

<p>2. Organize, examine, and adjust instruction based on student progress monitoring data. (AD)</p>	<ol style="list-style-type: none"> 1. Examine student progress monthly on specific grade level math standards 2. Utilize formative assessment results to create flexible groups to directly affect student growth. 3. Collect data on Lexile levels using MI in the Fall , Winter and Spring. 	<ol style="list-style-type: none"> 1. Common Formative and summative assessments 2. Pretest results and common assessments to check for growth 3. MI 	<ol style="list-style-type: none"> 1. Grade level teachers 2. Grade level teachers 3. Teachers in all grade levels 	<ol style="list-style-type: none"> 1. CTLs and I respond 2. SI 	<p>This year we held our data team meetings once a month and looked at pre test and post test data on math standards that were deemed important in each grade level. The discussions included teaching strategies, obstacles to student learning and also student strengths, and the sharing of strategies that have worked when teaching the standard. Next the teachers would work on a common assessment for the pretest and/or posttest. Finally we could come together and look at the post data, and the teachers would make a plan of action to support the students that needed re-teaching. Flexible groups were already being used based on formative assessments and were used to reteach as well.</p> <p>The teachers kept data sheets that they could use to compare Fall, Winter and Spring growth, and look for students who were not growing like they should have been and also keep an eye on those students who were exceeding in the math area.s</p>	<ol style="list-style-type: none"> 1. IP
--	--	---	---	--	--	---

<p>3. <i>Develop and deliver flexible formative assessments in all core content areas for monitoring student progress and adjusting instruction to meet individual student learning needs. (S)</i></p>	<p>1. Work together in PLC's to create flexible, formative assessments to monitor student progress. 2. Monitor progress using i-respond units and CTLS and adjust instruction.</p>	<p>1. Monthly data team data for math and reading</p>	<p>1. Teachers in all grade levels except Kindergarten.</p>	<p>I-respond kits and use of CTLS</p>	<p>This is definitely a work in progress. Our teachers learned about CTLS and FFAS as well this year and grew tremendously in the use of i-respond to help them keep track of student progress. It is hoped that this next year our teachers will be able to use their common formative assessments alongside the FFAS system to be able to compare and study data right after giving the test using irespond.</p>	<p>IP</p>
<p>4. <i>Align critical professional learning by grade level/content area and ensure access for all teachers. (AD)</i></p>	<p>1. All professional learning for our grade level teams will be aligned to our CTLS /FFAS training and will meet weekly to review and learn.</p>	<p>1. monthly meetings to learn and share</p>	<p>1. Susan Hallmark, Brad Cohen, Denise Hazlett</p>	<p>I respond kits, CTLS and data</p>	<p>This year was a learning and growing year for Addison teachers. Our professional learning was done in team and whole group meetings as well as in the classroom. We hope to keep growing in the use of these affective tools</p>	<p>IP</p>

<p>5. Increase percentage of students reading on grade level. (S) (on CCRPI 2014 Reading Scores)</p>	<ol style="list-style-type: none"> 1. Increase % of 1st graders Reading on Grade Level from 2. Increase % of 2nd graders reading on grade level from 3. Increase % of 3rd graders reading on Grade level from 88.1% 4. Increase % of 4th graders reading on grade level from 76% 5. Increase % of 5th graders reading on grade level from 82.8% 	<p>1,2,3, Maintain flexible reading groups to maintain growth Look at RI scores in Winter and spring to watch for growth</p>	<p>1. Grade level teachers- Kindergarten- 5th- RI results from fall, winter and spring. 2</p>	<p>RI reading assessment, leveled guided reading books</p>	<p>Here are the results of the RI growth for 1st and 2nd grades on the Reading Inventory and the CCRPI percentage on grade level comparing 2016 and 2017 results: 1st grade- Winter RI average- 44% on Grade level, and Spring- 70% on grade level 2nd grade- Winter RI average- 57.4% and Spring- 78% on grade level. 3rd grade- CCRPI- 2016- 78.9% on grade level, 2017- 83.33% reading on grade level 4th grade- CCRPI reading on grade level- 2016- 81.8% on grade level and 2017- 88% on grade level 5th grade- CCRPI reading scores on grade level – 2016- 77.7%, and 2017- 92%</p>	<p>IP</p>
---	---	--	--	--	--	-----------

