



## Detail Report

### Mission

Desert Sky Middle School will prepare all students to be active, productive and successful problem solvers in our ever changing world.

### Vision

Desert Sky Middle School will provide relevant learning opportunities within a flexible and innovative environment for children and adults that will effectively ensure them the skills necessary to be life-long learners and productive citizens.

### Benchmark

#### Benchmarking School & Rationale

AzMERIT Math growth results as compared to Hillcrest and DVMS from 15-16 to 16-17 school year.

#### Benchmark Process

Comparison throughout the year of district common assessments as well as internal Think Through Math (TTM) school-wide data.

#### Benchmark Details

### Team Members

Name	Title/Relationship
Patricia Resetar	Principal
Chris Berg	Assistant Principal
Elizabeth Dahlberg	Classified
Elizabeth Huey	Parent
Dawn McKinney	Teacher
Michele Phipps	Teacher
Bill Reilly	Teacher
Dina Schofield	Teacher
Michelle Martelli	Title 1 Intervention

### 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 DSMS students will demonstrate growth in the English language arts and Math AZCCRS as evidenced by an increased score of 4% or higher on the 2017 AzMERIT compared to 2016 AzMERIT scores.

End of Year Summary

Key Measures

- Key Measure (Summative) - Change in AZMERIT (or State assessment) performance

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 use PLC structures to support student academic success towards ELA and Math goals as evidenced by 90% of teachers selecting "developing" on the Professional Learning Communities at Work Continuum: Building a Collaborative Culture Through High-Performing Teams Rubric.

End of Year Summary

Key Measures

- % of campus departments implementing Purposeful Learning Communities
- 90% of teachers selecting "developing" on the Professional Learning Communities at Work Continuum: Building a Collaborative Culture Through High-Performing Teams Rubric

Priority Area 3.3.1

Priority	Component	Objective
Excellence in Stakeholder Relationships	Highly Engaged Stakeholders	Provide opportunities to involve and engage all stakeholder groups in key programs and initiatives.

Goal Description

By May 2017, 80% of stakeholders will respond "agree/strongly agree" to "I am satisfied with DSMS's efforts to achieve excellence in stakeholder satisfaction and engagement," as measured by survey question.

End of Year Summary

Key Measures

- Key Measure (Summative) - Parent participation on CITs
- Key Measure (Summative) - % of stakeholders responding agree/ strongly agree "I am satisfied with DSMS's efforts to achieve excellence in stakeholder satisfaction and engagement"

Priority Area 4.4.1



Priority	Component	Objective
Excellence in Organizational Improvement and Accountability	Individual and Collective Responsibility to Ensure Compliance and Quality Improvement	Evaluate programs and services using sound research principles and multiple data sources.
<b>Goal Description</b>		
During the 2016-2017 school year, 100% of DSMS teachers will evaluate student assessment and socio-emotional data bi-monthly to assess student intervention needs as evidenced by monthly meeting minutes, academic assessment data, discipline, and intervention reports.		
<b>End of Year Summary</b>		
<b>Key Measures</b>		
<ul style="list-style-type: none"> <li>•Key Measure (Summative) - % of programs and services evaluated for effectiveness</li> <li>•Key Measure (Summative) - % of programs and services evaluated for return on investment</li> </ul>		

## Action Plans

<b>Goal 1.1.1</b>	By May, 2017, 100% of DSMS students will demonstrate growth in the English language arts and Math AZCCRS as evidenced by an increased score of 4% or higher on the 2017 AzMERIT compared to 2016 AzMERIT scores.		
<b>Action Step</b>	Use diagnostic assessments and instructional materials/strategies to pinpoint skill deficits and design effective lessons at Tier 1 and small group intervention.		
<b>Responsible Party</b>	Math and Reading Interventionists, Gen Ed and Special Ed Teachers		
<b>Professional Development</b>	Weekly PLC department meetings focused on using data to drive instruction and fill gaps		
<b>Quarterly Summary</b>			
<b>Date Initiated</b>	August 05, 2016	<b>Date Completed</b>	
<b>Status</b>	In-Process	<b>Last Modified</b>	9/1/2016 8:55 PM

<b>Goal 1.1.1</b>			
<b>Action Step</b>	Use assessment data to guide instruction and identify students in need of targeted intervention.		
<b>Responsible Party</b>	Math and Reading Interventionists, Intervention Coach, Counselors, Gen Ed and Special Ed Teachers		
<b>Professional Development</b>	Continued School City Training		
<b>Quarterly Summary</b>			
<b>Date Initiated</b>	August 03, 2016	<b>Date Completed</b>	
<b>Status</b>	In-Process	<b>Last Modified</b>	9/1/2016 8:49 PM



Goal 2.2.1	By May 2017, 100% of teachers will use PLC structures to support student academic success towards ELA and Math goals as evidenced by 90% of teachers selecting "developing" on the Professional Learning Communities at Work Continuum: Building a Collaborative Culture Through High-Performing Teams Rubric.		
Action Step	Teachers will engage in weekly PLT (Professional Learning Team) meetings to discuss students, create formative assessments, analyze assessment data, share ideas for instruction and intervention, and to determine "next steps" as grade level or department teams to meet students needs, academically and behaviorally.		
Responsible Party	All Teachers, Administration, Instructional Coach and Interventionists		
Professional Development	PLT Training		
Quarterly Summary			
Date Initiated	August 10, 2016	Date Completed	
Status	In-Process	Last Modified	9/1/2016 9:08 PM

