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| <p>2. Organize, examine, and adjust instruction based on student progress monitoring data. (AD)</p> | <ul style="list-style-type: none"> • Implementing Workshop model in all classrooms • Math fact fluency • Increasing independent reading level and stamina | <p>TKES, Admin walks, IOWA, MI, DRA, RI, Common Rubrics (Units of Study), ongoing classroom formative assessments</p> | <p>Admin, Classroom teachers, and support staff (EIP, EL,SPED)</p> | <p>Professional Learning Funds Additional Local Funds</p> | <p>Based on our administrative walks, the workshop model, while implemented, still lacks fidelity and consistency in all classrooms.</p> <p>Computation dropped on 3rd grade IOWA and stayed the same on 5th grade IOWA. This indicates a lack of growth in Math computation.</p> <p>EOG data showed significant growth in ELA across the board.</p> | <p>IP for Math M for ELA/Reading</p> |
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| <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>-Collaboratively Construct writing rubrics and student checklists through Lucy Calkins -Collaborative scoring of sample DRAs to ensure consistency -Collaborate and create Common Math Assessments by grade level</p> | <p>K-5 Units of Study Rubrics, formative assessments MI, RI, DRA, math computation Consistency in DRA scoring by grade level/and school</p> | <p>Classroom teachers and support staff (EIP, EL,SPED)</p> | <p>Lucy Calkins Units Of Study K-5 Common Assessment development: Planning /collaboration time</p> | <p>Successful implementation. Especially in 4th grade.</p> | <p>M</p> |
| <p>4. <i>Align critical professional learning by grade level/content area and ensure access for all teachers. (AD)</i></p> | <p>-“Equipped” Post-planning 2016 Local Professional Learning Conference -Differentiated PLU after school and during planning times -Wednesdays are PLC’s during common planning -Thursdays during school are Professional Learning meetings -Grade level team collaboration during planning every Thursday -Spotlight on Fantastic Frey Teachers once a month Tuesday after school Professional Learning meetings: Focus will rotate weekly. 1. Building Leadership Team 2. Faculty meeting/ Large group PL 3. Grade level Content mtgs: Departmentalized grade levels: teachers will meet by the content they teach K-2 will focus on ELA and Social Studies 4. Vertical Content meetings: Departmentalized grade levels: teachers will meet vertically by content (3-5) K-2 will focus on Math and Science</p> | <p>DRA, RI, MI common math assessments and writing prompts to assess the effectiveness of PL on student achievement . Our final data will come from the IOWA, Ga Milestones and SLO results which will show growth in the area of Lexile Levels, Writing achievement, Reading achievement, and Math achievement</p> | <p>Admin</p> | <p>School focused and Title II funds</p> | <p>Carried out the plan. However, formative data was not a priority. With the joining of CTLs in 2017-18, we plan to see significant growth here.</p> | <p>IP</p> |

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| <p>5. Increase percentage of students reading on grade level. (S) (Based on CCRPI 2014 Reading Scores)</p> | <p>Implement Guided Reading and workshop model with fidelity grades K-5</p> <ul style="list-style-type: none"> • Our school goal is to have all students reading on or above grade level. • Our School goal for Lexile achievement is 90%. <p>We will continue use of RI in addition to DRAs. We will increase the number of nonfiction texts in the building. Additionally, students will be served after school hours by reading tutors utilizing 20 day funds.</p> | <p>RI</p> <p>Progress monitoring DRA</p> <p>Movement among ability groups</p> | <p>Classroom teachers and support staff (EIP, EL,SPED)</p> | <p>Lucy Calkins Units Of Study K-5</p> <p>Along with...</p> <p>Additional leveled book sets (fiction and nonfiction) for guided reading Utilizing Leveled bookroom as resource</p> | <p>Significant growth in 4th grade students reading on grade level. However, 3rd and 5th grades each saw a slight decline.</p> <p>3rd-87.1 to 87.0 4th-68.8 to 78.5 5th-85.9 to 82.2</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> | <p>In addition to our schoolwide focus on Math computation, We have been restructuring the math framework to best utilize the workshop model and guided math practice in order to align with the district plan for balanced math instruction. Target focus will be on algebra standards, logic, reasoning Differentiation through guided math Effectively utilize Talent development</p> | <p>Common Assessments by grade level</p> <p>MI</p> <p>First in Math, and Xtra Math for fact fluency</p> <p>IOWA, Ga Milestones and SLO results will show our specific growth in Math achievement</p> | <p>Classroom teachers and support staff (EIP, EL,SPED)</p> | <p>Pulling resources and organization of Math manipulatives</p> <p>Professional Learning on guided math and Number Talks for staff who have not received this training</p> | <p>Our 4th grade was the only grade level that saw significant growth.</p> | <p>DNM</p> |
| <p>7. Increase number of students academically completing every grade.(S)</p> | <p>RTI</p> <p>Specialized instruction</p> | <p>Promotion and retention</p> | <p>Classroom teachers and support staff (EIP, EL,SPED)</p> | <p>N/A</p> | | |

