%	100%	99%	100%
	90-100	41%	26%	20%	21%	30%	26%	37%	26%	62%	46%	13%	24%	85%	17%	46%	30%
	80-89	53%	55%	63%	69%	69%	59%	48%	68%	36%	43%	77%	70%	15%	72%	45%	63%
	70-79	6%	19%	16%	10%	2%	15%	13%	7%	2%	10%	9%	6%	0%	11%	8%	7%
	60-69	0%	0%	1%	0%	0%	0%	1%	0%	0%	0%	0%	0%	0%	0%	1%	0%
<60	0%	0%	1%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	
Grade 4	Pass %	100%	99%	100%	100%	100%	100%	99%	100%	100%	99%	100%	100%	100%	100%	100%	100%
	90-100	38%	36%	23%	27%	30%	26%	24%	18%	62%	46%	50%	39%	85%	17%	59%	39%
	80-89	38%	46%	40%	54%	69%	59%	48%	59%	36%	43%	45%	53%	15%	72%	38%	59%
	70-79	24%	17%	37%	19%	2%	15%	27%	23%	2%	10%	6%	8%	0%	11%	4%	3%
	60-69	0%	0%	0%	0%	0%	0%	1%	0%	0%	0%	0%	0%	0%	0%	0%	0%
<60	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	
Grade 5	Pass %	99%	99%	95%	100%	100%	100%	97%	100%	100%	99%	100%	100%	100%	100%	100%	100%
	90-100	33%	30%	22%	23%	30%	26%	33%	28%	62%	46%	45%	30%	85%	17%	29%	18%
	80-89	47%	40%	36%	57%	69%	59%	38%	50%	36%	43%	36%	55%	15%	72%	42%	61%
	70-79	19%	29%	37%	20%	2%	15%	26%	22%	2%	10%	19%	15%	0%	11%	29%	21%
	60-69	1%	1%	5%	0%	0%	0%	3%	0%	0%	0%	0%	0%	0%	0%	0%	0%
<60	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	

GMAS Grade	At/Above Proficient	
	14-15	15-16
3-5	13%	12%
ELA	13%	12%
Math	7%	13%
Sci.	11%	7%
Soc.	9%	8%

CCRPI Data	13-14*	14-15	15-16	Base 15-16	SWSS/IE ² ACCOUNTABILITY				
Overall Score	62.1	54.4	53.5	52.5	16-17	17-18	18-19	19-20	20-21
Achievement	39.1 / 60	18.6 / 50	18.2 / 50	Target	53.9	55.4	56.8	58.2	59.6
Progress	17 / 25	30.6 / 40	29.3 / 40	Actual	XX.x	XX.x	XX.x	XX.x	XX.x
Ach. Gap	4 / 15	4.2 / 10	5 / 10	Yes/No	X	X	X	X	X

*GADOE CCRPI Formula Changes implemented; therefore, data is not comparable.

Funding

FY 2017 Funding Sources							
General Fund	Title Programs (I, III, IV)	Federal SPED	Special Programs	Pre-K			
\$4,443,261	\$772,737	\$117,998	\$0	\$201,776			
Total Budget	Total Allocation per Student	General Allocation per Student	Enrollmt (10th day)	ED	EL	SWD	Max Core Class Size
\$5,535,772	\$8,609	\$6,910	643	92%	1%	10.5%	23

**Impact Schools Chevron Report
Butler Elementary School
1909 Cynthia St. Savannah GA, 31415**

Additional Data

Learning Environment	Q1	Q2	Q3	Total*	Retained, Repeated, & Over Age	SY 2014-15 to SY 2015-16			SY 2015-16 to SY 2016-17		
Students Absent 0-2 days	87%	60%	41%	33%	Grade Levels	Retaind	Repeatd	O-Age ≥ 2vrs	Retaind	Repeatd	O-Age ≥ 2vrs
Students Absent 3-5 days	11%	26%	32%	29%	Grade 3	6%	3%	3%	1%	3%	1%
Students Absent >5 days	2%	15%	27%	38%	Grade 4	23%	9%	2%	16%	3%	3%
Total Discipline Referrals	1	6	13	30	Grade 5	15%	5%	7%	15%	3%	2%
Students Referred for ISS	na	< 1%	< 1%	< 1%							
Students Referred for OSS	< 1%	< 1%	1%	2%							
Students Referred for Alt. Placmnt	0%	0%	0%	0%							
Student Mobility Rate	8%	13%	22%	25%							

*Data reported as cumulative % across quarters

Learning Environment				TAPS Score Distribution by Level: SY 15-16				Teacher/Admin Experience		≤ 3 Yrs		4-19 Yrs		≥ 20 Yrs	
Vacancy	Teacher	Admin	Support	I	II	III	IV	Overall	Within School	Overall	Within School	Overall	Within School	Overall	Within School
0-20 Days				0%	0%	100%	0%	47%	49%	41%	47%	12%	4%		
21+ Days								✓	✓						
Subst.											✓	✓			
0-20 Days															
21+ Days															

School/Program Strategies

• Reading strategies - close reading, guided reading, leveled readers, collaborative planning • Use Achievement Level Descriptors, GOFAR and other state-provided materials to guide instruction • Disaggregate SLDS and GMAS Data • Use Common assessments to progress monitor student growth and achievement • Implement Intervention Blocks to provide additional support to students • Implement differentiated instruction in all subjects with fidelity • Continue tier flexible grouping of students during intervention focus block • Reduce class size at grades 3, 4 and 5 using small group instruction as a strategy • Use of academic coach to support teachers, model lessons, and provide professional learning • Parent Community Resource Specialist to assist with parent communication and planning meeting to support academic achievement through family engagement • Paraprofessionals to assist with small group instruction with a highly qualified teacher • Technology will be use to allow a blended learning model using Moby Max, Reflex Math, and Google Classroom • Use 21st Century as an afterschool instructional resource • Increase the amount and quality to learning time by providing an extend school year and before or after school and summer programs and opportunities, and help provide an enriched and accelerated curriculum • Use FLP Teacher to provide math instruction to the lowest performing students based on FLP rankings

Principal's Corner

Strengths:

- There has been an improvement in Math from 2015 to 2016 · Improvement in Achievement Gap · BOY to MOY growth in K-1 Reading and Math Readiness · BOY to MOY Growth in Students on Track for Reading in grades 3 and 4, and On Track for Math in Grade 3 · Students' areas of strength include the following:
 - Reading and Decoding skills
 - First sound fluency
 - Quantity discrimination

Challenges:

- Writing skills • Citing evidence • Main ideas and details • Comprehension, vocabulary, and inferencing skills • Interpreting details
- Letter sounds, phoneme segmentation, and nonsense words • Students are in need of instruction and practice in reading fluency
- Operations and algebraic thinking, geometry, and measurement
- Standards of Mathematical Practices (SMP)
- Over 90% ED; 25% mobility in SY 15-16; nearly 1/2 of teachers have ≤ 3 years experience; < 10% of students enter Kindergarten with benchmark-level math skills

Impact Schools Chevron Report
East Broad K-8 School
400 East Broad St. Savannah GA, 31401

Goals/Objectives

To improve student growth and achievement as measured by the annual College and Career Ready Performance Index Score (excluding challenge points), which shall improve by 3% of the difference between the SY 2015-16 baseline score and 100.

- The percentage of students in second grade reading on grade level based on the Scholastic Reading Inventory assessment (SRI) for school year 2016-2017 will increase from 51% to 60% by May 2017.
- The percentage of students in grades 2-5 meeting numeracy on grade level based on the Measures of Academic Progress assessment (MAP) for school year 2016-2017 will increase from 32% to 40% by May 2017.
- The percentage of students in third grade reading on grade level based on the Scholastic Reading Inventory assessment (SRI) for school year 2016-2017 will increase from 35% to 45% by May 2017.

Reading Readiness	BOY	MOY	EOY	Math Readiness	BOY	MOY	EOY
Grade K (N = 69)	48%	68%	72%	Grade K (N = 66)	5%	48%	62%
Grade 1 (N = 77)	74%	40%	34%	Grade 1 (N = 74)	37%	50%	54%

% On Track % On Track

Reading Readiness	BOY	MOY	EOY	Math Readiness	BOY	MOY	EOY
Grade 2 (N = 80)	NA / 2%	44% / 11%	19%	Grade 2 (N = 78)	NA / 0%	10% / 4%	18%
Grade 3 (N = 59)	15% / 8%	20% / 12%	33%	Grade 3 (N = 59)	4% / 1%	5% / 2%	6%
Grade 4 (N = 55)	24% / 14%	27% / 18%	43%	Grade 4 (N = 49)	6% / 0%	4% / 2%	6%
Grade 5 (N = 56)	34% / 13%	30% / 20%	30%	Grade 5 (N = 58)	5% / 0%	5% / 2%	9%

% On Track / % at EOY Readiness Level % On Track / % at EOY Readiness Level

Key Performance Indicators

Teacher-Assigned Grades		Reading/ELA				Math				Science				Social Studies			
		Q1	Q2	Q3	Final	Q1	Q2	Q3	Final	Q1	Q2	Q3	Final	Q1	Q2	Q3	Final
Grade 2	Pass %	93%	95%	95%	96%	94%	98%	98%	97%	97%	98%	97%	98%	94%	100%	100%	97%
	90-100	39%	25%	19%	23%	31%	19%	19%	19%	54%	55%	58%	40%	24%	57%	44%	34%
	80-89	32%	39%	37%	49%	43%	37%	36%	47%	29%	31%	18%	54%	28%	31%	44%	49%
	70-79	22%	31%	39%	24%	20%	42%	43%	31%	14%	12%	21%	4%	42%	12%	12%	14%
	60-69	6%	3%	5%	4%	5%	2%	1%	3%	0%	2%	2%	2%	2%	0%	0%	2%
<60	1%	2%	0%	1%	2%	0%	1%	0%	3%	0%	0%	0%	4%	0%	0%	0%	
Grade 3	Pass %	98%	98%	94%	99%	94%	98%	84%	97%	97%	98%	98%	100%	94%	100%	98%	99%
	90-100	49%	28%	18%	21%	31%	19%	9%	15%	54%	55%	19%	34%	24%	57%	17%	15%
	80-89	32%	44%	43%	52%	43%	37%	33%	50%	29%	31%	56%	53%	28%	31%	46%	60%
	70-79	17%	26%	33%	26%	20%	42%	42%	32%	14%	12%	23%	13%	42%	12%	35%	24%
	60-69	2%	2%	6%	1%	5%	2%	16%	3%	0%	2%	2%	0%	2%	0%	2%	1%
<60	0%	0%	0%	0%	2%	0%	0%	0%	3%	0%	0%	0%	4%	0%	0%	0%	
Grade 4	Pass %	93%	100%	92%	100%	94%	98%	100%	100%	97%	98%	99%	100%	94%	100%	100%	100%
	90-100	14%	14%	12%	7%	31%	19%	11%	13%	54%	55%	11%	14%	24%	57%	30%	40%
	80-89	38%	45%	37%	49%	43%	37%	42%	60%	29%	31%	58%	51%	28%	31%	46%	37%
	70-79	41%	41%	43%	44%	20%	42%	47%	27%	14%	12%	30%	35%	42%	12%	25%	24%
	60-69	6%	0%	8%	0%	5%	2%	0%	0%	0%	2%	2%	0%	2%	0%	0%	0%
<60	1%	0%	0%	0%	2%	0%	0%	0%	3%	0%	0%	0%	4%	0%	0%	0%	
Grade 5	Pass %	86%	85%	95%	90%	94%	98%	95%	90%	97%	98%	96%	92%	94%	100%	100%	97%
	90-100	25%	19%	13%	14%	31%	19%	19%	17%	54%	55%	24%	27%	24%	57%	24%	19%
	80-89	32%	26%	29%	34%	43%	37%	31%	30%	29%	31%	31%	38%	28%	31%	38%	41%
	70-79	29%	40%	53%	42%	20%	42%	45%	43%	14%	12%	41%	27%	42%	12%	38%	37%
	60-69	14%	11%	5%	10%	5%	2%	5%	10%	0%	2%	3%	8%	2%	0%	0%	3%
<60	0%	3%	0%	0%	2%	0%	0%	0%	3%	0%	0%	0%	4%	0%	0%	0%	

GMAS Grade	At/Above Proficient	
	14-15	15-16
3-5	9%	3%
ELA	4%	4%
Math	4%	2%
Sci.	2%	1%

CCRPI Data	13-14*	14-15	15-16	Base 15-16	SWSS/IE^2 ACCOUNTABILITY				
Overall Score	41.6	33.9	43.8	45.0	16-17	17-18	18-19	19-20	20-21
Achievement	29.4 / 60	12.4 / 50	12.6 / 50	Target	46.7	48.3	50.0	51.6	53.3
Progress	11.2 / 25	19.3 / 40	26.9 / 40	Actual	XX.x	XX.x	XX.x	XX.x	XX.x
Ach. Gap	1 / 15	1.7 / 10	3.3 / 10	Yes/No	X	X	X	X	X

*GADOE CCRPI Formula Changes implemented; therefore, data is not comparable.

Funding

FY 2017 Funding Sources							
General Fund	Title Programs (I, III, IV)	Federal SPED	Special Programs	Pre-K			
\$5,929,584	\$906,852	\$130,482	\$0	\$232,199			
Total Fund	Total Allocation per Student	General Allocation per Student	Enrollmt (10th day)	ED	EL	SWD	Max Core Class Size
\$7,199,117	\$11,649	\$9,595	618	96%	1%	9.9%	33

**Impact Schools Chevron Report
East Broad K-8 School
400 East Broad St. Savannah GA, 31401**

Additional Data

Learning Environment	Q1	Q2	Q3	Total*
Students Absent 0-2 days	75%	53%	32%	26%
Students Absent 3-5 days	18%	26%	24%	23%
Students Absent >5 days	8%	28%	44%	52%
Total Discipline Referrals	19	52	99	142
Students Referred for ISS	na	na	< 1%	< 1%
Students Referred for OSS	3%	6%	9%	13%
Students Referred for Alt. Placmt	0%	0%	0%	0%
Student Mobility Rate	11%	15%	27%	29%

Student EOY Retention Grade	SY 2014-15 to SY 2015-16			SY 2015-16 to SY 2016-17		
	Retained	Repeated	Over-Age > 2yrs	Retained	Repeated	Over-Age > 2yrs
Grade 3	53%	18%	9%	64%	33%	10%
Grade 4	36%	28%	10%	53%	19%	20%
Grade 5	45%	15%	8%	50%	15%	14%

*Data reported as cumulative % across quarters

Learning Environment			
Vacancy	Teacher	Admin	Support
0-20 Days			
21+ Days			
Substitute			
0-20 Days			
21+ Days			

TAPS Score Distribution by Level: SY 15-16			
I	II	III	IV
0%	0%	100%	0%

Teacher/Admin Experience	≤ 3 Yrs		4-19 Yrs		≥ 20 Yrs	
	Overall	Within School	Overall	Within School	Overall	Within School
Teachers	42%	62%	51%	32%	8%	6%
Asst. Principal		✓	✓			
Principal		✓	✓			

School/Program Strategies

- Design and teach lessons based on the Common Core frameworks.
- Administer post quarterly assessments based on the Georgia Standards of Excellence and elements to inform instructional changes related to student growth.
- Utilize the results from grade level and quarterly assessments to plan activities to differentiate instruction to meet the needs of individual students.
- Continue to utilize technology as a tool to improve student achievement.
- Integrate CCGPS into lesson planning.
- Continue with best practices using Frameworks for Reading/ELA & Math, SRA Reading for grades 2-8, Math Journals, and Marzano's strategies.
- Use of academic coach to support teachers, model lessons, and provide professional learning.
- Use of ELA & Math resource teachers to provide instruction in small groups based on areas of student need.
- Parent Facilitator to assist with parent communication and planning meetings to support academic achievement through family engagement
- Increase the amount and quality to learning time by providing an extend school year and before or after school and summer programs and opportunities, and help provide an enriched and accelerated curriculum through 21st Century After School program

Principal's Corner

Strengths:

- CCRPI gain of nearly 10 points, primarily due to Student Growth
- Professional Learning resources available to support teachers
- Growth in K-1 students at benchmark levels

Challenges:

- 2nd - 3rd grade students need more effective instruction and remediation in reading
- 50% of students entering 2nd grade struggle in oral reading fluency, which affects comprehension by hindering decoding
- Students need to build vocabulary, increase phonetic skills, and develop inferencing skills
- Students cannot determine the main idea of a passage, draw an inference from materials presented, or make connections between sentences in a passage
- Teachers need to offer more opportunities for students to write and develop short and long responses.
- K-8 students need more effective instruction and remediation in math
- 95% of students enter Kindergarten below benchmark in math
- Students are not understanding the math vocabulary used on GMAS and need to improve organizing notebooks, note-taking strategies, comprehension of basic math facts and multi-step word problems
- Students require more time for math instruction with an emphasis on number fluency and operations
- Parents need assistance with helping students with homework

Middle School Chevron Reports
East Broad K-8 School
400 East Broad St. Savannah GA, 31401

Goals/Objectives

- To improve student growth and achievement as measured by the annual College and Career Ready Performance Index Score (excluding challenge points), which shall improve by 3% of the difference between the SY 2015-16 baseline score and 100.
- The percentage of students in second grade reading on grade level based on the Scholastic Reading Inventory assessment (SRI) for school year 2016-2017 will increase from 51% to 60% by May 2017.
 - The percentage of students in grades 2-5 meeting numeracy on grade level based on the Measures of Academic Progress assessment (MAP) for school year 2016-2017 will increase from 32% to 40% by May 2017.
 - The percentage of students in third grade reading on grade level based on the Scholastic Reading Inventory assessment (SRI) for school year 2016-2017 will increase from 35% to 45% by May 2017.

