



Detail Report

Mission

Lobo Leaders promote a safe, engaging and respectful learning environment for future success.

Vision

The Esperanza Community ensures student success.

Benchmark

Team Members

Name	Title/Relationship
Lorin Herrington	First Grade teacher
Melissa Sepuka	Principal
Brandon Padilla	TOA
Claude Weaver	6th grade teacher
Ashlee Sunder	First Grade Teacher
Deb Senatro	Counselor

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

Reading: By May 2017, 100% of students in grades K-3 will be assessed using DIBELS and 80% of those students will be strategic or core, measured by DIBELS. The 20% of the students not at strategic or core will demonstrate growth by moving along the 95% group continuum. By May 2016, 100% of students grades 4 - 6 will demonstrate proficiency in reading as evidenced by - 80% increasing their Lexile score by at least 100 Lexiles as measured by SRI; the remaining 20% will increase their Lexiles by at least 50.

MATH: BY May 2017: 100% of all 4-6 students will complete the STAR Math assessment and 80% of those students in grades 4-6 will meet or exceed grade level scaled scores on the end of year assessment. The remaining 20% will demonstrate growth with no more that 10% scoring in the falls far below scale score. By May 2017 100% of all students in K-3 will participate in the DVMA assessment and 80% of those students will meet or exceed on the post test and the remaining 20% will demonstrate growth with no more than 10% scoring in the FFB category.

For School Year 2016-2017, all English Language Learners will become proficient in English by meeting the Annual Measureable Achievement Objectives (AMAOs): "Making Progress" on AZELLA by meeting or exceeding the rate of 23% and by meeting or exceeding the annually measured English proficiency Reclassification rate of 23%..

End of Year Summary

Key Measures



- Key Measure (Summative) - % of students moving to Core on DIBELS assessments
- Movement along the PSI/PASI continuum.
- Increase of lexiles on the SRI.
- AMOA's on the AZELLA.

Priority Area 1.3.2

Priority	Component	Objective
Excellence in Student Learning	Employees are Engaged in Student Customer-Centered Practices	Focus on the social and emotional growth of students.
Goal Description		
We will increase the effectiveness of our PBIS system as evidenced by and increased score on our BOQ.		
End of Year Summary		
Key Measures		
•Increased score on the BOQ.		

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 we will increase the collaborative learning environment in the area of special education as evidenced by an increase in the raw score on a school created survey from Fall to Spring.		
End of Year Summary		
Key Measures		
•Increase in the score on the collaboration survey from Fall 2106 to Spring 2017.		

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 we will increase the amount of parent engagement as evidenced by an increased amount of grade level/subject level opportunities for parents from 5 to 10 and an increase in parent participation in these events.		
End of Year Summary		



Key Measures		
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Priority Area 4.4.2

Priority	Component	Objective
Excellence in Organizational Improvement and Accountability	Individual and Collective Responsibility to Ensure Compliance and Quality Improvement	Monitor results and benchmark against industry standards.

Goal Description

We will monitor results student reading achievement in K-3 as benchmarked against national and district measurements as evidenced by the monitoring on the DIBELS assessment three times per year.

End of Year Summary

Key Measures

•Key Measure (Summative) - # of academic achievement results benchmarked against state or national standards and used to set targets for next year

Action Plans

Goal 3.3.1	By May 2017 we will increase the amount of parent engagement as evidenced by an increased amount of grade level/subject level opportunities for parents from 5 to 10 and an increase in parent participation in these events.		
Action Step	We will continue to enhance our communication bridge with parents by enhancing the ways we communicate events. We will additionally use our needs survey results to find ways to differ times of our meetings so parents may attend and either make them parent/student partner meetings or we will provide childcare at particular events.		
Responsible Party	admin and grade level staff		
Professional Development			
Quarterly Summary			
Date Initiated	August 05, 2016	Date Completed	
Status	In-Process	Last Modified	9/11/2016 1:51 PM