<p>6. Increase percentage of student performance in math/algebra at every grade level. (S) (Based on CCRPI ES-MS Math & HS Algebra Scores)</p>	<ol style="list-style-type: none"> 1. Increase % of student performance for our Kindergarteners on the MI from 46% proficient and advanced 2. Increase % of student performance for our first graders on the MI from 81.8% proficient and advanced 3. Increase % of student performance for our second graders on the CCRPI from 89% on level 2-4 4. Increase % of student performance for our fourth graders on the CCRPI from 89.7 on levels 2-4 a 5. Increase % of student performance for our fifth graders on the CCRPI from 74.6 on levels 2-4 	<p>K-2nd- MI 3rd-5th grades- MI and CCRPI math Proficient and advanced scores</p>	<p>Grade level teachers, Susan Hallmark, Brad Cohen EIP teachers and after school tutors</p>	<p>MI assessment, formative assessments, i-respond units, flexible math and reading groups,</p>	<p>Here are the results on the Math inventory test for grades 1 and 2 and the CCRPI percentage of growth from 2016 to 2017 in grades 3rd-5th: 1st grade: MI scores from fall- 64.6% to spring- 79.8% 2nd grade MI scores from fall- 56.2% to spring- 79.8% 3rd Grade CCRPI math score 2016- 89.35% and 2017- 87.06% 4th grade- CCRPI math scores – 2016- 89.7% and 2017- 92.66% 5th grade CCRPI math scores 2016- 74.6% and 2017- 88.64%</p>	<p>IP</p>
<p>1st grade7. Increase number of students academically completing every grade.(S)</p>	<p>This year we will continue to meet to discuss our students on RTI and find strategies to use with them in the hopes that we can catch them up and move them on.</p>	<p>All data that is collected based on the strategies each month.</p>	<p>Each teacher who is taking the RTI data</p>	<p>Resources that have some strategies to use with our RTI students</p>	<p>Our RTI has run very smoothly and of the students we referred through the process, only 3 were found ineligible for Special Education services. As far as our retention trends, Last year we had 21 students who were up for possible retention and this year we had 13, so the number of students making D's and F's dropped significantly.</p>	<p>IP</p>
<p>8. Other: (Priorities specific to school, division, or area. Can be multiple.)</p>						

Board Goal 2: *Differentiate resources for students based on needs.*

<p><i>District Focus Priorities 2016-2019</i></p> <p><u>Focus Priorities:</u> (Based on priorities identified by IE², AdvancEd-AdvED, Superintendent-S, and Academic Division-AD)</p>	<p>2016-17 Aligned Actions and Measurements (<u>Due September 1, 2016</u>)</p>					
	<p>Key Actions: (List as many actions as needed in each box.)</p>	<p>Measured by:</p>	<p>Owner(s):</p>	<p>Resources Needed:</p>	<p>Results Of Key Actions: (<u>Due June 30, 2017</u>)</p>	<p><u>Focus Priority Status:</u> NM = Not Met IP = In Progress M = Met</p>