Key Performance Indicators

Reading Readiness	BOY	MOY	EOY	Math Readiness	BOY	MOY	EOY
Grade 6 (N = 51)	21% / 2%	22% / 12%	27%	Grade 6 (N = 44)	2% / 0%	0% / 0%	0%
Grade 7 (N = 43)	33% / 24%	40% / 33%	40%	Grade 7 (N = 40)	4% / 2%	5% / 3%	22%
Grade 8 (N = 30)	47% / 27%	50% / 33%	52%	Grade 8 (N = 28)	9% / 6%	14% / 14%	23%

% On Track / % at EOY Readiness Level

% On Track / % at EOY Readiness Level

Teacher-Assigned Grades		Reading/ELA				Math				Science				Social Studies			
		Q1	Q2	Q3	Final	Q1	Q2	Q3	Final	Q1	Q2	Q3	Final	Q1	Q2	Q3	Final
Grade 6	Pass %	100%	100%	100%	100%	98%	97%	75%	98%	90%	63%	100%	99%	93%	86%	100%	98%
	90-100	4%	6%	2%	2%	9%	6%	0%	4%	0%	2%	4%	4%	6%	7%	20%	6%
	80-89	40%	39%	37%	41%	55%	35%	20%	31%	26%	11%	45%	33%	40%	35%	39%	41%
	70-79	57%	56%	61%	57%	34%	56%	55%	63%	64%	50%	51%	62%	47%	44%	41%	51%
	60-69	0%	0%	0%	0%	2%	4%	25%	2%	9%	35%	0%	2%	8%	13%	0%	2%
	<60	0%	0%	0%	0%	0%	0%	0%	0%	0%	2%	0%	0%	0%	0%	0%	0%
Grade 7	Pass %	81%	61%	80%	91%	90%	90%	91%	92%	81%	65%	93%	87%	80%	89%	95%	98%
	90-100	19%	4%	14%	4%	6%	9%	16%	11%	6%	4%	16%	2%	2%	13%	9%	2%
	80-89	31%	21%	34%	38%	21%	11%	18%	30%	33%	23%	25%	32%	27%	23%	43%	44%
	70-79	31%	36%	32%	49%	63%	70%	57%	51%	42%	38%	52%	53%	51%	53%	43%	52%
	60-69	19%	38%	20%	9%	10%	11%	2%	9%	19%	34%	7%	13%	20%	11%	5%	2%
	<60	0%	0%	0%	0%	0%	0%	7%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Grade 8	Pass %	94%	41%	48%	89%	91%	87%	81%	100%	87%	83%	94%	94%	97%	96%	99%	100%
	90-100	20%	7%	12%	9%	37%	17%	12%	15%	13%	3%	6%	9%	23%	10%	12%	15%
	80-89	27%	17%	9%	15%	27%	43%	39%	44%	37%	27%	3%	14%	27%	23%	42%	26%
	70-79	47%	17%	27%	65%	27%	27%	30%	41%	37%	53%	85%	71%	47%	63%	45%	59%
	60-69	7%	60%	52%	12%	0%	13%	15%	0%	13%	17%	6%	6%	3%	3%	0%	0%
	<60	0%	0%	0%	0%	10%	0%	3%	0%	0%	0%	0%	0%	0%	0%	0%	0%

GMAS Grade	At/Above Proficient	
	14-15	15-16
6-8		
ELA	11%	11%
Math	5%	6%
Sci.	6%	8%
Soc.	1%	5%

CCRPI Data	13-14*	14-15	15-16	Base 15-16	SWSS/IE^2 ACCOUNTABILITY				
Overall Score	58.2	52.9	52.8	45.0	16-17	17-18	18-19	19-20	20-21
Achievement	36.6 / 60	15.6 / 50	16.4 / 50	Target	46.7	48.3	50.0	51.6	53.3
Progress	16.6 / 25	32.1 / 40	30.9 / 40	Actual	XX.x	XX.x	XX.x	XX.x	XX.x
Ach. Gap	5 / 15	4.2 / 10	5 / 10	Yes/No	X	X	X	X	X

*GADOE CCRPI Formula Changes implemented; therefore, data is not comparable.

Funding

FY 2017 Funding Sources							
General Fund	Title Programs (I, III, IV)	Federal SPED	Grant Funding Source	Pre-K			
\$5,929,584	\$906,852	\$130,482	\$xxx,xxx	\$232,199			
Total Fund	Total Allocation per Student	General Allocation per Student	Enrollmt (10th day)	ED	EL	SWD	Max Core Class Size
\$7,199,117	\$11,649	\$9,595	618	96%	1%	9.9%	33

Middle School Chevron Reports
East Broad K-8 School
400 East Broad St. Savannah GA, 31401

Additional Data

Learning Environment	Q1	Q2	Q3	Total*
Students Absent 0-2 days	70%	43%	26%	21%
Students Absent 3-5 days	15%	29%	22%	18%
Students Absent >5 days	15%	29%	52%	61%
Total Discipline Referrals	26	45	75	90
Students Referred for ISS	0%	0%	< 1%	< 1%
Students Referred for OSS	13%	19%	29%	34%
Students Referred for Alt. Placmt	0%	0%	0%	0%
Student Mobility Rate	11%	15%	27%	29%

Retained, Repeated, & Over Age	SY 2014-15 to SY 2015-16			SY 2015-16 to SY 2016-17		
	Grade Levels	Retained	Repeated	Over-Age > 2yrs	Retained	Repeated
Grade 6	53%	18%	17%	48%	16%	22%
Grade 7	38%	13%	9%	55%	21%	19%
Grade 8	28%	6%	9%	28%	6%	12%

*Data reported as cumulative % across quarters

Learning Environment			
Vacancy	Teacher	Admin	Support
0-20 Days			
21+ Days			
Substitute			
0-20 Days			
21+ Days			

TAPS Score Distribution by Level: SY 15-16			
I	II	III	IV
0%	0%	100%	0%

Teacher/Admin Experience	≤ 3 Yrs		4-19 Yrs		≥ 20 Yrs	
	Overall	Within Building	Overall	Within Building	Overall	Within Building
Teachers	42%	62%	51%	32%	8%	6%
Asst Principal		✓	✓			
Principal		✓	✓			

School/Program Strategies

- Design and teach lessons based on the Common Core frameworks.
- Administer post quarterly assessments based on the Georgia Standards of Excellence and elements to inform instructional changes related to student growth.
- Utilize the results from grade level and quarterly assessments to plan activities to differentiate instruction to meet the needs of individual students.
- Continue to utilize technology as a tool to improve student achievement.
- Integrate CCGPS into lesson planning.
- Continue with best practices using Frameworks for Reading/ELA & Math, SRA Reading for grades 2-8, Math Journals, and Marzano's strategies.
- Use of academic coach to support teachers, model lessons, and provide professional learning.
- Use of ELA & Math resource teachers to provide instruction in small groups based on areas of student need.
- Parent Facilitator to assist with parent communication and planning meetings to support academic achievement through family engagement
- Increase the amount and quality to learning time by providing an extend school year and before or after school and summer programs

Principal's Corner

Strengths: • Higher CCRPI scores in grades 6-8 than in K-5 • Improved CCRPI Achievement score • Achievement Gap score improved due to student growth • Professional Learning resources available to support teachers

Challenges: • The challenges associated with reading instruction and mastery of decoding and other foundational reading skills in grades K-5 impacts students' mastery of the higher level comprehension skills that are essential for success in grades 6-8 • Over 22% of current 6th graders are already 2 or more years over-age • Middle grades students are suspended at more than 3 times the rate of elementary grades students • Students in grades 7 & 8 had high ELA course failure rates in the second marking period • Students needs to build vocabulary and develop inferencing skills • Students cannot determine the main idea of a passage, draw an inference from materials presented, or make connections between sentences in a passage • Teachers need to offer more opportunities for students to write and develop short and long responses. • While challenges with basic foundational math skills in K-5 are a factor in students' difficulty mastering the math content standards in upper grade levels, students in grades K-8 need more effective instruction and remediation in math • Students are not understanding the math vocabulary used on GMAS and need to improve organizing notebooks, note-taking strategies, comprehension of basic math facts and multi-step word problems • Students require more time for math instruction with an emphasis on number fluency and operations • Parents need assistance with helping students with homework

Impact Schools Chevron Report

Gadsden Elementary School

919 May St. Savannah GA, 31415

Goals/Objectives

- To improve student growth and achievement as measured by the annual College and Career Ready Performance Index Score (excluding challenge points), which shall improve by 3% of the difference between the SY 2015-16 baseline score and 100.
- The percentage of Kindergarten students meeting benchmark on the mClass Math (Number Identification) will increase from 36% on the Spring 2016 assessment to 45% on the Spring 2017 assessment.
 - The percentage of 5th grade students scoring at or above the proficient level on the NWEA -MAP assessment based on District proficiency levels will increase from 71% on the Spring 2016 assessment to 76% on the Spring 2017 assessment.
 - The percentage of 1stgrade students meeting benchmark on the DIBELS reading assessment will increase from 52% on the Spring 2016 assessment to 57% on the Spring 2017 assessment.
 - The percentage of Grade 3 students scoring basic or higher will increase from 80% to 83% as measured by the Spring 2017 SRI

Key Performance Indicators

Reading Readiness		BOY	MOY	EOY	Math Readiness		BOY	MOY	EOY
Grade K (N = 88)		55%	72%	84%	Grade K (N = 89)		22%	72%	88%
Grade 1 (N = 91)		49%	41%	46%	Grade 1 (N = 91)		38%	59%	75%
% On Track					% On Track				

Reading Readiness		BOY	MOY	EOY	Math Readiness		BOY	MOY	EOY
Grade 2 (N = 104)		NA / 1%	70% / 22%	63%	Grade 2 (N = 104)		NA / 0%	22% / 8%	35%
Grade 3 (N = 114)		29% / 17%	49% / 40%	66%	Grade 3 (N = 113)		16% / 1%	43% / 33%	75%
Grade 4 (N = 68)		53% / 31%	72% / 54%	83%	Grade 4 (N = 64)		14% / 1%	45% / 38%	71%
Grade 5 (N = 57)		62% / 25%	65% / 46%	79%	Grade 5 (N = 55)		12% / 3%	15% / 9%	41%
% On Track / % at EOY Readiness Level					% On Track / % at EOY Readiness Level				

Teacher- Assigned Grades		Reading/ELA				Math				Science				Social Studies				
		Q1	Q2	Q3	Final	Q1	Q2	Q3	Final	Q1	Q2	Q3	Final	Q1	Q2	Q3	Final	
Grade 2	Pass %	96%	100%	99%	98%	99%	99%	98%	98%	97%	100%	99%	99%	97%	99%	99%	99%	99%
	90-100	30%	27%	24%	21%	35%	29%	27%	25%	37%	43%	39%	36%	34%	29%	34%	32%	32%
	80-89	29%	30%	31%	35%	31%	34%	36%	46%	32%	35%	41%	47%	37%	50%	39%	50%	50%
	70-79	37%	43%	44%	42%	33%	36%	35%	27%	28%	22%	19%	16%	26%	20%	26%	17%	17%
	60-69	4%	1%	2%	2%	2%	1%	2%	2%	3%	1%	1%	1%	3%	1%	2%	2%	2%
<60	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Grade 3	Pass %	89%	98%	97%	98%	99%	99%	96%	99%	97%	100%	96%	99%	97%	99%	98%	99%	99%
	90-100	35%	34%	29%	27%	35%	29%	37%	31%	37%	43%	48%	49%	34%	29%	45%	50%	50%
	80-89	35%	35%	34%	43%	31%	34%	34%	46%	32%	35%	39%	39%	37%	50%	39%	40%	40%
	70-79	19%	29%	34%	28%	33%	36%	25%	22%	28%	22%	9%	11%	26%	20%	14%	9%	9%
	60-69	11%	1%	3%	2%	2%	1%	3%	1%	3%	1%	3%	1%	3%	1%	1%	1%	1%
<60	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Grade 4	Pass %	97%	98%	99%	97%	99%	99%	100%	99%	97%	100%	100%	100%	97%	99%	100%	97%	97%
	90-100	28%	29%	24%	23%	35%	29%	15%	15%	37%	43%	53%	41%	34%	29%	49%	29%	29%
	80-89	39%	44%	40%	47%	31%	34%	54%	44%	32%	35%	31%	44%	37%	50%	14%	42%	42%
	70-79	30%	25%	35%	27%	33%	36%	31%	40%	28%	22%	17%	15%	26%	20%	38%	26%	26%
	60-69	2%	2%	1%	3%	2%	1%	0%	1%	3%	1%	0%	0%	3%	1%	0%	3%	3%
<60	1%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Grade 5	Pass %	91%	100%	100%	100%	99%	99%	98%	99%	97%	100%	99%	99%	97%	99%	100%	100%	100%
	90-100	24%	21%	26%	26%	35%	29%	16%	18%	37%	43%	27%	25%	34%	29%	15%	18%	18%
	80-89	26%	45%	48%	39%	31%	34%	50%	39%	32%	35%	48%	61%	37%	50%	45%	46%	46%
	70-79	41%	34%	27%	35%	33%	36%	32%	42%	28%	22%	24%	13%	26%	20%	40%	36%	36%
	60-69	9%	0%	0%	0%	2%	1%	2%	1%	3%	1%	0%	0%	3%	1%	0%	0%	0%
<60	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%

GMAS Grade	At/Above Proficient	
	14-15	15-16
3-5	12%	11%
ELA	12%	11%
Math	18%	16%
Sci.	12%	11%
Soc.	14%	12%

CCRPI Data	13-14*	14-15	15-16	Base 15-16	SWSS/IE^2 ACCOUNTABILITY				
Overall Score	69.7	63.2	60.6	59.6	16-17	17-18	18-19	19-20	20-21
Achievement	38.4 / 60	20.6 / 50	19.6 / 50	Target	60.8	62.0	63.2	64.4	65.7
Progress	17.3 / 25	35.4 / 40	34.2 / 40	Actual	XX.x	XX.x	XX.x	XX.x	XX.x
Ach. Gap	13 / 15	6.7 / 10	5.8 / 10	Yes/No	X	X	X	X	X

*GADOE CCRPI Formula Changes implemented; therefore, data is not comparable.