Goal 2.2.1			
Action Step	Teachers, interventionists, counselors, and administration will use a problem-solving approach during regularly scheduled MTSS meetings to ensure quality instruction and interventions are matched to student need, monitoring progress frequently to make informed academic and behavioral decisions.		
Responsible Party	Administration, Interventionists, Gen Ed and Special Ed Teachers		
Professional Development	MTSS Training		
Quarterly Summary			
Date Initiated	August 10, 2016	Date Completed	
Status	In-Process	Last Modified	9/1/2016 9:03 PM

Goal 3.3.1	By May 2017, 80% of stakeholders will respond "agree/strongly agree" to "I am satisfied with DSMS's efforts to achieve excellence in stakeholder satisfaction and engagement," as measured by survey question.		
Action Step	Develop relationships with DSMS families by calling each new family enrolling after the start of the school year and reaching out to all others as time permits in order to learn of things going well and opportunities for improvement.		
Responsible Party	Parent Liaison		
Professional Development			
Quarterly Summary			
Date Initiated	August 15, 2016	Date Completed	
Status	In-Process	Last Modified	9/1/2016 9:18 PM

Goal 3.3.1



Action Step	Maintain and add business and parent partnerships to strengthen school programs. Identify and contact businesses that may be able to partner with our Top 20 social/emotional program as well as provide resources to enhance school programs and goals.		
Responsible Party	Administration, Teachers, Parent Liaison, Parent Volunteers		
Professional Development			
Quarterly Summary			
Date Initiated	August 10, 2016	Date Completed	
Status	In-Process	Last Modified	9/1/2016 9:15 PM

<b>Goal 3.3.1</b>			
Action Step	Coordinate parent workshops and provide information about family support programs to assists families with teenage social/emotional issues, dating, cyber safety, and other services.		
Responsible Party	Parent Liaison and Counselors		
Professional Development			
Quarterly Summary			
Date Initiated	August 10, 2016	Date Completed	
Status	In-Process	Last Modified	9/1/2016 9:11 PM

<b>Goal 4.4.1</b>	During the 2016-2017 school year, 100% of DSMS teachers will evaluate student assessment and socio-emotional data bi- monthly to assess student intervention needs as evidenced by monthly meeting minutes, academic assessment data, discipline, and intervention reports.		
Action Step	During regular MTSS/Core and Department meetings, data will be regularly reviewed to identify patterns, trends, interventions and next steps.		
Responsible Party	Departments, Dept. Leaders, MTSS/Core Teams, and Admin		
Professional Development	2016 Preservice, Bi-monthly Core meetings, and weekly Department meetings.		
Quarterly Summary			
Date Initiated	August 08, 2016	Date Completed	
Status	In-Process	Last Modified	9/1/2016 9:29 PM

<b>Goal 4.4.1</b>			
Action Step	Progress monitoring meetings with leadership during CIT time. Structure CIT meeting to ensure data collection and protocols for analysis.		
Responsible Party	CIT and Administration		
Professional Development	none		
Quarterly Summary			



Date Initiated	August 09, 2016	Date Completed	
Status	In-Process	Last Modified	9/1/2016 9:27 PM

## AdvancED

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## Feedback

Goal	1.1.1 By May, 2017, 100% of DSMS students will demonstrate growth in the English language arts and Math AZCCRS as evidenced by an increased score of 4% or higher on the 2017 AzMERIT compared to 2016 AzMERIT scores.	
Feedback		9/5/2016 9:40 PM
<p>Strength: Benchmarking alongside a school with similar qualities as DSMS may aide in identifying and strengthening gap areas.</p> <p>Questions to Ponder: Utilizing a growth goal may create momentum. Perhaps it would benefit DSMS to identify specific areas/standards that need to be targeted. Will the targeted interventions take place within the content areas "period" or outside? What structures will be out into place to afford the proper time for the necessary interventions?</p>		

Goal	2.2.1 By May 2017, 100% of teachers will use PLC structures to support student academic success towards ELA and Math goals as evidenced by 90% of teachers selecting "developing" on the Professional Learning Communities at Work Continuum: Building a Collaborative Culture Through High-Performing Teams Rubric.	
Feedback		9/5/2016 9:40 PM
<p>Strength: Including a measurement tool for PLC involvement.</p> <p>Questions to Ponder: It may be beneficial to consider a way that feedback can be collected prior to the end of the year. In the event that adjustments need to be made, those alterations can take place in real-time rather than the end of the year. Perhaps an action step can be to cascade key PLC learning into the 2017-2018 school year.</p>		

Goal	3.3.1 By May 2017, 80% of stakeholders will respond "agree/strongly agree" to "I am satisfied with DSMS's efforts to achieve excellence in stakeholder satisfaction and engagement," as measured by survey question.	
Feedback		9/5/2016 9:40 PM
<p>Strength: Developing a focus on stakeholder involvement.</p> <p>Questions to Ponder: Have you considered identifying a way to measure stakeholder feedback throughout the process? Perhaps a mid-year survey may help to redirect efforts if necessary rather than wait to the end of the year to hear from stakeholders. What specific businesses will DSMS target to support Top 20? Are there any internal stakeholders that could be of support?</p>		

Goal	4.4.1 During the 2016-2017 school year, 100% of DSMS teachers will evaluate student assessment and socio-emotional data bi- monthly to assess student intervention needs as evidenced by monthly meeting minutes, academic assessment data, discipline, and intervention reports.	
Feedback		9/6/2016 5:36 PM
<p>Strength: Monitoring the social and emotional well-being of students.</p> <p>Questions to Ponder: The first action step for 4.4.1 indicates data collection and protocols utilized throughout the CIT meetings. Are these agreed upon processes? What data will be utilized to measure the social and emotional status of the students?</p>		