



Detail Report

Mission

We believe all students can learn and achieve academic and social success. We take responsibility for creating an enriched educational environment emphasizing students' academic learning while advancing positive self-concepts.

Vision

Promoting lifelong learners who will successfully compete, lead, and positively impact the world.

Benchmark

Team Members

Name	Title/Relationship
JoAnn Schwarting	Principal
Tim Yates	Assistant Principal
Patti Atchley	Administrative Assistant - Classified Rep.
Debby Carey	Reading Specialist
Jessica Probst	SPED Rep.
Tessie Dyresen	6-8 Grade Band Rep.
Shannon Gary	3-5 Grade Band Rep.
Colleen Kosberg	SPED Rep
Laura Daryani	K-2 Grade Band Rep.
Sara Rogers	Parent Rep.

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 kindergarten students will demonstrate mastery of the AZCCRS Reading Foundations Standards (phonemic awareness) as evidenced by performing skills up to 5.9 on the PASI. 100 % of 1st grade students will demonstrate mastery of the AZCCRS Reading Foundations Standards (phonics) as evidenced by performing skills up to 9 or higher on the PSI. 100 % of 2nd grade students will demonstrate mastery of the AZCCRS Reading Foundations Standards (phonics) as evidenced by performing skills up to 10 or higher on the PSI.

3-8 By May 2017, 100% of students will demonstrate mastery of the AZCCRS Reading Anchor Standard 1 - Informational Text as evidenced by scoring an 85% or higher on the School City grade level reading assessment.

End of Year Summary



Key Measures		
•Performance level on PASI, PSI, and grade level School Cities assessments		

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 certified staff will use PLC structures to support student academic success towards reading and math goals as evidenced by 90% of certified staff 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

•90% of certified staff selecting "developing" on the Professional Learning Communities at Work Continuum: Building a Collaborative Culture Through High-Performing Teams Rubric.

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, 100% of teachers will publish weekly lesson plans on their websites as evidenced by documentation on their teacher evaluation Standard 6.7 "Builds positive and professional relationships with parents/guardians through frequent and effective communication concerning students progress".

End of Year Summary

Key Measures

•Documentation on teacher evaluation Standard 6.7 "Builds positive and professional relationships with parents/guardians through frequent and effective communication concerning students progress".

Priority Area 4.2.1

Priority	Component	Objective
Excellence in Organizational Improvement and Accountability	Documented and Deployed Processes	Identify, document, deploy and monitor key processes across all campuses, departments and levels with fidelity.



Goal Description		
By May 2017, 100% of Desert Mountain staff will work to identify, document, and communicate Key processes on Campus as measured by the published documentation of 10 Key processes with monitoring criteria in place.		
End of Year Summary		
Key Measures		
•The published documentation of 10 Key processes with monitoring criteria in place.		

Action Plans

Goal 1.1.1	By May 2017, 100% of kindergarten students will demonstrate mastery of the AZCCRS Reading Foundations Standards (phonemic awareness) as evidenced by performing skills up to 5.9 on the PASI. 100 % of 1st grade students will demonstrate mastery of the AZCCRS Reading Foundations Standards (phonics) as evidenced by performing skills up to 9 or higher on the PSI. 100 % of 2nd grade students will demonstrate mastery of the AZCCRS Reading Foundations Standards (phonics) as evidenced by performing skills up to 10 or higher on the PSI.		
	3-8 By May 2017, 100% of students will demonstrate mastery of the AZCCRS Reading Anchor Standard 1 - Informational Text as evidenced by scoring an 85% or higher on the School City grade level reading assessment.		
Action Step	All K-2 teachers will use reading street, words their way, and 95% groups to explicitly teach reading foundation standards. All 3-8 teachers will use graphic organizers to explicitly teach students how to disseminate informational text to support inference and cite evidence.		
Responsible Party	All Teachers, Administration, District Academic Facilitators, Reading Specialist		
Professional Development	K-2 will receive professional development on words their way and walk to read room strategies. All teachers will receive professional development on graphic organizers. 2016-17 Professional development plan is aligned to all strategic campus priorities. Plan has been distributed to all staff members.		
Quarterly Summary			
Date Initiated	August 29, 2016	Date Completed	
Status	Pending	Last Modified	8/26/2016 10:44 AM

Goal 2.2.1	By May 2017, 100% of certified staff will use PLC structures to support student academic success towards reading and math goals as evidenced by 90% of certified staff selecting "developing" on the Professional Learning Communities at Work Continuum: Building a Collaborative Culture Through High-Performing Teams Rubric.		
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Action Step	Grade level teams meet bi-weekly for curriculum monitoring and sharing. Grade level bands meet monthly to analyze current data for progress monitoring towards goals and intervention purposes with Administration. Grade bands meet monthly for vertical articulation focusing on content specific strategies using graphic organizers associated with reading and disseminating informational text to support inference and cite evidence. Grade level teachers will meet 3 times a year with other region teachers to share data, resources, and strategies.		
Responsible Party	All Teachers, Administration, Regional cohort facilitators		
Professional Development	PLC groups on campus will use segments of Learning by Doing - A Handbook for Professional Learning Communities at Work, DurFour, DuRour, Eaker, and Many, 2010 at each monthly meeting with Administration. Regional Cohort Facilitators receive professional development in August.		
Quarterly Summary			
Date Initiated	August 25, 2016	Date Completed	
Status	Pending	Last Modified	8/26/2016 10:43 AM

