



Detail Report

Mission

Our mission is to provide extraordinary educational opportunities to every learner.

Vision

Our vision is to empower our students to be successful in an ever-changing world.

Benchmark

Benchmarking School & Rationale

A group of our science and math teachers will benchmark our science and math scores with Legend Springs and Sierra Verde.

Benchmark Process

Participation in the Science and math PLC with the Mountain Ridge feeder schools provides a process for our science and math teachers to compare data, identify essential skills and develop assessment that will guide them. This venue also leads to dialogue about best practices and high yield strategies.

Benchmark Details

PLC has 4 face to face meetings and several opportunities for teachers to share their results and work with other departmentalized teachers at the same grade level.

Team Members

Name	Title/Relationship
Amy Jorgensen-Staples	Principal
Danielle Ware	Assistant Principal
Cindy Lunde	Parent/Community Member
Randy Leighty	Parent/Community Member
Shane and Tish McCall	Parent/Community Member
Stevie Lynch	Parent/Community Member
Taufik Islam	Parent/Community Member
Julie Zalewski	Secretary
Christy Heritage	Academic Facilitator
Denise Davis	Reading Specialist
Nancy Burns	7-8 Counselor
Chantel Lepick	Teacher
Cindy Streetz	Teacher
Jennifer Swannie	Teacher
Kristen Eddleman	Teacher
Nancy Pallas	Teacher



Nick Neuling	Teacher
Sarah McRae	Teacher
Shanon Fleming	Teacher
Shelly Miller	Teacher
Susan Carey Crippen	Teacher
Suzette Diaz	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 K-8 students will demonstrate mastery of ELA (including science and social studies) and Math AZCCR Standards as evidenced by performing proficient or better on District assessments.		
End of Year Summary		
Key Measures		
<ul style="list-style-type: none"> •Key Measure (Summative) - % of students moving to Core on DIBELS assessments •Key Measure (Summative) - Change in AZMERIT (or State assessment) performance 		

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		
By May 2017, student hopefulness will increase to 80% or greater as evidenced by Gallup Poll.		
End of Year Summary		
Key Measures		
<ul style="list-style-type: none"> •In-process Measure (Formative) - % of students indicating "Hopeful" on Gallup Student Poll 		

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		
Each grade level PLC meets monthly with admin and weekly as documented by agendas.		
End of Year Summary		
Key Measures		
<ul style="list-style-type: none"> •Key Measure (Summative) - % of employees responding agree/strongly agree "I am satisfied with our efforts to establish and maintain a collaborative culture" 		

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, all grade level teams will increase communication regarding the school's social and emotional program as evident by newsletters/e-mail communication about Second Step Curriculum.		
End of Year Summary		
Key Measures		
<ul style="list-style-type: none"> • 		

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.
Goal Description		
By May 2017, teachers will demonstrate implementation of 95% Group instructional strategies and continuous improvement as evidenced by an increase in number of students demonstrating growth on multiple assessments.		
End of Year Summary		
Key Measures		
<ul style="list-style-type: none"> •Key Measure (Summative) - % of programs and services evaluated for effectiveness 		

Action Plans



Goal 1.1.1	By May 2017, 100% of K-8 students will demonstrate mastery of ELA (including science and social studies) and Math AZCCR Standards as evidenced by performing proficient or better on District assessments.		
Action Step	95% onsite coaching and follow-up support. Nov. 15-17 Jan. 10-12		
Responsible Party	Trainers from 95% Group and teachers		
Professional Development	Reading instructional strategies training		
Quarterly Summary			
Date Initiated	November 15, 2016	Date Completed	March 08, 2017
Status	Pending	Last Modified	10/14/2016 11:33 AM

Goal 1.1.1			
Action Step	Gifted: Social and Emotional Characteristics and Needs of Gifted Students training- eachers will gain specific strategies for the content areas Math, ELA, Science, and Social Studies. Teachers will look at implementing Genius Hour, Socratic Method, Project Based Learning, tiered instruction, classroom grouping and differentiation strategies. Teachers will learn how to use Google Products and Canvas to collaborate and share throughout the course.		
Responsible Party	Adam Langingham and teachers		
Professional Development	Gifted Course		
Quarterly Summary			
Date Initiated	January 26, 2017	Date Completed	April 20, 2017
Status	Pending	Last Modified	9/2/2016 4:17 PM

