



Deer Valley Unified School District

2012-2013
Continuous Improvement Plan
Goal Areas & Strategies

New River

VISION

New River Elementary School team of staff, students, parents, and community dedicates itself to the education of our children. Our belief is that all children are capable of success...NO EXCEPTIONS!

MISSION

New River Elementary is dedicated to building a rigorous and challenging academic foundation, in a safe, positive environment, that prepares our students to excel as future citizens of a global society.

AZ PROFILE

"B" Achievement

**CIP GOAL AREAS
FOR STUDENT LEARNING**

English Language Arts

Math

Science

Innovation

College/Career Readiness



Continuous Improvement Team (CIT)

Meeting Dates:

Date	Time
Thursday, August 23, 2012	3:45-4:45 pm
Thursday, September 13, 2012	3:45-4:45 pm
Thursday, October 11, 2012	3:45-4:45 pm
Thursday, November 15, 2012	3:45-4:45 pm
Thursday, December 13, 2012	3:45-4:45 pm
Thursday, January 17, 2013	3:45-4:45 pm
Thursday, February 14, 2013	3:45-4:45 pm
Thursday, March 7, 2013	3:45-4:45 pm
Thursday, April 11, 2013	3:45-4:45 pm
Thursday, May 16, 2013	3:45-4:45 pm

Meeting Location: Room 603

CIT MEMBERS: 2012/2013

Name	Stakeholder Representation
Stephanie Tennille	Administrator
Shawna Collins	Kindergarten Teacher
Bev Thomas	4 th Grade Teacher
Heather Davis	5 th Grade Teacher
Marie Maki	Spec. Ed.
Kristina Kilen	Music/Band

English Language Arts Goals

- The amount of students **meeting and exceeding** the standards on the AIMS reading tests will increase from **83%** to at least **90%** in grades 3-6.
- The amount of students in cohort groups **meeting and exceeding** the standards on the AIMS Reading Test will increase from **87%** to **90%**.
- Cohort groups (4-6) will increase the amount of students **exceeding** the standards on the AIMS reading test from **9%** to at least **13%**.
- Grade levels (3-6) will increase the amount of students **exceeding** the standards on the AIMS reading test from **7%** to at least **10%**.
- Special education students meeting the standards on the AIMS reading test will increase from **40%** to **50%**.
- EL students meeting the standards on the AIMS reading test will increase from **20%** to **30%**.
- The amount of EL students passing the AZELLA will increase from **0%** to **50%**.
- The amount of K-2 students meeting benchmark on the DIBELS will increase from **61.4%** in May 2012 to **75%** in May 2013.
- The amount of students **meeting and exceeding** the standards on the AIMS writing test will increase from **79.4%** to **85%**.
- **Grade Level Goals:** *(Based on co-hort scores if available)*
 - Kindergarten: The amount of K students meeting benchmark on DIBELS will increase from **47.6 %** to **75%**.
 - 1st Grade: The amount of 1st Grade students meeting benchmark on DIBELS will increase from **47.6 %** to **75%**.
 - 2nd Grade: The amount of 2nd Grade students meeting benchmark on DIBELS will increase from **73.7%** to **80%**.
 - 3rd Grade: The amount of 3rd Grade student meeting and exceeding the standards on the AIMS Reading test will increase from **80%** to **90%**.
 - 4th Grade: The amount of 4th Grade student meeting and exceeding the standards on the AIMS Reading test will increase from **80%** to **90%**.
 - 5th Grade: The amount of 5th Grade student meeting and exceeding the standards on the AIMS Reading test will increase from **80%** to **90%**.
 - 6th Grade: The amount of 6th Grade student meeting and exceeding the standards on the AIMS Reading test will increase from **86%** to **90%**.

Math Goals

- The amount of students **meeting and exceeding** the standards on the AIMS Math tests will increase from **74.5%** to at least **80%** in grades 3-6.
- The amount of students in cohort groups **meeting and exceeding** the standards on the AIMS Math test will increase from **73.67%** to at least **80%**.
- Cohort groups (4-6) will increase the amount of students **exceeding** the standards on the AIMS Math test from **23.33%** to at least **26%**.
- Grade levels (3-6) will increase the amount of students **exceeding** the standards on the AIMS Math test from **25.5%** to at least **30%**.
- Special education students meeting the standards on the AIMS math test will increase from **20%** to **30%**.
- EL students meeting the standards on the AIMS math test will increase from **20%** to **30%**.
- **Grade Level Goals:** *(Based on co-hort scores if available)*
 - Kindergarten: 100% of the Kindergarten students will score **80%** or higher on the district math post-test.
 - 1st Grade: 100% of the 1st grade students will score **80%** or higher on the district math post-test.
 - 2nd Grade: By the end of the year 100% of the students will demonstrate proficiency or mastery of the Second Grade Common Core Math Standards as measured by Quarterly District Benchmark Tests and Stanford 10.
 - 3rd Grade: The amount of 3rd Grade student meeting and exceeding the standards on the AIMS Math test will increase from **77%** to **85%**.
 - 4th Grade: The amount of 4th Grade student meeting and exceeding the standards on the AIMS Math test will increase from **77%** to **85%**.
 - 5th Grade: The amount of 5th Grade student meeting and exceeding the standards on the AIMS Math test will increase from **69%** to **85%**.
 - 6th Grade: The amount of 6th Grade student meeting and exceeding the standards on the AIMS Math test will increase from **69%** to **85%**.

