



Detail Report

Mission

The mission of Las Brisas is to equip students with the skills, knowledge, and decision-making abilities to positively shape their future and to develop students that are accountable and committed to excellence.

Vision

We are dedicated to providing our students with the knowledge and desire to become productive, responsible, and caring citizens.

Benchmark

Team Members

Name	Title/Relationship
Jonathan Malvin	Principal
Mary Jo Eldridge	TOA
Heidi Essert-Dini	Reading Specialist
Jane Oswald	Parent/PTSA President
Kelly Fisher	Kindergarten Teacher
Melanie Poll	1st Grade Teacher
Amanda Pelton	Sixth Grade Teacher

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 3-6 will demonstrate growth in mastery of Math AzCCRS standards as evidenced by a 5% increase in their AzMERIT score from the previous year.

End of Year Summary

Key Measures

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

Priority Area 2.2.1

Priority	Component	Objective
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Excellence in Workforce Performance	Workforce Development to Meet Organizational Needs	Establish and maintain a collaborative learning environment.
Goal Description		
By May of 2017, 100% of Las Brisas teachers will increase their professional knowledge by participating in collaborative teams to support the school PLC. The teams will focus on Multi-Tiered System of Support (MTSS) and AZ College and Career Readiness Standards as evidenced by attendance log and artifacts included in MyLearningPlan.		
End of Year Summary		
Key Measures		
•Key Measure (Summative) - % of campuses and departments/divisions implementing Purposeful Learning Communities		

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 of 2017, 100% of the parent and student community will develop deeper understandings of key campus programs and initiatives as evidenced by an increase in ratings on a post evaluation.		
End of Year Summary		
Key Measures		
•Key Measure (Summative) - % of community members responding agree/strongly agree " the district office communicates effectively with parents and community members"		

Priority Area 4.3.1		
Priority	Component	Objective
Excellence in Organizational Improvement and Accountability	Integrated and Aligned Systems	Ensure that key systems are integrated and aligned across all campuses, departments and levels with fidelity.
Goal Description		
All grade levels will develop and utilize common understandings and processes of a Multi-Tiered System of Support as evidenced by attendance log of staff developments and grade level meeting notes.		
End of Year Summary		
Key Measures		
•In-process Measure (Formative) - # of documented/aligned process maps		



Action Plans

Goal 1.1.1	By May 2017, 100% of students in grades 3-6 will demonstrate growth in mastery of Math AzCCRS standards as evidenced by a 5% increase in their AzMERIT score from the previous year.		
Action Step	Special Education Teachers will attend a workshop on best practices in math		
Responsible Party	Special Education Teachers		
Professional Development	Teachers that attend professional development are expected to share understanding and collaborate with colleagues.		
Quarterly Summary	Teachers were able to immediately incorporate strategies and activities in their math lessons that were demonstrated in this workshop. It is important for special education teachers to attend trainings and become familiar with the strategies and activities that the general education teachers are using in their classrooms to support their students in an inclusion environment. It is also important that teachers broaden their understandings of how students learn math and best practices for teaching students who are having difficulty with certain concepts.		
Date Initiated	September 12, 2016	Date Completed	October 28, 2016
Status	Completed	Last Modified	10/31/2016 2:13 PM

Goal 1.1.1			
Action Step	Teachers to attend grade level specific District training in math.		
Responsible Party	Kim Edelson		
Professional Development	Teachers will attend training that was developed by members of the Curriculum & Development Dept. at District office.		
Quarterly Summary			
Date Initiated	August 09, 2016	Date Completed	October 06, 2016
Status	Completed	Last Modified	10/31/2016 1:46 PM

Goal 1.1.1			
Action Step	Contact Kim Edelson to model lessons on using manipulatives to support math concepts in grades 3-6.		
Responsible Party	Jonathan Malvin		
Professional Development	Math Specialist to demonstrate how to use manipulatives with more advanced math concepts.		
Quarterly Summary			
Date Initiated	September 06, 2016	Date Completed	
Status	Pending	Last Modified	9/6/2016 3:35 PM

Goal 1.1.1



Action Step	Academic vocabulary specific to math will be explicitly taught and used by teachers in all grade levels.		
Responsible Party	Certified Staff		
Professional Development	Training on teaching vocabulary by using specific Thinking Maps.		
Quarterly Summary			
Date Initiated	August 25, 2016	Date Completed	
Status	Pending	Last Modified	8/26/2016 3:28 PM

Goal 1.1.1			
Action Step	Grades 4-6 will focus their collaborative Grade Level meetings on analyzing data, determining next learning steps, and designing interventions for students in Math.		
Responsible Party	Teachers grades 4-6		
Professional Development	The Principal will provide guidance and support through the collaborative process		
Quarterly Summary			
Date Initiated	August 19, 2016	Date Completed	
Status	Pending	Last Modified	8/26/2016 3:26 PM

