

<p>2. Organize, examine, and adjust instruction based on student progress monitoring data. (AD)</p>	<p>Analyze student data gathered from RI, MI, & CFAs for writing, reading & math problem solving</p> <p>Adjust instruction based on assessment results (guided math, guided reading, writing goals)</p>	<p>RI, MI, DRA2, Pre/Post Writing Prompts, Math Problem Solving Pre/Post</p> <p>Lesson Plans, Observations, Walkthroughs, Data Sheets, Data Team results</p>	<p>TES Teachers and Administrators</p>	<p>N/A</p>	<ul style="list-style-type: none"> SLOs, RI & MI were administered consistently during the school year. CFAs were administered in math and writing. Data team meetings were ongoing in math which resulted in an increased focus on data. Each team met the goal of 5 data cycles during the year. The average growth for each grade level was: K – 53% 1st – 66% 2nd – 30% 3rd – 40% 4th – 53% 5th – 42% An increased percentage of teachers scored at Levels 3 and 4 on the summative assessment in the TKES platform in lesson planning and assessment uses. 	<p>IP</p>
<p>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)</p>	<p>Implement assessment plan for reading, writing & math and submit on data sheets quarterly</p> <p>Collaborative scoring of writing, DRA2, and math problem solving assessments</p>	<p>RI, MI, DRA2, CFA for writing & math (found on data sheets and data team documents)</p>	<p>TES Teachers and Administrators</p>	<p>N/A</p>	<ul style="list-style-type: none"> CFAs were used consistently in math and writing throughout the school year and pre and post data results analyzed. Collaborative scoring was conducted regularly for writing and math problem solving (three times during the year) and once for DRAs. 	<p>IP</p>

<p>4. Align critical professional learning by grade level/content area and ensure access for all teachers. (AD)</p>	<p>Conduct monthly collaboration with grade level teams to plan instruction and develop common assessments</p>	<p>Pacing guides, lesson plans and CFAs</p>	<p>TES Teachers and Administrators</p>	<p>SFPL Funds for sub coverage for collaborative planning</p>	<ul style="list-style-type: none"> Each grade level had a half-day of planning for each nine week grading period as well as weekly collaborative planning on Wednesdays. Pacing guides, resources and lessons were developed for reading, writing and math for all teams. CFAs were developed for each of the data rounds as well as common writing prompts and math problem solvers. 	<p>IP</p>
<p>5. Increase percentage of students reading on grade level. (S) (Based on CCRPI 2014 Reading Scores)</p>	<p>Continue RTI and SPED strategies for students performing below grade level</p> <p>Extended day tutoring for students in grades 3, 4 & 5 reading below grade level</p> <p>Read 180 & System 44 Blended Model in 3rd grade EIP Model Classroom</p>	<p>RI, DRA</p> <p>DRA, RI, Running Records</p> <p>RI, Read 180, System 44 Data</p>	<p>TES Teachers and Administrators</p> <p>TES Teachers & Tutors,</p> <p>TES Teachers</p>	<p>N/A</p> <p>20 Day Funds</p> <p>N/A</p>	<ul style="list-style-type: none"> Data sheets were created to track all students' progress in reading using the DRA assessment 2 – 3 times per year and running records were required for all struggling readers between DRA administrations. Data sheets were reviewed and analyzed at mid-year check-ins, RTI and team meetings to address struggling readers. Extended day tutoring was offered as a “double-dip” during the school day so that all students could be served. We had increases on the ELA GA Milestones in 3rd and 5th grades in overall proficiency. 	<p>IP</p>