Science Goals

- The amount of 4th grade students **meeting and exceeding** the standards on the AIMS science test will increase from **78%** to at least **82%**.
- The amount of 4th grade students **exceeding** the standards on the AIMS science test will increase from **33%** to at least **36%**.

Innovation Goals

- 100% of students and classroom teachers will be involved in at least 1 Core Knowledge domain lesson/activity each quarter of the 2012-2013 school year.

College/Career Readiness

- 100% of the 5th & 6th grade student will complete the JSA BizTown program which will assist them in exploring careers while providing them with authentic work place training opportunities.
- 100% of K-6 will participate in the Junior Achievement program which will provide them with real life connections to the communities and businesses helping further their education and understanding of the business community in which we live.
- By May 2013 New River teachers will become aware of the Arizona Career Information System and the resources provided.
- By May 2013 New River all 5th and 6 Grade students will do an interest inventory and preliminary career plan using AzCIS.

Goal Area: English Language Arts

Study: Reading PDSA

Longitudinal AIMS Reading Data:

Passing Info: Meets and Exceeds

Performance Measure	Grade/ Group	07-08	08-09	09-10	10-11	11-12	12-13
Increase percentage of students passing AIMS reading (includes FAY students only)	3	72.3%	86.7%	87.1%	76.9%	76.3%	
	4	89.6%	80.4%	74.5%	79.3%	78.0%	
	5	88.6%	87.3%	80.9%	92.3%	85.7%	
	6	72.4%	89.2%	97.9%	89.2%	94.3%	
	School	79.8%	85.8%	84.9%	84.7%	83.1%	
	District	82.3%	84.1%	85.7%	88.3%	87.9%	
	State	68.5%	71.7%	74.1%	77.3%	0.0%	

Exceeds Data:

Increase percentage of exceeds on AIMS reading (includes FAY students only)	3	8.5%	6.7%	6.5%	10.3%	5.3%	
	4	6.3%	4.3%	2.1%	10.3%	9.8%	
	5	2.9%	18.2%	6.4%	10.3%	10.7%	
	6	10.3%	10.8%	19.1%	13.5%	2.9%	
	School	7.4%	10.4%	8.7%	11.1%	7.0%	
	District						

Growth Data:

Improve Student Learning Growth -- Increase Median Percentile Rank ("MPR") on AIMS reading (includes FAY students only)	3				32.0	34.5	
	4				47.0	53.5	
	5				63.0	60.5	
	6				62.5	59.0	
	School				50.0	50.0	
	District				54.0	54.0	
	State						

DIBELS Data:

Increase percentage of students reaching Benchmark on Dibels	K	80.6%	83.8%	95.1%	78.8%	47.6%	
	1	51.2%	50.0%	77.1%	72.5%	73.7%	
	2	58.0%	61.8%	55.8%	80.6%	64.3%	
	3	58.8%	48.9%	58.8%	62.8%	54.5%	
	School	61.1%	60.5%	71.9%	73.0%	61.4%	
	District	69.4%	72.9%	75.9%	76.5%	76.3%	

Writing Data:

Increase percentage of students passing AIMS writing (includes FAY students only)	5	51.4%	88.7%	80.9%	76.9%	78.6%	
	6	67.2%	100.0%	97.9%	64.9%	80.0%	
	School	61.3%	93.2%	89.4%	71.1%	79.4%	
	District	74.9%	89.7%	85.7%	69.2%	70.0%	
	State	67.3%	82.7%	73.7%	54.7%	0.0%	

Identify Trend: The average AIMS data Reading for 5 years shows a slight fluctuation with the scores hovering in the low to mid 80% area.

Identify Gap: Students perform lower in the area of Comprehending Literary Text (Strand 2).

Identify Root Cause: The majority of the reading instruction has been done in whole group which did not meet the individual needs of the students. Data was not used to inform instruction.

S.M.A.R.T. Goals: 90% or above of 3rd-6th grade students will “Meet and/or Exceed the Standard” on AIMS Reading.

Identify Research-Based Strategy: Small Group Instruction based on specific needs of the students: data driven and Incorporate high yield strategies throughout all instruction.

Goal Area: Science**Study: Science PDSA**

Data: *Longitudinal AIMS Science Data:*

Grade/Group	07-08	08-09	09-10	10-11	11-12	12-13
4	62.2%	0.0%	68.9%	72.4%	75.6%	
School	62.2%	0.0%	68.9%	72.4%	75.6%	
District	68.2%	0.0%	75.5%	80.4%	81.4%	
State	52.0%	57.0%	59.5%	61.5%	0.0%	

Identify Trend: AIMS Science scores have stayed stagnant

Identify Gap: Students are not exposed to higher order problem solving in Science

Identify Root Cause: Teachers are not consistently providing opportunities during science to problem-solve utilizing higher order thinking skills.

