



Detail Report

Mission

Norterra Canyon is a vibrant, child-centered, and engaging learning community that demonstrates instructional and academic excellence, embraces the diversity of all students, values the uniqueness of each child, and maintains integrity through Pirate PRIDE.

Vision

Benchmark

Team Members

Name	Title/Relationship
Beth Baker	Parent
Daine Schmitt	Teacher
Jen Parker	Classified Staff
Kate Eastburn	Teacher
Kim Lanese	Asst. Principal
Kristine Wright	Parent
Lynn Hoernig	Teacher
Lynnette Gaydoes	Teacher
Marrissa Kusmierczyk	Teacher
Sara Callahan	Parent
Stuart Kimball	Parent
Tish Mineer	Principal

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 will demonstrate mastery of Math AZCCRS as measured by earning 80% or above on end of year DVMA Post ASSESSMENT which would include DVMA Q3 or DVMA Post Assessment.

By May 2017, kindergarten students will demonstrate mastery of the AZCCRS Reading Foundations Standards (phonics and phonemic awareness) as evidence by scoring proficient or highly proficient on the post DVRA assessment.

By May 2017, first and second grade students will demonstrate mastery of the AZCCRS Reading Foundations Standards (phonics and phonemic awareness) as evidence by scoring proficient or highly proficient on the grade-level or above grade level Reading Street Assessments.

By May 2017, 100% of students in grades 3-8 will demonstrate mastery of ELA AZCCRS Reading Anchor Standard 1 (read closely, make inferences, cite textual evidence, and draw conclusions) as evidenced by scoring 80% or higher on the School City grade level or above grade level reading assessment.

End of Year Summary

Key Measures

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Priority Area 2.2.3

Priority	Component	Objective
Excellence in Workforce Performance	Workforce Development to Meet Organizational Needs	Support all employees in the deployment of continuous improvement practices.

Goal Description

By May 2017, 100% of all certified teachers will have participated in professional development in critical and creative thinking strategies and will implement the practices with fidelity as measured by number of participants in Thinking Maps and Junior Great Books trainings and number of times each strategy is observed during classroom walkthroughs and observations.

By May 2017, 100% of all classified staff will have met individual SMART Goals.

End of Year Summary

Key Measures

- In-process Measure (Formative) - # of trainings available for continuous improvement

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, NC will have increased the number of opportunities to engage parents in before, during, and after school events as measured by the school events calendar.

End of Year Summary

Key Measures

•Documentation of attendance to events through out the school year.

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

100% of staff will monitor testing results and benchmark the scores for growth against schools with similar demographics during PLC meetings using MTSS meetings to plan future action steps as measured by PLC meeting minutes.

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 1.1.1	<p>By May 2017, 100% of students will demonstrate mastery of Math AZCCRS as measured by earning 80% or above on end of year DVMA Post ASSESSMENT which would include DVMA Q3 or DVMA Post Assessment.</p> <p>By May 2017, kindergarten students will demonstrate mastery of the AZCCRS Reading Foundations Standards (phonics and phonemic awareness) as evidence by scoring proficient or highly proficient on the post DVRA assessment.</p> <p>By May 2017, first and second grade students will demonstrate mastery of the AZCCRS Reading Foundations Standards (phonics and phonemic awareness) as evidence by scoring proficient or highly proficient on the grade-level or above grade level Reading Street Assessments.</p> <p>By May 2017, 100% of students in grades 3-8 will demonstrate mastery of ELA AZCCRS Reading Anchor Standard 1 (read closely, make inferences, cite textual evidence, and draw conclusions) as evidenced by scoring 80% or higher on the School City grade level or above grade level reading assessment.</p>
Action Step	We will utilize School City for data analysis to create RTI support or enrichment based instruction depending on what the data and teacher observations support.
Responsible Party	Math teachers & Grade Level School City Trainers



Professional Development	School City Training provided by district office and then by the Grade Level Leaders to our campus		
Quarterly Summary	The grade level trainers have completed 2 full days of training and are working with their grade levels to successfully give the district level assessments for the first quarter. They are also looking into creating assessments their grade levels can use to support PLC discussions about how students are progressing and what instructional practice strategies are most effective based on the results.		
Date Initiated	September 19, 2016	Date Completed	
Status	In-Process	Last Modified	10/24/2016 12:45 PM