<p>6. Increase percentage of student performance in math/algebra at every grade level. (S) <i>(Based on CCRPI ES-MS Math & HS Algebra Scores)</i></p>	<p>Fully implement literacy in math problem solving plan including collaborative scoring</p> <p>Data Teams fully operational for math with a minimum of 5 rounds per year</p> <p>Tutor under achieving students in math in grades 3, 4 & 5</p> <p>Guided Math a minimum of 3x/week and Daily Number Talks</p>	<p>Scoring rubrics for Pre/Post assessments given each semester</p> <p>Data Team Documents</p> <p>Data Sheets</p> <p>Lesson Plans, Walkthroughs & Observations</p>	<p>TES Teachers & Administrators</p> <p>TES Teachers & Administrators</p> <p>TES Teachers & Administrators</p>	<p>N/A</p> <p>20 Day Funds</p>	<ul style="list-style-type: none"> Literacy in Math, a Problem Solving Plan was fully implemented school-wide in every grade level and in our Math Lab. Students in every grade level showed an increase from the pre assessment to the post assessment in the area of representation, strategies and reasoning, computation and solution and communication. Students were provided a “double dip” in math using our 20 Day funds during the school day so that all students could participate. Milestone data for Math showed gains in overall proficiency in 3rd and 5th grades. 	<p>IP</p>
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<p>7. Increase number of students academically completing every grade.(S)</p>	<p>Continue RTI process and additional year process</p>	<p>RTI Data</p>	<p>Administrators , Teachers & Counselors</p>	<p>N/A</p>	<ul style="list-style-type: none"> Multiple forms of assessment including SLO, CFA, DRA, MI and RI as well as classroom assessments were used to ID students early and progress them through the RTI process. In addition, the RTI process was implemented with fidelity. Monthly Tier II meetings were held to monitor the progress of students and currently there are 37 students on Tier 2 and 26 on Tier 3. Ninety nine percent of our students completed their grade level this year (Retained: 4-K, 3-First, 1-Second, 1-Fourth, 1-Fifth) Partnerships with families of struggling learners were built through conferences and Response to Intervention meetings. 	<p>IP</p>
<p>8. Other: Increase percentage of student performance in writing/science/social studies at every grade level. (Priorities specific to school, division, or area. Can be multiple.)</p>	<p>Collaboratively create common formative constructed response assessments in science and social studies and administer 3 - 4 times per 9 week grading</p> <p>Collaborative planning for continued differentiation (extension and remediation) by including ALP, ESOL, and Media Specialist in grade level team planning</p>	<p>Milestone Result in ELA, Science & Social Studies</p> <p>Pacing Guides, Work Products, Lesson Plans</p>	<p>Teachers & Administrators</p> <p>TES Teachers & Administrators</p>	<p>N/A</p>	<ul style="list-style-type: none"> The constructed responses were developed in each grade level as well as a scoring rubric. 5th grade Milestone results show and 8.3% increase in science proficiency and a 10% increase in social studies proficiency. 	<p>IP</p>

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

<p>District Focus Priorities 2016-2019</p>	<p>2016-17 Aligned Actions and Measurements (Due September 1, 2016)</p>
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<p>Focus Priorities: (Based on priorities identified by IE², AdvancEd-AdvED, Superintendent-S, and Academic Division-AD)</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>Focus Priority Status: NM = Not Met IP = In Progress M = Met</p>
<p>Identify local school innovations through system flexibility to increase student achievement. (IE²)</p>	<p>Apply to become an International Baccalaureate Primary Years Program School</p> <p>Collaborative planning between grade level teachers and ALP teachers to increase opportunities for rigorous learning in grades 1 – 5</p>	<p>Acceptance of Application of Candidacy</p> <p>Student Growth Measure</p>	<p>TES Administrators , IB Coordinator, Leadership Team</p> <p>TES Teachers & Administrators</p>		<ul style="list-style-type: none"> • Candidacy to the International Baccalaureate Primary Years Program was granted at the end of May 2017. Teasley will move forward with implementation of IB in the 2017-18 school year. • Collaborative planning with the ALP teachers was conducted weekly in order to increase rigor in the classroom. 	<p>IP</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>	
<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. Provide reading intervention through System 44, Read 180, and tutoring; implement new ELA adoption in K – 2 2. Provide Mathletics for all students, tutoring for students in 3, 4 & 5 (Identified through MI and CFAs) 3. Continued RTI Interventions 	<ol style="list-style-type: none"> 1. RI, DRA2, Read 180 & System 44 2. MI, Data Team Docs 3. RTI Data 	<p>TES Teachers, Administrators</p> <p>TES Teachers & Administrators</p> <p>TES Teachers, Counselors & Administrators</p>	<p>20 Day Funds</p> <p>PTA Funding for Mathletics</p> <p>Release time for collaborative planning through SFPD funds</p>	<ul style="list-style-type: none"> • Extended Day Tutoring was offered both semesters to 3-5 grade students struggling in math and/or reading as identified by RI, MI, SLO, DRA and other classroom assessments. • Students were monitored through RTI and reporting on school wide data sheets as well as through progress in their tutoring groups. • RI scores show a decrease in Below Basic and Basic reading levels from October to May in 3-5 and an increase in proficient and advanced levels in all three grades. 	<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.*