Goal 1.1.1			
Action Step	Provide training on using Thinking Maps when students make a pictorial representation or when "Writing to Explain" thought processes in Math.		
Responsible Party	Sabrina LeBlond, Third Grade Teacher and Steering Committee		
Professional Development	September half day		
Quarterly Summary			
Date Initiated	August 25, 2016	Date Completed	
Status	Pending	Last Modified	8/26/2016 3:22 PM

Goal 2.2.1	By May of 2017, 100% of Las Brisas teachers will increase their professional knowledge by participating in collaborative teams to support the school PLC. The teams will focus on Multi-Tiered System of Support (MTSS) and AZ College and Career Readiness Standards as evidenced by attendance log and artifacts included in MyLearningPlan.		
Action Step	Special Education Teachers will attend workshop on best practices in math.		
Responsible Party	Special Education Teachers		
Professional Development	Teachers who attend professional development are expected to share information and collaborate with colleagues.		



Quarterly Summary	Teachers were able to immediately incorporate strategies and activities in their math lessons that were demonstrated in this workshop. It is important for special education teachers to attend trainings and become familiar with the strategies and activities that the general education teachers are using in their classrooms to support their students in an inclusion environment. It is also important that teachers broaden their understandings of how students learn math and best practices for teaching students who are having difficulty with certain concepts.		
Date Initiated	September 12, 2016	Date Completed	October 28, 2016
Status	Completed	Last Modified	10/31/2016 2:20 PM

Goal 2.2.1			
Action Step	A kindergarten and first grade teacher will attend District Training on teaching phonics.		
Responsible Party	Jennifer Thomason and Andrea McCall		
Professional Development	Information gathered from these inservices will be shared with other grade level members.		
Quarterly Summary			
Date Initiated	September 21, 2016	Date Completed	October 28, 2016
Status	Completed	Last Modified	10/31/2016 1:54 PM

Goal 2.2.1			
Action Step	ELA District Training		
Responsible Party	Judith Centa		
Professional Development	Teachers that attend professional development are expected to collaborate with teammates/staff		
Quarterly Summary			
Date Initiated	September 01, 2016	Date Completed	
Status	Pending	Last Modified	9/6/2016 3:21 PM

Goal 2.2.1			
Action Step	Select teachers attended Jr. Great Books Training		
Responsible Party	Jonathan Malvin		
Professional Development	Teachers that attend professional development are expected to collaborate with their teammates/staff		
Quarterly Summary	Dawn Hormel & Marianne Velonis in third grade and Mikki Cardella in 5th grade attended.		
Date Initiated	September 27, 2016	Date Completed	September 27, 2016
Status	Completed	Last Modified	9/6/2016 3:18 PM

Goal 2.2.1



Action Step	Select teachers will attend FOSS science training.		
Responsible Party	Jonathan Malvin		
Professional Development	Teachers who attend professional development are expected to collaborate with their teammates.		
Quarterly Summary			
Date Initiated	September 06, 2016	Date Completed	September 06, 2016
Status	Completed	Last Modified	9/6/2016 3:16 PM

Goal 2.2.1			
Action Step	Half day staff development focused on Grade Level Teams analyzing various data points for their students, determining each student's needs, and placing students in flexible groups to provide TIER II services.		
Responsible Party	Certified Staff		
Professional Development	Half day staff development		
Quarterly Summary	During the August half day, grade level teams in conjunction with SPED/Speech and other support specialists analyzed student data to determine their next learning steps. Initial groupings were determined. Focus areas were identified. This process of meeting to collaborate on meeting students' needs will occur a minimum of twice a month. The TOA and Principal will attend these meetings periodically to offer guidance and support.		
Date Initiated	August 19, 2016	Date Completed	
Status	In-Process	Last Modified	8/26/2016 3:01 PM

Goal 2.2.1			
Action Step	Arrange collaboration time for Grade Level Teams to discuss data, student needs, interventions, and student progress.		
Responsible Party	Certified Staff, TOA, Principal		
Professional Development			
Quarterly Summary	A calendar is posted in a central location to allow all staff to access. This will inform support staff as to when each grade level is conducting their data/planning meetings so that they can attend. When possible, administration is permitting Grade Level Teams to meet in place of a staff meeting. This allows for support staff and teachers to meet at a time that is conducive to both groups.		
Date Initiated	August 19, 2016	Date Completed	August 19, 2016
Status	Completed	Last Modified	8/26/2016 12:39 PM

Goal 4.3.1	All grade levels will develop and utilize common understandings and processes of a Multi-Tiered System of Support as evidenced by attendance log of staff developments and grade level meeting notes.		
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Action Step	Grade Level Teams will meet a minimum of twice a month to analyze various data points for their students, determine each student's needs, and place students in flexible groups to provide TIER II services.		
Responsible Party	Certified Staff		
Professional Development	Half day staff development		
Quarterly Summary	During the August half day, grade level teams in conjunction with SPED/Speech and other support specialists analyzed student data to determine their next learning steps. Initial groupings were determined. Focus areas were identified. This process of meeting to collaborate on meeting students' needs will occur a minimum of twice a month. The TOA and Principal will attend these meetings periodically to offer guidance and support.		
Date Initiated	August 19, 2016	Date Completed	
Status	In-Process	Last Modified	8/26/2016 3:01 PM