Goal 1.1.1			
Action Step	1st grade teachers participated in the Reading Foundation Training On Sept. 22, 2016.		
Responsible Party	1st grade teachers and Academic Facilitators		
Professional Development	Provided by DVUSD		
Quarterly Summary	all of the first grade teachers participated in the Reading Foundation Training focusing on the pacing guides and instructional expectations for increasing the reading skills of all first graders.		
Date Initiated	September 22, 2016	Date Completed	September 22, 2016
Status	Completed	Last Modified	10/24/2016 12:41 PM

Goal 1.1.1			
Action Step	Staff will participate in professional development training to increase critical thinking skills, metacognition, increase the DOK levels and development of ideas that will extend the thinking and learning for all students.		
Responsible Party	ELA, Social Studies, and Science Teachers		
Professional Development	Thinking Map Trainings and Junior Great Book Professional Development		
Quarterly Summary	Our ELA gifted and advanced strand teachers participated in a two day professional development in Tempe for Junior Great Books in August. They also had the consultant from JGB, Kreiko, come and work with them for two days in October. The professional development and collaboration with the consultant focused on the Shared Inquiry methods of leading discussions and questions that will result in deeper thinking about the literature. October 7th was the first three hour training of the 6 hour Thinking Map Training Tier 1 teachers are participating in to receive comprehensive training. October 7th the Tier 2 teachers, those who are TOT in Thinking Maps or have had the full training prior, collaborated together and reviewed the Frame of Reference step of creating Thinking Maps.		
Date Initiated	August 02, 2016	Date Completed	
Status	In-Process	Last Modified	10/24/2016 12:38 PM

Goal 1.1.1



Action Step	Teachers will be increasing opportunities in reading for students to make inferences and draw conclusions as appropriate in their grade levels across all the curriculums.		
Responsible Party	Teachers		
Professional Development	Collaboration during PLC		
Quarterly Summary			
Date Initiated	October 03, 2016	Date Completed	
Status	In-Process	Last Modified	10/24/2016 12:08 PM

Goal 3.3.1	By May 2017, NC will have increased the number of opportunities to engage parents in before, during, and after school events as measured by the school events calendar.		
Action Step	All teachers participated in an Academic Chat Night on August 23. Parents visited their childrens' classrooms to learn about instructional strategies, class procedures and expectations, essential learnings, homework and grading guidelines, and other pertinent information for the year.		
Responsible Party	All staff and administration		
Professional Development	Essential learning development (2015-16 school year)		
Quarterly Summary			
Date Initiated	September 22, 2016	Date Completed	
Status	Pending	Last Modified	9/22/2016 5:33 PM

Goal 3.3.1			
Action Step	We will incorporate events for parents during the Food Truck Nights. For example, we have Street Light presenting on community safety at the October 6 Food Truck Night. The next will be November 3 with the topic of internet safety presented by the Arizona Attorney General's Office.		
Responsible Party	PTSA (Food Trucks) and Mrs. Mineer (Safety Presentation Coordination)		
Professional Development			
Quarterly Summary			
Date Initiated	September 22, 2016	Date Completed	
Status	Pending	Last Modified	9/22/2016 5:20 PM

Goal 3.3.1			
Action Step	NC will host a Gifted Advocacy Night on November 17 to partner with district, school, and parents for the purpose of increasing advocacy at the state level for bringing funding back to gifted education in Arizona.		
Responsible Party	Marissa Kusmierczyk, Adam Laningham		
Professional Development			
Quarterly Summary			



Date Initiated	September 22, 2016	Date Completed	
Status	Pending	Last Modified	9/22/2016 5:19 PM

Goal 3.3.1			
Action Step	Communication Plan- We are increasing the ways we communicate with our community. 1) Increased voicemail blasts 2) Increased email blasts 3) Updated marquee 4) New newsletter sent by email blast and archived on school website 5) Teacher or grade level newsletters required at least monthly We will do an in-process measure to determine which communication methods are most effective and preferred by parents.		
Responsible Party	Kim, Tish, Brenda, Grade Level Captains		
Professional Development			
Quarterly Summary			
Date Initiated	August 08, 2016	Date Completed	
Status	Pending	Last Modified	9/22/2016 4:52 PM

Goal 3.3.1			
Action Step	NCPTSA will host an ice cream social on September 16 in the school multipurpose room.		
Responsible Party	NCPTSA		
Professional Development	None		
Quarterly Summary			
Date Initiated	September 22, 2016	Date Completed	
Status	Completed	Last Modified	9/22/2016 4:25 PM