Goal 1.1.1			
Action Step	Increase teachers who have or are working on their Gifted endorsement by sending teachers to training on Jr. Great Books and Socratic method.		
Responsible Party	Adam Langingham and teachers		
Professional Development	Jr. Great Books Training		
Quarterly Summary			
Date Initiated	August 29, 2016	Date Completed	August 30, 2016
Status	Completed	Last Modified	9/2/2016 4:13 PM

Goal 1.1.1			
Action Step	Teachers will learn how to utilize School City for district and class assessments. Teachers will learn how to effectively analyze formative and summative assessments. Teachers will learn how to run assessment reports that will assist them in making data driven decisions in their instructional planning.		



Responsible Party	School City Trainers and teachers		
Professional Development	School City Training		
Quarterly Summary	Follow-up training is planned for October		
Date Initiated	August 19, 2016	Date Completed	August 19, 2016
Status	Completed	Last Modified	9/2/2016 2:48 PM

Goal 1.1.1			
Action Step	95% training of all K-3 teachers, all service coordinators, and all 4-8 non-math departmentalized teachers. Teachers will learn instructional strategies to address phonemic awareness, phonics, multiplication and vocabulary development.		
Responsible Party	Trainers from 95% Group, Denise Davis, Susan Cary, and Christy Heritage		
Professional Development	Initial Reading instructional strategies training		
Quarterly Summary	All teachers recieved training in 95% group strategies and implementation support is planned.		
Date Initiated	August 05, 2016	Date Completed	August 08, 2016
Status	Completed	Last Modified	9/2/2016 2:47 PM

Goal 3.1.1	By May 2017, all grade level teams will increase communication regarding the school's social and emotional program as evident by newsletters/e-mail communication about Second Step Curriculum.		
Action Step	Teachers will include Second Step Lesson topics in newsletter/weekly e-mail to increase parent involvement with Second Step. Parent code will be communicated each time as well to encourage parent access to home companion lessons.		
Responsible Party	Teachers and parents		
Professional Development			
Quarterly Summary			
Date Initiated	September 19, 2016	Date Completed	May 24, 2017
Status	Pending	Last Modified	9/2/2016 4:03 PM

Goal 3.1.1			
Action Step	Teachers will complete Bully Prevention training module and include these lessons on their Second Step year-long plan. Teachers will submit their plan to admin and begin Second Step Lessons by the week of Sept. 19th or sooner.		
Responsible Party	Teachers		
Professional Development	Second Step Bully Module		
Quarterly Summary			
Date Initiated	September 09, 2016	Date Completed	



Status	Pending	Last Modified	9/2/2016 3:55 PM
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Goal 3.1.1			
Action Step	Invited additional parents to CIT membership		
Responsible Party	Principal		
Professional Development			
Quarterly Summary	We added 2 parents to CIT for a total of 6.		
Date Initiated	August 15, 2016	Date Completed	August 30, 2016
Status	Completed	Last Modified	9/2/2016 2:54 PM

Goal 1.3.2	By May 2017, student hopefulness will increase to 80% or greater as evidenced by Gallup Poll.		
Action Step	Teachers will utilize PACE program to recognize students who Keep the Pace. Teachers will nominate Stallions of the Week for positive phone calls from the principals and Stallions of the Quarter for the PACE luncheon.		
Responsible Party	Teachers and admin		
Professional Development			
Quarterly Summary			
Date Initiated	September 05, 2016	Date Completed	May 24, 2017
Status	In-Process	Last Modified	9/2/2016 3:55 PM

Goal 1.3.2			
Action Step	Teachers will teach Second Step Lessons throughout the year.		
Responsible Party	Teachers		
Professional Development			
Quarterly Summary			
Date Initiated	September 19, 2016	Date Completed	
Status	Pending	Last Modified	9/2/2016 3:52 PM

Goal 2.2.1	Each grade level PLC meets monthly with admin and weekly as documented by agendas.		
Action Step	Teams will meet weekly. Once a month, teams will meet with admin. Meetings are scheduled and first meeting with admin will be Sept. 12th for a review of Essential Skills for 1st quarter, assessments to be used, and plan for Tier 2 and 3 interventions.		
Responsible Party	Admin and grade level PLCs		
Professional Development			
Quarterly Summary			



