

**Telesis Center for Learning, Inc.  
Continuous Improvement Plan  
2018-2019**

Telesis Center for Learning, Inc. will maintain a culture of continuous improvement by setting goals, strategies, and action steps based upon the results of an annual comprehensive needs assessment that identifies areas of strength, growth, improvement, and need in improving student achievement, teacher effectiveness, and overall school performance.

**SCHOOL WIDE GOALS FOR 2018-2019**

By May 2019, 85% of our students will demonstrate at least one grade level expected growth from August 2018 to May 2019 on STAR Reading.

By May 2019, 85% of our students will demonstrate at least one grade level expected growth from August 2018 to May 2019 on STAR Math.

This will improve our students' overall performance and achievement in Mathematics and in English Language Arts on Galileo and AzMERIT State Assessments.

To achieve this goal:

We will continue to make data-driven decisions and focus on our school-wide priorities directing our staff and intervention team to drive continuous improvement and strengthen instruction to meet the needs of our students.

We will offer daily half hour enrichment/intervention time to provide differentiated instruction in Mathematics and English Language Arts for ALL grade levels based on students' needs.

**District-Wide Goal for Teacher's:**

For 2018-19 school year, 100% of our students will make progress in writing. 80% of our students will improve by one performance level in the writing rubric. Each teacher will enforce writing skills, essays, narratives, summaries, etc. and maintain student samples in portfolios that will be produced and submitted to administration, team leaders/liaisons as needed. This is part of 301 performance pay.

**RESOURCE MANAGEMENT**

Telesis Center for Learning, Inc. will allocate all resources appropriately and effectively to address and support the areas of strength, growth, improvement and need identified in the school's Comprehensive Needs Assessment.

Allocation of Fiscal Resources:

Telesis Center for Learning, Inc. will allocate federal and state funding appropriately to support the school's instructional goals of high student achievement and ensure all special populations receive the high quality academic resources and support entitled to them in compliance with federal and state policies, procedures, and provisions.

Budget Process and Review:

Telesis Center for Learning, Inc. will establish a clearly defined process that is communicated to all stakeholders and reviewed formatively and cumulatively to ensure all systems receive appropriate fiscal support.

#### Recruit and Retain Highly Qualified Staff:

Telesis Center for Learning, Inc. will recruit highly qualified and effective staff by implementing an aggressive marketing and recruitment campaign and retain HQ and effective staff by offering incentives for professional growth and development such as opportunities for on-site training and leadership. Telesis will reimburse class fees for teacher capacity building and retention.

#### Instruction by Highly Qualified Teachers:

Telesis Center for Learning, Inc. will ensure that all core academic subjects are taught by highly qualified, effective teachers based upon review of teacher credentials, teacher observations and evaluations, and student achievement. Observations and evaluations will be conducted by the school administrator.

#### Allocation of Time:

Telesis Center for Learning, Inc. will provide 90 minutes of instruction in literacy (reading) and 90 minutes of instruction in mathematics at the elementary level (Grades K-6) and 90 minutes each in literacy and mathematics at the secondary level (Grades 7-12). Implementing half-hour enrichment/intervention time for math and Reading/Writing across the campus Monday-Thursday.

#### Physical Resources:

Telesis Center for Learning, Inc. will set an average teacher-student ratio of 20:1 at the elementary level and 20:1 at the secondary level with classrooms designated for pull-out interventions that support small group and 1:1 academic instruction and intervention.

### STRATEGIC PLANNING PROCESS

Telesis Center for Learning, Inc. will develop a strategic continuous improvement plan with measurable goals, strategies, action steps, and targeted assessment objectives that address the areas of strength, growth, improvement, and need indicated an annual Comprehensive Needs Assessment.

#### Comprehensive Needs Assessment:

Telesis Center for Learning, Inc. will conduct a comprehensive needs assessment consisting of a gap analysis of student achievement in reading, writing, and mathematics; a school improvement survey that measures areas of strength, growth, improvement, and need; a professional development needs assessment that determines interest and need for job-embedded training; a parental involvement survey that garners feedback and input from the parent community on overall school performance; and a AZCCRS Survey to determine staff familiarity, experience, and need for professional development with the AZCCRS.