Goal 3.3.1			
Action Step	Establish preschool bridging events to foster relationships and create a solid partnership for beginning kindergarten,		
Responsible Party	admin, preschool adn kinder staff		
Professional Development	community knowledge		
Quarterly Summary			



Date Initiated	August 05, 2016	Date Completed	
Status	Pending	Last Modified	9/11/2016 1:51 PM

Goal 3.3.1			
Action Step	Calendar of specific grade level events in the areas of reading and math will be devised along with the expectations for individual invites for parents/materials etc.		
Responsible Party	Admin and grade levels		
Professional Development	conten specific training		
Quarterly Summary			
Date Initiated	August 05, 2016	Date Completed	
Status	In-Process	Last Modified	9/11/2016 1:46 PM

Goal 2.2.1	By May 2017 we will increase the collaborative learning environment in the area of special education as evidenced by an increase in the raw score on a school created survey from Fall to Spring.		
Action Step	Monthly Sped meetings and weekly PLCs will be used to address needs and communication barriers		
Responsible Party	Sped team/SES		
Professional Development	ongoing training on collboaration/ Co-teaching and roles for gen ed and special ed/ accommodations vs modifications		
Quarterly Summary			
Date Initiated	August 05, 2016	Date Completed	
Status	In-Process	Last Modified	9/11/2016 1:44 PM

Goal 2.2.1			
Action Step	A survey will be administered in both Fall and Spring regarding collaboration.		
Responsible Party	Admin team		
Professional Development			
Quarterly Summary			
Date Initiated	August 05, 2016	Date Completed	
Status	In-Process	Last Modified	9/11/2016 1:42 PM

Goal 4.4.2	We will monitor results student reading achievement in K-3 as benchmarked against national and district measurements as evidenced by the monitoring on the DIBELS assessment three times per year.		
Action Step	Data PLC meetings will occur once per month to review data and the implementation of MTSS. Tiered groups and instruction will be adjusted accordingly.		



Responsible Party	admin, K-3 staff		
Professional Development	TRE, MTSS		
Quarterly Summary			
Date Initiated	August 05, 2016	Date Completed	
Status	In-Process	Last Modified	9/11/2016 1:53 PM

Goal 1.3.2	We will increase the effectiveness of our PBIS system as evidenced by and increased score on our BOQ.		
Action Step	The TOP 20 Social Emotional Learning (EQ) program is being implemented. All students are participating in weekly lessons on EQ. Students, staff and parents are increasing their EQ toolbox. Ongoing PD is occurring for staff and a monthly Top 20 training is available for parents.		
Responsible Party	All Staff/PACT team/ Admin		
Professional Development	Top 20 training		
Quarterly Summary			
Date Initiated	August 05, 2016	Date Completed	
Status	In-Process	Last Modified	9/11/2016 2:05 PM

Goal 1.3.2			
Action Step	The flow chart with behavioral consequences and majors/minors was improved upon with input from the staff. Ongoing training is continuing as we work through and learn this new system as a staff. (the ongoing training is based on both hard behavioral data and perceptual data)		
Responsible Party	PACT team/staff		
Professional Development	PBIS		
Quarterly Summary			
Date Initiated	August 05, 2016	Date Completed	
Status	In-Process	Last Modified	9/11/2016 2:02 PM

Goal 1.3.2			
Action Step	Explicit instruction on the behavior matrix will occur. All students went through training the second day of school by rotating to areas and having an expectation lesson on that area. New students will be gathered once per month through the year for those trainings as well.		
Responsible Party	PACT Team		
Professional Development	PBIS training		
Quarterly Summary			
Date Initiated	August 05, 2016	Date Completed	



Status	In-Process	Last Modified	9/11/2016 2:00 PM
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Goal 1.3.2