Funding

FY 2017 Funding Sources							
General Fund	Title Programs (I, III, IV)	Federal SPED	Special Programs	Pre-K			
\$4,264,922	\$705,304	\$99,099	\$0	\$103,387			
Total Budget	Total Allocation per Student	General Allocation per Student	Enrollmt (10th day)	ED	EL	SWD	Max Core Class Size
\$5,172,712	\$8,812	\$7,266	587	99%	0%	9.0%	23

**Impact Schools Chevron Report
Gadsden Elementary School
919 May St. Savannah GA, 31415**

Additional Data

Learning Environment	Q1	Q2	Q3	Total*
Students Absent 0-2 days	88%	60%	41%	34%
Students Absent 3-5 days	10%	27%	32%	27%
Students Absent >5 days	2%	13%	28%	39%
Total Discipline Referrals	2	2	8	8
Students Referred for ISS	na	na	na	na
Students Referred for OSS	< 1%	< 1%	< 1%	< 1%
Students Referred for Alt. Placmt	0%	0%	0%	0%
Student Mobility Rate	9%	12%	21%	22%

Retained, Repeated, & Over Age	SY 2014-15 to SY 2015-16			SY 2015-16 to SY 2016-17		
	Grade Levels	Retaind	Repeatd	O-Age > 2vrs	Retaind	Repeatd
Grade 3	13%	6%	3%	15%	6%	7%
Grade 4	2%	2%	7%	7%	1%	3%
Grade 5	7%	3%	4%	15%	6%	3%

*Data reported as cumulative % across quarters

Learning Environment			
Vacancy	Teacher	Admin	Support
0-20 Days			
21+ Days			
Subst.			
0-20 Days			
21+ Days			

TAPS Score Distribution by Level: SY 15-16			
I	II	III	IV
0%	0%	100%	0%

Teacher/Admin Experience	≤ 3 Yrs		4-19 Yrs		≥ 20 Yrs	
	Overall	Within School	Overall	Within School	Overall	Within School
Teachers	36%	45%	45%	47%	19%	9%
Asst. Principal			✓	✓		
Principal			✓	✓		

School/Program Strategies

- Utilize Best Practices to provide Standards-Based classroom instruction
- Utilize DIBELS, mCLASS Math, SRI, and MAP assessments 3x per year and quarterly benchmark assessments to identify student baseline scores and individual growth scores, and to identify students in need of intervention
- Utilize Wilson Foundations to improve phonics instruction
- Utilize intervention programs (5 Pillars, Read naturally, Phonics Intervention Program, SRA Corrective Reading, Wilson Reading System) to provide Tier 2/3 support for struggling learners
- Utilize assessment data to identify domains of strength and weakness at each grade level
- Utilize Word Walls, Math Journal, Thinking Maps, and graphic organizers
- Increase the use of math centers and manipulatives
- Provide federally funded additional support in all classrooms to allow for increased differentiation and blended learning through small group instruction
- Utilize Moby Max for 60 minutes per week per student
- Utilize technology to include software as a resource for instruction
- Federally funded Parent Facilitator will provide workshops/seminars for parents in the area of curriculum, instruction, and assessments
- Student and parent meetings will be conducted to transitioning students from Pre-K to Kindergarten and from 5th grade to middle school
- Increase the amount and quality of learning time such as providing an extended school year and before or after school and summer programs and opportunities and help provide an enriched, accelerated curriculum

Principal's Corner

- Strengths:**
- 2016 Beating the Odds School
 - Kindergarten BOY to MOY Growth BOY to MOY Growth in students on track for reading and math readiness, especially in grades 3 & 4
 - Additional staff provided in all classrooms to provide assistance during small groups
 - Guided Reading
 - Small group/center time in math
 - FLEX groups provided in all grade levels with additional staff assigned to allow for small group instruction based on targeted needs
 - Wealth of resources available in all content areas
- Challenges:**
- 99% Economically Disadvantaged 25% mobility in SY 15-16
 - Identified areas of focus include Vocabulary, Number Recognition, and Fact Fluency
 - 5th grade students need to make gains in all math domains, particularly Data and Measurement
 - Teachers spend a great deal of time on development of phonetic skills at the expense of oral reading skills through practice during Guided Reading

**Impact Schools Chevron Report
Garden City Elementary School
4037 Kessler Ave. Garden City GA, 31408**

Goals/Objectives

- To improve student growth and achievement as measured by the annual College and Career Ready Performance Index Score (excluding challenge points), which shall improve by 3% of the difference between the SY 2015-16 baseline score and 100.
- The percentage of 2nd grade students demonstrating proficiency in reading skills will increase by 3% from 58% to 61% as measured by SRI by May of 2017.
 - The percentage of 3rd grade students demonstrating proficiency in reading skills will increase by 3% from 42% to 45% as measured by SRI by May of 2017.
 - The percentage of 4th grade students demonstrating proficiency in reading skills will increase by 3% from 62% to 65% as measured by SRI by May of 2017.

Reading Readiness	BOY	MOY	EOY	Math Readiness	BOY	MOY	EOY
Grade K (N = 119)	55%	65%	66%	Grade K (N = 118)	11%	48%	62%
Grade 1 (N = 98)	72%	74%	73%	Grade 1 (N = 97)	44%	59%	65%

% On Track

% On Track

Reading Readiness	BOY	MOY	EOY	Math Readiness	BOY	MOY	EOY
Grade 2 (N = 108)	NA / 3%	56% / 12%	27%	Grade 2 (N = 111)	NA / 1%	16% / 5%	28%
Grade 3 (N = 106)	24% / 13%	25% / 18%	39%	Grade 3 (N = 110)	20% / 0%	22% / 9%	38%
Grade 4 (N = 124)	36% / 20%	38% / 31%	42%	Grade 4 (N = 126)	16% / 2%	16% / 5%	35%
Grade 5 (N = 99)	50% / 23%	48% / 35%	51%	Grade 5 (N = 107)	13% / 1%	22% / 12%	39%

% On Track / % at EOY Readiness Level

% On Track / % at EOY Readiness Level

Key Performance Indicators

Teacher-Assigned Grades		Reading/ELA				Math				Science				Social Studies			
		Q1	Q2	Q3	Final	Q1	Q2	Q3	Final	Q1	Q2	Q3	Final	Q1	Q2	Q3	Final
Grade 2	Pass %	85%	94%	86%	94%	93%	100%	95%	100%	90%	96%	99%	96%	94%	99%	97%	99%
	90-100	25%	28%	23%	25%	31%	22%	36%	33%	22%	35%	49%	38%	33%	45%	39%	34%
	80-89	34%	35%	35%	40%	41%	35%	39%	46%	31%	38%	34%	44%	40%	38%	38%	49%
	70-79	26%	31%	28%	29%	21%	43%	20%	21%	37%	23%	16%	14%	21%	16%	20%	16%
	60-69	13%	6%	13%	7%	7%	1%	5%	0%	9%	5%	2%	4%	5%	1%	3%	2%
<60	2%	0%	0%	0%	0%	0%	0%	0%	1%	0%	0%	0%	1%	0%	0%	0%	
Grade 3	Pass %	97%	98%	95%	99%	93%	100%	96%	99%	90%	96%	99%	99%	94%	99%	98%	100%
	90-100	24%	27%	17%	16%	31%	22%	20%	23%	22%	35%	20%	12%	33%	45%	21%	20%
	80-89	53%	46%	39%	54%	41%	35%	52%	56%	31%	38%	51%	59%	40%	38%	50%	63%
	70-79	20%	25%	39%	29%	21%	43%	24%	20%	37%	23%	28%	28%	21%	16%	27%	18%
	60-69	4%	2%	5%	0%	7%	1%	4%	2%	9%	5%	1%	1%	5%	1%	2%	0%
<60	0%	0%	0%	0%	0%	0%	0%	0%	1%	0%	0%	0%	1%	0%	0%	0%	
Grade 4	Pass %	99%	94%	92%	100%	93%	100%	98%	100%	90%	96%	99%	100%	94%	99%	100%	100%
	90-100	14%	17%	21%	13%	31%	22%	19%	15%	22%	35%	32%	23%	33%	45%	30%	28%
	80-89	34%	29%	23%	40%	41%	35%	42%	35%	31%	38%	31%	45%	40%	38%	33%	42%
	70-79	51%	48%	48%	47%	21%	43%	37%	50%	37%	23%	36%	32%	21%	16%	37%	31%
	60-69	2%	5%	8%	0%	7%	1%	2%	1%	9%	5%	1%	0%	5%	1%	1%	0%
<60	0%	0%	0%	0%	0%	0%	0%	0%	1%	0%	0%	0%	1%	0%	0%	0%	
Grade 5	Pass %	87%	96%	96%	94%	93%	100%	93%	95%	90%	96%	98%	99%	94%	99%	93%	94%
	90-100	24%	13%	10%	13%	31%	22%	25%	16%	22%	35%	16%	16%	33%	45%	14%	19%
	80-89	26%	36%	46%	44%	41%	35%	42%	45%	31%	38%	59%	48%	40%	38%	36%	33%
	70-79	37%	47%	40%	37%	21%	43%	26%	34%	37%	23%	23%	35%	21%	16%	43%	42%
	60-69	13%	4%	3%	5%	7%	1%	7%	5%	9%	5%	2%	2%	5%	1%	6%	4%
<60	0%	0%	1%	1%	0%	0%	1%	0%	1%	0%	0%	0%	1%	0%	1%	1%	

GMAS Grade	At/Above Proficient	
	14-15	15-16
3-5		
ELA	22%	19%
Math	24%	23%
Sci.	11%	8%
Soc.	6%	2%

CCRPI Data	13-14*	14-15	15-16	Base 15-16	SWSS/IE^2 ACCOUNTABILITY				
Overall Score	65.8	57.2	58.3	57.3	16-17	17-18	18-19	19-20	20-21
Achievement	39.2 / 60	21.4 / 50	20.5 / 50	Target	58.6	59.9	61.1	62.4	63.7
Progress	15.6 / 25	30.4 / 40	31.8 / 40	Actual	XX.x	XX.x	XX.x	XX.x	XX.x
Ach. Gap	8 / 15	4.2 / 10	5 / 10	Yes/No	X	X	X	X	X

*GADOE CCRPI Formula Changes implemented; therefore, data is not comparable.

Funding

FY 2017 Funding Sources							
General Fund	Title Programs (I, III, IV)	Federal SPED	Special Programs	Pre-K			
\$5,195,896	\$586,478	\$0	\$0	\$211,028			
Total Budget	Total Allocation per Student	General Allocation per Student	Enrollmt (10th day)	ED	EL	SWD	Max Core Class Size
\$5,993,402	\$7,907	\$6,855	758	88%	28%	7.3%	28

**Impact Schools Chevron Report
Garden City Elementary School
4037 Kessler Ave. Garden City GA, 31408**

Additional Data

Learning Environment	Q1	Q2	Q3	Total*
Students Absent 0-2 days	82%	51%	33%	28%
Students Absent 3-5 days	15%	31%	33%	31%
Students Absent >5 days	4%	18%	35%	41%
Total Discipline Referrals	68	144	216	296
Students Referred for ISS	na	na	na	na
Students Referred for OSS	2%	3%	4%	5%
Students Referred for Alt. Placmt	0%	0%	0%	0%
Student Mobility Rate	8%	13%	22%	24%

Retained, Repeated, & Over Age	SY 2014-15 to SY 2015-16			SY 2015-16 to SY 2016-17		
	Grade Levels	Retaind	Repeatd	O-Age > 2yrs	Retaind	Repeatd
Grade 3	16%	5%	5%	31%	8%	6%
Grade 4	28%	7%	6%	27%	5%	7%
Grade 5	19%	3%	4%	30%	12%	9%

*Data reported as cumulative % across quarters

Learning Environment			
Vacancy	Teacher	Admin	Support
0-20 Days			
21+ Days			
Subst.			
0-20 Days			
21+ Days			

TAPS Score Distribution by Level: SY 15-16			
I	II	III	IV
0%	0%	91%	9%

Teacher/Admin Experience	≤ 3 Yrs		4-19 Yrs		≥ 20 Yrs	
	Overall	Within School	Overall	Within School	Overall	Within School
Teachers	40%	74%	53%	24%	7%	2%
Asst. Principal		✓	✓			
Principal		✓	✓			

School/Program Strategies

- Provide whole group instruction to support inferring and vocabulary skills.
- Organize flexible groups to support instruction through the use of developmentally appropriate Read Alouds.
- Gifted, EIP, ESOL Resources will also be used to support second grade students.
- Organize flexible groups to support inferring skills through the use of Inferring Task Cards & practice exercises using www.readworks.org
- Provide federally funded additional support in all classrooms to allow for increased differentiation provided through small group instruction
- Access to instructional technology resources will provide unlimited practice opportunities to build skills toward proficiency of grade level standards including published student writing. The use of technology will allow teachers to create interactive lessons, display instructional resources to support whole group instruction and teacher-guided mini-lessons, enhance instructional presentations and increase student participation in learning experiences, create assessments and receive immediate feedback in order to provide supportive instruction as necessary.
- Increase the amount and quality of learning time, such as providing an extended school year and before or after school and summer programs and opportunities, and help provide an enriched, accelerated curriculum.
- Parent and community relations specialist will host parent meetings/workshops to provide information and resources in the area of curriculum and assessment and transition to the next grade level.
- Reading strategies will incorporate multiple content areas to include math, science and social studies. Comprehension and inference skills will be emphasized to assist students with understanding of all content areas.
- Federally funded resource teachers will provide support via reading for all content areas.
- Federally funded academic coach will support professional development and instruction at all grade levels.

Principal's Corner

Strengths:

- Teachers rated Level IV
- More 3rd grade students earned Lexile \geq 650
- CCRPI Progress and Achievement Gap scores improved
- BOY to MOY improvement in K-1, especially Math
- 9 percentage point BOY to MOY gain in Grade 5 On Track for Math

Challenges:

- Nearly 90% Economically Disadvantaged
- Highly transient population, 29% mobility rate in SY 15-16
- High percentage of Kindergarteners enter school below grade level
- 33% of Kindergarten students are English Learners, and 25% of students school-wide -- these students experience unique challenges with the curriculum resulting from language barriers
- Student attendance due to parent transportation Reading identified as a schoolwide priority to address all core content areas

**Impact Schools Chevron Report
Haven Elementary School
5330 Montgomery St. Savannah GA, 31405**

Goals/Objectives

To improve student growth and achievement as measured by the annual College and Career Ready Performance Index Score (excluding challenge points), which shall improve by 3% of the difference between the SY 2015-16 baseline score and 100.

- Increase the percentage of students Proficient in numeracy on grade level as measured by MAP from 59% to 66% in grade 2, from 53% to 60% in grades 3 & 4, and from 67% to 73% in grade 5
- Increase the percentage of 3rd grade students with a Lexile score greater than 650 from 14% to 24%, and the percentage of 5th grade students with a Lexile score greater than 850 from 2% to 34% by the end of the 2016-17 school year

Key Performance Indicators

Reading Readiness	BOY	MOY	EOY	Math Readiness	BOY	MOY	EOY
Grade K (N = 53)	46%	30%	76%	Grade K (N = 52)	2%	23%	50%
Grade 1 (N = 62)	34%	37%	41%	Grade 1 (N = 61)	35%	46%	65%

% On Track

% On Track

Reading Readiness	BOY	MOY	EOY	Math Readiness	BOY	MOY	EOY
Grade 2 (N = 63)	NA / 1%	40% / 5%	19%	Grade 2 (N = 65)	NA / 0%	8% / 0%	6%
Grade 3 (N = 55)	23% / 5%	20% / 15%	19%	Grade 3 (N = 57)	8% / 0%	5% / 0%	18%
Grade 4 (N = 39)	36% / 19%	41% / 23%	46%	Grade 4 (N = 41)	13% / 2%	7% / 2%	27%
Grade 5 (N = 41)	43% / 17%	29% / 22%	38%	Grade 5 (N = 37)	9% / 0%	5% / 0%	26%