- S.M.A.R.T. Goals: The amount of 4th grade students **meeting and exceeding** the standards on the AIMS science test will increase from **76%** to at least **85%**.
- The amount of 4th grade students **exceeding** the standards on the AIMS science test will increase from **33%** to at least **40%**.

Identify Research-Based Strategy: Increase “hands-on” activities during science instruction that require students to consistently utilize the scientific method across all grades. Integrate science and ELA with Core Knowledge Units of study while offering student choice and problem solving issues.

Goal Area: Innovation**Study:**

Data: Data received from lesson plans , teacher/classroom observations and participation in activities show that 100% of the certified staff and students were involved in at least one activity or lesson which include Core Knowledge curriculum and domains.

Identify Trend: The frequency of inclusion of Core Knowledge domains in lessons and activities has increased over the last year due to the training of all staff and addition of grades 4-6 in the Core Knowledge curriculum.

Identify Gap: The frequency and of inclusion of Core Knowledge domains in lessons and activities was far greater in grades K-3 than in grades 4-6 and among Special Area classes.

Identify Root Cause: As this was the first year of training and full implementation of the Core Knowledge curriculum,

involvement was less frequent among grade levels. Special Area teachers whose home campus was not a Core Knowledge school did not participate in much of the training and collaboration involved with articulation of Core Knowledge domains.

S.M.A.R.T. Goals: 100% of students and classroom teachers will be involved in at least 1 Core Knowledge domain lesson/activity each quarter of the 2012-2013 school year. Involvement will be measured by lesson plans, teacher classroom observations and participation in the Core Knowledge lessons/activities.

Identify Research-Based Strategy: Develop curriculum maps for Core Knowledge lessons/activities for the 2012-2013 school year. Share curriculum maps and include collaborative opportunities among grade levels. Record frequency and occurrences of student, teacher and community participation in Core Knowledge activities.

Goal Area: College Career Readiness

Study:

Data: Though students have been participating in college career readiness activities, there has been no data gathered to measure the consistency and frequency of the activities among classes and grade levels.

Identify Trend: Since data has not been collected in this area, a trend is not applicable at this time.

Identify Gap: Since data has not been collected in this area, a gap is not applicable at this time.

Identify Root Cause: There has not been a consistent plan in effect to monitor College Career Readiness.

S.M.A.R.T. Goals:

- 100% of the 5th & 6th grade student will complete the JSA BizTown program which will assist them in exploring careers while providing them with authentic work place training opportunities.
- 100% of K-6 will participate in the Junior Achievement program which will provide them with real life connections to the communities and businesses helping further their education and understanding of the business community in which we live.
- 100% of our 5th and 6th grade students will complete the AzCIS survey to determine their career interests by May 2013.

Identify Research-Based Strategy: Include training and professional development to staff, particularly in targeted grade levels (5th -6th). Track and record inclusion of college and career readiness concepts in lessons and activities.

Study: Math PDSA Quarter 1 **Due Date August 31, 2012**

Data: *Longitudinal AIMS Math Data:*

Grade/ Group	07-08	08-09	09-10	10-11	11-12	12-13
3	70.2%	82.2%	80.6%	61.5%	73.7%	
4	72.9%	78.4%	61.7%	51.7%	65.9%	
5	82.9%	80.0%	61.7%	59.0%	67.9%	
6	70.7%	94.6%	89.4%	67.6%	85.7%	
School	73.4%	83.1%	72.7%	60.4%	73.2%	
District	81.6%	83.1%	71.6%	73.3%	74.0%	
State	69.2%	70.4%	59.4%	61.7%	0.0%	

Exceeds Data:

3	21.3%	20.0%	12.9%	15.4%	31.6%	
4	20.8%	17.6%	2.1%	24.1%	19.5%	
5	5.7%	21.8%	17.0%	17.9%	21.4%	
6	27.6%	43.2%	55.3%	24.3%	28.6%	
School	20.2%	24.0%	22.7%	20.1%	25.4%	

Growth Data:

3				37.0	39.0	
4				30.0	43.5	
5				42.0	62.5	
6				68.5	76.0	
School				47.0	52.0	
District				43.0	53.0	

Identify Trend: The AIMS math scores fluctuated in the past few years and significantly decreased in 2010-11. Scores significantly increased in 2011-12.

Identify Gap: Problem-solving, computation

Identify Root Cause:

Most math instruction is delivered in whole group instruction.

High yield strategies are not used consistently.

PDSA S.M.A.R.T. Goals: 1st Quarter

All teachers that teach math will implement small group math instruction at least 1 day a week.