### Data Driven Decision Making:

Telesis Center for Learning, Inc. will analyze the results of the Comprehensive Needs Assessment and other assessment and evaluation tools to determine areas of growth and improvement and set goals, strategies, and action steps for the Continuous Improvement Plan.

### Communication with Stakeholders:

Telesis Center for Learning, Inc. will share results with all stakeholders and develop goals, strategies, and action steps of the Continuous Improvement Plan via electronic communication and meetings and encourage input and feedback from staff and parents. The CIP will be posted on the website for the staff, parents, community members, and other stakeholders to review as it is updated.

### Implementation of Plan:

Telesis Center for Learning, Inc. will implement the continuous improvement plan with fidelity as measured and monitored by student performance and progress formative assessments and benchmarks, teacher observations and evaluations, and feedback and input through surveys and meetings.

### Assessment and Evaluation:

Telesis Center for Learning, Inc. will measure the effectiveness of school wide goals and monitor the progress of strategies and action steps using formative and summative assessment and evaluation tools including formative assessments and teacher evaluations.

## **Telesis Center for Learning, Inc. Leadership**

Telesis Center for Learning, Inc. will increase effectiveness in leadership by developing and maintaining a vision of learning that is shared and supported by all stakeholders and establishing a learning community that supports collaboration, communication, and participation from all stakeholders.

### **ADMINISTRATIVE LEADERSHIP**

Telesis Center for Learning, Inc. will sustain a culture and implement a comprehensive education program conducive to student learning and staff professional growth.

### Shared Mission and Vision:

Telesis Center for Learning is a K-12 school committed to offering a curriculum individually designed and delivered to meet the needs of each student in real preparation for lifelong learning. The word "Telesis" (derived from Greek) means: to bring each child to completion through intelligent and planned direction, in other words "planned progress". Telesis wants each child to learn how to reach his/her own unique potential.

### Communication with Stakeholders:

Telesis Center for Learning will maintain two-way communication with all stakeholders through publication of a bi-weekly newsletter, e-mail, parent-teacher conferences, In Touch messages, and staff and community meetings that focus on school issues and supporting students.

#### Instructional Leadership:

Telesis Center for Learning will provide coaching, mentoring, and training to instructional staff on best practices and instructional strategies to increase student achievement and teacher effectiveness. Coaching and training will be provided by Telesis administrators and specialists and the school principal.

#### Framework of Measuring Educator Effectiveness:

Telesis Center for Learning will use the Framework for Measuring Educator Effectiveness to develop an administration performance evaluation tool that sets, assesses, and evaluates professional and personal goals and accomplishments of the site-based administrative team (e.g. principal, dean of students, curriculum committee).

#### Professional Learning Communities:

Telesis Center for Learning, Inc. will establish professional learning communities (PLCs) consisting of various stakeholders within the school community that focus on addressing, assessing, and evaluating the standards of the Continuous Improvement Plan.

### TEACHER LEADERSHIP

Telesis Center for Learning will collaborate with faculty through an interactive process and provide opportunities for leadership and responsibility for improving student achievement, teacher effectiveness, and overall school performance.

#### Instructional Leadership:

Telesis Center for Learning, Inc. will identify members of the instructional staff who can provide coaching, guidance, and mentoring to staff members to improve student performance and progress and teacher effectiveness in classroom planning, instruction, and management.

#### Instructional Teams:

Telesis Center for Learning will develop grade level and content area instructional teams to collaborate and set goals, strategies, and action steps quarterly, per semester, and annually.

### **Curriculum and Instructional Systems**

Telesis Center for Learning, Inc. will strengthen curricular and instructional systems within the local education agency to improve student achievement, teacher effectiveness, and overall school performance.

### ARIZONA COLLEGE AND CAREERS READINESS STANDARDS

Telesis Center for Learning, Inc. will align, implement, and instruct the Mathematics and English Language Arts and Literacy Arizona College and Career Readiness Standards (AZCCRS) for Grades K-12 and the Literacy Common Core State Standards for History and Social Studies and the Literacy AZCCRS for Science and Technical Courses for Grades K-12.

