



<p>2. Organize, examine, and adjust instruction based on student progress monitoring data. <b>(AD)</b></p>	<p>Implement CTLS and use the formative assessment to guide instruction in reading and math.</p> <p>Use RI and DRAs to monitor reading progress and implement differentiated reading instruction</p> <p>Use MI to monitor math progress and implement differentiated math instruction</p>	<p>CTLS</p> <p>RI, MI</p> <p>Lesson plans</p>	<p>Administration</p> <p>Grade level teams</p> <p>Academic Coaches</p>	<p>CTLS</p> <p>TTIS</p>	<p>Teachers received training in the use of CTLS to monitor progress. Weekly grade level meetings were held to plan grade level common assessment using CTLS. Grade level common assessments are used in math and reading by all grades.</p> <p>RI and MI were administered 3 times during the year to all grade levels. Teachers received training in how to use of CTLS data to plan differentiated instruction.</p> <p><b>RI results reflect % of students performing at or above grade level.</b></p> <p><b>K</b></p> <p>Pre 0% Post 5% Diff +5%</p> <p><b>1st</b></p> <p>Pre 10% Post 45% Diff +35%</p> <p><b>2nd</b></p> <p>Pre 16% Post 48% Diff +32%</p> <p><b>3rd</b></p> <p>Pre 22% Post 35% Diff +13%</p> <p><b>4th</b></p> <p>Pre 24% Post 41% Diff +17%</p> <p><b>5th</b></p> <p>Pre 28% Post 37% Diff +9%</p>	<p>IP</p>
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					<b>SMI results in quantiles:</b> <b>K</b> Pre EM215 Post 115 Diff +330 <b>1<sup>st</sup></b> Pre Em40 Post 300 Diff +340 <b>2<sup>nd</sup></b> Pre 170 Post 455 Diff +285 <b>3<sup>rd</sup></b> Pre 235 Post 395 Diff +160 <b>4<sup>th</sup></b> Pre 350 Post 555 Diff +205 <b>5<sup>th</sup></b> Pre 450 Post 570 Diff +120	
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)	Implement CCSD Flexible Formative Assessment System Use collaborative planning to utilize grade level common assessments using FFAS	Team minutes CTLS data PD based on TTIS timeline	Administration Grade level teams Academic Coaches TTIS	Title I SFSD Funds CTLS	Teachers received training in use of CTLS to monitor progress. Weekly grade level meetings were held to plan grade level common assessment using CTLS. FFAS based grade level common assessments are used in math and reading used by all grades.	<b>IP</b>
4. Align critical professional learning by grade level/content area and ensure access for all teachers. (AD)	Conduct professional learning activities (reading, math, science) during collaborative planning days and team meetings	Team minutes; PL plan	Administration Academic Coaches	Title I SFSD Funds	Professional learning activities were conducted during weekly team meetings, monthly staff meeting and quarterly release days. A greater emphasis was placed on reading and math.	IP