All teachers that teach math will support students with computation as follows:

Grade Level Goals:

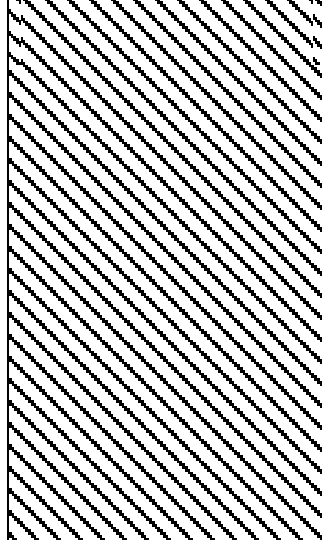
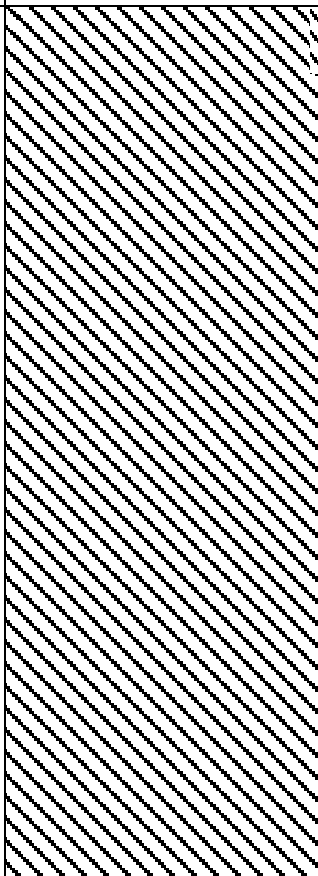
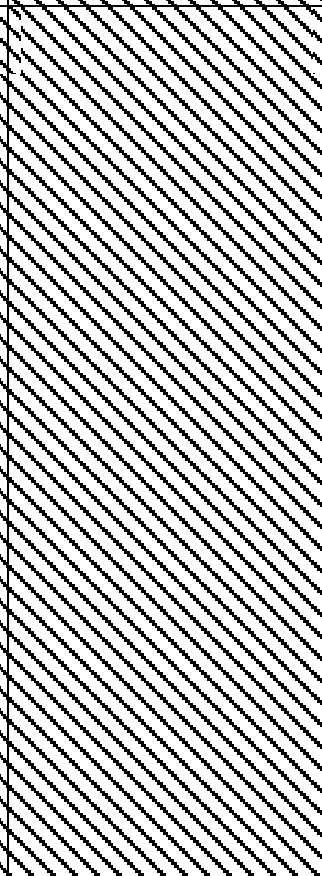
- Kindergarten: 100% of my students will identify, write and represent the number 0-10.
- 1st Grade: We will improve 100% of our students' achievement in the 1st Grade Common Core Math standards as evidenced by a class average of 85% or higher on the Post-Test Yearly Cumulative Assessment to be administered in August, November, and March.
- 2nd Grade: We will improve 100% of our students' achievement in basic addition facts to 20 as evidenced by a class average of 80% or higher on the Posttest of 100 facts administered in August, October, and November.
- 3rd Grade: 100% of our students will score 80% or higher on Addition Properties unit as evidenced by a posttest score.
- 4th Grade: The average score for each Topic Test in Math will be 80% or higher.
- 5th Grade: 100% of my students will improve in their knowledge of multiplication as evidenced by a score 80% or higher the 100 Multiplication Facts Test.
- 6th Grade: The average score for each Topic Test in Math will be 80% or higher.

Plan:
Research-Based Strategy Aligned to Root Cause: Increase Small Group Guided Math Instruction Incorporate high yield strategies throughout all instruction
Aligned Staff Development: Ongoing Mentoring w/Math Coaches
Measurement Tools (QFIC) for Staff Development Effectiveness: Small Math Guided Math Rubric (See below)
Measurement Tools to Progress Monitor and Review Student Learning: <ul style="list-style-type: none"> • FORMATIVE: Envision pre tests, AIMS practice Tests, District Horizon Tests, grade level assessments • SUMMATIVE: DVMA, AIMS, Math Curriculum Post tests • SHORT CYCLE: Teachers will present results of Math PDSA goals at Monthly Grade Level Data Meetings with the Administrator/minimum expectation is at least four PDSA Math Cycles each quarter. Grade Level Data Meetings take place the last week of each month (August 2012-May 2013)

Do:		
Implementation Action Steps	Team Leader (s)	Start/End Dates
Administration will meet with grade teams to analyze Math Data and use information to guide instruction	Grade Level Rep	Aug. 2012-May 2013
Implement short cycle PDSA's in Math	All teachers	Aug. 2012-May 2013
Share Data with Leadership Team	Principal	Aug. 2012-May 2013
Schedule Math Coaches: Focus on small group instruction	Principal	Sept. 2012
Administration will observe an entire math lesson for each teacher that teaches math during the 1 st semester	Principal	Sept. 2012-Dec. 2012

QFIC on Small Group Math Instruction:

<p>Quality</p> <p><i>With a high degree of skill, excellence, or effectiveness; implementing in ways that encourage high levels of participant engagement and that accomplish the goals.</i></p>	<p>2- Formal and informal assessment is utilized to identify gaps in student learning and to plan for small-group instruction to meet individual student needs.</p> <p>1- Only Informal assessment during whole-group instruction is utilized to identify students to pull for small-group instruction.</p> <p>0- Students are assessed informally and formally, but there is no evidence of using data to address student needs in small-group format with the teacher.</p>	<p>2- Re-teaching and re-testing occurs regularly to ensure learning gaps are filled; data is updated weekly.</p> <p>1- Re-teaching and re-testing occurs as needed; data is updated, but not weekly.</p> <p>0- Re-teaching and re-testing does not occur.</p>	<p>2- Instructional activities and procedures stimulate active interest and participation, both during small-group instruction and while students are engaged in center and independent activities.</p> <p>1- Instructional activities and procedures stimulate and activate interest and participation only while students are engaged in small-group instruction with the teacher.</p> <p>0- Instructional activities and procedures do not stimulate and actively engage students.</p>
<p>Fidelity</p> <p><i>In accordance with the core components: research-based findings and/or guidance of the innovation.</i></p>	<p>2- Use of <i>all</i> critical components for effective small-group/whole-group instruction; including:</p> <ul style="list-style-type: none"> *providing clear objectives and setting criteria for success, *providing explicit strategy instruction, *scaffolding student learning, *providing ample opportunities for content discourse and interaction among students, *providing specific, descriptive feedback <p>1- Use of at least three critical components above.</p> <p>0- Use of only one or two critical components.</p>	<p>2- Students are productively engaged at all times. Tasks for group work are well established, with no loss of instruction time. Those students not working directly with the teacher maintain their momentum, seeking help when needed.</p> <p>1- Tasks are partially organized, resulting in some off-task behaviors and some loss of instruction time.</p> <p>0- Time is wasted on non-instructional matters. There is inefficient handling of materials. Students are often not engaged in learning.</p>	<p>Math:</p> <p>2- Teacher regularly engages students in Number Talks/Math Huddles; concrete-pictorial-abstract approach to address conceptual understanding.</p> <p>1- Teacher makes only sporadic attempts to engage students in Number Talks/Math Huddles; concrete-pictorial-abstract approach.</p> <p>0- Teacher has not yet attempted to engage students in Number Talks and rarely uses concrete-pictorial-abstract approach.</p>

<p>Intensity</p> <p><i>With focus and commitment to providing participants with the recommended exposure to the components of the innovation. (time)</i></p>	<p>2- Teacher provides 15-20 minutes of high-quality, intensive instruction in small-group with the teacher that is appropriate for every student.</p> <p>1-Teacher provides 10-15 minutes of high-quality, intensive instruction appropriate to most students.</p> <p>0-Instruction is only whole-group.</p>	<p>2- Small-group instruction occurs at least 3 times per week.</p> <p>1-Small-group instruction occurs at least 2 times per week.</p> <p>0-Instruction is only whole-group.</p>	
<p>Consistency</p> <p><i>In the same way over time, maintaining established standards of quality, fidelity, and intensity.</i></p>	<p>2- Evidence from lesson plans, from math data shared at monthly Data Meetings and progress monitoring data show that the teacher is consistently following standards of quality, fidelity, and intensity.</p> <p>1-Evidence from lesson plans, from math data shared at monthly Data Meetings and progress monitoring data show that the teacher is not always following standards of quality, fidelity, and intensity.</p> <p>0-Lesson plans show no evidence of small-group instruction and data is not shared at monthly Data Meetings.</p>		

Study Results:

QFIC Data:

Baseline Survey: Teacher Perceptions on Small Group Math Instruction: May 2012

Quality	Fidelity	Intensity	Consistency
High Degree: 23%	High Degree: 15%	High Degree: 38%	High Degree: 54%
Medium Degree: 77%	Medium Degree: 85%	Medium Degree: 62%	Medium Degree: 46%
Low Degree: 0%	Low Degree: 0%	Low Degree: 0%	Low Degree: 0%

Learner Data: DVMA 1

Grade	Exceeds	Meets	Approaches	FFB
3	%	%	%	%
4	%	%	%	%
5	%	%	%	%
6	%	%	%	%

In context of the Goal, re-examine the Action Plan and answer yes/no to the questions below.

Act:

Improvement Revisions:	Change Strategy?	Change PD?	Change QFIC Measure?	Change Measurement of Achievement?	Change Action Steps
Yes/No					

Plan: Math PDSA Quarter 2 Due Date January 11, 2013

Strategy:

Aligned Staff Development:

Measurement Tools for Staff Development Effectiveness:

Measurement Tools to Progress Monitor and Review Student Learning:

Do:

Action Steps	Team Leader (s)	Start/End Dates
1.		
2.		
3.		
4.		
5.		
6.		

Study Results:

QFIC Data:

Learner Data:

In context of the Goal, re-examine the Action Plan and answer yes/no to the questions below.

Act:

Improvement Revisions:	Change Strategy?	Change PD?	Change QFIC Measure?	Change Measurement of Achievement?	Change Action Steps
Yes/No					

Plan:	Math PDSA Quarter 3	Due Date March 20, 2013
Strategy:		
Aligned Staff Development:		
Measurement Tools for Staff Development Effectiveness:		
Measurement Tools to Progress Monitor and Review Student Learning:		

Do:		
Action Steps	Team Leader(s)	Start/End Dates
1.		
2.		
3.		
4.		
5.		
6.		

Study Results:
QFIC Data:
Learner Data:
In context of the Goal, re-examine the Action Plan and answer yes/no to the questions below.