Action Step	The improved behavior matrix was placed in all student handbooks and the agendas. Posters with expectations for the specific area of school. (ex. cafeteria expectations) have been created and will be in the appropriate areas (cafeteria hung in café, classroom, bathroom posters on bathroom doors, common areas on doors to main areas, playground banner in playground area). HOWL tickets are now on pads for ease of distribution and retraining occurred to ensure that all are linking the ticket to the matrix.		
Responsible Party	PACT team/staff		
Professional Development	PBIS training		
Quarterly Summary			
Date Initiated	August 05, 2016	Date Completed	
Status	In-Process	Last Modified	9/11/2016 1:58 PM

Goal 1.3.2

Action Step	For the 16-17 school year we have made new adjustments to our PBIS system through our PACT team. This team is meeting monthly to review data and bring it back to staff for any changes.		
Responsible Party	PACT team		
Professional Development	PBIS/TOP 20 trainings		
Quarterly Summary			
Date Initiated	August 05, 2016	Date Completed	
Status	In-Process	Last Modified	9/11/2016 1:55 PM

Goal 1.1.1

Goal 1.1.1	<p>Reading: By May 2017, 100% of students in grades K-3 will be assessed using DIBELS and 80% of those students will be strategic or core, measured by DIBELS. The 20% of the students not at strategic or core will demonstrate growth by moving along the 95% group continuum. By May 2016, 100% of students grades 4 - 6 will demonstrate proficiency in reading as evidenced by - 80% increasing their Lexile score by at least 100 Lexiles as measured by SRI; the remaining 20% will increase their Lexiles by at least 50.</p> <p>MATH: BY May 2017: 100% of all 4-6 students will complete the STAR Math assessment and 80% of those students in grades 4-6 will meet or exceed grade level scaled scores on the end of year assessment. The remaining 20% will demonstrate growth with no more than 10% scoring in the falls far below scale score. By May 2017 100% of all students in K-3 will participate in the DVMA assessment and 80% of those students will meet or exceed on the post test and the remaining 20% will demonstrate growth with no more than 10% scoring in the FFB category.</p> <p>For School Year 2016-2017, all English Language Learners will become proficient in English by meeting the Annual Measureable Achievement Objectives (AMAOs): "Making Progress" on AZELLA by meeting or exceeding the rate of 23% and by meeting or exceeding the annually measured English proficiency Reclassification rate of 23%..</p>		
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Action Step	Teachers will review data for Tier 1 and 2 at weekly PLC teachers. They will use the data results to drive Tier 1 instruction with the caveat that 80% of students should have shown mastery. A list of folks that are resources from both campus and district will be created. These are folks they can invite as warranted.		
Responsible Party	teachers, interventionists, administration		
Professional Development	PLC meetings, content area meetings, data diving		
Quarterly Summary			
Date Initiated	August 05, 2016	Date Completed	
Status	In-Process	Last Modified	9/11/2016 1:40 PM

Goal 1.1.1			
Action Step	95% group materials will be used to enhance reading instruction at all levels. All gen. ed teachers will use the following in daily instruction: K: Phonemic Awareness Kits and beg. 2nd semester Blending, 1st grade PA kit as necessary, Blending and Phonics Basic Chip Kits, 2nd grade Multisyllabic Routines and Chip Kits, 3rd grade Multi-syllabic routines and Chip kits, 4-6 grade multi-syllabic routines and vocab. surge. Special education and reading interventionists will use a combination of the above materials where warranted along with the PLL.		
Responsible Party	Staff		
Professional Development	Ongoing 95% group training and TRE training		
Quarterly Summary			
Date Initiated	August 05, 2016	Date Completed	
Status	In-Process	Last Modified	9/11/2016 1:38 PM

Goal 1.1.1			
Action Step	Data Dialogue/PLC meeting will occur once per month with the greater MTSS team. During this meeting all data will be reviewed for students that need to move within the Tiers of instruction and of need different interventions.		
Responsible Party	Staff/Admin "MTSS Team"		
Professional Development			
Quarterly Summary			
Date Initiated	August 05, 2016	Date Completed	
Status	In-Process	Last Modified	9/11/2016 1:28 PM