<p>5. Increase percentage of students reading on grade level. <b>(S)</b>  <i>(Based on CCRPI 2014 Reading Scores)</i></p>	<p>Implement 20 day tutoring in reading in grades 4-5 to increase student performance in reading  Implement Title I tutoring in reading in grades K-3 to increase student performance in reading</p>	<p>RI  EOG  DRA  System  44/Read 180</p>	<p>Administration  Grade level  teams</p>	<p>Title I  SFSD Funds</p>	<p><b>Data reflects % of students performing below grade level.</b></p> <p><b>K</b>  Pre 100% Post 95%  Diff +5%</p> <p><b>1st</b>  Pre 90% Post 55%  Diff +35%</p> <p><b>2nd</b>  Pre 84% Post 52%  Diff +32%</p> <p><b>3<sup>rd</sup></b>  Pre 78% Post 65%  Diff +13%</p> <p><b>4<sup>th</sup></b>  Pre 75% Post 59% Diff +16%</p> <p><b>5<sup>th</sup></b>  Pre 73% Post 63%  Diff +10%</p>	<p>M</p>
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<p>6. Increase percentage of student performance in math/algebra at every grade level. <b>(S)</b>  <i>(Based on CCRPI ES-MS Math &amp; HS Algebra Scores)</i></p>	<p>Increase opportunities for students to explain thinking orally and in writing by using RACE strategy (restate the question, answer the question, cite text evidence or strategy, explain your answer) to teach constructed responses in math</p> <p>Increase use of manipulatives to take instruction from concrete computation to abstract application</p>	<p>Grade level common assessments  MI  Walk throughs  Observations  Teacher self-reports</p>	<p>Administration  Grade level teams  Academic Coaches</p>	<p>Title I  SFSD Funds</p>	<p>Constructed responses were used to help students learn to communicate their math thinking.</p> <p>Manipulatives were used primarily by lower grades to increase students' understanding of concepts. This is an area in need of continued professional development.</p> <p><b>SMI results in quantiles:</b></p> <p><b>K</b></p> <p>Pre EM215 Post 115  Diff +330</p> <p><b>1<sup>st</sup></b></p> <p>Pre Em40 Post 300  Diff +340</p> <p><b>2<sup>nd</sup></b></p> <p>Pre 170 Post 455  Diff +285</p> <p><b>3<sup>rd</sup></b></p> <p>Pre 235 Post 395  Diff +160</p> <p><b>4<sup>th</sup></b></p> <p>Pre 350 Post 555  Diff +205</p> <p><b>5<sup>th</sup></b></p> <p>Pre 450 Post 570  Diff +120</p>	<p>IP</p>
<p>7. Increase number of students academically completing every grade.<b>(S)</b></p>	<p>Monitor grade report rosters by administrative team to identify students in need of intervention</p>	<p>Grade report rosters</p>	<p>Administration  Academic Coaches  Counselors</p>	<p>RTI data</p>	<p>Administrative team reviewed grade level rosters quarterly. Teachers were provided feedback and direction regarding the need for additional intervention for students.</p>	<p>IP</p>
<p><b>8. Other:</b>  <i>(Priorities specific to school, division, or area. Can be multiple.)</i></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 IE<sup>2</sup>, AdvancEd-AdvED, Superintendent-S, and Academic Division-AD)</p>	<p><b>2016-17 Aligned Actions and Measurements</b> (Due September 1, 2016)</p>																							
	<p><b>Key Actions:</b> (List as many actions as needed in each box.)</p>	<p><b>Measured by:</b></p>	<p><b>Owner(s):</b></p>	<p><b>Resources Needed:</b></p>	<p><b>Results Of Key Actions:</b> (Due June 30, 2017)</p>	<p><b><i>Focus Priority Status:</i></b> NM = Not Met IP = In Progress M = Met</p>																		
<p>Identify local school innovations through system flexibility to increase student achievement. (IE<sup>2</sup>)</p>	<p>Continue to implement PBIS school wide in order to move school from installing to emerging level</p>	<p>Discipline referrals</p>	<p>Administration PBIS Team</p>	<p>Funds to purchase materials for behavior support (reward room items, incentives for teachers)</p>	<p>PBIS was implemented school wide. Program was rated on emerging level by supervisor</p> <p>Referral Events</p> <table border="1"> <tr> <td></td> <td>2016</td> <td>2017</td> </tr> <tr> <td>ISS</td> <td>84</td> <td>95</td> </tr> <tr> <td>OSS</td> <td>95</td> <td>113</td> </tr> </table> <p>Students Contributing</p> <table border="1"> <tr> <td></td> <td>2016</td> <td>2017</td> </tr> <tr> <td>ISS</td> <td>60</td> <td>36</td> </tr> <tr> <td>OSS</td> <td>64</td> <td>70</td> </tr> </table>		2016	2017	ISS	84	95	OSS	95	113		2016	2017	ISS	60	36	OSS	64	70	<p>M</p>
	2016	2017																						
ISS	84	95																						
OSS	95	113																						
	2016	2017																						
ISS	60	36																						
OSS	64	70																						
<p>Divisionally support local school innovations identified through system flexibility for increasing student achievement. (IE<sup>2</sup>)</p>	<p>N/A</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"> <li>1. not reading on grade level (Lexile)</li> <li>2. unsuccessful in Math/Algebra (Based on 2014 CCRPI Math/Algebra scores)</li> <li>3. not on-track for graduation <b>(S)</b></li> </ol>	<p>Implement Title I tutoring in reading in grades K-2 to increase student performance in reading</p> <p>Implement 20 day tutoring plan for grades 3-5</p> <p>Identify students who are performing in the lowest quartile and provide EIP services to increase academic performance.</p>	<p>RI EOG DRA EIP checklist System 44/Read 180</p>	<p>Administration EIP teachers</p>	<p>20 day funds EIP funds Title I funds</p>	<p><b>Data reflects % of students performing below grade level.</b></p> <p><b>K</b></p> <p>Pre 100% Post 95% Diff +5%</p> <p><b>1st</b></p> <p>Pre 90% Post 55% Diff +35%</p> <p><b>2nd</b></p> <p>Pre 84% Post 52% Diff +32%</p> <p><b>3<sup>rd</sup></b></p> <p>Pre 78% Post 65% Diff +13%</p> <p><b>4<sup>th</sup></b></p> <p>Pre 75% Post 59% Diff +16%</p> <p><b>5<sup>th</sup></b></p> <p>Pre 73% Post 63% Diff +10%</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. <b>(AD)</b></p>	<p><b>N/A</b></p>	<p><b>N/A</b></p>	<p><b>N/A</b></p>	<p><b>N/A</b></p>	<p><b>N/A</b></p>	
<p><b>Other:</b> (Priorities specific to school, division, or area. Can be multiple.)</p>						