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| <p>8. Other: (Priorities specific to school, division, or area. Can be multiple.)</p> | <p>FLAMES of Frey AIM HIGH School-wide Character Plan</p> <p>(enhanced by the implementation of an adaptation of the RCA House System)</p> <p>Also our unique practice of Red Ribbon/Career Week Planned by Counseling Dept "Look What YOU can Be When You AIM HIGH and Are Drug Free"</p> <p>Involves numerous, parents, businesses, organizations, and dignitaries</p> | <p>Behavior Referral Data</p> <p>Survey Data</p> <p>Anecdotal School Morale</p> | <p>Entire School</p> <p>Counselors And Admin</p> | <p>Class Dojo App</p> <p>Supportive Community</p> <p>Meaningful Partnerships</p> | <p>Fully implemented</p> | <p>M</p> |
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Board Goal 2: Differentiate resources for students based on needs.

| <p><i>District Focus Priorities 2016-2019</i></p> <p>Focus Priorities: (Based on priorities identified by IE², AdvancEd-AdvED, Superintendent-S, and Academic Division-AD)</p> | <p>2016-17 Aligned Actions and Measurements (Due September 1, 2016)</p> | | | | | <p>Focus Priority Status: NM = Not Met IP = In Progress M = Met</p> |
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| | <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: (Due June 30, 2017)</p> | |
| <p>Identify local school innovations through system flexibility to increase student achievement. (IE²)</p> | <p>FLAMES of Frey AIM HIGH Schoolwide Character Plan</p> <p>(enhanced by the implementation of an adaptation of the RCA House System)</p> | <p>Behavior Referral Data</p> <p>Survey Data</p> <p>Anecdotal School Morale</p> | <p>Entire School</p> | <p>Class Dojo App</p> | <p>Reported a significant decline in overall behavior referrals to the GADOE</p> | <p>M</p> |
| <p>Divisionally support local school innovations identified through system flexibility for increasing student achievement. (IE²)</p> | <p>N/A</p> | <p>N/A</p> | <p>N/A</p> | <p>N/A</p> | <p>N/A</p> | |

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| <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) | <ol style="list-style-type: none"> 1. 20 day tutoring/RTI/Guided Reading/Reduced class model/Progress monitoring, RI 2. 20 day tutoring/RTI/Guided Math/online math practice, departmentalization for intermediate, Math Rotations, STEM teacher, Math Night for parents | <p>DRA, RI, MI common math assessments and writing prompts Final data will come from the IOWA, Ga Milestones and SLO results This information will be communicated to parents via progress reports, report cards, conferences</p> | <p>Admin. Teachers</p> | <p>20 days funds Certified tutors Programs to help struggling readers and math students</p> | <p>Fully implemented</p> <p>Our IOWA composite scores saw success and growth everywhere except in computation.</p> | <p>IP</p> |
| <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)</p> | <p>N/A</p> | <p>N/A</p> | <p>N/A</p> | <p>N/A</p> | <p>N/A</p> | |
| <p>Other: (Priorities specific to school, division, or area. Can be multiple.)</p> | <p>FLAMES of Frey AIM HIGH Schoolwide Character Plan</p> <p>(enhanced by the implementation of an adaptation of the RCA House System)</p> | <p>Behavior Referral Data</p> <p>Survey Data</p> <p>Anecdotal School Morale</p> | <p>Entire School</p> | <p>Class Dojo App</p> | <p>Reported a significant decline in overall behavior referrals to the GADOE</p> | <p>M</p> |