#### Common Core Standards Survey:

Telesis Center for Learning, Inc. will provide a Common Core State Standards Survey to all instructional staff and administration to determine levels of experience, familiarity, and need for professional development in teaching and implementing the Arizona College and Career Readiness Standards.

#### Professional Development:

Telesis Center for Learning, Inc. provide continuous, job-embedded professional development focusing on implementing and instructing the Arizona College and Career Readiness Standards (AZCCRS) that addresses knowledge and understanding of the standards; incorporating the standards in classroom instruction, assessment, and evaluation; and learning best practices and instructional methodologies to teach and learn the cognitive rigor embedded in the standards.

#### Curriculum Alignment and Articulation:

Telesis Center for Learning, Inc. will align curriculum to address the cognitive rigor and college and career readiness of the Arizona College and Career Readiness (AZCCRS) Standards through curriculum mapping, scaffolding instruction, and developing unit-based lesson plans with clear performance outcomes and objectives.

#### Assessment and Evaluation:

Telesis Center for Learning, Inc. will develop challenging assessments and evaluation aligned to the grade level performance objectives of the Arizona College and Career Readiness Standards (AZCCRS) and the expectations for student achievement and performance on the state summative exam.

#### AZCCRS Committee:

Telesis Center for Learning will organize a Curriculum Committee and a Professional Development – Common Core Committee that will implement school-wide PD related to the AZCCRS. Curriculum Committee which includes the CC members, Common Core Specialists, and the Data Analysis members led by the Instructional Analysis Director and the Principal/Superintendent will implement school-wide PD related to the AZCCRS, lesson planning, EQuIP rubric, Data Analysis, etc.

#### Curriculum Committee:

Analyze finding & recommendations gathered through teacher observations.  
Identification of “gaps” in curriculum by subject matter.  
Make finding(s) based on data.  
Make changes to and set forth curriculum maps/pacing guides.

## PROFESSIONAL DEVELOPMENT

Telesis Center for Learning, Inc. will provide continuous professional development that is job-embedded and improves student achievement, teacher effectiveness, and overall school performance.

### PD Committee:

Analyze PD needs schoolwide through surveys and feedback.  
Create a program to address teacher's needs in core subject areas and best practices and instructional strategies.  
Evaluate effectiveness of PD offerings based on evidence.

### Job Embedded Professional Development:

Telesis Center for Learning, Inc. will provide in-service trainings to cover phasing, instructional shifts, and content shifts of the standards in the content areas of Mathematics and English Language Arts. Our K-12 ELA and Math departments meet to collaborate in PLC groups and update their curriculum maps, pacing guides, and provide feedback on the curriculum and supplemental resources. Science and Social Studies teachers collaborate separately. Data Analysis meetings occur after every benchmark assessment to analyze student growth and progress – implementing 6- week instructional planning. In addition, team members meet weekly in their team level PLC groups to address any curriculum or instructional needs based on implementation of AZCCRS or overall SMART goals for the school year. Telesis has an on-going Professional Development Calendar as well as the Monday Memorandums listing Committees and Teams and dates of meetings.

### New Teacher Mentors:

Mentors will be assigned each school year to all teachers new to Telesis. A 'Mentoring Form' should be filled out every time a mentor meets with his/her mentee; at least one form per month. These forms are then turned into the Instructional Analysis Director to be kept on file. The second Wednesdays are Mentor Meeting days from 2:40-3:40 for JA/Academy and 3:15 - 4:15 for Lower Level.

### In-Service Professional Development:

Student early release days are Fridays. After early release K-12 teachers and/or staff participate in on-site (in-service) Professional Development workshops and trainings. Trainings and workshops consists of curriculum development, lesson plans, technology trainings and updates, Schools PLP training, collaborative trainings focusing on improving student achievement through capacity-building by understanding and applying data and gap analyses. In-service schedules are listed on the Telesis Professional Development Calendar, Team Meeting Agendas, Synergy Announcements, in the Superintendent emails, and Monday Memorandums to all staff.