Goal 4.3.1			
Action Step	Develop a format and Meeting Documentation Sheet for collaborative Grade Level Meetings.		
Responsible Party	Mary Jo Eldridge, TOA		
Professional Development	Grade level representatives from the Leadership Team along with Principal and TOA will provide guidance during initial Collaborative Grade Level meetings.		
Quarterly Summary			
Date Initiated	August 26, 2016	Date Completed	
Status	In-Process	Last Modified	8/26/2016 1:13 PM

Goal 3.1.1	By May of 2017, 100% of the parent and student community will develop deeper understandings of key campus programs and initiatives as evidenced by an increase in ratings on a post evaluation.		
Action Step	Conduct a post survey and analyze results.		
Responsible Party	CIT		
Professional Development			
Quarterly Summary			
Date Initiated	August 25, 2016	Date Completed	
Status	Pending	Last Modified	8/25/2016 1:59 PM

Goal 3.1.1			
Action Step	CIT to communicate with Leadership Team to discuss results and determine next steps to increase parents' and students' understandings.		
Responsible Party	CIT/Leadership Team		
Professional Development			



Quarterly Summary			
Date Initiated	August 25, 2016	Date Completed	
Status	Pending	Last Modified	8/25/2016 1:55 PM

Goal 3.1.1			
Action Step	CIT to review survey results and determine areas of need for additional support and communication.		
Responsible Party	CIT		
Professional Development			
Quarterly Summary			
Date Initiated	August 25, 2016	Date Completed	
Status	Pending	Last Modified	8/25/2016 1:52 PM

Goal 3.1.1			
Action Step	Create and distribute via email a pre/post student and parent survey to measure the level of understanding of key campus programs/initiatives.		
Responsible Party	Mary Jo Eldrige and Jonathan Malvin		
Professional Development			
Quarterly Summary			
Date Initiated	August 25, 2016	Date Completed	
Status	Pending	Last Modified	8/25/2016 1:50 PM

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Feedback

Goal	1.1.1 By May 2017, 100% of students in grades 3-6 will demonstrate growth in mastery of Math AzCCRS standards as evidenced by a 5% increase in their AzMERIT score from the previous year.		
Feedback	8/28/2016 9:07 AM		
<p>Strength: The goal aligned to 1.1.1 sets clear growth goals from previous year's results for grades 3-6 and is written using SMART criteria. The increased focus on Thinking Maps and Academic Vocabulary will ensure staff and students are speaking common language.</p> <p>Questions to Ponder: What might be growth goals for grades K-2 that will assist in building a strong foundation as they progress towards 3rd grade? How might adding a growth goal for each subpopulation of students (intensive, minimally proficient, strategic...) help to guide the MTSS focus stated in Strategic Goal areas 1 and 4?</p>			

Goal	2.2.1 By May of 2017, 100% of Las Brisas teachers will increase their professional knowledge by participating in collaborative teams to support the school PLC. The teams will focus on Multi-Tiered System of Support (MTSS) and AZ College and Career Readiness Standards as evidenced by attendance log and artifacts included in MyLearningPlan.
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Feedback	8/28/2016 9:08 AM
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Strength: The goal supports a team collaborative approach with accountability that increases focus on MTSS practices and AZCCRS. The completed and in-process action steps show a clear emphasis on ensuring staff is reviewing data on a consistent basis.

Questions to Ponder: In relation to the action steps of arranging collaboration time for grade level teams, has the team considered a note taking log that will document a running record of student discussion, intervention application and strategy use to assist all students in achieving mastery of essential learnings?

Goal	4.3.1 All grade levels will develop and utilize common understandings and processes of a Multi-Tiered System of Support as evidenced by attendance log of staff developments and grade level meeting notes.
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Feedback	8/28/2016 9:12 AM
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Strength: The team has selected a focus of implementation of key processes for MTSS which clearly supports strategic goal 2. The in-process measure of collection of aligned process maps created will ensure multiple touches for continuous improvement.

Questions to Ponder: The team has discussed how to identify students for Tier 2 services, what is the process for identifying students for Tier 3 services? What process is in place to communicate to parents (Strategic Goal 3) about services for students?

Goal	3.1.1 By May of 2017, 100% of the parent and student community will develop deeper understandings of key campus programs and initiatives as evidenced by an increase in ratings on a post evaluation.
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Feedback	8/28/2016 9:10 AM
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Strength: A clear focus on increasing communication practices with students and parents will assist in creating a strong culture.

Questions to Ponder: Based on the documented action steps, the team conducted a survey and analyzed the results on August 25th. What were some of the trends noticed and what future action steps will be created as a result? How are these results different than previous year's data? What previous action steps made an impact on the data and may need to be continued?