% On Track / % at EOY Readiness Level

% On Track / % at EOY Readiness Level

Teacher-Assigned Grades		Reading/ELA				Math				Science				Social Studies			
		Q1	Q2	Q3	Final	Q1	Q2	Q3	Final	Q1	Q2	Q3	Final	Q1	Q2	Q3	Final
Grade 2	Pass %	89%	81%	84%	89%	88%	83%	90%	89%	98%	90%	96%	97%	97%	94%	98%	95%
	90-100	19%	18%	23%	19%	30%	18%	19%	17%	25%	19%	43%	21%	46%	21%	19%	18%
	80-89	35%	29%	31%	36%	39%	37%	37%	42%	61%	46%	40%	63%	33%	40%	54%	55%
	70-79	35%	34%	30%	34%	19%	28%	34%	30%	12%	25%	13%	13%	18%	33%	25%	22%
	60-69	10%	15%	16%	11%	7%	7%	9%	11%	1%	4%	3%	3%	3%	0%	0%	4%
<60	0%	4%	0%	0%	4%	9%	0%	0%	0%	4%	0%	0%	0%	0%	6%	1%	0%
Grade 3	Pass %	95%	90%	78%	96%	88%	83%	99%	100%	98%	90%	93%	99%	97%	94%	96%	100%
	90-100	23%	12%	8%	13%	30%	18%	30%	17%	25%	19%	11%	12%	46%	21%	10%	2%
	80-89	53%	32%	20%	35%	39%	37%	31%	38%	61%	46%	44%	72%	33%	40%	52%	65%
	70-79	19%	46%	50%	48%	19%	28%	38%	45%	12%	25%	38%	15%	18%	33%	34%	34%
	60-69	5%	9%	19%	5%	7%	7%	2%	0%	1%	4%	7%	0%	3%	0%	3%	0%
<60	0%	1%	2%	0%	4%	9%	0%	0%	0%	4%	0%	0%	0%	0%	6%	0%	0%
Grade 4	Pass %	99%	86%	94%	99%	88%	83%	94%	95%	98%	90%	95%	100%	97%	94%	95%	100%
	90-100	26%	19%	20%	14%	30%	18%	30%	16%	25%	19%	57%	77%	46%	21%	50%	19%
	80-89	44%	37%	63%	61%	39%	37%	41%	49%	61%	46%	36%	16%	33%	40%	45%	74%
	70-79	29%	30%	11%	24%	19%	28%	23%	30%	12%	25%	2%	7%	18%	33%	0%	7%
	60-69	2%	13%	6%	1%	7%	7%	5%	5%	1%	4%	5%	0%	3%	0%	5%	0%
<60	0%	1%	0%	0%	4%	9%	2%	0%	0%	4%	0%	0%	0%	0%	6%	0%	0%
Grade 5	Pass %	97%	93%	95%	92%	88%	83%	78%	78%	98%	90%	93%	90%	97%	94%	87%	93%
	90-100	34%	22%	26%	15%	30%	18%	5%	2%	25%	19%	2%	4%	46%	21%	25%	24%
	80-89	30%	43%	41%	56%	39%	37%	23%	27%	61%	46%	30%	51%	33%	40%	39%	42%
	70-79	33%	28%	28%	21%	19%	28%	50%	49%	12%	25%	61%	35%	18%	33%	23%	27%
	60-69	3%	6%	3%	6%	7%	7%	16%	16%	1%	4%	5%	9%	3%	0%	11%	5%
<60	0%	1%	1%	2%	4%	9%	7%	5%	0%	4%	2%	2%	0%	6%	2%	2%	

GMAS Grade	At/Above Proficient	
	14-15	15-16
3-5	7%	4%
ELA	7%	4%
Math	7%	9%
Sci.	3%	4%
Soc.	1%	3%

CCRPI Data	13-14*	14-15	15-16	Base 15-16	SWSS/IE^2 ACCOUNTABILITY				
Overall Score	42.3	43.8	53.1	52.6	16-17	17-18	18-19	19-20	20-21
Achievement	31.2 / 60	14.3 / 50	15.3 / 50	Target	54.0	55.4	56.9	58.3	59.7
Progress	11.1 / 25	24.8 / 40	31.5 / 40	Actual	XX.x	XX.x	XX.x	XX.x	XX.x
Ach. Gap	0 / 15	4.2 / 10	5.8 / 10	Yes/No	X	X	X	X	X

*GADOE CCRPI Formula Changes implemented; therefore, data is not comparable.

Funding

FY 2017 Funding Sources							
General Fund	Title Programs (I, III, IV)	Federal SPED	Special Programs		Pre-K		
\$3,239,853	\$683,038	\$88,932	\$10,379		\$225,552		
Total Budget	Total Allocation per Student	General Allocation per Student	Enrollmt (10th day)	ED	EL	SWD	Max Core Class Size
\$4,247,754	\$10,540	\$8,039	403	94%	0%	12.7%	25

**Impact Schools Chevron Report
Haven Elementary School
5330 Montgomery St. Savannah GA, 31405**

Additional Data

Learning Environment	Q1	Q2	Q3	Total*
Students Absent 0-2 days	85%	57%	41%	32%
Students Absent 3-5 days	14%	27%	26%	22%
Students Absent >5 days	2%	16%	33%	46%
Total Discipline Referrals	18	38	54	68
Students Referred for ISS	na	na	na	na
Students Referred for OSS	2%	3%	4%	4%
Students Referred for Alt. Placmt	0%	0%	0%	0%
Student Mobility Rate	16%	20%	34%	36%

Retained, Repeated, & Over Age	SY 2014-15 to SY 2015-16			SY 2015-16 to SY 2016-17		
	Grade Levels	Retaind	Repeatd	O-Age > 2yrs	Retaind	Repeatd
Grade 3	29%	10%	9%	22%	22%	5%
Grade 4	47%	12%	13%	23%	11%	10%
Grade 5	36%	9%	8%	29%	2%	7%

*Data reported as cumulative % across quarters

Learning Environment			
Vacancy	Teacher	Admin	Support
0-20 Days			
21+ Days			
Subst.			
0-20 Days			
21+ Days			

TAPS Score Distribution by Level: SY 15-16			
I	II	III	IV
0%	0%	100%	0%

Teacher/Admin Experience	≤ 3 Yrs		4-19 Yrs		≥ 20 Yrs	
	Overall	Within School	Overall	Within School	Overall	Within School
Teachers	43%	46%	54%	54%	3%	0%
Asst. Principal	✓	✓				
Principal	✓	✓				

School/Program Strategies

- *Math Intervention Block incorporated into Master Schedule to focus on areas in which students are in need of remediation or enrichment services for math.
- *90 Minute Math Block grades 2-5 to focus on Common Core Standards as well as providing common and formative assessments to meet students' needs.
- * FLP teacher will provide additional assistance in the area of math for students that have a ranking of level 1.
- * Students will utilize math journals on a daily basis in their classes.
- *Teachers will use technology and instructional resources to monitor student growth.
- *Increase the amount and quality of learning time, such as providing an extended school year and before-or after-school and summer programs and opportunities, and help provide an enriched and accelerated curriculum.
- *Effective Co-Teaching and Flexible Grouping Instruction to support students and providing appropriate assistance.
- *Utilization of Standards of Mathematical Practices (SMPs) for conceptual understanding and procedural fluency.Walkthroughs conducted by administration and School Improvement Specialist to ensure fidelity of practice.
- *Teachers provide students with regular common & formative assessments (Unify Performance Matters) to track progress using the data analysis system as well as the Root Cause process.
- *Goal Setting; students and teachers will use goal setting data notebooks and data sheets to self-monitor and self-reflect on progress.
- *Implementation of Class Size Reduction Teachers in 4th - 5th grade who focus on incorporating Moby Max to improve student performance. FLP teacher for 2nd - 5th utilized to allow additional services to students.
- *Continuation of Thinking Maps throughout the math blocks and implementation of Thinking Maps throughout ELA/Reading block.
- *Continue the 21" Century program which supports student achievement/learning.
- *School Wide Reading Initiative, Vocabulary Word of the Week, Accelerated Reader, Interactive Word Walls, ELA Resource Lab, NewsELA, MobyMax
- *Student Lexile Cards to ensure books checked out from Media Center are at the appropriate Lexile level
- *Students and teachers will set goals for all of their students. Once the goal is met, the student's picture will be taken & added to our Reading Wall of Fame.
- * Accelerator Reading Program
- * Flocabulary - Software program incorporated into the ELA/Reading Block on our master schedule.
- * Continuation of the Intercession Block.

Principal's Corner

Strengths: • 2018 Teacher of the Year • Gain of 9+ points in CCRPI Overall • Gain in all CCRPI Component Scores, including nearly 7 points in Progress • Named a Beating the Odds school for 2016 • Gains of 16-42 points in Reading on Grade Level in spring 2016 • Double-digit gains in 4th and 5th grade Numeracy on Grade Level in spring 2016 • BOY to MOY gains in grades K-1 math • Community in Schools Grant (Partnered with AmeriCorps Tutors) • Featured on WSAV's "The Bridge" to promote its Real Men Read program • Title I monthly parent Lunch and Learn sessions • Strong community support and volunteers • 21st Century • DUKE TIP participation • Mock election grades 3-5 • Pre-K Audit received high accolades for 3 year improvements

Challenges: • 94% Economically Disadvantaged • SWD enrollment higher than district average • School mobility rate of 40% is consistently among the highest in the district • 98% of students entered Kindergarten below benchmark level math skills, and over half entered below level in reading • Nearly 1/2 of teachers with ≤ 3 years of experience • No 2nd, 3rd, or 5th grade students at EOY Math Readiness target as of MOY

Identified areas of focus include: •Intercession/Saturday GMAS Camp for prepare for Georgia Milestones •Continue to observe, monitor, and provide feedback for Standards based classrooms •Implementing and reviewing data for common formative assessments through Unify in grades 1-5 •Teacher/Student mentoring program for low-achieving students

**Impact Schools Chevron Report
Hodge Elementary School
975 Clinch St. Savannah GA, 31405**

Goals/Objectives

To improve student growth and achievement as measured by the annual College and Career Ready Performance Index Score (excluding challenge points), which shall improve by 3% of the difference between the SY 2015-16 baseline score and 100.

- Increase reading proficiency for students in grade 2 from 59% to 62%; in grade 3 from 43% to 46%; and in grade 4 from 46% to 49% as measured by SRI 2017.
- Increase the percentage of students missing fewer than 6 days of school from 65% to 69%.
- Increase numeracy on grade level for students in grade 4 from 46% to 49% as measured by MAP 2017.

Key Performance Indicators

Reading Readiness	BOY	MOY	EOY	Math Readiness	BOY	MOY	EOY
Grade K (N = 73)	57%	66%	80%	Grade K (N = 73)	6%	62%	68%
Grade 1 (N = 73)	66%	38%	49%	Grade 1 (N = 73)	33%	56%	63%

% On Track

% On Track

Reading Readiness	BOY	MOY	EOY	Math Readiness	BOY	MOY	EOY
Grade 2 (N = 88)	NA / 2%	45% / 10%	31%	Grade 2 (N = 83)	NA / 1%	10% / 5%	9%
Grade 3 (N = 79)	21% / 12%	46% / 37%	57%	Grade 3 (N = 75)	10% / 0%	21% / 11%	24%
Grade 4 (N = 76)	30% / 18%	32% / 25%	47%	Grade 4 (N = 74)	16% / 4%	27% / 15%	50%
Grade 5 (N = 86)	48% / 25%	53% / 37%	56%	Grade 5 (N = 84)	12% / 2%	8% / 2%	8%

% On Track / % at EOY Readiness Level

% On Track / % at EOY Readiness Level

Teacher-Assigned Grades		Reading/ELA				Math				Science				Social Studies			
		Q1	Q2	Q3	Final	Q1	Q2	Q3	Final	Q1	Q2	Q3	Final	Q1	Q2	Q3	Final
Grade 2	Pass %	95%	92%	96%	98%	97%	97%	98%	100%	100%	97%	100%	100%	100%	99%	97%	100%
	90-100	48%	27%	29%	29%	38%	25%	32%	31%	69%	37%	59%	51%	74%	72%	64%	64%
	80-89	33%	37%	39%	42%	40%	45%	47%	54%	27%	48%	33%	44%	20%	20%	19%	28%
	70-79	14%	28%	28%	27%	19%	27%	19%	16%	4%	12%	8%	6%	6%	7%	14%	8%
	60-69	5%	8%	3%	1%	4%	3%	2%	0%	0%	2%	1%	0%	0%	1%	2%	0%
<60	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Grade 3	Pass %	84%	94%	94%	92%	97%	97%	99%	99%	100%	97%	100%	100%	100%	99%	99%	96%
	90-100	30%	41%	36%	30%	38%	25%	11%	9%	69%	37%	23%	14%	74%	72%	54%	40%
	80-89	25%	27%	34%	34%	40%	45%	52%	41%	27%	48%	40%	53%	20%	20%	24%	43%
	70-79	29%	26%	24%	28%	19%	27%	36%	49%	4%	12%	37%	33%	6%	7%	21%	13%
	60-69	16%	6%	6%	7%	4%	3%	1%	0%	0%	2%	0%	0%	0%	1%	1%	5%
<60	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	
Grade 4	Pass %	94%	100%	100%	99%	97%	97%	100%	100%	100%	97%	100%	100%	100%	99%	100%	100%
	90-100	24%	17%	16%	14%	38%	25%	15%	12%	69%	37%	18%	16%	74%	72%	7%	33%
	80-89	35%	43%	46%	51%	40%	45%	47%	50%	27%	48%	48%	44%	20%	20%	46%	49%
	70-79	35%	40%	38%	34%	19%	27%	38%	38%	4%	12%	34%	40%	6%	7%	47%	18%
	60-69	6%	0%	0%	1%	4%	3%	0%	0%	0%	2%	0%	0%	0%	1%	0%	0%
<60	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	
Grade 5	Pass %	94%	100%	100%	100%	97%	97%	100%	96%	100%	97%	100%	100%	100%	99%	100%	99%
	90-100	14%	40%	20%	21%	38%	25%	51%	41%	69%	37%	27%	39%	74%	72%	32%	26%
	80-89	29%	16%	32%	33%	40%	45%	37%	49%	27%	48%	61%	48%	20%	20%	41%	29%
	70-79	51%	44%	48%	47%	19%	27%	12%	6%	4%	12%	12%	13%	6%	7%	27%	44%
	60-69	6%	1%	0%	0%	4%	3%	0%	3%	0%	2%	0%	0%	0%	1%	0%	0%
<60	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	

GMAS Grade	At/Above Proficient	
	14-15	15-16
3-5	7%	10%
ELA	7%	10%
Math	7%	11%
Sci.	5%	4%
Soc.	4%	1%

CCRPI Data	13-14*	14-15	15-16	Base 15-16	SWSS/IE^2 ACCOUNTABILITY				
Overall Score	52	48.7	53.7	52.7	16-17	17-18	18-19	19-20	20-21
Achievement	32.8 / 60	15.4 / 50	16.2 / 50	Target	54.1	55.5	57.0	58.4	59.8
Progress	15.7 / 25	29.1 / 40	31.5 / 40	Actual	XX.x	XX.x	XX.x	XX.x	XX.x
Ach. Gap	3 / 15	4.2 / 10	5 / 10	Yes/No	X	X	X	X	X

*GADOE CCRPI Formula Changes implemented; therefore, data is not comparable.

Funding

FY 2017 Funding Sources							
General Fund	Title Programs (I, III, IV)	Federal SPED	Special Programs	Pre-K			
\$3,728,864	\$526,424	\$122,913	\$0,497	\$228,865			
Total Budget	Total Allocation per Student	General Allocation per Student	Enrollmt (10th day)	ED	EL	SWD	Max Core Class Size
\$4,607,563	\$8,083	\$6,542	570	92%	0%	9.9%	27

**Impact Schools Chevron Report
Hodge Elementary School
975 Clinch St. Savannah GA, 31405**

Additional Data

Learning Environment	Q1	Q2	Q3	Total*
Students Absent 0-2 days	90%	64%	48%	47%
Students Absent 3-5 days	9%	24%	25%	27%
Students Absent >5 days	1%	12%	27%	27%
Total Discipline Referrals	0	5	7	7
Students Referred for ISS	na	na	na	na
Students Referred for OSS	0%	< 1%	1%	1%
Students Referred for Alt. Placmt	0%	0%	0%	0%
Student Mobility Rate	8%	14%	28%	31%

Retained, Repeated, & Over Age	SY 2014-15 to SY 2015-16			SY 2015-16 to SY 2016-17		
	Grade Levels	Retaind	Repeatd	O-Age > 2yrs	Retaind	Repeatd
Grade 3	42%	7%	0%	36%	1%	3%
Grade 4	42%	2%	1%	36%	3%	2%
Grade 5	36%	4%	7%	36%	1%	5%

*Data reported as cumulative % across quarters

Learning Environment			
Vacancy	Teacher	Admin	Support
0-20 Days			
21+ Days			
Subst.			
0-20 Days			
21+ Days			

TAPS Score Distribution by Level: SY 15-16			
I	II	III	IV
0%	0%	96%	4%

Teacher/Admin Experience	≤ 3 Yrs		4-19 Yrs		≥ 20 Yrs	
	Overall	Within School	Overall	Within School	Overall	Within School
Teachers	56%	71%	29%	22%	16%	7%
Asst. Principal	✓	✓				
Principal		✓	✓			

School/Program Strategies

- Set short term reading and math learning goals in all grade level data teams; use data teams process to identify students who require extended learning opportunities
- Weekly collaborative meetings/Vertical team meeting
- Interactive read aloud • Increase guided reading to 5 days a week • Thinking Maps • 5 Pillars of Reading • Mentor Sentences
- Common formative assessments
- 90 minute literacy block that includes learning stations focused on phonological awareness, fluency, comprehension, vocabulary and oral language • 90 minute math block
- Implement a school-wide IE (intervention and enrichment) time for grades K-5.
- Computer-based technology will be used to support students' skills reinforcement and acquisition.
- Provide extended learning opportunities before/after school and during the summer based on student need
- Provide culturally relevant instruction
- Differentiate instruction to accommodate diverse student learners
- Emphasizing the appropriate use of manipulatives
- Incorporate non-fiction writing into math lessons daily
- Embed open-ended response questions
- Daily oral math review
- Continue the 21st Century program which supports student achievement/learning.
- The Parent and Community Relations Specialist will ensure parents and community are involved in the planning process.
- Students will be offered tutoring (Extended Day/Year, and Saturday Remediation) to increase academic performance.