<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>
	<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>Seek and evaluate stakeholder input for critical processes. (AdvED)</p>	<p>Increase participation on AdvancED surveys</p> <p>Analyze survey results to target areas of deficiency to address</p>	<p>Survey results and response rate</p>	<p>TES teachers, staff, administrators, students and parents</p>	<p>N/A</p>	<ul style="list-style-type: none"> The AdvancED survey was not administered during the 2016-17 school year. 	<p>NM</p>
<p>Establish programs and practices that enhance parental involvement and reflect the needs of students and their families.(S)</p>	<p>Begin neighborhood outreach programs (5 times annually) to go out into the community to form relationships with those not coming in our doors</p> <p>Promote & encourage greater participation in schoolwide events offered by PTA, PAWS and community partners</p>	<p>Attendance & participation at each event</p> <p>Sign in sheets for events & participation rates</p>	<p>TES Administrators & stakeholders</p> <p>TES Staff & Stakeholders</p>	<p>N/A</p>	<ul style="list-style-type: none"> While the neighborhood outreach program was not implemented this school year, we did increase the participation in PTA and school events. Membership grew and our greatest attended event was International Night which spotlights the cultural diversity we have at Teasley. 	<p>IP</p>

<p>Other: Establish a culture that embraces diversity and engages the community. (Priorities specific to school, division, or area. Can be multiple.)</p>	<p>Conduct 5 positive phone call initiative by all staff (5 calls each month, Aug. – May)</p>	<p>Survey results & perception data</p>	<p>All TES Staff</p>	<p>N/A</p>	<ul style="list-style-type: none"> All staff completed the five positive phone calls each month. While we did not see a decrease in the number of discipline incidents, there was an overall improvement in the community (parent) relationships at Teasley this year. 	<p>IP</p>
	<p>Provide diversity training for staff based on a needs assessment to be administered</p>	<p>Survey results</p>	<p>All TES Staff, Trainers TBD based on need</p>	<p>Money for training, TBD</p>		
	<p>Implementation of the Distinguished Gentlemen and PEARLS club with up to 100 students in 2nd – 5th Grade classes to address character, leadership and social skills training.</p>	<p>Program retention and service project completion</p>	<p>Select staff and community members</p>	<p>PTA Support has been given to fund this program.</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>2016-17 Aligned Actions and Measurements (Due September 1, 2016)</p>					
<p><u>Focus Priorities:</u> (Based on priorities identified by IE², AdvancEd-AdvED, Superintendent-S, and Academic Division-AD)</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>Seek and hire teachers who meet the qualifications for a highly effective teacher. (IE²)</p>	<p>Seek to hire or help current teachers obtain additional certifications in gifted, ESOL, math, reading and science</p>	<p>Summative Assessments in TKES</p>	<p>Administration & CCSD HR & Certification Dept.</p>	<p>District offerings for certification</p>	<ul style="list-style-type: none"> Performance of our new teachers was tracked by data in the TKES platform and 91% of our new teachers fell in the Level III range (17-26) for the Teacher Assessment of Performance Standards (TAPS). 	<p>IP</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	N/A	
Support local school teachers and leaders to improve retention rate. (IE²) (S)	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. (AD)	Train new teachers through monthly "Teasley Tech" based on needs assessment	TKES Data	TES Teachers, Teacher Leaders, Administrators	Sub coverage for peer observations (part of program)	<ul style="list-style-type: none"> Teasley Tech was held monthly to support new teachers. Feedback was overwhelmingly positive stating that our new teachers felt supported as they transitioned to Teasley. 	IP
Fully implement and evaluate state system of teacher and leaders evaluation (TKES and LKES) .	N/A	N/A	N/A	N/A	N/A	

<p>Use results of TKES and LKES to improve professional performance (IE²)</p>	<p>Participate in pre-conference and self-assessment review with teachers, examine professional goals (formed during summative of 2015-16), provide support for areas of weakness (noted with ratings lower than 3)</p>	<p>TKES Data</p>	<p>TES Teachers & Administrators</p>	<p>N/A</p>	<ul style="list-style-type: none"> • Lesson plans were monitored consistently through the use of PlanBook.com for effective use of differentiation and during formal and informal observations. • The % of teachers scoring in Level III and IV in TKES increased in the area of lesson planning, differentiation, and assessment uses from last year to this year. • Increased student achievement as measured on the GA Milestones by an increase in proficiency levels is evident 5th grade for Science and SS, 3rd and 5th Grades in ELA and Math. 	<p>IP</p>
<p>Other: (Specific to school, division, or area. Can be more than one.)</p>						