Date Initiated	August 09, 2016	Date Completed	
Status	In-Process	Last Modified	9/2/2016 2:51 PM

Goal 4.4.1	By May 2017, teachers will demonstrate implementation of 95% Group instructional strategies and continuous improvement as evidenced by an increase in number of students demonstrating growth on multiple assessments.		
Action Step	95% onsite coaching and follow-up support. Nov. 15-16 Jan. 10-11 Mar. 7-8		
Responsible Party	Trainers from 95% Group and teachers		
Professional Development	Reading instructional strategies training		
Quarterly Summary			
Date Initiated	November 15, 2016	Date Completed	March 08, 2017
Status	Pending	Last Modified	9/2/2016 3:26 PM

Goal 4.4.1			
Action Step	95% support planned: In Sept. & Nov.- Teachers will observe demonstrations of Chip Kit lessons and/or Multi-syllabic Card Routine lessons. Teacher will also have a Q & A session with reading specialist and academic facilitator.		
Responsible Party	Teachers, reading specialist and academic facilitator		
Professional Development	Reading instructional strategies training		
Quarterly Summary			
Date Initiated	September 09, 2016	Date Completed	
Status	Pending	Last Modified	9/2/2016 3:03 PM

Goal 4.4.1			
Action Step	95% training of all K-3 teachers, all service coordinators, and all 4-8 non-math departmentalized teachers. Teachers will learn instructional strategies to address phonemic awareness, phonics, multiplication and vocabulary development.		
Responsible Party	Trainers from 95% Group, Denise Davis, Susan Cary, and Christy Heritage		
Professional Development	Initial Reading instructional strategies training		
Quarterly Summary			
Date Initiated	August 05, 2016	Date Completed	August 08, 2016
Status	Completed	Last Modified	9/2/2016 2:58 PM

AdvancED

Feedback

Goal	1.1.1 By May 2017, 100% of K-8 students will demonstrate mastery of ELA (including science and social studies) and Math AZCCR Standards as evidenced by performing proficient or better on District assessments.	
Feedback		9/6/2016 5:13 PM
<p>Strength: Benchmarking with like campuses may provide additional insights and opportunities for process improvement.</p> <p>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. Consider utilizing your screeners and unit assessments as in-process measures, as AzMerit and DV assessments are measuring an outcome.</p>		

Goal	3.1.1 By May 2017, all grade level teams will increase communication regarding the school's social and emotional program as evident by newsletters/e-mail communication about Second Step Curriculum.	
Feedback		9/6/2016 5:13 PM
<p>Questions to Ponder: In what ways will the number of completed lessons measure the involvement and engagement of stakeholders? In what ways does the addition of 2 parents to the CIT team measure the participation of students in the Second Step program? Is there a lesson scope-and-sequence that teachers are following to ensure consistency with the topics? For example; a parent of multiple students and varying grade levels, might engage with multiple Second Step topics on a weekly basis.</p>		

Goal	1.3.2 By May 2017, student hopefulness will increase to 80% or greater as evidenced by Gallup Poll.	
Feedback		9/6/2016 5:13 PM
<p>Questions to Ponder: What grade levels will be included in this goal (5-8)? You may want to consider including baseline data for each grade level to show the actual increase?</p>		

Goal	2.2.1 Each grade level PLC meets monthly with admin and weekly as documented by agendas.	
Feedback		9/6/2016 5:13 PM
<p>Strength: Campus-wide collaboration through the use of grade level PLCs.</p> <p>Questions to Ponder: Goal example: By May 2017, 100% of staff members will meet weekly as a team and monthly with administration as evidenced by meeting agendas. Is there a student related outcome that could serve as evidence for the completion of this goal? Agendas are a tool for measuring attendance. Is there a specific artifact, such as an essential learning/prerequisite skills checklist that is being developed throughout these meetings?</p>		

Goal	4.4.1 By May 2017, teachers will demonstrate implementation of 95% Group instructional strategies and continuous improvement as evidenced by an increase in number of students demonstrating growth on multiple assessments.
Feedback	9/6/2016 5:13 PM
Questions to Ponder: What will the measure be for this goal? 100% of teachers? 100% of K-3 teachers? Which assessments will be utilized to measure growth? Consider using your screeners as in-process measures and your outcome assessments as your summative measures. In what ways will the deployment of the chip kit and multi-syllabic lessons be monitored for feedback and refinement?	