Principal's Corner

Strengths:

- Level IV rated teacher • 5 point gain in Overall CCRPI Score • Improved in all CCRPI Components • Improved CCRPI Climate Star Rating • Over 1/2 of Kindergarten and 2/3 of First Grade students began year at benchmark for reading readiness • Increased ELA and Math GMAS proficiency rates • Increase in On Track for Reading in all grade levels from BOY to MOY • Increase in 3rd and 4th grade On Track for Math from BOY to MOY • 3rd grade On Track rates more than doubled in both reading and math

Challenges:

- 4th grade reading On Track rates are lower than those in grades 3 & 5 and did not show as much improvement from BOY to MOY • MOY Math On Track rates ≤ 10% in grades 2 and 5, with 5th grade On Track declining from BOY to MOY • Decline in SY15-16 GMAS proficiency in science and social studies • Over 90% Economically Disadvantaged and 32% mobility rate in SY 15-16 • Over 1/2 of teachers have 3 years experience or less; over 71% have ≤ 3 years experience within the school • Literacy remains an area of focus due to impact across all subject areas, with an emphasis of early interventions to increase students' reading strategies, fluency, and comprehension • Students in all grade levels display a gap in skill sets required to be effective on grade level ELA & Math curricula which is aligned to the rigor of the local and state assessments • Lacking consistent implementation of collaboration and analyzation of benchmark data to address instructional alignment and pacing (Pre assessment, effective instruction, post assessment, and summative assignment) to address areas of weakness • Based on TKES aggregate data, inconsistent and ineffective differentiated instructional strategies addressing all children's learning modes

Impact Schools Chevron Report
Juliette Low Elementary School
15 Blue Ridge Ave. Savannah GA, 31404

Goals/Objectives

To improve student growth and achievement as measured by the annual College and Career Ready Performance Index Score (excluding challenge points), which shall improve by 3% of the difference between the SY 2015-16 baseline score and 100.

- By May 2017, there will be an increase in the percentage of 2nd grade students who are basic or proficient in their Scholastic Reading Inventory (SRI) Lexile level from 71% to 75%.
- By May 2017, there will be an increase in the percentage of 3rd grade students who are basic or proficient in their Scholastic Reading Inventory (SRI) Lexile level from 65% to 70%.
- The percentage of 2nd grade students scoring at or above the proficient level on the NWEA-MAP Assessment will increase from 75% to 80% on the Spring 2017 assessment.
- The percentage of 5th grade students scoring at or above the proficient level on the Math portion of GMAS will increase from 5% to 12% on the Spring 2017 assessment.

Key Performance Indicators

Reading Readiness	BOY	MOY	EOY	Math Readiness	BOY	MOY	EOY
Grade K (N = 55)	60%	69%	68%	Grade K (N = 55)	25%	44%	52%
Grade 1 (N = 53)	53%	40%	34%	Grade 1 (N = 53)	20%	40%	45%

% On Track % On Track

Reading Readiness	BOY	MOY	EOY	Math Readiness	BOY	MOY	EOY
Grade 2 (N = 88)	NA / 0%	44% / 9%	19%	Grade 2 (N = 89)	NA / 1%	10% / 4%	14%
Grade 3 (N = 70)	14% / 3%	23% / 10%	36%	Grade 3 (N = 72)	10% / 1%	19% / 6%	29%
Grade 4 (N = 50)	29% / 11%	38% / 28%	45%	Grade 4 (N = 55)	14% / 3%	11% / 11%	24%
Grade 5 (N = 60)	48% / 21%	43% / 27%	39%	Grade 5 (N = 61)	18% / 6%	23% / 11%	33%

% On Track / % at EOY Readiness Level % On Track / % at EOY Readiness Level

Teacher- Assigned Grades		Reading/ELA				Math				Science				Social Studies				
		Q1	Q2	Q3	Final	Q1	Q2	Q3	Final	Q1	Q2	Q3	Final	Q1	Q2	Q3	Final	
Grade 2	Pass %	98%	100%	93%	99%	99%	99%	98%	100%	100%	100%	99%	100%	100%	100%	100%	100%	100%
	90-100	23%	28%	24%	22%	20%	16%	25%	19%	30%	30%	34%	29%	27%	40%	39%	29%	29%
	80-89	24%	31%	31%	32%	41%	30%	33%	41%	31%	41%	37%	37%	31%	43%	23%	38%	38%
	70-79	51%	41%	38%	45%	38%	53%	40%	40%	40%	29%	28%	34%	42%	18%	39%	33%	33%
	60-69	2%	1%	7%	2%	1%	1%	2%	0%	0%	0%	1%	0%	0%	0%	0%	0%	0%
<60	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Grade 3	Pass %	100%	98%	99%	100%	99%	99%	99%	100%	100%	100%	97%	100%	100%	100%	100%	100%	100%
	90-100	11%	18%	12%	8%	20%	16%	21%	6%	30%	30%	13%	5%	27%	40%	16%	6%	6%
	80-89	45%	39%	40%	50%	41%	30%	40%	67%	31%	41%	40%	53%	31%	43%	66%	70%	70%
	70-79	44%	41%	47%	42%	38%	53%	38%	27%	40%	29%	44%	42%	42%	18%	18%	24%	24%
	60-69	0%	2%	1%	0%	1%	1%	1%	0%	0%	0%	3%	0%	0%	0%	0%	0%	0%
<60	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	
Grade 4	Pass %	99%	98%	75%	99%	99%	99%	85%	98%	100%	100%	96%	100%	100%	100%	81%	99%	99%
	90-100	13%	20%	9%	9%	20%	16%	15%	11%	30%	30%	28%	16%	27%	40%	33%	25%	25%
	80-89	36%	44%	25%	46%	41%	30%	31%	58%	31%	41%	24%	55%	31%	43%	15%	47%	47%
	70-79	50%	34%	41%	44%	38%	53%	39%	29%	40%	29%	44%	29%	42%	18%	33%	27%	27%
	60-69	1%	2%	24%	1%	1%	1%	15%	2%	0%	0%	4%	0%	0%	0%	19%	0%	0%
<60	0%	0%	1%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	
Grade 5	Pass %	99%	100%	97%	99%	99%	99%	94%	98%	100%	100%	90%	98%	100%	100%	87%	97%	97%
	90-100	23%	15%	24%	15%	20%	16%	39%	29%	30%	30%	23%	29%	27%	40%	27%	24%	24%
	80-89	44%	33%	43%	45%	41%	30%	34%	44%	31%	41%	44%	48%	31%	43%	30%	40%	40%
	70-79	32%	52%	30%	39%	38%	53%	21%	25%	40%	29%	23%	21%	42%	18%	30%	33%	33%
	60-69	2%	0%	4%	1%	1%	1%	6%	2%	0%	0%	10%	1%	0%	0%	13%	2%	2%
<60	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	

GMAS Grade	At/Above Proficient	
	14-15	15-16
3-5	15%	13%
ELA	15%	13%
Math	13%	20%
Sci.	7%	7%
Soc.	4%	6%

CCRPI Data	13-14*	14-15	15-16	Base 15-16	SWSS/IE^2 ACCOUNTABILITY				
Overall Score	51.7	53.9	55.2	53.5	16-17	17-18	18-19	19-20	20-21
Achievement	39.6 / 60	48.3 / 50	49 / 50	Target	54.9	56.3	57.7	59.1	60.5
Progress	11.6 / 25	28.8 / 40	28.7 / 40	Actual	XX.x	XX.x	XX.x	XX.x	XX.x
Ach. Gap	0 / 15	5.8 / 10	5.8 / 10	Yes/No	X	X	X	X	X

*GADOE CCRPI Formula Changes implemented; therefore, data is not comparable.

Funding

FY 2017 Funding Sources							
General Fund	Title Programs (I, III, IV)	Federal SPED	Special Programs	Pre-K			
\$3,875,973	\$574,151	\$328,941	\$0	\$199,093			
Total Budget	Total Allocation per Student	General Allocation per Student	Enrollmt (10th day)	ED	EL	SWD	Max Core Class Size
\$4,978,158	\$10,222	\$7,959	487	93%	1%	13.2%	27

**Impact Schools Chevron Report
Juliette Low Elementary School
15 Blue Ridge Ave. Savannah GA, 31404**

Additional Data

Learning Environment	Q1	Q2	Q3	Total*
Students Absent 0-2 days	85%	58%	41%	34%
Students Absent 3-5 days	12%	25%	28%	26%
Students Absent >5 days	3%	16%	31%	40%
Total Discipline Referrals	20	41	97	124
Students Referred for ISS	na	na	na	na
Students Referred for OSS	1%	2%	5%	7%
Students Referred for Alt. Placmt	0%	0%	0%	0%
Student Mobility Rate	12%	17%	29%	31%

Retained, Repeated, & Over Age	SY 2014-15 to SY 2015-16			SY 2015-16 to SY 2016-17		
	Grade Levels	Retaind	Repeatd	O-Age > 2yrs	Retaind	Repeatd
Grade 3	21%	16%	9%	35%	10%	6%
Grade 4	25%	10%	12%	29%	6%	2%
Grade 5	15%	0%	6%	24%	3%	8%

*Data reported as cumulative % across quarters

Learning Environment			
Vacancy	Teacher	Admin	Support
0-20 Days			
21+ Days			
Subst.			
0-20 Days			
21+ Days			

TAPS Score Distribution by Level: SY 15-16			
I	II	III	IV
0%	3%	97%	0%

Teacher/Admin Experience	≤ 3 Yrs		4-19 Yrs		≥ 20 Yrs	
	Overall	Within School	Overall	Within School	Overall	Within School
Teachers	60%	73%	33%	24%	7%	2%
Asst. Principal			✓	✓		
Principal		✓	✓			

School/Program Strategies

- Extended day planning for grades K-5
- Progress monitoring Response to Intervention (RTI)
- Flex Block where students receive additional assistance in areas of reading and/or math
- Parent Teacher Conferences to discuss student's progress and behavior
- UNIFY Pre and post assessments are administered bi-weekly to determine strengths/weaknesses related to specific content standards
- Supplemental instructional resources and computer based technology to support student's skills reinforcement and acquisition
- Increase the amount and quality of learning time, such as providing an extended school year and before-or after-school and summer programs and opportunities, and help provide an enriched and accelerated curriculum.
- Effective Co-Teaching and Flexible Grouping Instruction to support teachers in identifying learning needs and providing appropriate assistance.
- Computer-based reading programs to track struggling students' progress with meeting the benchmark requirements
- Leveled Readers (classroom libraries) to encourage both fiction and non-fiction interest as well as reading across the curriculum
- Paraprofessionals to assist teachers during instructional day
- Continue the 21st Century program which supports student achievement/learning.
- Writing across the Curriculum/Thinking Maps • Writing Portfolios will be maintained at each grade level for each student according to the district standards and will be shared with parents in the spring at the Portfolio Night Event.
- Reading & Math Labs to allow students extended time to practice basic skills & provide remediation for those not meeting the standards.
- EIP services delivered to students in grades K-5 and target those who did not meet the benchmarks for DIBELS or SRI
- Academic Coach working with K-5 to differentiate instruction, demonstrate lessons, assist with classroom management skills and small group lesson management. Blended Learning and lesson plan review and pacing will also be strategies used to support teachers. Thinking Maps training will be included.
- Class Size Reduction: 3 Paraprofessionals will assist at the 2nd-3rd, 4th, and 5th grade levels during Flex time as well as the regular instructional day with small groups of reading and math for differentiated instruction using a blended models of learning implementing the COWS and direct instruction.

Principal's Corner

Strengths:
 • 2016 Beating the Odds School • Improved Overall & Achievement CCRPI scores • Improvement in GMAS math & social studies proficiency - 7 point gain in math • Over 1/2 of Kindergarten students entered at benchmark for reading • 9 point gains in BOY to MOY On Track rates in 3rd grade reading & math, and 4th grade reading • Progress monitoring Response to Intervention (RTI) has improved • Strategies implemented to improve student achievement through extended learning time & differentiation, & to improve parent & student engagement

Challenges: Most students enter Kindergarten below benchmark in math • Over 90% Economically Disadvantaged; above average enrollment of Students With Disabilities; 31% student mobility in SY 15-16 • Majority of teachers are new to the school and have no more than 3 years of teaching experience • On Track rate declined from BOY to MOY in grade 5 reading and grade 4 math

Areas of Focus:
 • 2nd and 3rd grade inferencing skills • Operations & Algebraic Thinking and Measurement & Data math domains
 • Monitor data in TieNet • Continuously monitor and adjust FLEX and Intercussion groups • Provide professional development training for teachers

Impact Schools Chevron Report
Shuman Elementary School
415 Goebel Ave. Savannah GA, 31404

Goals/Objectives

To improve student growth and achievement as measured by the annual College and Career Ready Performance Index Score (excluding challenge points), which shall improve by 3% of the difference between the SY 2015-16 baseline score and 100.

- To increase the number of 2nd graders meeting the district benchmark of proficiency for reading from 37% to 41% as measured by the Scholastic Reading Inventory (SRI) by May 30, 2017.
- To increase the number of 2nd graders meeting the district benchmark of proficiency for mathematics from 45% to 50% as measured by the Measure of Academic Progress (MAP) by May 30, 2017.

