

<p>2. Organize, examine, and adjust instruction based on student progress monitoring data. (AD)</p>	<p>1. Identify students who perform below grade level in literacy at the end of each quarter and make instructional adjustments as needed</p> <p>2. Identify students who perform below level in math at the end of each quarter and make instructional adjustment as needed</p>	<p>1. Running Records, District wide Screener, DRA2, Lucy Writing Rubric</p> <p>2. Local SSP Problem Solving Assessment</p>	<p>1. Teachers Academic Coaches Administration</p> <p>2. Teachers Academic Coaches Administration</p>	<p>1. CTLS Training</p> <p>2. Currently in place</p>	<p>1. Students below in literacy received academic support through the Extended Day Program, using the Balanced Literacy Model. Students were identified through biweekly mini-data team meetings using CTLS common assessments and quarterly data monitoring for SSP goals. 85% of kindergarten students increased by 1 or more reading levels (33/39 students). 91% of first grade students increased by 1 or more reading levels (43/47 students).</p> <p>2. Students below in math received academic support through the Extended Day Program. Students were identified through biweekly mini-data team meetings using CTLS common assessments and quarterly data monitoring for SSP goals.</p>	<p>1. M</p> <p>2. M</p>
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<p><i>3. 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. Collaborate by grade level and across content to identify common assessment using the CTLS platform to monitor daily instruction</p> <p>2. Conduct biweekly and quarterly data team meetings to analyze student data, determine growth, and recommend strategies for growth</p> <p>3. Design differentiated learning strategies across content area to address student needs</p>	<p>1. Common grade level assessments using CTLS</p> <p>2. Biweekly and quarterly data meetings</p> <p>3. Instructional walks Lesson plans Team meetings</p>	<p>1. Teachers Academic Coaches</p> <p>2. Academic Coaches, Teachers, Administration</p> <p>3. Teachers</p>	<p>1. CTLS Platform</p> <p>2. NA</p> <p>3. Title I Funds</p>	<p>1. During SSP curriculum meetings and Title I planning days, teachers were provided with professional development by the TTIS. Teachers created pacing guides to administer CTLS common assessments.</p> <p>2. Bi-weekly and monthly data team meetings were conducted to examine data in math, reading, & writing. Data was analyzed and strengths, obstacles, and strategies for growth were identified.</p> <p>3. Teachers developed differentiated strategies to address areas of strengths and weaknesses.</p>	<p>1. I/P</p> <p>2. M</p> <p>3. I/P</p>
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<p>4. Align critical professional learning by grade level/content area and ensure access for all teachers. (AD)</p>	<p>1. Implement professional learning activities to assist teachers with developing common assessments on the CTLS platform</p> <p>2. Increase the use of Lucy Calkins writing strategies to improve student writing</p> <p>3. Collaborate to score student writing samples</p> <p>4. Collaborate with teachers from five schools to implement Ready to Read Initiative</p>	<p>1. Instructional walks Lesson plans Observations Teams minutes</p> <p>2. Lucy Calkins Writing Rubric/Checklist and Anchor charts</p> <p>3. Lucy Calkins Writing Rubric</p> <p>4. Phonics Assessment (CTLS Platform)</p>	<p>1. Teachers Coaches Administration</p> <p>2. Teachers</p> <p>3. Teachers Coaches</p> <p>4. Teacher Paraprofessionals Administration</p>	<p>1. Grade level maps and common/formative assessments</p> <p>2. Lucy Calkins Units of Study Kit</p> <p>3. Lucy Calkins writing rubrics</p> <p>4. ELA Ready to Read lessons/assessments</p>	<p>1. Title I planning days were used to support K/1 professional development. All activities were aligned to the SSP goals. Teachers also received training on the use of CTLS for common assessments provided by the districts' TTIS support staff.</p> <p>2. Teachers utilized the Lucy Calkins units of study. This will be the third year of implementation.</p> <p>3. Quarterly, teachers were provided time to collaboratively score student writing samples.</p> <p>4. Administrators, coaches, teachers, and paraprofessionals consistently participated in professional development to implement the Ready to Read phonics program with fidelity. Students were instructed for 10 days and assessments occurred on the 11th day. Data team meetings were conducted via Skype with the principals from the 5 participating schools as well as the District level support personnel. At the local</p>	<p>1. M</p> <p>2. M</p> <p>3. M</p> <p>4. M</p>
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					school level, data team meetings were held after each assessment cycle.	