Goal 3.1.1	By May 2017, 100% of teachers will publish weekly lesson plans on their websites as evidenced by documentation on their teacher evaluation Standard 6.7 "Builds positive and professional relationships with parents/guardians through frequent and effective communication concerning students progress".		
Action Step	Teachers will be asked to have a working common template of weekly lesson plans posted on their websites by Dec. 2016. Each grade level team will communicate with parents once their plans are consistently posted.		
Responsible Party	Webmaster, teachers, administration		
Professional Development	Relevant professional development and work time will be provided during all professional development days. 2016-17 Professional development plan is aligned to all strategic campus priorities. Plan has been distributed to all staff members.		
Quarterly Summary			
Date Initiated	August 19, 2016	Date Completed	
Status	Pending	Last Modified	8/26/2016 10:48 AM

Goal 4.2.1	By May 2017, 100% of Desert Mountain staff will work to identify, document, and communicate Key processes on Campus as measured by the published documentation of 10 Key processes with monitoring criteria in place.		
Action Step	Identify current key processes and evaluate levels of effectiveness through continuous improvement process. Additionally, evaluate current needs for new processes. Publish processes with monitoring criteria to all staff members.		
Responsible Party	Assistant Principal, Principal, CIT		
Professional Development	Book Study - "What Great Principals do Differently", Whitaker, 2012.		
Quarterly Summary			
Date Initiated	August 29, 2016	Date Completed	
Status	Pending	Last Modified	8/26/2016 10:54 AM



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Feedback

Goal	1.1.1 By May 2017, 100% of kindergarten students will demonstrate mastery of the AZCCRS Reading Foundations Standards (phonemic awareness) as evidenced by performing skills up to 5.9 on the PASI. 100 % of 1st grade students will demonstrate mastery of the AZCCRS Reading Foundations Standards (phonics) as evidenced by performing skills up to 9 or higher on the PSI. 100 % of 2nd grade students will demonstrate mastery of the AZCCRS Reading Foundations Standards (phonics) as evidenced by performing skills up to 10 or higher on the PSI. 3-8 By May 2017, 100% of students will demonstrate mastery of the AZCCRS Reading Anchor Standard 1 - Informational Text as evidenced by scoring an 85% or higher on the School City grade level reading assessment.
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Feedback	8/26/2016 2:32 PM
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Q1: Strength- This goal is comprehensive and accounts for all grade levels, demonstrating high expectations for all Desert Mountain learners in the area of reading. Questions to Ponder: How will teachers and staff responsible for other content areas be included in this goal? Will action steps reflect integration practices? What in-process measures will be utilized to assess adequate progress toward goal attainment? How will teachers and students participate in data ownership?

Goal	2.2.1 By May 2017, 100% of certified staff will use PLC structures to support student academic success towards reading and math goals as evidenced by 90% of certified staff selecting "developing" on the Professional Learning Communities at Work Continuum: Building a Collaborative Culture Through High-Performing Teams Rubric.
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Feedback	8/26/2016 2:40 PM
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Q1: Strength - This goal is focused and specific, ensuring that collaborative efforts revolve around well rounded (core) subjects. The measure is well aligned to the goal, and will provide accurate assessment of goal attainment. Questions to Ponder: Will there be protocols in place to ensure a collaborative environment among classified staff? What in-process measures will be utilized? How will capacity be built within high functioning PLCs to move work forward?

Goal	3.1.1 By May 2017, 100% of teachers will publish weekly lesson plans on their websites as evidenced by documentation on their teacher evaluation Standard 6.7 "Builds positive and professional relationships with parents/guardians through frequent and effective communication concerning students progress".
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Feedback	8/26/2016 2:44 PM
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Q1: Strength - This is a robust goal that has the potential to establish an enhanced, trusting community, as evidenced by the transparency involved with posting lesson plans for public view. Question to Ponder: How have expectations been documented and communicated to teachers to ensure consistency? How will this goal be monitored? What communication strategies will be deployed for parents to gather feedback from parents with regard to this practice?

Goal	4.2.1 By May 2017, 100% of Desert Mountain staff will work to identify, document, and communicate Key processes on Campus as measured by the published documentation of 10 Key processes with monitoring criteria in place.
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Feedback	8/26/2016 2:52 PM
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Q1: Strength- This goal is all-encompassing in that all staff are included. Questions to Ponder: What key processes will be identified? What will the identification criteria be, and how will this criteria be determined? Are the key processes that are being targeted ones that need improvement, or are new processes being developed? Who will be charged with identifying, documenting and communication the processes? Will components of this goal be embedded within SLO goals and IPPs?