### Additional Professional Development:

Telesis supports Teacher Professional Development through Workshops, ADE Webinars, Seminars and Conferences funded by Title I, Title II, Title III and IDEA/SPED. Substitutes are available during teacher professional development. We have student early release on Fridays in order to schedule in-services Professional Development as well as planning and curriculum development.

#### Professional Development Needs Assessment:

Telesis Center for Learning, Inc. will conduct a professional development needs assessment with all instructional staff and administration to determine interest and need for training in the core subjects; interest and need for training in best practices and instructional strategies supported by scientifically-based research; need for whole staff development; identification of priorities; and interest in professional growth.

#### COORDINATION OF SERVICES

Telesis Center for Learning, Inc. will align and allocate all resources within the local education agency to address the specific needs of all students and garner feedback and input from all stakeholders and representatives of the school community.

#### AZCIS and ECAP:

Throughout the year review schedules and credit progress, as well as, class rank. Provide college and university visits on campus. Provide military visits on campus. Provide specific opportunities such as a college shadow opportunity with ASU, Accuplacer and Application Days with MCC, Campus visits with NAU. Expose to students to college information, opportunities and scholarships. Share information regarding the WAVE/JTED program and dual enrollment opportunities. Host a FAFSA Workshop and host informational Parent Nights. Inform students and parents of college entrance exams. Administer the ACT College Entrance Exam on campus. Check for deficiencies and graduation requirements. Send out official transcripts for students attending colleges and universities. Assist students with job opportunities and internships.

#### Scholarships:

The counselor keeps the students updated through announcements and website to make sure that students are able to participate in all local and state scholarship opportunities.

#### ACT/SAT:

The counselor meets one on one with students to advise them to participate in the PSAT, SAT and ACT tests for college. Assists students with registering and signing up for these tests.

#### Dual Enrollment:

Dual Enrollment Classes: The following courses are offered to students at Telesis Preparatory Academy: DE ENG 101 and DE ENG 102. These classes give both high school and college credit.

Visits each month from colleges, university recruiters and military recruiters so that students may more fully explore what options are available to them after high school.

#### Integration Programs:

Coordinate with other programs such as Structured English Immersion, Special Education, and other AYP subgroups to ensure all parents are provided opportunities for input and engagement.

#### Vertical Integration:

Schedule meeting and planning time between grade levels, grade bands, and school levels to map curriculum and set and scaffold instructional goals and performance expectations.

#### Homeless Children & Youth:

Per the Telesis Center for Learning Homeless Children & Youth Education Procedures, once a student is identified, we track that student for the entire school year. Telesis insures that the students have the necessary tools and supplies such as; classroom supplies, notebooks, pens, pencils, class participation fees, backpacks.

### **Supplemental Supports and Intervention**

Academic proficiency in reading on AzMERIT for Grades 3-8 will increase from 47% to 55% or higher and for Grades 9-12 will increase from 27% to 35% or higher. The academic proficiency in mathematics on AzMERIT for Grades 3-8 will increase from 47% to 55% or higher and for Grades 9-12 from 43% to 50% or higher as measured by student performance on the summative reading and mathematics exams during the 2018-2019 academic year.

#### **INTERVENTIONS FOR STRUGGLING STUDENTS**

Telesis Center for Learning receives support funding for school wide Title I Programs. This funding provides us the opportunity to develop a Reading/Language Arts Intervention Program and Math Intervention Program to identify students in need of additional assistance at all grade levels (K-12). Based on results of District assessments, students identified as "At Risk" are given intervention support to help them reach satisfactory skill levels in core curriculum areas.

#### Intervention Teams:

Telesis Center for Learning has HQ teachers/Interventionists in Reading/Language Arts, Math and Special Education and English Language Learners. They conduct push-in and pull-out intervention of all at risk students K-12.