<p>5. Increase percentage of students reading on grade level. (S) <i>(Based on CCRPI 2014 Reading Scores)</i></p>	<p>1. Provide intensive literacy instruction using the literacy collaborative model for first grade students who read below level</p>	<p>1. Running Records FRA SRI CTLS Platform</p>	<p>1. Teachers Literacy Coach</p>	<p>1. Running Records DRA2 (currently in place)</p>	<p>1. 57% of kindergarten students are reading on level D as measured by the DRA2 in May 2017. This is a slight decrease from SY 2016 of 63%. 59 % of First graders are reading on level as measured by the DRA2 in May 2017. This is also a slight decrease from SY 2016 of 62% Kindergarten students were administered the FRA and MI in the Fall, Winter, and Spring. In May 2017, 77.5% of Kindergarten students scored on grade level. 20.1% of kindergarten students scored above grade level. 2.4% students scored advanced on the FRA. 1st FRA 36.4% scored on grade level, 28.2% scored above grade level and 42.6 % were ready for the comprehension portion of the Reading Inventory.</p>	<p>1. M</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>1. Use SMI to monitor math progress and plan the instructional program</p> <p>2. Monitor math problem solving skills using the CCSD Problem Solving Rubric</p>	<p>1. SMI</p> <p>2. CCSD Problem Solving Rubric</p>	<p>1. Teachers</p> <p>2. Teachers Coaches</p>	<p>1. Computers, iPad, SMI</p> <p>2. CCSD Problem Solving Rubric (Currently in Place)</p>	<p>1. The SMI was used to monitor math progress and revealed the following results: Kdg. SMI - below 23.1%; basic 31.9; proficient 29.5%; advanced 15.4%. 1st SMI - below 18.7%; basic 49.1%; proficient 25%; advanced 16.5%</p> <p>2. The monitoring of the math problem-solving skills by teachers revealed the following results: 88% of kindergarteners scored $\frac{3}{4}$ in math problem solving as measured by the CCSD problem solving rubric in May. 62% of first graders scored 4/4 in math problem solving as measured by the CCSD problem solving rubric in May.</p>	<p>1. M</p> <p>2. M</p>
<p>7. Increase number of students academically completing every grade.(S)</p>	<p>1. Decrease the number of retained students over the previous school year</p>	<p>1. Individual Academic Plans Extended Day/ RTI Strategies</p>	<p>1. Teachers Coaches Administration Counselors</p>	<p>1. Academic Plans (Currently in place)</p>	<p>1. 8/46 (17%) of Kindergarten students were removed from the retention list for passing level C or higher on the DRA2 assessment. 34/62 (54%) of First Grade students were removed from the retention list for passing a level H or higher on the DRA2 assessment.</p>	<p>1. 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 (Due August 8, 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>

<p>Identify local school innovations through system flexibility to increase student achievement. (IE²)</p>	<p>1. Use literacy specialist to provide intense one-on-one instruction for students performing below grade in the collaborative setting</p>	<p>1. Running Records SRI FRA</p>	<p>1. Literacy Specialist Administration</p>	<p>1. N/A</p>	<p>1 In the Literacy Excel program, served from 20-22 students in the first grade throughout the 2016/2017 school year. Of the students served, 5 were new to Riverside, 2 were retained in the first grade, 3 were retained in Kindergarten and 2 withdrew before the end of the year. At the beginning of the year, all students were reading below first grade level (Pre-A to C). Currently, 5 students are now reading on a level I. 7 students are currently reading on level H and 4 students are reading on level G. 2 students made progress from Pre-A to level C.</p>	<p>1. 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>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. Use FRA and/or SRI to identify students performing below level in literacy and provide extended day to help bridge gaps in reading 2. Use SMI to help identify students performing below level in math and offer the extended day program to help bridge gaps in math. 3. Develop academic plans for students performing below level in reading, writing, and math 	<ol style="list-style-type: none"> 1. SRI FRA Running Records 2. SMI Report Cards 3. Running Records Lucy Calkins Writing Rubric SMI 	<ol style="list-style-type: none"> 1. Teachers Coaches Administration 2. Teachers Coaches Administration 3. Teachers Coaches Administration Parents 	<ol style="list-style-type: none"> 1. Title I funds for salaries 2. Title I funds for salaries 3. Academic Plans (Currently in place) 	<ol style="list-style-type: none"> 1. After students were identified, they were provided additional support through the Extended Day program. Instruction was provided two days a week, 3-5 p.m. Teachers used the balanced literacy framework to guide the instructional program. Students also utilized the iRead program as well. 2. After students were identified, they were provided additional support through the extended day program. Instruction was provided two days a week, 3-5 p.m. Teachers used the guided math framework to guide the instructional program. Students also utilized the Splash Math program as well. 3. Students who received a 1 in 2 or more content areas were given an academic plan that provided current functioning levels and goals. These academic plans were used to help group students for the Extended Day. Tutors were also hired to provide support to students in the area of reading for students at first grade. Tutors met with students 	<ol style="list-style-type: none"> 1. M 2. M 3. M
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					for 3 days a week and worked on reading strategies to help students improve in the area of reading.	