Key Performance Indicators

Reading Readiness	BOY	MOY	EOY	Math Readiness	BOY	MOY	EOY
Grade K (N = 101)	47%	50%	60%	Grade K (N = 101)	6%	44%	49%
Grade 1 (N = 96)	56%	51%	47%	Grade 1 (N = 97)	35%	51%	57%

% On Track

% On Track

Reading Readiness	BOY	MOY	EOY	Math Readiness	BOY	MOY	EOY
Grade 2 (N = 116)	NA / 8%	47% / 14%	34%	Grade 2 (N = 114)	NA / 0%	12% / 2%	18%
Grade 3 (N = 107)	22% / 11%	21% / 17%	42%	Grade 3 (N = 102)	8% / 2%	7% / 2%	12%
Grade 4 (N = 116)	31% / 17%	32% / 26%	44%	Grade 4 (N = 108)	6% / 1%	6% / 2%	14%
Grade 5 (N = 111)	48% / 25%	50% / 35%	54%	Grade 5 (N = 110)	11% / 3%	13% / 5%	18%

% On Track / % at EOY Readiness Level

% On Track / % at EOY Readiness Level

Teacher-Assigned Grades		Reading/ELA				Math				Science				Social Studies			
		Q1	Q2	Q3	Final	Q1	Q2	Q3	Final	Q1	Q2	Q3	Final	Q1	Q2	Q3	Final
Grade 2	Pass %	96%	99%	99%	98%	95%	98%	99%	98%	96%	100%	100%	100%	99%	99%	100%	100%
	90-100	26%	31%	34%	24%	40%	22%	20%	19%	52%	69%	59%	63%	64%	61%	61%	56%
	80-89	36%	36%	29%	45%	36%	40%	37%	55%	35%	22%	29%	33%	23%	30%	33%	41%
	70-79	34%	32%	36%	29%	19%	36%	42%	24%	9%	9%	12%	4%	12%	8%	6%	4%
	60-69	4%	1%	1%	1%	4%	2%	1%	1%	3%	0%	0%	0%	1%	1%	0%	0%
<60	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Grade 3	Pass %	99%	97%	95%	99%	95%	98%	97%	99%	96%	100%	100%	100%	99%	99%	100%	100%
	90-100	37%	40%	26%	29%	40%	22%	22%	19%	52%	69%	43%	27%	64%	61%	61%	49%
	80-89	35%	32%	33%	39%	36%	40%	43%	52%	35%	22%	42%	60%	23%	30%	27%	48%
	70-79	27%	25%	36%	31%	19%	36%	32%	28%	9%	9%	15%	14%	12%	8%	13%	3%
	60-69	0%	3%	5%	2%	4%	2%	3%	1%	3%	0%	0%	0%	1%	1%	0%	0%
<60	0%	0%	1%	0%	0%	0%	1%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Grade 4	Pass %	98%	98%	96%	100%	95%	98%	96%	100%	96%	100%	99%	100%	99%	99%	98%	100%
	90-100	27%	28%	30%	21%	40%	22%	19%	19%	52%	69%	53%	46%	64%	61%	32%	35%
	80-89	47%	42%	33%	52%	36%	40%	41%	49%	35%	22%	43%	47%	23%	30%	48%	53%
	70-79	24%	28%	33%	27%	19%	36%	36%	33%	9%	9%	3%	7%	12%	8%	18%	12%
	60-69	2%	2%	3%	0%	4%	2%	4%	0%	3%	0%	1%	0%	1%	1%	2%	0%
<60	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Grade 5	Pass %	99%	99%	99%	100%	95%	98%	99%	100%	96%	100%	100%	100%	99%	99%	100%	100%
	90-100	37%	31%	36%	28%	40%	22%	27%	18%	52%	69%	50%	37%	64%	61%	50%	42%
	80-89	44%	42%	45%	53%	36%	40%	52%	60%	35%	22%	37%	52%	23%	30%	32%	48%
	70-79	18%	26%	18%	19%	19%	36%	20%	22%	9%	9%	14%	11%	12%	8%	19%	10%
	60-69	0%	0%	0%	0%	4%	2%	1%	0%	3%	0%	0%	1%	1%	1%	0%	0%
<60	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%

GMAS Grade	At/Above Proficient	
	14-15	15-16
3-5	12%	9%
ELA	12%	9%
Math	10%	9%
Sci.	6%	5%
Soc.	3%	4%

CCRPI Data	13-14*	14-15	15-16	Base 15-16	SWSS/IE^2 ACCOUNTABILITY				
Overall Score	46.9	47.5	52.7	52.7	16-17	17-18	18-19	19-20	20-21
Achievement	34.2 / 60	16.3 / 50	16.6 / 50	Target	54.1	55.5	57.0	58.4	59.8
Progress	11.7 / 25	27 / 40	31.1 / 40	Actual	XX.x	XX.x	XX.x	XX.x	XX.x
Ach. Gap	0 / 15	4.2 / 10	5 / 10	Yes/No	X	X	X	X	X

*GADOE CCRPI Formula Changes implemented; therefore, data is not comparable.

Funding

FY 2017 Funding Sources							
General Fund	Title Programs (I, III, IV)	Federal SPED	Special Programs	Pre-K			
\$4,646,224	\$882,460	\$89,492	\$0	\$202,558			
Total Budget	Total Allocation per Student	General Allocation per Student	Enrollmt (10th day)	ED	EL	SWD	Max Core Class Size
\$5,820,734	\$7,803	\$6,228	746	95%	4%	11.7%	26

**Impact Schools Chevron Report
Shuman Elementary School
415 Goebel Ave. Savannah GA, 31404**

Additional Data

Learning Environment	Q1	Q2	Q3	Total*
Students Absent 0-2 days	86%	55%	39%	35%
Students Absent 3-5 days	12%	28%	26%	26%
Students Absent >5 days	3%	17%	34%	40%
Total Discipline Referrals	9	37	108	130
Students Referred for ISS	na	na	na	na
Students Referred for OSS	0%	< 1%	3%	4%
Students Referred for Alt. Placmt	0%	0%	0%	< 1%
Student Mobility Rate	11%	14%	27%	30%

Retained, Repeated, & Over Age	SY 2014-15 to SY 2015-16			SY 2015-16 to SY 2016-17		
	Grade Levels	Retaind	Repeatd	O-Age > 2vrs	Retaind	Repeatd
Grade 3	17%	3%	2%	30%	2%	2%
Grade 4	28%	7%	9%	24%	4%	3%
Grade 5	22%	5%	7%	20%	4%	9%

*Data reported as cumulative % across quarters

Learning Environment			
Vacancy	Teacher	Admin	Support
0-20 Days			
21+ Days			
Subst.			
0-20 Days			
21+ Days			

TAPS Score Distribution by Level: SY 15-16			
I	II	III	IV
0%	0%	94%	6%

Teacher/Admin Experience	≤ 3 Yrs		4-19 Yrs		≥ 20 Yrs	
	Overall	Within School	Overall	Within School	Overall	Within School
Teachers	66%	75%	30%	25%	5%	0%
Asst. Principal	✓	✓				
Principal		✓	✓			

School/Program Strategies

- Smaller classes or special instructional spaces using the Flexible Learning Program (FLP) and Flex time
- Title I Academic Coach provides professional learning and support to teachers
- Extra time for teaching students furthest from achieving success with the skills they need during the school day
- Paraprofessionals will provide additional support to students in the classrooms
- Title I funded reading resource teacher will provide additional support to students in small groups.
- Individualized differentiated instruction
- Additional reform strategies to supplement a student's regular instruction: Thinking Maps, Blended learning, FLP, Accelerated Reader, Moby Max, IXL, Reflex Math and additional technology resources
- Parent Facilitator to improve collaboration between parents, school personnel and community members, increase parent involvement in the educational process of their child, and help close the achievement gap between students
- Increase the amount and quality to learning time by providing an extend school year and before or after school and summer programs and opportunities, and help provide an enriched and accelerated curriculum

Principal's Corner

Strengths:

- Improved Overall CCRPI score by more than 5 points Improved CCRPI Achievement, Progress, and Achievement Gap scores, with gain in Progress exceeding 4 points
- Growth in Kindergarten students at benchmark from BOY to MOY
- Implementation of Intervention Block
- Usage of Data – Data Room
- Teachers rated Level IV

Challenges:

- 2/3 of teachers have ≤ 3 years of experience, and 3/4 have worked in the school for 3 years or less
- 10 NT4 Teachers
- 95% Economically Disadvantaged; growing populations of English Learners and Students with Disabilities
- 94% of students entered Kindergarten below benchmark in math and over 1/2 entered below benchmark in reading
- While student growth is strong, reaching proficient levels remains a challenge
- Students have a limited vocabulary, a weaknesses in decoding/fluency, reading comprehension, and word recognition
- Students are weak in the areas of numeracy, math fact fluency, and math vocabulary

Impact Schools Chevron Report

Spencer Elementary School

3609 Hopkins St. Savannah GA, 31405

Goals/Objectives

To improve student growth and achievement as measured by the annual College and Career Ready Performance Index Score (excluding challenge points), which shall improve by 3% of the difference between the SY 2015-16 baseline score and 100.

During the 2016-17 school year, objectives to support the continuous growth of student academic achievement include the following:

- The reading performance of Kindergarten students will increase from 30% to 40% as measured by DIBELS
- The reading performance of second grade students will increase from 30% to 40% as measured by SRI
- The math performance of Kindergarten students will increase from 20% to 30% as measured by mCLASS
- By the end of each of the first three marking periods, we will show a 3% growth on pre and post common formative assessments in ELA, Math, Science (5th) and Social Studies (5th)

Reading Readiness	BOY	MOY	EOY	Math Readiness	BOY	MOY	EOY
Grade K (N = 53)	65%	70%	71%	Grade K (N = 53)	2%	55%	84%
Grade 1 (N = 43)	63%	74%	70%	Grade 1 (N = 43)	39%	65%	72%

% On Track % On Track

Reading Readiness	BOY	MOY	EOY	Math Readiness	BOY	MOY	EOY
Grade 2 (N = 52)	NA / 10%	69% / 15%	44%	Grade 2 (N = 49)	NA / 0%	33% / 12%	50%
Grade 3 (N = 66)	28% / 12%	55% / 39%	58%	Grade 3 (N = 64)	12% / 1%	20% / 2%	35%
Grade 4 (N = 52)	41% / 25%	46% / 37%	49%	Grade 4 (N = 50)	16% / 5%	10% / 10%	17%
Grade 5 (N = 56)	42% / 15%	39% / 30%	48%	Grade 5 (N = 53)	22% / 2%	19% / 9%	50%

% On Track / % at EOY Readiness Level % On Track / % at EOY Readiness Level

Key Performance Indicators

Teacher- Assigned Grades		Reading/ELA				Math				Science				Social Studies			
		Q1	Q2	Q3	Final	Q1	Q2	Q3	Final	Q1	Q2	Q3	Final	Q1	Q2	Q3	Final
Grade 2	Pass %	100%	100%	100%	100%	100%	100%	100%	100%	100%	99%	99%	100%	100%	100%	100%	100%
	90-100	23%	39%	36%	32%	35%	34%	37%	34%	55%	52%	56%	55%	60%	61%	53%	52%
	80-89	51%	35%	45%	43%	45%	51%	42%	46%	38%	34%	40%	40%	32%	39%	47%	46%
	70-79	26%	26%	19%	25%	20%	15%	21%	20%	7%	13%	3%	5%	8%	0%	0%	2%
	60-69	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
<60	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	
Grade 3	Pass %	100%	100%	100%	100%	100%	100%	92%	99%	100%	99%	100%	99%	100%	100%	100%	100%
	90-100	27%	27%	29%	27%	35%	34%	38%	24%	55%	52%	72%	65%	60%	61%	62%	50%
	80-89	48%	41%	38%	47%	45%	51%	42%	60%	38%	34%	26%	33%	32%	39%	37%	47%
	70-79	25%	32%	33%	26%	20%	15%	12%	15%	7%	13%	3%	1%	8%	0%	1%	3%
	60-69	1%	0%	0%	0%	0%	0%	8%	0%	0%	0%	0%	0%	0%	0%	0%	0%
<60	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	
Grade 4	Pass %	100%	100%	100%	100%	100%	100%	100%	100%	100%	99%	100%	100%	100%	100%	100%	99%
	90-100	46%	53%	11%	10%	35%	34%	42%	27%	55%	52%	37%	7%	60%	61%	30%	8%
	80-89	39%	31%	42%	56%	45%	51%	40%	54%	38%	34%	58%	75%	32%	39%	68%	76%
	70-79	15%	16%	47%	34%	20%	15%	18%	19%	7%	13%	5%	19%	8%	0%	2%	15%
	60-69	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
<60	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	
Grade 5	Pass %	100%	100%	99%	99%	100%	100%	89%	100%	100%	99%	92%	100%	100%	100%	94%	100%
	90-100	15%	3%	13%	9%	35%	34%	13%	0%	55%	52%	0%	0%	60%	61%	14%	11%
	80-89	32%	58%	34%	49%	45%	51%	45%	58%	38%	34%	25%	70%	32%	39%	38%	63%
	70-79	53%	39%	52%	41%	20%	15%	31%	42%	7%	13%	67%	30%	8%	0%	42%	27%
	60-69	0%	0%	0%	1%	0%	0%	11%	0%	0%	0%	8%	0%	0%	0%	6%	0%
<60	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	

GMAS Grade	At/Above Proficient	
	14-15	15-16
3-5	8%	13%
ELA	14%	17%
Math	11%	10%
Sci.	7%	7%

CCRPI Data	13-14*	14-15	15-16	Base 15-16	SWSS/IE^2 ACCOUNTABILITY				
Overall Score	62.7	60.7	59.2	57.7	16-17	17-18	18-19	19-20	20-21
Achievement	34.7 / 60	18 / 50	18.9 / 50	Target	59.0	60.2	61.5	62.8	64.0
Progress	16.5 / 25	35.9 / 40	32.1 / 40	Actual	XX.x	XX.x	XX.x	XX.x	XX.x
Ach. Gap	10 / 15	5.8 / 10	6.7 / 10	Yes/No	X	X	X	X	X

*GADOE CCRPI Formula Changes implemented; therefore, data is not comparable.

Funding

FY 2017 Funding Sources							
General Fund	Title Programs (I, III, IV)	Federal SPED	Special Programs	Pre-K			
\$3,576,240	\$366,162	\$125,362	\$0	\$324,912			
Total Budget	Total Allocation per Student	General Allocation per Student	Enrollmt (10th day)	ED	EL	SWD	Max Core Class Size
\$4,392,676	\$10,360	\$8,435	424	95%	1%	9.5%	26

**Impact Schools Chevron Report
Spencer Elementary School
3609 Hopkins St. Savannah GA, 31405**

Additional Data

Learning Environment	Q1	Q2	Q3	Total*
Students Absent 0-2 days	91%	71%	55%	51%
Students Absent 3-5 days	7%	18%	23%	25%
Students Absent >5 days	2%	10%	22%	24%
Total Discipline Referrals	10	18	25	50
Students Referred for ISS	na	na	na	na
Students Referred for OSS	1%	1%	2%	2%
Students Referred for Alt. Placmt	0%	0%	0%	0%
Student Mobility Rate	11%	16%	28%	30%

Retained, Repeated, & Over Age	SY 2014-15 to SY 2015-16			SY 2015-16 to SY 2016-17		
	Grade Levels	Retaind	Repeatd	O-Age > 2yrs	Retaind	Repeatd
Grade 3	25%	8%	3%	8%	7%	4%
Grade 4	42%	29%	3%	29%	4%	3%
Grade 5	18%	17%	5%	17%	3%	2%

*Data reported as cumulative % across quarters

Learning Environment			
Vacancy	Teacher	Admin	Support
0-20 Days			
21+ Days			
Subst.			
0-20 Days			
21+ Days			

TAPS Score Distribution by Level: SY 15-16			
I	II	III	IV
0%	0%	91%	9%

Teacher/Admin Experience	≤ 3 Yrs		4-19 Yrs		≥ 20 Yrs	
	Overall	Within School	Overall	Within School	Overall	Within School
Teachers	23%	28%	54%	72%	23%	0%
Asst. Principal		✓	✓			
Principal				✓	✓	

School/Program Strategies

- Use of Intercession / Intervention Block for flexible grouping of students and differentiation of instruction in focus areas
- Increased utilization of Unify Performance Matters assessments to monitor progress on focus standards; calendar reminder to ensure progress monitoring occurs weekly
- Title I staff used to support student growth in all core content areas
- DAP (45 Day Action Plan)
- UReflex Math to support math fact fluency; Moby Max, GIZMO, and MyOn
- Guided Reading, classroom libraries, and use of non-fiction leveled readers to build students' reading readiness
- Science Lab to supplement regular classroom instruction
- Positive Behavior Intervention & Support to promote positive school climate and student well being
- Extended school year and before or after school and summer programs
- Ensuring that teachers provide our new students with transition resources to support them as they enter our school

Principal's Corner

Strengths:

- Spencer Elementary School Beat the Odds in SY 15-16 • Over the past 3 years, the percentage of students entering first grade at or above benchmark has nearly tripled in reading, and more than tripled in math. • Students in grades 2-4 made gains in reading on grade level rates, and numeracy on grade level rates also improved in grades 3 & 4. • Improved GMAS proficiency rates in 4th grade ELA and math, and improved in all subjects in 3rd grade, with double-digit gains in ELA and math. • This translated into higher scores on CCRPI's Lexile indicators and GMAS proficiency indicators, and an improvement in the CCRPI Achievement score. • We also improved our CCRPI Achievement Gap score based on the progress of students who performed in the bottom quartile in the previous year. • We use Positive Behavior Interventions and Supports to support student well-being and positive school climate and are in the first cohort of district schools to be considered for state PBIS recognition. • We have strong community partners who support our students with donations and time in the classrooms. • Two teachers achieved exemplary ratings; most teachers have at least 4 years of experience • One of Spencer's outstanding third grade teachers is one of only 36 educators nationwide selected to participate in NASA's Space Educator Expedition Crew Program, which seeks to empower teachers to build leadership competencies by creating innovative STEM programs for students, schools, and communities.

Challenges:

- Over 95% of our students receive free or reduced lunch, our student mobility rate is nearly 30%, and only 2% of students enter Kindergarten with benchmark level math skills. • Although students are demonstrating growth in reading and math, work is still needed to move students to proficient and advanced levels on the SRI, MAP, and GMAS. • Student proficiency and growth in science are also an area of challenge. • Students' limited exposure to vocabulary is a barrier to reading proficiency, and numbers and operations skills, particularly basic math fact fluency, impact performance in math. • As we have worked to focus on building students' reading and math skills, we have found that classroom teachers lack time to dedicate to teaching science, which has limited our students' exposure to science concepts. To address this area of need, we hired a science lab teacher to ensure students are exposed to high level interactive science labs that supplement regular classroom science instruction.

