



## Detail Report

### Mission

Together Everyone Achieves Mastery (T.E.A.M)

### Vision

Graduating lifelong learners who will successfully compete, lead, and positively impact the world.

### Benchmark

## Team Members

Name	Title/Relationship
Cheyana Leiva	Principal
Theresa Milks	TOA
Patti Grossman	Instructional Coach
Kristina Leckliter	Instructional Coach
Sam Coen	Instructional Coach
Susan Penrod	Teacher
Donna Newport	Teacher
Elaine Salyer	Teacher
Johanna Long	Teacher
Dan Smith	Teacher
Vicki Wilson	Teacher
Debbie Erbstoesser	Teacher
Julie Levine	Reading Specialist
Carrie Finch	Secretary
Julie Doubleday	Reading Specialist
Kathy McBride	Special Education
Rick Johnson	PE

## Goals

Priority Area 1.1.1		
Priority	Component	Objective
Excellence in Student Learning	College and Career Ready Program of Study	Deploy a guaranteed and viable curriculum in every classroom.
Goal Description		



By May, 2017, 100% of students in grades K-2 will increase their proficiency in the area of reading, by growing 25% or more in benchmark on the DIBELS assessment.

By May, 2017, 100% of students in grades 3-6 will increase their proficiency in the area of reading and math, by showing a 20% increase or higher on AZMerit and smarter balanced assessments, with an overall benchmark goal of 70% proficiency.

**End of Year Summary**

**Key Measures**

- % of students scoring proficient on AZMerit and SB assessments
- Key Measure (Summative) - % of students moving to Core on DIBELS assessments
- Key Measure (Summative) - % of students moving to Core on DIBELS assessments

**Priority Area 2.2.1**

Priority	Component	Objective
Excellence in Workforce Performance	Workforce Development to Meet Organizational Needs	Establish and maintain a collaborative learning environment.

**Goal Description**

By May 2017, 100% of teachers will engage in a collaborative process to systematically address student's academic and/or behavioral challenges, as evidenced by completed GL data charts and meeting notes, use of "Here's What, So What, Now What" data protocol, Rtl/SGI grouping documents, MTSS notes, and scoring a 70% true or higher on the Team Data Literacy survey

**End of Year Summary**

**Key Measures**

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**Priority Area 3.1.1**

Priority	Component	Objective
Excellence in Stakeholder Relationships	Effective Communication	Deploy successful communication strategies to exceed the key needs of all stakeholder groups.

**Goal Description**

By May 2017, 100% of teachers/leaders will communicate weekly with stakeholders, as evidence by utilizing a weekly communication tool that addresses weekly classroom learning and assessment data.

**End of Year Summary**

**Key Measures**

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Priority Area 4.2.1		
Priority	Component	Objective
Excellence in Organizational Improvement and Accountability	Documented and Deployed Processes	Identify, document, deploy and monitor key processes across all campuses, departments and levels with fidelity.
Goal Description		
By May 2017, 100% of teachers will engage in a collaborative process to systematically address student's academic and/or behavioral challenges, as evidenced by completed GL data charts and meeting notes, use of "Here's What, So What, Now What" data protocol, RtI/SGI grouping documents, MTSS notes, and scoring a 70% true or higher on the Team Data Literacy survey.		
End of Year Summary		
Key Measures		
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## Action Plans

<b>Goal 1.1.1</b>	By May, 2017, 100% of students in grades K-2 will increase their proficiency in the area of reading, by growing 25% or more in benchmark on the DIBELS assessment.		
	By May, 2017, 100% of students in grades 3-6 will increase their proficiency in the area of reading and math, by showing a 20% increase or higher on AZMerit and smarter balanced assessments, with an overall benchmark goal of 70% proficiency.		
<b>Action Step</b>	RTI Weekly reading and math data is analyzed by grade level team. The grade level team groups students into who needs more re-teaching of the standard, who met the standard and who needs enrichment of the standard. The master calendar allows for these students to have daily RTI / enrichment in both reading and math.		
<b>Responsible Party</b>	Principal, TOA		
<b>Professional Development</b>			
<b>Quarterly Summary</b>			
<b>Date Initiated</b>	August 22, 2016	<b>Date Completed</b>	
<b>Status</b>	In-Process	<b>Last Modified</b>	9/28/2016 10:56 AM