#### Rank Ordering of Students:

Telesis Center for Learning, Inc. will identify students who are academically at-risk and needing targeted and strategic interventions using the summative assessments as primary criteria for Grades 3-12 and site-based assessments for Grades K-2, classroom performance and progress as secondary criteria, and teacher recommendations as talking points.

### Extended Learning Time:

Telesis Center for Learning, Inc. provide 30 minutes of push-in interventions during the regular day instruction period and 30 minutes of pullout interventions 2-4 consecutive days a week in Grades K-6 in literacy and 30 minutes of push-in and pullout interventions through ability group during and beyond the regular day instructional period and 30 minutes 2 consecutive days per week beyond the regular day instructional schedule.

### Reading Interventionist:

Telesis Center for Learning, Inc. has 1 FTE HQ Reading Interventionist to provide academic assistance and intervention in literacy (reading) through push-in and pullout programs for all students, especially those who are academically at-risk. The Reading Interventionists are school wide and partially funded by Title I.

### Math Interventionist:

Telesis Center for Learning, Inc. has 1 FTE HQ math interventionist to provide academic interventions and support to all students in mathematics, especially those identified as most academically at-risk. The Math Interventionists are school wide and partially funded by Title I.

### Tier 1: Classroom Instruction:

Telesis Center for Learning, Inc. will provide instruction and intervention in literacy (reading) and mathematics within the regular day instructional period through direct instruction, guided practice, independent practice, and extended learning time and assistance to struggling students provided by the HQ teacher.

### Tier 2: Classroom Targeted Intervention:

Telesis Center for Learning, Inc. will provide targeted intervention in literacy (reading) and mathematics to students 6 months or below grade level within and beyond the regular day instructional period through extended learning time provided by the HQ teacher (in the classroom), HQ reading specialist or HQ math interventionist, or HQ paraprofessional supervised by an HQ teacher.

### Tier 3: Strategic Intervention:

Telesis Center for Learning, Inc. will provide strategic intervention in literacy (reading) and mathematics to students who are designated in the bottom 25% based upon rank ordering criteria within and beyond the regular day instructional period and regular day instructional schedule through small group and 1:1 instruction provided by, HQ reading specialist, HQ math interventionist, or HQ paraprofessional supervised by an HQ teacher.

### Title I After/Before School Tutoring:

Telesis Center for Learning, Inc. will provide stipends to HQ teachers to provide after/before school tutoring beyond the contracted day for all students, especially those who are identified as

needing targeted and strategic interventions in literacy (reading) and mathematics. Tutoring is offered 4 days per week for ½ hour sessions.

#### Title I Summer School:

Telesis Center for Learning, Inc. will provide stipends to HQ teachers to provide summer school tutoring beyond the contracted day for all students, especially those who are identified as needing targeted and strategic interventions in literacy (reading) and mathematics. The Summer School Program is offered 4 days per week for 16 days at approximately 5 hours each day.

#### Kinder Camp:

Telesis Center for Learning, Inc. will provide stipends to HQ Kindergarten Teachers to provide a kindergarten readiness summer program. Prospective students are provided a pre- screener assessment to identify students who are academically at-risk and need targeted and strategic interventions and provide teachers information and input on how to provide individualized and differentiated instruction. The school also conferences with parents to communicate performance and progress as well as how learning can be supported in the home.

#### Libraries:

Telesis Center for Learning, Inc. has a lower-level (grades K-6) library. Scheduled library time is posted for all lower-level teachers and students on a weekly basis. Our lower level library continues to grow with partial funding support from Title I each year. These funds supply Accelerated Reader (AR) books for K-6 readers.

Telesis Center for learning, Inc. has a Junior Academy library (grades 7-8) in the classroom of one of our Junior Academy ELA Teachers. With partially funded support from Title I, we are increasing the quantity of books for those students at that Accelerated Reader level. There is a small reading section for those students as well. All Junior Academy students are encouraged to utilize this library space.