Impact Schools Chevron Report

Thunderbolt Elementary School

3313 Louis St. Thunderbolt GA, 31404

Goals/Objectives

To improve student growth and achievement as measured by the annual College and Career Ready Performance Index Score (excluding challenge points), which shall improve by 3% of the difference between the SY 2015-16 baseline score and 100.

- Students in grades 3 through 5 will increase their Lexile levels from 33% to 50% in grade 3, from 32% to 50% in grade 4 and from 29% to 45% in grade 5 as measured by the Georgia Milestones Assessment in the Spring of 2017.
- Students in grades 3-5 will increase their Math score, as measured by the CCRPI subgroup performance report, from 32% to 50% within the economically disadvantaged subgroup as measured by the Georgia Milestones Assessment in the Spring of 2017.
- Students in grades 3-5 will increase their ELA score, as measured by the CCRPI subgroup performance report, from 36% to 47% within the economically disadvantaged subgroup as measured by the Georgia Milestones Assessment in the Spring of 2017.
- Students in grade 2 will increase their Lexile levels from 60% to 70% reading on grade level as measured by the SRI.

Reading Readiness	BOY	MOY	EOY	Math Readiness	BOY	MOY	EOY
Grade K (N = 49)	43%	78%	79%	Grade K (N = 50)	2%	50%	68%
Grade 1 (N = 55)	74%	69%	72%	Grade 1 (N = 55)	23%	67%	89%

% On Track

% On Track

Reading Readiness	BOY	MOY	EOY	Math Readiness	BOY	MOY	EOY
Grade 2 (N = 55)	NA / 2%	42% / 13%	26%	Grade 2 (N = 54)	NA / 0%	9% / 4%	22%
Grade 3 (N = 41)	19% / 5%	20% / 10%	23%	Grade 3 (N = 37)	8% / 0%	14% / 5%	23%
Grade 4 (N = 31)	24% / 5%	29% / 23%	44%	Grade 4 (N = 29)	8% / 0%	7% / 0%	16%
Grade 5 (N = 49)	50% / 30%	47% / 37%	54%	Grade 5 (N = 46)	8% / 0%	11% / 2%	16%

% On Track / % at EOY Readiness Level

% On Track / % at EOY Readiness Level

Key Performance Indicators

Teacher- Assigned Grades		Reading/ELA				Math				Science				Social Studies			
		Q1	Q2	Q3	Final	Q1	Q2	Q3	Final	Q1	Q2	Q3	Final	Q1	Q2	Q3	Final
Grade 2	Pass %	87%	97%	94%	94%	95%	100%	98%	97%	100%	100%	100%	100%	98%	100%	100%	98%
	90-100	25%	32%	29%	26%	34%	42%	36%	37%	47%	60%	79%	54%	41%	45%	75%	52%
	80-89	34%	35%	45%	41%	52%	42%	46%	49%	50%	38%	21%	46%	50%	48%	25%	44%
	70-79	28%	30%	20%	27%	9%	17%	16%	11%	3%	2%	0%	0%	7%	7%	0%	2%
	60-69	5%	3%	6%	5%	3%	0%	2%	3%	0%	0%	0%	0%	0%	0%	0%	0%
<60	8%	1%	0%	1%	2%	0%	0%	0%	0%	0%	0%	0%	0%	2%	0%	0%	0%
Grade 3	Pass %	88%	97%	90%	100%	95%	100%	99%	99%	100%	100%	100%	100%	98%	100%	98%	100%
	90-100	30%	32%	26%	33%	34%	42%	38%	34%	47%	60%	55%	44%	41%	45%	28%	39%
	80-89	25%	24%	34%	32%	52%	42%	23%	41%	50%	38%	30%	49%	50%	48%	35%	41%
	70-79	33%	41%	30%	35%	9%	17%	38%	24%	3%	2%	15%	7%	7%	7%	35%	20%
	60-69	13%	2%	8%	0%	3%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	3%
<60	0%	0%	3%	0%	2%	0%	3%	0%	0%	0%	0%	0%	0%	2%	0%	0%	0%
Grade 4	Pass %	96%	97%	97%	94%	95%	100%	96%	95%	100%	100%	96%	98%	98%	100%	99%	97%
	90-100	14%	21%	10%	14%	34%	42%	20%	18%	47%	60%	43%	29%	41%	45%	38%	33%
	80-89	49%	41%	56%	53%	52%	42%	58%	44%	50%	38%	35%	49%	50%	48%	38%	44%
	70-79	33%	35%	31%	27%	9%	17%	18%	33%	3%	2%	18%	20%	7%	7%	23%	20%
	60-69	3%	4%	3%	5%	3%	0%	5%	4%	0%	0%	5%	2%	0%	0%	3%	2%
<60	1%	0%	0%	0%	2%	0%	0%	0%	0%	0%	0%	0%	0%	2%	0%	0%	0%
Grade 5	Pass %	92%	98%	98%	99%	95%	100%	100%	99%	100%	100%	92%	99%	98%	100%	96%	100%
	90-100	13%	12%	12%	8%	34%	42%	0%	7%	47%	60%	46%	18%	41%	45%	16%	20%
	80-89	26%	51%	30%	36%	52%	42%	29%	27%	50%	38%	28%	65%	50%	48%	41%	69%
	70-79	53%	35%	56%	55%	9%	17%	71%	65%	3%	2%	18%	16%	7%	7%	39%	11%
	60-69	8%	2%	2%	0%	3%	0%	0%	0%	0%	0%	8%	0%	0%	0%	4%	0%
<60	0%	0%	0%	0%	2%	0%	0%	0%	0%	0%	0%	0%	0%	2%	0%	0%	0%

GMAS Grade	At/Above Proficient	
	14-15	15-16
3-5	16%	12%
ELA	16%	12%
Math	6%	9%
Sci.	5%	3%
Soc.	9%	4%

CCRPI Data	13-14*	14-15	15-16	Base 15-16	SWSS/IE^2 ACCOUNTABILITY				
Overall Score	41.3	63.3	53.3	51.8	16-17	17-18	18-19	19-20	20-21
Achievement	30.1 / 60	48.9 / 50	16 / 50	Target	53.2	54.7	56.1	57.6	59.0
Progress	10.7 / 25	34.9 / 40	30 / 40	Actual	XX.x	XX.x	XX.x	XX.x	XX.x
Ach. Gap	0 / 15	6.7 / 10	5.8 / 10	Yes/No	X	X	X	X	X

*GADOE CCRPI Formula Changes implemented; therefore, data is not comparable.

Funding

FY 2017 Funding Sources							
General Fund	Title Programs (I, III, IV)	Federal SPED	Special Programs	Pre-K			
\$3,257,494	\$735,187	\$137,818	\$0	\$204,403			
Total Budget	Total Allocation per Student	General Allocation per Student	Enrollmt (10th day)	ED	EL	SWD	Max Core Class Size
\$4,334,902	\$12,211	\$9,176	355	94%	0%	13.5%	26

**Impact Schools Chevron Report
Thunderbolt Elementary School
3313 Louis St. Thunderbolt GA, 31404**

Additional Data

Learning Environment	Q1	Q2	Q3	Total*
Students Absent 0-2 days	81%	54%	35%	27%
Students Absent 3-5 days	15%	26%	28%	25%
Students Absent >5 days	4%	20%	37%	48%
Total Discipline Referrals	33	80	173	268
Students Referred for ISS	na	na	na	na
Students Referred for OSS	2%	7%	11%	16%
Students Referred for Alt. Placmt	0%	0%	0%	0%
Student Mobility Rate	12%	14%	29%	33%

Retained, Repeated, & Over Age	SY 2014-15 to SY 2015-16			SY 2015-16 to SY 2016-17		
	Grade Levels	Retaind	Repeatd	O-Age > 2yrs	Retaind	Repeatd
Grade 3	20%	11%	7%	32%	11%	4%
Grade 4	22%	4%	2%	13%	3%	7%
Grade 5	20%	5%	2%	12%	0%	4%

*Data reported as cumulative % across quarters

Learning Environment			
Vacancy	Teacher	Admin	Support
0-20 Days			
21+ Days			
Subst.			
0-20 Days			
21+ Days			

TAPS Score Distribution by Level: SY 15-16			
I	II	III	IV
0%	0%	100%	0%

Teacher/Admin Experience	≤ 3 Yrs		4-19 Yrs		≥ 20 Yrs	
	Overall	Within School	Overall	Within School	Overall	Within School
Teachers	33%	53%	61%	44%	6%	3%
Asst. Principal	✓	✓				
Principal	✓	✓				

School/Program Strategies

- Students use data notebooks and participate in a daily Flex/Intervention block to address specific skill deficits and remediation
- Students participate in daily guided reading activities; EIP participate in SRI Corrective Reading daily and math remediation
- An inclusion model will be used to meet the needs of identified SWD students
- 21st Century learning program after school for students who need additional remediation and support
- Use additional instruction (Extended Day/Year, and Saturday Remediation) to help remediate students who lack grade-level skills
- Computer lab will be available for students to access academic programs on line; use of Reflex Math and MobyMax
- Common assessments to include Unify/Performance Matters and practice SRI and GMAS questions in the area of reading; teachers review data during collaborative planning meetings
- Class size reduction (CSR) to provide intensive remediation for struggling students that are not reading on grade level
- Students will utilize Guided reading, The Box and Read Theory to increase vocabulary, reading fluency and comprehension.
- Academic Coach to assist in addressing academic deficits for low performing and at-risk students and provide resources for teachers on research based strategies to increase math achievement.
- Students in grade 3-5 make goals during Test Talks as it relates to MAP, SRI and GMAS
- 3-5 grade students and parents will be provided with information concerning academic progress as well as opportunity for remediation through school sponsored tutorials to be made available 4 times a year.
- Host parent meetings and a student celebration to transition from 5th to 6th grade; students participate in school tours and informational sessions, with parents being provided workshops on understanding the social and academic demands of secondary school
- "Leader in Me" student leadership program to support PBIS
- Student incentives include quarterly celebrations for students who reach MAP and SRI goals; administration-hosted lunch for Honor Roll/High Honor Roll students
- Quarterly Supper Conferences

Principal's Corner

Strengths:

- Improved to a Four Star climate rating score on CCRPI for 2016-2017
- GMAS proficiency rate improved by more than 10 points in 4th grade
- Over half of teachers have at least 4 years of experience
- Six DUKE TIP applications submitted
- Mock election with 3rd-5th grades
- Strong community support/volunteers

Challenges:

- Over 90% of students are Economically Disadvantaged; enrollment of Students With Disabilities is above the district average; and the SY 15-16 mobility rate was 33%
- CCRPI scores declined from the prior year
- Students entering 3rd-5th grade reading below grade level struggled to comprehend the GMAS questions and vocabulary
- 98% of students enter Kindergarten below benchmark for math, and about 75% enter first grade below benchmark for math
- Students lack foundational skills in math; teachers' foundational knowledge of math concepts should be ongoing

Areas of Focus:

- * Intercession/Saturday tutorials to prepare for Georgia Milestones
- * Continue to observe, monitor and provide feedback for Standards based classrooms
- * Development of foundational reading and math skills
- * Increase parental attendance and involvement

Impact Schools Chevron Report

White Bluff Elementary School

9902 White Bluff Rd. Savannah GA, 31406

Goals/Objectives

- To improve student growth and achievement as measured by the annual College and Career Ready Performance Index Score (excluding challenge points), which shall improve by 3% of the difference between the SY 2015-16 baseline score and 100.
- To increase the CCRPI total Achievement points earned for 21.8 to 32 in the 2016-2017 school year.
 - To increase the percentage of 3rd Grade students scoring proficient or better on the Georgia Milestones Math Assessment from 20% to 40% for the 2016-2017 school year.
 - To increase the percentage of 4th Grade students scoring at or above grade level on the Georgia Milestones Reading Assessment from 43% to 60% for the 2016-2017 school year.
 - To increase the percentage of 4th Grade students scoring proficient or better on the Georgia Milestones Math Assessment from 18% to 40% for the 2016-2017 school year.

Key Performance Indicators

Reading Readiness		BOY	MOY	EOY	Math Readiness		BOY	MOY	EOY
Grade K (N = 93)		60%	55%	75%	Grade K (N = 93)		12%	37%	64%
Grade 1 (N = 85)		64%	68%	64%	Grade 1 (N = 85)		41%	58%	58%
% On Track					% On Track				

Reading Readiness		BOY	MOY	EOY	Math Readiness		BOY	MOY	EOY
Grade 2 (N = 101)		NA / 5%	49% / 12%	33%	Grade 2 (N = 100)		NA / 0%	18% / 4%	23%
Grade 3 (N = 82)		30% / 14%	33% / 22%	37%	Grade 3 (N = 83)		18% / 4%	18% / 12%	22%
Grade 4 (N = 99)		52% / 30%	56% / 44%	60%	Grade 4 (N = 99)		16% / 3%	16% / 8%	29%
Grade 5 (N = 84)		65% / 30%	63% / 43%	51%	Grade 5 (N = 86)		17% / 6%	17% / 13%	37%
% On Track / % at EOY Readiness Level					% On Track / % at EOY Readiness Level				

Teacher- Assigned Grades		Reading/ELA				Math				Science				Social Studies				
		Q1	Q2	Q3	Final	Q1	Q2	Q3	Final	Q1	Q2	Q3	Final	Q1	Q2	Q3	Final	
Grade 2	Pass %	93%	93%	94%	97%	100%	98%	99%	99%	99%	99%	100%	100%	100%	99%	100%	100%	100%
	90-100	29%	30%	29%	28%	28%	28%	25%	28%	59%	75%	63%	56%	55%	74%	45%	69%	
	80-89	39%	35%	36%	34%	44%	41%	44%	42%	21%	17%	30%	38%	36%	17%	43%	23%	
	70-79	25%	28%	29%	35%	28%	29%	30%	29%	19%	7%	7%	6%	9%	8%	12%	8%	
	60-69	7%	6%	6%	3%	1%	1%	2%	1%	0%	0%	0%	0%	0%	0%	0%	0%	
<60	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%		
Grade 3	Pass %	100%	98%	90%	99%	100%	98%	81%	100%	99%	99%	98%	100%	100%	99%	94%	98%	
	90-100	24%	16%	17%	17%	28%	28%	17%	22%	59%	75%	32%	39%	55%	74%	31%	27%	
	80-89	48%	50%	35%	50%	44%	41%	33%	45%	21%	17%	44%	49%	36%	17%	39%	59%	
	70-79	29%	32%	38%	32%	28%	29%	31%	33%	19%	7%	22%	13%	9%	8%	24%	12%	
	60-69	0%	2%	10%	0%	1%	1%	17%	1%	0%	0%	2%	0%	0%	0%	5%	2%	
<60	0%	0%	1%	0%	0%	0%	2%	0%	0%	0%	0%	0%	0%	0%	0%	0%		
Grade 4	Pass %	99%	98%	98%	99%	100%	98%	95%	99%	99%	99%	99%	100%	100%	99%	100%	99%	
	90-100	32%	33%	24%	22%	28%	28%	25%	22%	59%	75%	67%	51%	55%	74%	57%	53%	
	80-89	32%	34%	37%	47%	44%	41%	41%	52%	21%	17%	19%	42%	36%	17%	29%	37%	
	70-79	35%	31%	37%	30%	28%	29%	29%	25%	19%	7%	13%	7%	9%	8%	14%	9%	
	60-69	0%	2%	3%	2%	1%	1%	5%	1%	0%	0%	0%	0%	0%	0%	0%	0%	
<60	0%	0%	0%	0%	0%	0%	1%	0%	0%	0%	2%	0%	0%	0%	0%	0%		
Grade 5	Pass %	99%	92%	86%	99%	100%	98%	89%	98%	99%	99%	90%	99%	100%	99%	92%	98%	
	90-100	16%	26%	12%	10%	28%	28%	14%	9%	59%	75%	10%	6%	55%	74%	12%	7%	
	80-89	40%	43%	37%	50%	44%	41%	32%	32%	21%	17%	48%	57%	36%	17%	42%	61%	
	70-79	43%	23%	37%	39%	28%	29%	43%	57%	19%	7%	32%	36%	9%	8%	38%	30%	
	60-69	1%	9%	14%	1%	1%	1%	9%	1%	0%	0%	10%	0%	0%	0%	8%	1%	
<60	0%	0%	1%	0%	0%	0%	1%	0%	0%	0%	0%	0%	0%	0%	0%	0%		

GMAS Grade	At/Above Proficient	
	14-15	15-16
3-5	21%	18%
ELA	21%	18%
Math	23%	21%
Sci.	11%	12%
Soc.	7%	7%

CCRPI Data	13-14*	14-15	15-16	Base 15-16	SWSS/IE^2 ACCOUNTABILITY				
Overall Score	55.3	61	63.6	62.6	16-17	17-18	18-19	19-20	20-21
Achievement	37.1 / 60	21.8 / 50	21.5 / 50	Target	63.7	64.8	66.0	67.1	68.2
Progress	12.7 / 25	34 / 40	35.3 / 40	Actual	XX.x	XX.x	XX.x	XX.x	XX.x
Ach. Gap	5 / 15	4.2 / 10	5.8 / 10	Yes/No	X	X	X	X	X

*GADOE CCRPI Formula Changes implemented; therefore, data is not comparable.