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

| <p><i>District Focus Priorities 2016-2019</i></p> <p>Focus Priorities: (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> | | | | | |
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| | <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>Seek and evaluate stakeholder input for critical processes. (AdvED)</p> | <p>School Council Student Leadership Team</p> <p>Redeveloping BLT</p> <p>Foundation/PTSA Board Meetings</p> <p>Career Week w/business partners</p> <p>Survey for professional learning</p> <p>Partnership with ABA</p> | <p>Survey Results</p> | <p>Admin, All staff, Student Leadership team</p> | <p>PL funds</p> <p>Surveys</p> <p>Membership to ABA</p> | <p>Full participation in all surveys.</p> | <p>M</p> |

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| <p>Establish programs and practices that enhance parental involvement and reflect the needs of students and their families. (S)</p> | <p>Foundation/PTSA Board Meetings</p> <p>Fathers Being Involved (FBI)</p> <p>Updated Volunteer Practices</p> <p>“Frey-Day On A Saturday” community workday</p> <p>Career Week w/business partners</p> | <p>Survey Results</p> <p>Anecdotal data</p> | | | <p>Fully implemented</p> | <p>M</p> |
| <p>Other: (Priorities specific to school, division, or area. Can be multiple.)</p> | <p>Unique practice of Red Ribbon/Career Week Planned by Counseling Dept “Look What YOU can Be When You AIM HIGH and Are Drug Free”</p> <p>Involves numerous, parents, businesses, organizations</p> | | <p>Counselors And Admin</p> | | <p>Fully implemented</p> <p>100 career lessons documented and reported to the state.</p> | <p>M</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 (Due September 1, 2016)</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: (Due June 30, 2017)</p> | <p><u>Focus Priority Status:</u> NM = Not Met IP = In Progress M = Met</p> |
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| <p>Seek and hire teachers who meet the qualifications for a highly effective teacher. (IE²)</p> | <p>Attend Job Fairs</p> <p>Consult Panels for interviews where appropriate</p> <p>Recently Added 8 new to Frey staff members in both General and Special education.</p> <p>Through regular meetings and local mentors, we offer support.</p> <p>We also highlight and celebrate effective teaching through our staff spotlight sessions.</p> <p>We also require teachers to observe two other staff members outside of their class and provide feedback based on observations.</p> | <p>TKES</p> <p>Survey results</p> | <p>Administration</p> | <p>Sub money</p> | <p>Fully implemented Plan</p> <p>Successfully counseled two ineffective teachers into resignation based on honest evaluation practices.</p> <p>Highlighted successful teachers and shared success stories.</p> | <p>M</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> | |

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| Ensure that teachers are highly trained in the standards, learning engagement strategies, formative assessments, and student progress monitoring. (AD) | Handled through professional learning plan in addition to... Coordinated with Special Ed Emily Ruben and the SEE-KS certification school-wide plan for engagement "Equipped" : Local Learning Conference Staff Spotlights Para Institute Providing an overall climate where teachers want to work and feel appreciated | N/A | Admin | School Focused funds Mentor teacher training Sub Money | Fully implemented | M |
| Fully implement and evaluate state system of teacher and leaders evaluation (TKES and LKES). | N/A | N/A | N/A | N/A | N/A | |
| Use results of TKES and LKES to improve professional performance (IE²) | Hold individual summative conferences and areas of concern to discuss opportunities for growth and acknowledge strengths | N/A | Admin | N/A | Fully Implemented Successfully counseled two ineffective teachers into resignation based on honest evaluation practices | M |
| Other: (Specific to school, division, or area. Can be more than one.) | | | | | | |