Goal 1.1.1			
Action Step	The ELL team will collaborate with teachers to assist with accommodations and differentiated teaching strategies.		
Responsible Party	teaching staff		



Professional Development	Collaboration time and ILLP training		
Quarterly Summary			
Date Initiated	August 05, 2016	Date Completed	
Status	In-Process	Last Modified	9/9/2016 9:20 PM

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Feedback

Goal	3.3.1 By May 2017 we will increase the amount of parent engagement as evidenced by an increased amount of grade level/subject level opportunities for parents from 5 to 10 and an increase in parent participation in these events.		
Feedback			9/12/2016 1:36 PM
<p>Questions to Ponder: Perhaps this is an opportunity to develop new methods of reaching out and marketing to key stakeholders. What amount of increase of parent engagement will be adequate to satisfy this goal? Will the 50% increase of opportunities meet this goal, or is the goal intended to increase the level of engagement in said events?</p>			

Goal	2.2.1 By May 2017 we will increase the collaborative learning environment in the area of special education as evidenced by an increase in the raw score on a school created survey from Fall to Spring.		
Feedback			9/12/2016 1:36 PM
<p>Strength: Establishing a collaborative learning environment through the deployment of PLCs. Questions to Ponder: In what ways will this goal be measured prior to the end of the school year? What action steps will be deployed to serve as a measurement throughout the year, thus increasing the likelihood of goal attainment? How much of an increase is needed to satisfy this goal?</p>			

Goal	4.4.2 We will monitor results student reading achievement in K-3 as benchmarked against national and district measurements as evidenced by the monitoring on the DIBELS assessment three times per year.		
Feedback			9/12/2016 1:36 PM
<p>Questions to Ponder: It appears this goal ties to the K-3 focus for the 1.1.1 goal. How much movement for the students not demonstrating CORE will be adequate? How will "measureable growth" be defined, and is there a national benchmark that can be utilized for this? With the data team meeting occurring once per month, how often are grade level teams meeting Weekly? Have specific outcomes been provided to assist in utilizing grade level meeting most effectively? Perhaps this is an action step that may support reaching the identified targets.</p>			

Goal	1.3.2 We will increase the effectiveness of our PBIS system as evidenced by and increased score on our BOQ.		
Feedback			9/12/2016 1:36 PM

Strength: Refocusing on EQ through the development and deployment of PBIS strategies.
 Points to Ponder: Perhaps this goal presents another opportunity to benchmark. Have any schools within deer valley, similar to ES been identified to learn with and from? Have methods been identified to ensure consistency of implementation with staff? How often are the outcomes of PBIS revisited with staff?

Goal

1.1.1 Reading: By May 2017, 100% of students in grades K-3 will be assessed using DIBELS and 80% of those students will be strategic or core, measured by DIBELS. The 20% of the students not at strategic or core will demonstrate growth by moving along the 95% group continuum. By May 2016, 100% of students grades 4 - 6 will demonstrate proficiency in reading as evidenced by - 80% increasing their Lexile score by at least 100 Lexiles as measured by SRI; the remaining 20% will increase their Lexiles by at least 50.

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Feedback 9/12/2016 1:36 PM

Strength: Tiered goal in both ELA and Math to reflect both mastery and growth. Identifying a goal specific to ELL students.

Questions to Ponder: The scoring band "At Benchmark" AKA Core is a large range. A possible next step may be to evaluate where in that range students are falling, and then remediating or enhancing appropriately. This may present the opportunity to identify the "bubble" kids (ones that are on the cusp of falling below the stated benchmark). Often, this data gives great insight into how to differentiate instruction beyond grouping based on meeting the benchmark. What processes are deployed to support the action step regarding the MTSS team? How are key discoveries shared out horizontally, and vertically when necessary?