Funding

FY 2017 Funding Sources							
General Fund	Title Programs (I, III, IV)	Federal SPED	Special Programs	Pre-K			
\$4,444,340	\$552,832	\$272,342	\$252,776	\$216,009			
Total Budget	Total Allocation per Student	General Allocation per Student	Enrollmt (10th day)	ED	EL	SWD	Max Core Class Size
\$5,738,299	\$8,883	\$6,880	646	84%	3%	13.8%	32

**Impact Schools Chevron Report
White Bluff Elementary School
9902 White Bluff Rd. Savannah GA, 31406**

Additional Data

Learning Environment	Q1	Q2	Q3	Total*	Retained, Repeated, & Over Age	SY 2014-15 to SY 2015-16			SY 2015-16 to SY 2016-17		
Students Absent 0-2 days	83%	59%	44%	33%		Grade Levels	Retaind	Repeatd	O-Age > 2vrs	Retaind	Repeatd
Students Absent 3-5 days	13%	24%	25%	24%	Grade 3	19%	7%	4%	11%	10%	3%
Students Absent >5 days	4%	16%	32%	44%	Grade 4	11%	6%	4%	6%	3%	2%
Total Discipline Referrals	16	42	78	91	Grade 5	11%	5%	1%	13%	5%	6%
Students Referred for ISS	na	na	na	na							
Students Referred for OSS	1%	2%	3%	3%							
Students Referred for Alt. Placmnt	0%	0%	0%	0%							
Student Mobility Rate	11%	13%	26%	29%							

*Data reported as cumulative % across quarters

Learning Environment				TAPS Score Distribution by Level: SY 15-16				Teacher/Admin Experience		≤ 3 Yrs		4-19 Yrs		≥ 20 Yrs	
Vacancy	Teacher	Admin	Support	I	II	III	IV	Overall	Within School	Overall	Within School	Overall	Within School	Overall	Within School
0-20 Days				0%	0%	100%	0%	30%	51%	49%	36%	21%	13%		
21+ Days										✓	✓				
Subst.										✓	✓				
0-20 Days															
21+ Days															

School/Program Strategies

- Use of interactive notebooks; daily math drills; Thinking Maps
- Teachers provide pre and post assessments to determine strengths and weaknesses related to specific content standards
- Continued to monitor improvements in Lexile scores and MAP scores as an indicator of students' literacy & numeracy skills
- Differentiated instruction and depth of knowledge skills used
- Observations conducted by Academic Coach, Math Coach, Title 1 Program Manager, and administrators
- Teachers present a best practice to grade-level colleagues along with student work that demonstrates the degree of challenge
- Parents informed of the increase in academic challenge required of their child during parent meetings held throughout the year
- Resource literacy and math teachers to provide small group instruction
- Supplemental instructional resources & computer-based technology support students' skills acquisition and reinforcement
- Use of technology to progress monitor student growth in core content
- Increase the amount and quality of learning time, such as providing an extended school year and before-or-after school and summer programs and opportunities, and help provide an enriched and accelerated curriculum
- Continue 21st Century Program which supports student achievement/learning
- Increased support for Response to Intervention (RTI)
- Analyze achievement, progress, and achievement gap data to determine areas of concern
- Parent Policy and Parent, Student, & School Compacts jointly developed and used

Principal's Corner

Strengths:

- 2016 Beating the Odds School • Improved Overall CCRPI, Progress, and Achievement Gap scores due to strong student growth • Support for RTI • Data team process • Use of Academic Coach • Proactive approach to classroom management to maintain focus on instruction

Challenges:

- Nearly 90% of students enter Kindergarten below benchmark in math • Economically Disadvantaged enrollment rate averages just under 90%; enrollment of English Learners and Students With Disabilities is increasing; student mobility rate was 33% last school year • While student growth is strong, reaching proficiency remains a challenge • Performance in math Operations & Algebraic Thinking domain • Students struggle with inferencing as a result of poor vocabulary development • Differentiated instruction is not being implemented with fidelity

Areas of Focus:

- Increase Depth of Knowledge levels • Implement Differentiated Instruction with fidelity • Productive Guided Reading lessons

**Impact Schools Chevron Report
Windsor Forest Elementary School
414 Briarcliff Cir. Savannah GA, 31419**

Goals/Objectives

- To improve student growth and achievement as measured by the annual College and Career Ready Performance Index Score (excluding challenge points), which shall improve by 3% of the difference between the SY 2015-16 baseline score and 100.
- To increase the percentage of all 2nd-5th Grade students who score benchmark or above by 10 percentage points from EOY Spring 2016 to 2017, as measured by the Lexile scores achieved on the Scholastic Reading Inventory (SRI) assessment.
 - To increase the percentage of all Kindergarten and First Grade students who score proficient or above by 20 percentage points, from 74% EOY Spring 2016 (2nd & 3rd), to 80% EOY Spring 2017, as measured by the Composite Score on the DIBELS Next Reading Fluency Assessment.
 - To increase the percentage of all 3rd-4th Grade students who score benchmark or above by 6 percentage points, from EOY Spring 2016 to 2017, as measured by the Measures of Academic Progress (MAP) RIT score.
 - To decrease the percentage of 5th Grade students who score at the beginning level in Social Studies by 5 percentage points from GMAS EOG Spring 2016 (Fourth Grade) to GMAS EOG Spring 2017, as measured by the Georgia Milestones Assessment System.

Reading Readiness	BOY	MOY	EOY	Math Readiness	BOY	MOY	EOY
Grade K (N = 67)	62%	57%	55%	Grade K (N = 65)	6%	34%	48%
Grade 1 (N = 64)	71%	53%	43%	Grade 1 (N = 63)	34%	40%	40%

% On Track % On Track

Reading Readiness	BOY	MOY	EOY	Math Readiness	BOY	MOY	EOY
Grade 2 (N = 99)	NA / 5%	45% / 15%	30%	Grade 2 (N = 96)	NA / 0%	15% / 6%	18%
Grade 3 (N = 91)	34% / 13%	37% / 26%	43%	Grade 3 (N = 94)	19% / 0%	12% / 0%	28%
Grade 4 (N = 85)	41% / 24%	54% / 39%	61%	Grade 4 (N = 86)	14% / 2%	15% / 8%	33%
Grade 5 (N = 81)	60% / 29%	64% / 44%	59%	Grade 5 (N = 82)	24% / 13%	18% / 13%	37%

% On Track / % at EOY Readiness Level % On Track / % at EOY Readiness Level

Key Performance Indicators

Teacher-Assigned Grades		Reading/ELA				Math				Science				Social Studies			
		Q1	Q2	Q3	Final	Q1	Q2	Q3	Final	Q1	Q2	Q3	Final	Q1	Q2	Q3	Final
Grade 2	Pass %	99%	100%	99%	100%	98%	100%	100%	99%	99%	100%	100%	100%	99%	100%	99%	100%
	90-100	54%	36%	31%	35%	39%	36%	26%	37%	67%	56%	66%	64%	70%	86%	65%	78%
	80-89	34%	35%	41%	53%	49%	39%	47%	45%	30%	37%	33%	35%	27%	14%	31%	21%
	70-79	11%	29%	27%	12%	10%	25%	28%	17%	2%	7%	1%	1%	2%	0%	3%	1%
	60-69	0%	0%	0%	0%	2%	0%	0%	0%	0%	0%	0%	0%	1%	0%	0%	0%
<60	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	
Grade 3	Pass %	99%	99%	97%	100%	98%	100%	100%	100%	99%	100%	100%	100%	99%	100%	96%	100%
	90-100	40%	40%	31%	40%	39%	36%	51%	37%	67%	56%	34%	45%	70%	86%	30%	32%
	80-89	34%	36%	39%	38%	49%	39%	33%	44%	30%	37%	58%	45%	27%	14%	49%	56%
	70-79	25%	23%	27%	22%	10%	25%	16%	20%	2%	7%	8%	10%	2%	0%	17%	12%
	60-69	2%	1%	3%	0%	2%	0%	0%	0%	0%	0%	0%	0%	1%	0%	4%	0%
<60	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	
Grade 4	Pass %	97%	97%	94%	99%	98%	100%	90%	94%	99%	100%	100%	99%	99%	100%	99%	99%
	90-100	50%	37%	38%	35%	39%	36%	39%	31%	67%	56%	80%	89%	70%	86%	64%	58%
	80-89	39%	37%	36%	51%	49%	39%	26%	51%	30%	37%	17%	9%	27%	14%	31%	38%
	70-79	8%	23%	20%	13%	10%	25%	25%	12%	2%	7%	3%	1%	2%	0%	4%	3%
	60-69	3%	3%	4%	1%	2%	0%	8%	7%	0%	0%	0%	0%	1%	0%	1%	1%
<60	0%	1%	1%	1%	0%	0%	3%	0%	0%	0%	0%	0%	0%	0%	0%	0%	
Grade 5	Pass %	99%	99%	97%	97%	98%	100%	99%	98%	99%	100%	99%	100%	99%	100%	96%	97%
	90-100	38%	40%	50%	48%	39%	36%	50%	49%	67%	56%	48%	52%	70%	86%	38%	39%
	80-89	44%	46%	32%	38%	49%	39%	39%	38%	30%	37%	38%	38%	27%	14%	43%	46%
	70-79	17%	13%	15%	11%	10%	25%	10%	11%	2%	7%	13%	10%	2%	0%	15%	12%
	60-69	1%	1%	3%	2%	2%	0%	1%	2%	0%	0%	3%	0%	1%	0%	4%	2%
<60	0%	0%	1%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	1%	0%	

GMAS Grade	At/Above Proficient	
	14-15	15-16
3-5	23%	18%
ELA	23%	18%
Math	26%	25%
Sci.	22%	20%
Soc.	21%	15%

CCRPI Data	13-14*	14-15	15-16	Base 15-16	SWSS/IE^2 ACCOUNTABILITY				
Overall Score	61.9	62.1	59.8	59.8	16-17	17-18	18-19	19-20	20-21
Achievement	41.6 / 60	24.4 / 50	23.8 / 50	Target	61.0	62.2	63.4	64.6	65.8
Progress	14.7 / 25	31.7 / 40	30.2 / 40	Actual	XX.x	XX.x	XX.x	XX.x	XX.x
Ach. Gap	5 / 15	5 / 10	5.8 / 10	Yes/No	X	X	X	X	X

*GADOE CCRPI Formula Changes implemented; therefore, data is not comparable.

Funding

FY 2017 Funding Sources							
General Fund	Title Programs (I, III, IV)	Federal SPED	Special Programs	Pre-K			
\$4,514,860	\$522,313	\$139,402	\$154,021	\$86,016			
Total Budget	Total Allocation per Student	General Allocation per Student	Enrollmt (10th day)	ED	EL	SWD	Max Core Class Size
\$5,416,612	\$8,851	\$7,377	612	81%	16%	11.2%	21

**Impact Schools Chevron Report
Windsor Forest Elementary School
414 Briarcliff Cir. Savannah GA, 31419**

Additional Data

Learning Environment	Q1	Q2	Q3	Total*
Students Absent 0-2 days	82%	57%	41%	30%
Students Absent 3-5 days	15%	27%	30%	30%
Students Absent >5 days	3%	16%	30%	40%
Total Discipline Referrals	4	15	42	57
Students Referred for ISS	na	na	na	< 1%
Students Referred for OSS	1%	2%	4%	6%
Students Referred for Alt. Placmt	0%	0%	0%	0%
Student Mobility Rate	8%	13%	20%	25%

Retained, Repeated, & Over Age	SY 2014-15 to SY 2015-16			SY 2015-16 to SY 2016-17		
	Grade Levels	Retaind	Repeatd	O-Age > 2yrs	Retaind	Repeatd
Grade 3	0%	2%	2%	26%	5%	0%
Grade 4	1%	0%	1%	12%	11%	2%
Grade 5	0%	3%	3%	7%	4%	2%

*Data reported as cumulative % across quarters

Learning Environment			
Vacancy	Teacher	Admin	Support
0-20 Days			
21+ Days			
Subst.			
0-20 Days			
21+ Days			

TAPS Score Distribution by Level: SY 15-16			
I	II	III	IV
0%	0%	98%	2%

Teacher/Admin Experience	≤ 3 Yrs		4-19 Yrs		≥ 20 Yrs	
	Overall	Within School	Overall	Within School	Overall	Within School
Teachers	56%	69%	42%	29%	2%	2%
Asst. Principal	✓	✓				
Principal		✓	✓			

School/Program Strategies

- Guided Reading: Small group rotations using leveled texts; Guided math groups for differentiated instruction
- Identifying critical content (deconstruct standard)
- Use of 5 pillars of reading strategies (phonemic awareness, phonics, fluency, vocabulary, comprehension)
- Independent reading choice boards for differentiation will include depth of knowledge (DOK) activities from levels 2-4
- Use of Standards of Mathematical Practices (SMP) for conceptual understanding and procedural fluency
- FLEX scheduling: flexible grouping for remediation and enrichment
- Accelerated Reader (AR)/reading logs
- Increase the amount of non-fiction text available in the leveled book room to increase access to Social Studies related material
- Goal setting: students use goal setting data notebooks to self-monitor and self-reflect on progress
- Integration of readtheory.org for progress monitoring inferencing skills and Learning Odyssey for progress monitoring math skills
- Use of mentor sentences to improve comprehension skills by focusing on language development; model drawing for problem solving; number talks to increase mental math and number sense; project-based learning; use of Studies Weekly in print and online
- Use of interactive notebooks & interactive white board tools
- Federally funded Reading and Math resource teachers
- Federally funded 5th grade class size reduction teacher (School Improvement Funds) to provide instruction through blended learning model and use of Thinking Maps
- Federally funded Instructional Para, supervised by a HiQ teacher, to support small group math instruction
- Federally funded Parent Facilitator to provide family workshops and meetings to inform families about curriculum, instruction, assessment, and transitions
- Expand PBIS from classroom practices to a school-wide plan that supports ae climate & culture of excellence in behavior & academics

Principal's Corner

Strengths:

- Improved Achievement Gap score based on growth of lowest 25th percentile of students
- Over half of Kindergarten students enter with benchmark level literacy skills
- Grade Level Professional Learning Communities/Data Teams
- School Leadership Team
- Student Goal Setting
- PBIS Implementation

Challenges:

- Reading/ELA proficiency decreased as measured by DIBELS, SRI, and GMAS
- 3rd grade math proficiency is significantly lower than in other grade levels; 14 points as measured by MAP & 16 points as measured by GMAS
- Over 80% of students are Economically Disadvantaged, 16% are English Learners; enrollment of Students With Disabilities is slightly above district average and rising; student mobility was over 30% in SY 15-16
- Over 90% of Kindergarten students enter below benchmark in early math skills
- Students in K-2 are not acquiring a solid foundation in strategies to help them obtain proficiency in grade level benchmarks for math or the five pillars of reading: phonemic awareness, phonics, fluency, vocabulary and comprehension
- Students in all grade levels are not spending sufficient amount of times reading independently within their Lexile range.
- Deficiencies in number concepts, fact fluency and problem solving strategies hinder students' ability to meet grade level expectations for complex thinking and analysis of math performance tasks
- In the past, not enough time has been scheduled for Social Studies instruction in all grade levels; the knowledge base and interest in the Social Studies has not been developed; and teachers have not been given adequate professional development for the instruction of Social Studies or ways to incorporate it into their reading instruction