<p>Identify local school innovations through system flexibility to increase student achievement. (IE²)</p>	<ul style="list-style-type: none"> • We are continuing the Mentoring program this year in hopes to provide support and be cheerleaders for our struggling students. • We also are providing a contest to encourage good attendance. • We have started the process of turning our library into a learning commons. We have started with some different and badly needed furniture. We hope to start with online signup calendars, planned lessons with teachers and the media specialist, and to encourage more innovation with technology. 	<p>Look at progress monitoring of student each nine week report card. Attendance graphs each day in the café where all can see. **How many teachers begin to accept the change, use the online calendars, collaborates with the media specialist to work together to make it a true learning commons.</p>	<p>Counselors: Callie Binzer and Tekeya Weston Classroom teachers</p> <p>****Tonya McCoy- Media specialist, Brad Cohen, Denise Hazlett- TTIS</p>	<p>Attendance records, tardy records, lists of students who need mentoring</p> <p>**We want to add more tools for our students and teachers to use in the learning commons,</p> <p>Computers, time for planning and training.</p>	<p>Mentoring initiative: This year 95% of our teachers were mentors to a student who was identified as needing support and affirmation. We had our counselor send out monthly reminders to visit their mentee and possible ideas of what to talk about with their mentee. Teachers mentioned that it is difficult at times to touch base with their student, but those who made it a priority felt that it made a difference!</p> <p>Attendance: This year our attendance numbers are better but I am not sure that the contests really were the reason. We have found that it is mostly is just a few students or families who are routinely absent. Our percentages compared to last year are: 2016: 54.6% have 5 absences or less, and this year it is 60.8%. We still have work in this area.</p> <p>Learning commons: This initiative was one that truly succeeded. Our media specialist worked to introduce the online sign-ups for the different areas in the media center as well as checkout time. The students learned how to self-checkout, and we set the stage for more STEM activities and technology</p>	<p>IP</p> <p>IP</p>
---	---	---	--	---	--	---------------------

					and innovation in our learning commons. This is an ongoing initiative. Collaborative lessons will also be a part of the learning commons next year.	
Divisionally support local school innovations identified through system flexibility for increasing student achievement. (IE²)	N/A	N/A	N/A	N/A	N/A	IP

<p>Provide targeted resources for students</p> <ol style="list-style-type: none"> 1. not reading on grade level (Lexile) 2. unsuccessful in Math/Algebra (Based on 2014 CCRPI Math/Algebra scores) 3. not on-track for graduation (S) 	<p>Reading- EIP and small group, after school tutoring groups, read 180 and system 44, Prescription lab in AM, guided reading in all classrooms, reading A to Z</p> <p>Math: Prescription lab in the AM, guided math groups during class, use of formative assessments to check for understanding, tutoring groups For math and extra reading help.</p>	<p>DRA and SI reading assessments and flexible groups based on growth, flexible formative assessments</p>	<p>Individual teachers, EIP and Read 180-system 44 teachers, Melissa Sneed-tutoring, Brad Cohen and Susan Hallmark</p>	<p>Read 180/system 44, guided reading books, MI, DRA, computers</p>	<p>This year we continued to have EIP teachers work with Kindergarten, 1st, 2nd and 3rd grades daily and then Read 180 was used for 4th and 5th graders who are reading at least 2 years below grade level and 4th and 5th grade ESOL students as well. Guided reading and direct reading instruction every day was mandated and expected. We offered students who were underperforming to participate in afterschool tutoring for reading and math. We had about 65-70 students attending each week. All of the new reading materials were great for guided reading within the classroom. With math, our teachers are to be using Number Talks at least three times a week. Also our prescription lab in the mornings was utilized mostly by third grade, but not used like it was intended to be used for all grade levels for early morning math practice. Guided math is used in all grade level with flexible small groups meeting based on formative assessments. There was tutoring offered in math for third and fifth graders this year.</p>	<p>IP</p>
---	---	---	--	---	--	-----------

Identify and provide resources to increase opportunities for advanced, on-level, and remedial students to earn initial credit, embedded credit, dual credit, recovered credit, distance learning, and certifications in areas of student interest. (AD)	N/A	N/A	N/A	N/A	N/A	
Other: (Priorities specific to school, division, or area. Can be multiple.)						