Goal 2.2.3			
By May 2017, 100% of all certified teachers will have participated in professional development in critical and creative thinking strategies and will implement the practices with fidelity as measured by number of participants in Thinking Maps and Junior Great Books trainings and number of times each strategy is observed during classroom walkthroughs and observations.			
By May 2017, 100% of all classified staff will have met individual SMART Goals.			
Action Step	Write From the Beginning Training		
Responsible Party	Administration and Teachers		
Professional Development	January		
Quarterly Summary			
Date Initiated	January 13, 2017	Date Completed	
Status	Pending	Last Modified	9/22/2016 4:44 PM



Goal 2.2.3			
Action Step	JGB professional development with Kriko to reinforce the strategies for shared inquiry.		
Responsible Party	Gifted Cluster and JGB teachers		
Professional Development	JGB consultant		
Quarterly Summary			
Date Initiated	October 07, 2016	Date Completed	
Status	Pending	Last Modified	9/22/2016 4:43 PM

Goal 2.2.3			
Action Step	Provide 6 hours Tier 1 Training with a consultant for staff on Thinking Maps Tier 2 Thinking Map training for teachers who need a refresher and begin the on-line Thinking Map community work.		
Responsible Party	Administration and Teachers		
Professional Development	Thinking Map Training		
Quarterly Summary			
Date Initiated	October 07, 2016	Date Completed	
Status	Pending	Last Modified	9/22/2016 4:41 PM

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Feedback

Goal	<p>1.1.1 By May 2017, 100% of students will demonstrate mastery of Math AZCCRS as measured by earning 80% or above on end of year DVMA Post ASSESSMENT which would include DVMA Q3 or DVMA Post Assessment.</p> <p>By May 2017, kindergarten students will demonstrate mastery of the AZCCRS Reading Foundations Standards (phonics and phonemic awareness) as evidence by scoring proficient or highly proficient on the post DVRA assessment.</p> <p>By May 2017, first and second grade students will demonstrate mastery of the AZCCRS Reading Foundations Standards (phonics and phonemic awareness) as evidence by scoring proficient or highly proficient on the grade-level or above grade level Reading Street Assessments.</p> <p>By May 2017, 100% of students in grades 3-8 will demonstrate mastery of ELA AZCCRS Reading Anchor Standard 1 (read closely, make inferences, cite textual evidence, and draw conclusions) as evidenced by scoring 80% or higher on the School City grade level or above grade level reading assessment.</p>		
Feedback			9/21/2016 9:41 AM

Tiering the goal to support the needs of each grade level.

Questions to Ponder: Is there a campus-wide understanding of what demonstration of mastery looks like? Does 80% reflect mastery? Perhaps an action step to support this goal could be utilizing end of unit assessments as in process measures. Action steps to support the attainment of the K-3 goals may be utilizing screeners such as DIBELS and DRA. Consider using them as in-processes measures.

Goal	3.3.1 By May 2017, NC will have increased the number of opportunities to engage parents in before, during, and after school events as measured by the school events calendar.
Feedback	9/21/2016 9:41 AM

Questions to Ponder: In what ways will the creation of more events have an impact of the number of people who attend? The KSO 3.1.1 focuses on increasing engagement of stakeholders, in what ways will this goal increase engagement? Perhaps this is an opportunity to develop new methods of reaching out and marketing to key stakeholders.

Goal	2.2.3 By May 2017, 100% of all certified teachers will have participated in professional development in critical and creative thinking strategies and will implement the practices with fidelity as measured by number of participants in Thinking Maps and Junior Great Books trainings and number of times each strategy is observed during classroom walkthroughs and observations. By May 2017, 100% of all classified staff will have met individual SMART Goals.
Feedback	9/21/2016 9:41 AM

Questions to Ponder: Are the individual SMART goals reflecting of the work with Thinking Maps & Junior Great Books? Are these goals tied to the evaluation of certified staff? The measure of "trainings for continuous improvement," is this also in support of the identified work with Thinking Maps & Junior Great Books? Perhaps the addition of a few in-process measures would aid in scaffolding this goal.

Goal	4.4.2 100% of staff will monitor testing results and benchmark the scores for growth against schools with similar demographics during PLC meetings using MTSS meetings to plan future action steps as measured by PLC meeting minutes.
Feedback	9/21/2016 9:41 AM

Questions to Ponder: A key step in benchmarking is measuring against an organization or school that is similar to NorTerra or that has similar processes. Have you identified the school that aligns well with NC? Within the PLC and MTSS meetings, have structures and protocols "agreed upon norms" been put into place? Perhaps this is an opportunity to ensure outcomes that matter to all are established, and that time is maximized.