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

<p><i>District Focus Priorities 2016-2019</i></p> <p><u>Focus Priorities:</u> (Based on priorities identified by IE<sup>2</sup>, AdvancEd-AdvEd, Superintendent-S, and Academic Division-AD)</p>	<p><b>2016-17 Aligned Actions and Measurements</b> <u>(Due September 1, 2016)</u></p>					<p><u>Focus Priority Status:</u> NM = Not Met IP = In Progress M = Met</p>
	<p><b>Key Actions:</b> (List as many actions as needed in each box.)</p>	<p><b>Measured by:</b></p>	<p><b>Owner(s):</b></p>	<p><b>Resources Needed:</b></p>	<p><b>Results Of Key Actions:</b> <u>(Due June 30, 2017)</u></p>	
<p>Seek and evaluate stakeholder input for critical processes. <b>(AdvED)</b></p>	<p>Seek parent input through: Conference week surveys School Council PTA Coffee with Principal Title I parent meetings Grade level Helping Hands Days</p>	<p>SACS surveys LKES surveys Sign in sheets PTA and School Council minutes</p>	<p>Administration Grade level teams Parent Facilitator CCSD</p>	<p>N/A</p>	<p>Sanders administered Title I Parent Input Survey.  Title I survey results indicate that the school shares information effectively and that parents know how to contact teachers. Parents understand instructional requirements in reading and would like assistance with understanding math standards. Parents' participation in activities and in Title I planning are areas for improvement.</p>	<p>IP</p>
<p>Establish programs and practices that enhance parental involvement and reflect the needs of students and their families.<b>(S)</b></p>	<p>See Title I plan</p>				<p>Many parent involvement activities were conducted during the school year. These include monthly Coffee with the Principal, monthly Author's Breakfast, parent workshops in math and reading,</p>	<p>IP</p>



<b>Other:</b> (Priorities specific to school, division, or area. Can be multiple.)						
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**Board Goal 4: *Recruit, hire, support and retain employees for the highest level of excellence.***

<b>District Focus Priorities 2016-2019</b>	<b>2016-17 Aligned Actions and Measurements (Due September 1, 2016)</b>					
<b>Focus Priorities: (Based on priorities identified by IE<sup>2</sup>, AdvancEd-AdvED, Superintendent-S, and Academic Division-AD)</b>	<b>Key Actions: (List as many actions as needed in each box.)</b>	<b>Measured by:</b>	<b>Owner(s):</b>	<b>Resources Needed:</b>	<b>Results Of Key Actions: (Due June 30, 2017)</b>	<b>Focus Priority Status: NM = Not Met IP = In Progress M = Met</b>
Seek and hire teachers who meet the qualifications for a highly effective teacher. (IE <sup>2</sup> )	Utilize interview team including administration, academic coaches &/or grade level representatives when hiring new staff.	Interview notes	R Jenkins HR department	District support to communicate programs	Seven new teachers were hired for the 2016-17 schoolyear. All of them have been successful in meeting the requirements of their job.	M
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. (IE <sup>2</sup> )	N/A	N/A	N/A	N/A	N/A	

Support local school teachers and leaders to improve retention rate. <b>(IE<sup>2</sup>) (S)</b>	N/A	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. <b>(AD)</b>	Develop and implement professional learning plan to include reading strategies math problem solving, and science	PI plan TKES	R Jenkins K Laine K Wells	District support through curriculum specialists	Professional learning activities were conducted during weekly team meetings, monthly staff meeting and quarterly release days. Teachers were trained in the use of CTLS to plan assessment and instruction in reading and math.	IP
Fully implement and evaluate state system of teacher and leaders evaluation <b>(TKES and LKES)</b> .	N/A	N/A	N/A	N/A	N/A	
Use results of TKES and LKES to improve professional performance <b>(IE<sup>2</sup>)</b>	Provide individual feedback Develop PL activities to address identified areas for improvement Review trend data and align support.	TKES	Administration Academic Coaches	District support through evaluation office	TKES/LKES were completed in compliance with District policy and state law. Teachers not meeting expectations were provided support in areas identified by TKES feedback.	IP
<b>Other:</b> (Specific to school, division, or area. Can be more than one.)						