#### STUDENT TECHNOLOGY:

##### ELA Tablets:

24 - Classroom 10” detachable screen tablets for Junior Academy/Academy Language Arts. Tablets would allow the new Pearson curriculum being adopted for language arts to be fully utilized as it supports multimedia functionality, and would allow a more broad access to students. Classroom tablets would allow accessibility to unlimited types of apps, among these are: study skills, flashcards, grammar programs, video lessons, vocabulary usage & practice, comic strip creators, note taking, interactive concept maps, agenda/homework trackers, presentation creators, graphing/chart programs, etc. Tablets purchased and supported by school wide Title I funds.

##### Computer Lab:

Telesis Center for Learning, Inc has an Elementary Level Computer Lab consisting of approximately 24 computers. This Lab is supported by Title I funds and used by school wide elementary students.

Telesis Center for Learning, Inc. has a Junior and Academy Level Computer Lab consisting of approximately 24 student use computers.

Laptop Cart: Mobile laptop cart is available at Junior Academy and Academy level with access to 24 laptops. Teachers could sign-up for the laptops in advance and use them for testing and research purposes in grades 7-12.

External Facilitation and Technical Support: - Discontinued this school year as we are using the experts on our campus who have been trained extensively in the past to provide their services to new staff. If the Curriculum Committee and Professional Development Committee identifies a need to reinstate the external facilitation, then the administrative team will revisit this idea.

Telesis Center for Learning, Inc. enlists the services of Maverik Education LLC to provide on-site professional development in AZCCRS training and best practices and instructional strategies that address the instructional needs of all students, especially those who are academically at-risk.

Telesis Center for Learning, Inc. enlists the services of Quality Schools Program. This is a 3 year series of job-embedded professional development and intensive on-site coaching for teachers and school leaders looking to improve student achievement. Through data-driven instruction and Professional Learning Communities, schools will create, implement, and sustain a systematic approach to Curriculum, Instruction, Assessment and Professional Development. These professional development trainings are partially funded by Title I & II.

#### SPECIAL EDUCATION (SPED):

Telesis Center for Learning, Inc. has a HQ Special Education Director who also is a vendor maintaining our entitlement and IDEA-BASIC grants, 2 HQ Cross Categorical Special Education Teachers who are assigned to our school twice each week, and two Special Education Paraprofessionals who are fulltime at our school every day who assist with speech and language services, assist with students visiting the Learning Lab and make follow-up appointments.

General and Special Education teachers plan and collaborate to provide students with special needs an enhanced continuum of services. The services appropriately meet the needs of students with disabilities and allow for maximum participation and access to the General Education curriculum and setting.

**Student Academic Materials & Supplies:** In addition to the Telesis budgeted student/classroom materials and supplies, supplemental instructional aides are provided by ADE Entitlement Grants and Competitive Funds.

**Professional Development:** The Telesis budgeted Professional Development opportunities for the Special Education staff such as; Director's Institute and ADE SPED Transitions Workshops. These Professional Development Workshops are partially funded by the IDEA-BASIC grant.

#### ENGLISH LANGUAGE LEARNERS (ELL)

Telesis has a Highly Qualified ELL Coordinator.

Our students will demonstrate meeting the annual measurable achievement objective (AMAO) of "Making Progress" toward English Language Proficiency, as measured by AZELLA, by meeting or exceeding 10% growth of the ELL population during the school year.

ELL Students:

Student Academic Materials & Supplies: In addition to the Telesis budgeted student/classroom materials and supplies, supplemental instructional aides are provided by ADE Entitlement Grants and Competitive Funds.

Professional Development: The Telesis budgeted Professional Development opportunities for the ELL Teacher such as; ADE PELL and ELL Boot Camp Workshops and Conferences. ADE Title III funds are used.

**Data Assessment and Evaluation**

Telesis Center for Learning will maintain a data management system that analyzes and evaluates areas of strength, growth, improvement, and need for increasing student achievement, teacher effectiveness, and overall school performance.

ACADEMIC INDICATORS

Telesis Center for Learning, Inc. will utilize a variety of academic assessment tools to measure and monitor student performance and progress throughout the academic year.