Board Goal 3: *Develop stakeholder involvement to promote student success.*

<i>District Focus Priorities 2016-2019</i>	2016-17 Aligned Actions and Measurements <u>(Due September 1, 2016)</u>					
<u>Focus Priorities:</u> (Based on priorities identified by IE ² , AdvancEd-AdvEd, Superintendent-S, and Academic Division-AD)	Key Actions: (List as many actions as needed in each box.)	Measured by:	Owner(s):	Resources Needed:	Results Of Key Actions: <u>(Due June 30, 2017)</u>	<u>Focus Priority Status:</u> NM = Not Met IP = In Progress M = Met

<p>Seek and evaluate stakeholder input for critical processes. (AdvED)</p>	<ul style="list-style-type: none"> • Meet with the school council 6 times during the school year • Survey parents several times throughout the year to get feedback-like conference time • Invite parents and guardians to come to our school for events, to volunteer and more • Hold Munch and Mingles, Target info sessions, math nights, • Get Foundation and PTA parents and volunteers to give feedback 	<ul style="list-style-type: none"> • Meeting notes Advanced Ed and conference survey results. 	<p>Susan Hallmark and Brad Cohen-Addison Admin.</p>	<p>Surveys</p>	<p>School Council Our school council met 6 times this year at 7:30 in the morning. We discussed things like our initiatives in the school, visited our RISE unit, discussed honor roll changes and more.</p> <p>Chances to volunteer and/or give feedback We invite our parents in to help out in the media center, the classrooms, in the gardens, and for special events like the Boovie Night, Fall festival, and more. We often bring our concerns to PTA and Foundation boards to get feedback. We had two Munch and Mingles sponsored by our counselors, and our ESOL teacher also held an information session for our ESOL parents to teach them how to access helpful websites on the computer and ways to help their students. It was very well attended. We continue to welcome our parents into our school and ask them for feedback after events, like conference week, Gator Gala, and other happenings so that we can improve.</p>	<p>IP</p>
---	--	--	---	----------------	--	-----------

<p>Establish programs and practices that enhance parental involvement and reflect the needs of students and their families.(S)</p>	<ul style="list-style-type: none"> • Our teachers utilize BLOGS to keep the families in the know by updating it during the week. • Practices that we do now to keep our families involved and informed include a monthly calendar, use of our new marquee, Teacher BLOGS, Addison’s BLOG, Class Dojo, and call outs and emails to families several times a wee 	<p>Tallies of the number of parents who come to help at events in the classroom of for the foundation or PTA or for events that are put on for the children.</p>	<p>All Addison staff and administration</p>	<p>Surveys by staff and Advanced ed.</p>	<p>Practices: This year we had our new Marquee to keep our parents in the know about happenings at school. We also use the call out system, emails and texts to our parents weekly. We also have a website that is updated weekly and we send out a paper version of our monthly calendar for those who do not have access to a computer. Teachers are required to keep a blog updated weekly to hopefully let parents know what is going on in class. Teachers also use class DOJO, emails and texts as well. Tallying the number of volunteers was very difficult as they are in and out of the building several times a day, every day. Our science lab alone has nearly 75 volunteers that work different days each month. We may try to keep up with this through our office check-in system next year. PTA and Foundation had similar issues with tallying volunteers.</p>	<p>IP</p>
--	--	--	---	--	--	-----------

<p>Other: (Priorities specific to school, division, or area. Can be multiple.)</p>	<ul style="list-style-type: none"> • Continue to promote the Leader in Me at Addison. • Train our new staff members • Get new training to update our staff on what is new with Steven Covey and Leader in Me • Get parents involved in Leader in Me by sending monthly letters home to share each habit. 	<p>Measured by the number of parents that support our program by participating in our monthly letter and the number of new staff that get trained.</p>	<p>Brad Cohen, Susan Hallmark, the Addison Lighthouse Team</p>	<p>Leader In Me Website Money will be needed for the training</p>	<p>Leader In Me This year we continued to promote our LIM initiative by sending two staff members to the Symposium that is put on by Stephen Covey, and by getting new staff 7 Habits training. We continued to encourage leadership and the 7 habits by sending parent letters home to teach them each habit and to let us know when their child exhibited one of the habits at home by sending back the tear off part of the letter to share that happening so that we could recognize the students on the news. We also held a showcase of our year in leadership at our Gator Gala in May.</p>	<p>IP</p>
---	--	--	--	--	---	-----------