Act:					
Improvement Revisions:	Change Strategy?	Change PD?	Change QFIC Measure?	Change Measurement of Achievement?	Change Action Steps
Yes/No					

Math PDSA Year End Results	Due Date: May 31, 2013
Summarize the results:	



CIP Scorecard 2012-2013

Deer Valley
Unified School District

New River Elementary School

Goal Area/ Priority	Strategic Objective	Performance Measure	Grade/ Group	07-08	08-09	09-10	10-11	11-12	12-13	Comments	
1.0 Student Learning	1.1 Demonstrate proficiency in essential skills	Increase percentage of students passing AIMS reading (includes FAY students only)	3	72.3%	86.7%	87.1%	76.9%	76.3%		"FAY student" - full academic year student	
			4	89.6%	80.4%	74.5%	79.3%	78.0%			
			5	88.6%	87.3%	80.9%	92.3%	85.7%			
			6	72.4%	89.2%	97.9%	89.2%	94.3%			
			School	79.8%	85.8%	84.9%	84.7%	83.1%			
			District	82.3%	84.1%	85.7%	88.3%	87.9%			
			State	68.5%	71.7%	74.1%	77.3%	0.0%			
		Reduce gap in Special Ed on AIMS reading (includes FAY students only)	3	57.1%	3.8%	39.7%	47.2%	10.5%			"Gap" is defined as the difference between all non-SpEd proficiency rate and SpEd only proficiency rate
			4	70.5%	10.6%	37.1%	82.1%	66.1%			
			5	80.0%	92.3%	37.2%	21.8%	96.0%			
			6	69.5%	97.1%	100.0%	33.8%	21.8%			
			School	69.0%	37.0%	45.1%	29.4%	48.2%			
		Reduce gap in ELL on AIMS reading (includes FAY students only)	3	73.9%	NA	90.0%	78.9%	-24.3%			"Gap" is defined as the difference between all non-ELL proficiency rate and ELL only proficiency rate
			4	-10.6%	84.1%	NA	85.2%	82.1%			
			5	-11.8%	38.7%	84.4%	NA	92.3%			
			6	23.2%	94.3%	-2.2%	NA	NA			
			School	20.3%	71.5%	61.3%	86.5%	65.4%			
		Increase percentage of exceeds on AIMS reading (includes FAY students only)	3	8.5%	6.7%	6.5%	10.3%	5.3%			
			4	6.3%	4.3%	2.1%	10.3%	9.8%			
			5	2.9%	18.2%	6.4%	10.3%	10.7%			
			6	10.3%	10.8%	19.1%	13.5%	2.9%			
			School	7.4%	10.4%	8.7%	11.1%	7.0%			
		Improve Student Learning Growth -- Increase Median Percentile Rank ("MPR") on AIMS reading (includes FAY students only)	3				32.0	34.5			Learning growth data is based on ADE models comparing DVUSD student learning growth with like peer groups across the state. Median is a statistical measure of central tendency found by taking the middle value of Growth Percentiles for any group of students. This data began in the 2010-11 school year with the new school Profile Letter Grades.
			4				47.0	53.5			
			5				63.0	60.5			
			6				62.5	59.0			
			School				50.0	50.0			
			District				54.0	54.0			
		Increase percentage of students reaching Benchmark on Dibels	K	80.6%	83.8%	95.1%	78.8%	47.6%			New DIBELS NEXT test administered in 2011-2012.
			1	51.2%	50.0%	77.1%	72.5%	73.7%			
2	58.0%		61.8%	55.8%	80.6%	64.3%					
3	58.8%		48.9%	58.8%	62.8%	54.5%					
School	61.1%		60.5%	71.9%	73.0%	61.4%					
District	69.4%		72.9%	75.9%	76.5%	76.3%					
Increase percentage of proficiency in reading on district assessments (year-long weighted average)	3				60.7%	75.0%			Establish baseline in 2010-2011 District created assessments are administered throughout the year to monitor student achievement progress		
	4				58.0%	71.7%					
	5				73.7%	75.6%					
	6				68.5%	86.7%					
	School				64.6%	77.2%					
	District				70.4%	76.1%					