Gap Analysis in Literacy (Reading) and Mathematics:

Telesis Center for Learning, Inc. will conduct an annual and multi-year gap analysis in literacy (reading and writing) and mathematics based upon the results of the state summative assessments to determine areas of strength, growth, improvement, and need for targeted and strategic interventions and support for individual students, specific student populations, grade levels, or grade bands. For 2018-19 we will use AzMERIT and Galileo assessments to measure the gap analysis.

Rank Ordering of Students:

Telesis Center for Learning will rank order students to identify areas of strength, growth, and improvement and need for intervention and enrichment in literacy (reading) and mathematics.

Formative Assessments for Literacy (Reading):

Telesis Center for Learning, Inc. will use Galileo, DibelsNEXT, Accelerated Learning, STAR Early Literacy/STAR Reading, and RH Discovery/Elevate, classroom assessments, and checks for understanding to measure and monitor student achievement in literacy in Grades K-12.

Formative Assessments in Mathematics:

Telesis Center for Learning, Inc. will use Galileo, Pearson Math XL, EnVision Math, STAR Math, Pearson Math, A+ Program, MobyMax, classroom assessments, and checks for understanding to measure and monitor student achievement in mathematics in Grades K-12.

#### Summative Assessments:

Telesis Center for Learning will use student achievement on the state summative exams for Grades 3-8, the state fall and spring summative exams for Grades 9-12, and grade level final exams to measure student performance and progress and determine needs for academic interventions.

#### Data Analysis Team Duties:

This team is merged into Curriculum Committee as it was difficult to find time to have separate meetings.

The Instructional Analysis Director and the Data Analysis/Curriculum Committee Team analyzes the AzMERIT, Galileo, STAR, DIBELS results, AIMS Science, and AzMERIT data to identify at-risk students on 7/26/2018, then reviews the results after benchmark assessments. Data Analysis/Curriculum Committee Team reviews the assessment data and evaluates any gaps in the instruction/curriculum based on these data; communicate findings to the curriculum review team for future consideration; teachers will receive feedback, support and professional development based on student achievement outcomes.

#### Team Tasks:

- Develop and communicate an assessment calendar that includes: pre-test/post-test, benchmarks, and formative assessment opportunities for all students in grades K-12 in Reading and Math.
- Identify the alignment between Galileo benchmarks and curriculum to provide opportunities to monitor student progress and standards mastery.
  
- Implement data analysis and dialogues to evaluate instruction, student achievement outcomes and determine future instructional decisions.
  
- Utilize assessment data to 1) monitor and evaluate the effectiveness of curricular materials, instruction and progress towards goals; Adapt curriculum/instructional resources as necessary, and update the Professional Development Plan.
  
- Data Analysis/Curriculum Committee Team analyzes the AzMERIT and Galileo data to identify at-risk students on 7/26/2018, and then reviews the results after benchmark assessments.

### **Stakeholder Relations**

Telesis Center for Learning, Inc. will improve stakeholder relations by providing opportunities for all members of the school community to participate in site-based decision making and provide input and feedback regarding overall school performance.

#### **PARENT INVOLVEMENT**

Telesis Center for Learning continuously increases effective parent and family involvement in student education. We meet monthly with parents through our Parent-Teacher Booster Club (PTBC). In addition, we hold regular meetings with parents to keep them informed and included,

such as meetings for the State's Move On When Reading (MOWR) program, parent-teacher conferences, community open houses and book fairs, as well as free tutoring services and a daily after school enrichment and tutoring program.

#### Guidance Counselor:

Telesis Center for Learning, Inc. has a full-time Guidance Counselor on site who is working with students/parents/teachers on academic achievement, class assignments and scholarships, as well as social and personal skills.

#### Parent Compact:

All Parents receive a Parent Compact explaining our Title I Programs. This Compact is included in the Student Enrollment Packet.

Parents of students in our Intervention Programs receive notification letters along with a copy of our Intervention Procedures. Each teacher explains the Intervention Process to the Parents as well. Parents are informed each step of the way.

#### Parent Involvement Policy:

All Parents receive a Parent Involvement Policy explaining our school wide Programs. This Policy is included in the Student Enrollment Packet.