Board Goal 4: *Recruit, hire, support and retain employees for the highest level of excellence.*

<p><i>District Focus Priorities 2016-2019</i></p> <p><u>Focus Priorities:</u> (Based on priorities identified by IE², AdvancEd-AdvED, Superintendent-S, and Academic Division-AD)</p>	<p>2016-17 Aligned Actions and Measurements (<u>Due September 1, 2016</u>)</p>						<p><u>Focus Priority Status:</u> NM = Not Met IP = In Progress M = Met</p>
	<p>Key Actions: (List as many actions as needed in each box.)</p>	<p>Measured by:</p>	<p>Owner(s):</p>	<p>Resources Needed:</p>	<p>Results Of Key Actions: (<u>Due June 30, 2017</u>)</p>		

<p>Seek and hire teachers who meet the qualifications for a highly effective teacher. (IE²)</p>	<p>Continue to encourage teachers to work towards extra certifications like math, target, ESOL, coaching , or another degrees.</p> <p>Also make sure that we promote teacher leadership when a teacher displays the interest in be a school leader.</p>	<p>Number of teachers who are interested and decide to take on another degree or an endorsement</p>	<p>Susan Hallmark and Brad Cohen</p>	<p>N/A</p>	<p>Encouragement works! This next year we have several teachers who are going for their specialist in Instructional Technology and one who is starting her Masters in the fall. Also, we really encouraged teachers to get the gifted endorsement and there are three that started this summer. We have one teacher who applied for the Teacher Leader Academy, and she got in. so this initiative was very successful.</p>	<p>IPs</p>
<p>Seek and hire school administrators who meet the qualifications for a highly effective school leader and who are best suited for the school's environment. (IE²)</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>	
<p>Support local school teachers and leaders to improve retention rate. (IE²) (S)</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>	

<p>Ensure that teachers are highly trained in the standards, learning engagement strategies, formative assessments, and student progress monitoring. (AD)</p>	<ul style="list-style-type: none"> • Ask teachers what they need in the way of professional development from a list of possible offerings. • CTLS training will help with student progress monitoring to help ensure that this is being done in classrooms. 	<p>CTLS Surveys Contact county personnel about possible training</p>	<p>Susan Hallmark and Brad Cohen and Melissa Sneed and Denise Hazlett</p>	<p>Trainers at county level</p>	<p>This year we centered all of our training on the FFAS system and CTLS. Teachers were trained on the system, retrained on i-respond and encouraged to utilize the system not only for the mini touchstones, but also for everyday common formative assessments in the classroom. We will continue to work on this this coming year, finding other ways to use this system. For 2017-18, we have already set up some training based on a survey that we put out for the teachers.</p>	
<p>Fully implement and evaluate state system of teacher and leaders evaluation (TKES and LKES).</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>	
<p>Use results of TKES and LKES to improve professional performance (IE²)</p>	<ul style="list-style-type: none"> • Meet with individual teachers to discuss areas that need some work. • Areas that seem to be an issue for much of the staff can be a part of professional development meetings if needed. 	<p>TKES and LKES final Evaluations.</p>	<p>Susan Hallmark, Brad Cohen and Melissa Sneed</p>	<p>N/A</p>	<p>We used the results of previous walkthroughs and the formative assessment to work with teachers on areas that they need support. This year our teachers did quite well in all areas. They continue to work on Assessment uses, but this next year, PLC's should be just the ticket for us to work with them on this very item.</p>	
<p>Other: (Specific to school, division, or area. Can be more than one.)</p>						