<b>Goal 1.1.1</b>			
<b>Action Step</b>	Unwrapping standards: each member of the grade level team will work to ensure every student acquires the knowledge and skills the team has agreed are most essential for that unit/module		
<b>Responsible Party</b>	Principal, TOA, Instructional Coaches		



Professional Development	9/28 Staff PD on how and why Follow up PD: teachers will have planning days to unwrap essential standards with support from their instructional coach		
Quarterly Summary			
Date Initiated	September 28, 2016	Date Completed	
Status	In-Process	Last Modified	9/28/2016 10:45 AM

<b>Goal 1.1.1</b>			
Action Step	Focused Professional Development: The certified teachers at Constitution will continue their learning on a school wide PLC. We have scheduled 8 monthly meetings to guide us through a book study, " Common Formative Assessments". This book was chosen as a follow-up to our book study, "Learning by Doing" from last year. We will measure teacher's understanding of CFA's by completing a pre and post survey titled Data Team Literacy Survey.		
Responsible Party	Principal, TOA and Instructional Coaches,		
Professional Development	8/31, 9/28, 10/19, 11/16, 1/25, 2/22, 3/29, 4/26		
Quarterly Summary			
Date Initiated	August 31, 2016	Date Completed	
Status	In-Process	Last Modified	9/28/2016 10:41 AM

<b>Goal 1.1.1</b>			
Action Step	Master calendar allows for explicit and systematic small group Tier II reading instruction.		
Responsible Party	Reading Specialists, K-3 teachers		
Professional Development	August: Judith Centa trained K-3 on PSI, September: Reading Specialists modeled SGI planning and instruction for teachers. Teachers then were giving SGI groups based on PSI data. Full implementation of SGI K-3 began September 14. February: Judith Centa will provide SGI follow-up training for K-3 teachers		
Quarterly Summary			
Date Initiated	August 15, 2016	Date Completed	
Status	In-Process	Last Modified	9/28/2016 10:29 AM

<b>Goal 2.2.1</b>	By May 2017, 100% of teachers will engage in a collaborative process to systematically address student's academic and/or behavioral challenges, as evidenced by completed GL data charts and meeting notes, use of "Here's What, So What, Now What" data protocol, RtI/SGI grouping documents, MTSS notes, and scoring a 70% true or higher on the Team Data Literacy survey		
Action Step	MTSS: Students who are identified in grade level data meetings as regularly falling into RTI and not passing the re-teach will be identified to the monthly MTSS team.		
Responsible Party	Principal, TOA, Instructional coaches		
Professional Development			



Quarterly Summary			
Date Initiated	August 22, 2016	Date Completed	
Status	In-Process	Last Modified	9/28/2016 10:59 AM

<b>Goal 2.2.1</b>			
Action Step	Collaborative Grade Level Data Meetings: All grade level teams meet weekly to analyze their common formative assessments. The instructional coach leads the team through the data dive using the protocol Here's what, So what, Now what. Teachers will bring student work samples to guide their discussion of best practice.		
Responsible Party	Teachers, Instructional Coaches, Principal, TOA		
Professional Development			
Quarterly Summary			
Date Initiated	August 22, 2016	Date Completed	
Status	In-Process	Last Modified	9/28/2016 10:51 AM

<b>Goal 3.1.1</b>			
By May 2017, 100% of teachers/leaders will communicate weekly with stakeholders, as evidence by utilizing a weekly communication tool that addresses weekly classroom learning and assessment data.			
Action Step	Peek of the Week: Grade level teams will create a Peek of the Week newsletter to send home either Friday for the upcoming week or Monday. This communication addresses weekly classroom learning and upcoming assessments and data celebrations. The peek of the week is also available on grade level websites		
Responsible Party	Teachers		
Professional Development			
Quarterly Summary			
Date Initiated	August 22, 2016	Date Completed	
Status	In-Process	Last Modified	9/28/2016 11:02 AM