#### Student Daily Agendas:

Telesis utilizes Parent/Student/Teacher daily agendas for all students school-wide. These agendas are used for daily homework assignments and notes between parents and teachers. It also has the school calendar and student handbook rules and regulations. We ask that our parents/guardians work closely with the teachers and students on a daily basis using these agendas. Funds are used for the Agendas under our Title I Parent Involvement set-a-sides.

## TECHNOLOGY

Communication with parents.

#### Parent/Teacher/Student Communication:

Technology for Parents: Telesis has increased and maintained communications to parents and families through the use of technology. Parents can access their child(rens) grades daily on-line via the Program: Synergy Student Information System. Parents receive communication through emails in Synergy and In Touch messages.

Telesis maintains an up-to-date internet website communicating information to parents, families and the general community, and the world. The LEA has a full-time IT Technician on campus. The LEA also has an infrastructure that enables e-mail communication and notification system through technology in order to communicate with parents/families.

We supply a Parent Survey twice per year at our Community Open House events for parent and/or guardian input.

Teachers use different sources to communicate with parents – newsletters, blogs, Synergy class websites, PTBC Facebook page, etc. for parents and students.

## COMMUNITY PARTICIPATION

Telesis participates in a number of community events yearly which includes Staff, Students and Parents/Guardians.

We conduct a “Community Open House” in the early fall and late spring of each school year. We invite families, friends and the community to interact with our sports and extra-curricular activity clubs in the form of carnival games, information booths, community family services brochures and pamphlets as well as our dunk tank! We also conduct Parent Surveys twice per year at our Open House events and have a Scholastic Book Fair.

We conduct family friendly walkthrough tours for perspective new students and their families. We participate in the annual London Bridge Days Parade to celebrate the incorporation of Lake Havasu City. We construct a parade float with the "academic" theme each year. Performing Arts: Our students perform a number of musicals and shows throughout the year.

### Student/Community Activities:

Food Drives: All student participates in the annual Food Drive to support St. Vincent DePaul.

Key Club: Students work closely with the local Chapter of the Kiwanis Club in various fundraising projects throughout the school year.

Community London Bridge Days: Yearly celebration of the Incorporation of Lake Havasu City. Each year we participate in the parade with a float and academic theme.

Community Open House: We hold 2 campus Community Open Houses celebrating our school/students/parents/community members.

## CAPTURING KIDS’ HEARTS PROGRAM

The Telesis Center for Learning, Inc entire staff is trained in Capturing Kids’ Hearts. This provides tools to build positive, productive, trusting relationships – among ourselves and with our students. In turn, it improves classroom attendance by building students’ motivation and helping them take responsibility for their actions and performances. It decreases delinquent behaviors, and develops students’ empathy for diverse cultures and backgrounds.

## STUDENT CONDUCT DIRECTOR

Telesis Center for Learning, Inc. has a full-time and a part-time Student Conduct Director on campus to handle student disciplinary issues. This is guided by our written procedures and documented and reported to the State on a yearly basis.

## SAFE SCHOOL ENVIRONMENT

Telesis Center for Learning has a full-time Safe School Officer on campus. We conduct a pre-evaluation in September and a post evaluation in May to access the results of school safety and security. We conduct continual Fire Drills and Responsive/Nonresponsive Lockdown Drills. Each drill is documented and meetings are held by the Admin Team to discuss changes or revisions to ensure the utmost safety of students and staff.

### Bullying Prevention:

Our Academic Guidance Counselor conducts and facilitates several on-site programs for K-12 students on cultivating a culture of kindness, bullying prevention and Character First Traits. Some of the programs are, (Student Assistance Program), which includes learning how to make connections with peers and how to cope with big emotions. Bloom 365 at the Junior Academy/Academy levels, deals with healthy relationships from friends to family to dating. Rachel's Challenge has been implemented school-wide with activities to start a chain reaction of kindness and build a culture of kindness and inclusion. We will be starting a FOR (Friends of Rachel) club to continue this effort. Bullying presentations provided by the local police department. Participation in a community Suicide Awareness walk as students and staff either volunteered or participated in the walk.