New River Elementary School										
Goal Area/ Priority	Strategic Objective	Performance Measure	Grade/ Group	07-08	08-09	09-10	10-11	11-12	12-13	Comments
1.0 Student Learning	1.1 Demonstrate proficiency in essential skills	Increase percentage of students passing AIMS math (includes FAY students only)	3	70.2%	82.2%	80.6%	61.5%	73.7%		New math test administered in 2009-2010 with new scale score range and blueprint (all grades).
			4	72.9%	78.4%	61.7%	51.7%	65.9%		
			5	82.9%	80.0%	61.7%	59.0%	67.9%		
			6	70.7%	94.6%	89.4%	67.6%	85.7%		
			School	73.4%	83.1%	72.7%	60.4%	73.2%		
			District	81.6%	83.1%	71.6%	73.3%	74.0%		
			State	69.2%	70.4%	59.4%	61.7%	0.0%		
		Reduce gap in Special Ed on AIMS math (includes FAY students only)	3	39.4%	56.4%	86.2%	66.7%	43.8%		"Gap" is defined as the difference between all non-SpEd proficiency rate and SpEd only proficiency rate
			4	79.5%	33.7%	35.1%	53.6%	75.0%		
			5	50.0%	84.6%	44.2%	42.7%	76.0%		
			6	67.5%	66.7%	91.3%	55.0%	40.3%		
			School	57.0%	51.6%	51.7%	51.4%	54.0%		
		Reduce gap in ELL on AIMS math (includes FAY students only)	3	71.7%	NA	83.3%	63.2%	-27.0%		"Gap" is defined as the difference between all non-ELL proficiency rate and ELL only proficiency rate
			4	74.5%	81.6%	NA	55.6%	69.2%		
			5	85.3%	83.0%	64.4%	NA	73.1%		
			6	73.2%	47.1%	91.3%	NA	NA		
			School	75.4%	68.6%	74.4%	61.7%	55.2%		
		Increase percentage of exceeds on AIMS math (includes FAY students only)	3	21.3%	20.0%	12.9%	15.4%	31.6%		
			4	20.8%	17.6%	2.1%	24.1%	19.5%		
			5	5.7%	21.8%	17.0%	17.9%	21.4%		
			6	27.6%	43.2%	55.3%	24.3%	28.6%		
			School	20.2%	24.0%	22.7%	20.1%	25.4%		
		Improve Student Learning Growth -- Increase Median Percentile Rank ("MPR") on AIMS math (includes FAY students only)	3				37.0	39.0		Learning growth data is based on ADE models comparing DVUSD student learning growth with like peer groups across the state. Median is a statistical measure of central tendency found by taking the middle value of Growth Percentiles for any group of students. This data began in the 2010-11 school year with the new school Profile Letter Grades.
			4				30.0	43.5		
			5				42.0	62.5		
			6				68.5	76.0		
			School				47.0	52.0		
			District				43.0	53.0		
Increase percentage of proficiency in math on district assessments (year-long weighted average)	3				28.7%	49.2%		Establish baseline in 2010-2011 District created assessments are administered throughout the year to monitor student achievement progress		
	4				24.0%	32.0%				
	5				25.6%	67.1%				
	6				30.4%	75.2%				
	School				27.1%	54.5%				
	District				40.8%	44.3%				

New River Elementary School												
Goal Area/ Priority	Strategic Objective	Performance Measure	Grade/ Group	07-08	08-09	09-10	10-11	11-12	12-13	Comments		
1.0 Student Learning	1.1 Demonstrate proficiency in essential skills	Increase percentage of students passing AIMS science (includes FAY students only)	4	62.2%	0.0%	68.9%	72.4%	75.6%				
			School	62.2%	0.0%	68.9%	72.4%	75.6%				
			District	68.2%	0.0%	75.5%	80.4%	81.4%				
			State	52.0%	57.0%	59.5%	61.5%	0.0%				
		Increase percentage of proficiency in science on district assessments (year-long weighted average)	4				NA	45.0%		Establish baseline in 2010-2011 District created assessments are administered throughout the year to monitor student achievement progress		
			5				NA	NA				
			6				NA	72.0%				
			School				NA	54.0%				
		Increase percentage of students passing AIMS writing (includes FAY students only)	District				68.0%	55.7%				
			5	51.4%	88.7%	80.9%	76.9%	78.6%		New Writing test administered in 2010-2011.		
			6	67.2%	100.0%	97.9%	64.9%	80.0%				
			School	61.3%	93.2%	89.4%	71.1%	79.4%				
		District	74.9%	89.7%	85.7%	69.2%	70.0%					
		Met AYP?	School	State	67.3%	82.7%	73.7%	54.7%	0.0%			
				Yes	Yes	Yes	Yes	0		The gain that schools, school systems, and states must make each year, in accordance with the federal No Child Left Behind Act of 2001 (NCLB)		
		AZLEARNS Profile Letter Grade	School	Performing Plus	Performing Plus	Performing Plus	Performing Plus: C	B		The State of Arizona Department of Education school performance labeling system (legacy labels: Excelling, Highly Performing, Performing, Performing Plus, Underperforming or Failing). Beginning in 2012 AZ will only utilize the A, B, C, D, and F profile letter grades.		
		School Comments for Strategic Priority 1 - Student Learning:										