<b>Goal 4.2.1</b>			
By May 2017, 100% of teachers will engage in a collaborative process to systematically address student's academic and/or behavioral challenges, as evidenced by completed GL data charts and meeting notes, use of "Here's What, So What, Now What" data protocol, Rtl/SGLI grouping documents, MTSS notes, and scoring a 70% true or higher on the Team Data Literacy survey.			
Action Step	Collaborative Grade Level Data Meetings: All grade level teams meet weekly to analyze their common formative assessments. The instructional coach leads the team through the data dive using the protocol Here's what, So what, Now what. Teachers will bring student work samples to guide their discussion of best practice.		
Responsible Party	Principal, TOA, Instructional Coaches		



Professional Development			
Quarterly Summary			
Date Initiated	August 22, 2016	Date Completed	
Status	In-Process	Last Modified	9/28/2016 11:06 AM

<b>Goal 4.2.1</b>			
Action Step	MTSS: Students who are identified in grade level data meetings as regularly falling into RTI and not passing the re-teach will be identified to the monthly MTSS team.		
Responsible Party	Principal, TOA		
Professional Development			
Quarterly Summary			
Date Initiated	August 22, 2016	Date Completed	
Status	In-Process	Last Modified	9/28/2016 11:04 AM

## AdvancED

## Feedback

Goal	<p>1.1.1 By May, 2017, 100% of students in grades K-2 will increase their proficiency in the area of reading, by growing 25% or more in benchmark on the DIBELS assessment.</p> <p>By May, 2017, 100% of students in grades 3-6 will increase their proficiency in the area of reading and math, by showing a 20% increase or higher on AZMerit and smarter balanced assessments, with an overall benchmark goal of 70% proficiency.</p>	
Feedback		9/14/2016 1:45 PM
<p>Strength: The goals are aligned to 1.1.1. Two goals were created based on division of grade levels (K-2 and 3-5) thus striving to meet the varying needs.</p> <p>Questions to Ponder: What information/data was utilized to identify a 25% growth in the DIBELS benchmark category as necessary and sufficient? Was this based on trend data? How might students that have met the required benchmarks be enriched? How might a tiered goal support the movement of all student subpopulations? The 3-6 goal is written as a combined goal for reading and writing with both showing an increase of 20% for an overall benchmark goal of 70%. What information/data was utilized to show the need for these two areas to have the need for the same increase? Would it be of more benefit to write separate goals for these separate content areas?</p>		

Goal	2.2.1 By May 2017, 100% of teachers will engage in a collaborative process to systematically address student's academic and/or behavioral challenges, as evidenced by completed GL data charts and meeting notes, use of "Here's What, So What, Now What" data protocol, RtI/SGI grouping documents, MTSS notes, and scoring a 70% true or higher on the Team Data Literacy survey
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Feedback	9/14/2016 1:45 PM
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Strength: Goal supports a team collaborative approach and includes action steps to be taken by teachers to support students academically and behaviorally.  
Questions to Ponder: Was there a Team Data Literacy pre-survey done at the beginning of the year to assess the needs of the team? Will this data be used to drive the work or learning of the Team? Was this data used to help create the 70% true or higher piece of the goal?

Goal	3.1.1 By May 2017, 100% of teachers/leaders will communicate weekly with stakeholders, as evidence by utilizing a weekly communication tool that addresses weekly classroom learning and assessment data.
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Feedback	9/14/2016 1:45 PM
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Strength: A clear focus on increasing communication with parents will assist in creating stronger relationships.  
Questions to Ponder: How might data be collected to make sure progress is being made towards this goal? Was there previous data or trends noticed or collected to support the need for this goal? What "communication tools" will the teachers be able to use? Perhaps this information will supporting the identification of action steps.

Goal	4.2.1 By May 2017, 100% of teachers will engage in a collaborative process to systematically address student's academic and/or behavioral challenges, as evidenced by completed GL data charts and meeting notes, use of "Here's What, So What, Now What" data protocol, RtI/SGI grouping documents, MTSS notes, and scoring a 70% true or higher on the Team Data Literacy survey.
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Feedback	9/14/2016 1:45 PM
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Questions to Ponder: How does this goal differ from the work in 2.2.1? If it is intentionally the same, perhaps this is an opportunity to document processes, deploy them and refine them based off of feedback in support of MTSS. The clear definition of these processes may support the "fidelity" component as identified in the KSO.