

Strategic Plan- Principal's Annual Summary for the 2018-19 School Year Shady Side Elementary School

Shady Side Elementary School's focus for 2018-2019 was in the areas of Reading, Math and Special Education. As our staff reviewed District and State student assessment data from the prior school year, these areas continued to stand out as concerns. Our overall school data was reviewed, and the data indicated the need for additional work and supports with our Special Education student population, for which Shady Side Elementary is being monitored through Targeted Support and Intervention. Considering this, we focused on three indicators for the 2018-19 school year:

- Increase the percentage of students who read on or above grade level by the end of second grade (Indicator 5)
- Increase the percentage of students in grades 3-8 who meet or exceed expectations on standardized reading, language arts, and mathematics Assessments (Indicator 6)
- Increase the percentage of students attending school on a daily basis. (Indicator 10)

During the 2018-2019 school year, we continued our development of conferring plans during Collaborative Planning sessions to target areas of need for one-on-one instructional opportunities (Indicator 5); and targeted data analysis of standards from district assessments in order to plan for reteaching (Indicator 6). We also implemented an attendance initiative with school-wide recognition of 100% attendance days and teacher incentives for completion of the attendance poster (Indicator 10).

As a result of our efforts in 2018-2019 school year, overall student performance for PARCC ELA increased 4% and performance for Students with Disabilities increased 18%. In the area of Math, overall performance remained unchanged, while performance for Students with Disabilities increased by 9%.

As we enter the 2019-2020 school year, Shady Side Elementary School has narrowed the focus by targeting reading performance. While we will certainly continue to strive for growth in the area of Math, literacy will be a priority area for our staff. We will focus on strategies that support the growth of all readers but will also identify specific strategies to support Students with Disabilities. As we monitor the implementation of curriculum, we will focus on the decision making around instructional strategies as well as the use and analysis of ongoing assessment (Indicator 6). We will continue to look for and plan for ways to address barriers to learning as well as monitor the impact that chronic absenteeism has on reading progress (Indicator 10). To have a more immediate measure of progress at the conclusion of the school year, we will strive to achieve a 4% growth in F&P reading level for all students K-5 as well as a 10% increase in the

number of Students with Disabilities scoring approaching or higher on District Reading Assessments (Indicator 5).

Melissa Brown
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