New River's Professional Development Calendar 2012-2013

Month	Implementation Objectives	Teacher Tasks/Training Method	Transfer Measures
Quarter 1			
August	<ul style="list-style-type: none"> • Systems' Training: Teachers will acquire the knowledge and skill to implement a Classroom Learning System. • Common Core Training: Teachers will examine and discuss implementation of common core through quadrant D lessons with a systems approach to continuous improvement. 	<ul style="list-style-type: none"> • 8/10/12: Systems' Training with Connie Copeland: Increasing student/teacher engagement • Jim Warford will work with small group of Region teams on implementation with a systems approach. • Jim Warford will present in a large group format. He will provide an overview of alignment of Common Core and Quadrant D lessons. 	<ul style="list-style-type: none"> • Teacher and students will develop Mission Statements, determine Classroom Goal and review Learning Requirements The mission statements and goals will be due on August 24, 2012. • Learner will demonstrate use of Quadrant D activities aligned to Common Core State Standards as observed in classroom walk-throughs and classroom observation.
September	<ul style="list-style-type: none"> • ELA-CCSS: Teachers will increase their knowledge on strategies for Reading Complex Text (team training). • Math-CCSS: Teachers will receive the same message, same training for Math CC Implementation. • Reading Street: BCHS region will focus on being a school system, therefore equitable and quality PD will be grade level focused using Reading Street curriculum-Deploy teachers by grade level throughout the region to build capacity and PLC. 	<ul style="list-style-type: none"> • 9/14/12: ELA-CCSS team will attend district training on Reading Complex Text. • On site Math training with Math Coaches (9/18: K-2 & 9/19: 3-5) • 9/14/12: District CCSS Math training for 6th grade • Teachers will collaborate and establish a professional learning communities among our regional schools. <ul style="list-style-type: none"> ○ K-5 teachers will meet at DC • A webinar will be utilized the last 45 minutes of our DVUSD training to connect and clarify any questions with immediate feedback from Pearson Reading Street experts. 	<ul style="list-style-type: none"> • Weekly, starting in September, schools will rotate sending out tips or learning to their grade level regional PLC • During our regional CWT's teachers will show consistency in the quality of implementation of Reading Street in our K-5 classrooms. (Region will <u>align</u> what we believe to be are consistency and quality.)
October	<ul style="list-style-type: none"> • BCHS Region Math Collaboration: • Monitoring for RESULTS: Ensure 6-8 Math is aligned with RTI, PDSA, and Common Core. • Through a structured protocol, teachers 	<ul style="list-style-type: none"> • Teacher leaders will provide follow up support in RTI to 6-8 teachers through a protocol. • Teachers will collaborate and look at current data/lesson plans to align RTI/PDSA/CC to 	<ul style="list-style-type: none"> • Provide a copy of following weeks lesson plans/PDSA cycle to show alignment. • Provide RTI identified strategies and implementation plan for

	<p>will discuss implementation of instructional shifts.</p> <ul style="list-style-type: none"> Teachers will discuss & plan implementation (transfer) of district RTI math training. Common Core ELA: Teachers will increase their knowledge on strategies for Reading Complex Text (ELA-CCSS) Common Core Math: 6th Grade teachers will receive training on strategies for CCSS math focus WFTB: Response to Literature: Teachers will learn to focus on multiple types of writing that are highlighted in the Common Core standards 	<p>district pacing guide. Teachers will review current D/F data and RTI strategies to be implemented.</p> <ul style="list-style-type: none"> 10/19/12: ELA-CCSS team will present info on Reading Complex Text to the rest of the staff 10/12/12: District CCSS Math training for 6th grade Heather Davis and Sally VanZowl will conduct on-going workshops on WFTB: Response to Literature 	<p>intervention with students (D/F's); provide proof of communication to parents.</p> <ul style="list-style-type: none"> Lesson Plans and CWTs will provide documentation of the R to L implementation.
QFIC (attach the rubric for the instructional strategy selected)			
Quarter 2			
November	<ul style="list-style-type: none"> Common Core ELA: Teachers will increase their knowledge in Writing About Text (ELA-CCSS team training). Writing WFTB: Teachers will attend Region Response to Literature Articulation. 	<ul style="list-style-type: none"> 11/2/12: ELA-CCSS team will attend district training on Writing about Text K-2 & 3-5 groups will meet at Sunset Ridge to articulate on incorporating the Response to Literature strategies. 	<ul style="list-style-type: none"> Lesson Plans and CWTs will provide documentation of the R to L implementation.
December	<ul style="list-style-type: none"> Common Core ELA: Teachers will increase their knowledge in Writing about Text (ELA-CCSS) Math Common Core: 6th Grade teachers will receive training on strategies for CCSS math focus 	<ul style="list-style-type: none"> 12/7/12: ELA-CCSS team will present info on Writing About Text to the rest of the staff 12/12/12: District CCSS Math training for 6th grade 	
Quarter 3			
January	<ul style="list-style-type: none"> Common Core ELA: Teachers will increase their knowledge about Short Cycles of Assessment (ELA-CCSS team training) Common Core Math: 6th Grade 	<ul style="list-style-type: none"> 1/11/13: ELA-CCSS team will attend district training on Short Cycles of Assessment 1/16/13: District CCSS Math training for 6th grade 	

	teachers will receive training on strategies for CCSS math focus		
February	<ul style="list-style-type: none"> • Systems' Work: Teachers will continue learning 	<ul style="list-style-type: none"> • 2/6/13: Training w/Connie Copeland 	<ul style="list-style-type: none"> •
March	<ul style="list-style-type: none"> • Common Core ELA: Teachers will increase their knowledge about Short Cycles of Assessment (ELA-CCSS) 	<ul style="list-style-type: none"> • 3/1/13: ELA-CCSS team will present info on Short Cycles of Assessment 	<ul style="list-style-type: none"> •
Quarter 4			
April	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> •
May	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> •