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 (Due August 8, 2016)						<i>Focus Priority Status:</i> NM = Not Met IP = In Progress M = Met
Focus Priorities: (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: (Due June 30, 2017)		

<p>Seek and evaluate stakeholder input for critical processes. (AdvED)</p>	<p>1. Analyze results of parent feedback to address areas identified for improvement</p> <p>2. Use Climate Star Rating to continuously improve school climate</p>	<p>1. Survey results</p> <p>2. Survey results</p>	<p>1. CCSD</p> <p>2. CCSD</p>	<p>1. N/A</p> <p>2. N/A</p>	<p>1. Feedback was gathered from parents after each workshop in order to understand the impact of the workshops on the topics identified to support school improvement goals. In addition, stakeholder feedback was gathered and used for planning school council agendas and for planning goals for the school wide Title I Plan.</p> <p>2. The Climate Star Rating for the 2016-2017 school year remained a 3. However, feedback from parents were integrated into the planning process for developing the SSP and Title I Plan goals.</p>	<p>M</p> <p>2. M</p>
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<p>Other: (Priorities specific to school, division, or area. Can be multiple.)</p>	<p>3. Engage parents in the following workshops to enhance student achievement</p> <ul style="list-style-type: none"> a. Development of Social Skills b. Nutritional factors on achievement c. Increase reading stamina through read aloud d. Literacy and math skills development through technology 	<p>3. Survey results for each activity listed</p>	<p>3. Parent Facilitator SSP Parent Involvement Team Administration</p>	<p>3. Title I Funds</p>	<p>3. A total of 107 parents participated in the interest related workshops aimed at promoting student achievement.</p>	<p>M</p>
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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 August 8, 2016)</p>					<p><u>Focus Priority Status:</u> NM = Not Met IP = In Progress M = Met</p>
<p>Seek and hire teachers who meet the qualifications for a highly effective teacher. (IE²)</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>1.</p>
	<p>1. Continue to recommend for hire or support current teachers to obtain certification in reading and or ESOL endorsement</p>	<p>1. Summative Measure</p>	<p>1. Administration CCSD HR</p>	<p>1. District support</p>	<p>1. Five teachers received endorsements in ESOL and two teachers received a master degree or endorsements in reading. Continue focus on reading and ESOL endorsement to increase the number of highly qualified teachers at the local school.</p>	<p>1. I/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)	N/A	N/A	N/A	N/A		
Support local school teachers and leaders to improve retention rate. (IE²) (S)	N/A	N/A	N/A	N/A		
Ensure that teachers are highly trained in the standards, learning engagement strategies, formative assessments, and student progress monitoring. (AD)	1. Use Title I Planning Days to allow teachers time to plan curriculum units, organize resources, identify assessment using CTLS platform to monitor student growth for improve teaching and learning	1. Walkthroughs Lesson Plans TKES data	1. Coaches Administration	1. Substitutes, curriculum guides, new adoption materials and resources (Currently in place)	1. Title I planning days were designed to provide professional development for each grade level. The professional development is aligned to the SSP goals and tailored to meet the needs of the teachers at both K & 1. Also, teachers received training in the use of CTLS for common assessments provided by the districts' TTIS support staff.	M
Fully implement and evaluate state system of teacher and leaders evaluation (TKES and LKES).	N/A	N/A	N/A	N/A		
Use results of TKES and LKES to improve professional performance (IE²)	1. Use self-assessment results and TKES/ LKES ratings to help design individual professional learning to support their growth	1. Formative and Summative TKES Data	1. Teachers Administrators	1. Time	1. Teachers and administrators identified areas of growth based on TKES and LKES standards.	1. M
Other: (Specific to school, division, or area. Can be more than one.)						