



Detail Report

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

Vision

New River Elementary School team of staff, students, parents, and community dedicates itself to the education of our children. Our aim is to provide a safe, nurturing environment for learning with an enriched core of basic knowledge. Together we will inspire students to be self-motivated, responsible, life-long learners of the 21st Century.

Benchmark

Team Members

Name	Title/Relationship
Brandi Martin	Kindergarten Teacher
Marie Maki	Spec. Ed. Teacher
Michele Balsame	4th Grade Teacher
Shannon Booth	2nd Grade Teacher
Stella Peper	PE Coach
Stephanie Tennille	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

- o By May 2017, 100% of Kindergarten students will demonstrate proficiency of English Language Arts AZCCRS as evidenced by an increase from 13% at Benchmark to 100% on the end of the year DIBELS.
- o By May 2017, 100% of 1st grade students will demonstrate proficiency of English Language Arts AZCCRS as evidenced by an increase of students that Benchmark on the DIBELS post-test from 32% to 100%.
- o By May of 2017, 100% of 2nd grade students will demonstrate proficiency of English Language Arts AZCCRS as evidenced by an increase of students that Benchmark on the DIBELS post-test from 15% to 100%.
- o By May 2017, 100% of 3rd grade students will demonstrate proficiency of Math AZCCRS as evidenced by an increase from 49% to 62% on the AzMERIT.
- o By May 2017, 100% of 4th grade students will demonstrate proficiency of Math AZCCRS as evidenced by an increase from 49% to 58% on the AzMERIT.
- o By May 2017, 100% of 5th grade students will demonstrate proficiency of Math AZCCRS as evidenced by an increase from 37% to 60% on the AzMERIT.
- o By May 2017, 100% of 6th grade students will demonstrate proficiency of Math AZCCRS as evidenced by an increase from 28% to 58% on the AzMERIT.



End of Year Summary

Key Measures

- Key Measure (Summative) - Change in AZMERIT (or State assessment) performance
- Key Measure (Summative) - % of students moving to Core on DIBELS 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

o By May 2017, 100% of the teachers participating in PLC groups will show improvement in, at least, one of the following areas based on the Post-Test PLC survey:
 -Identify Essential Learnings for each quarter in at least one subject area (CEO's)
 -Create common assessments to assess the CEO's
 ? Identify content that is non-essential

End of Year Summary

Key Measures

- Key Measure (Summative) - % of employees responding agree/strongly agree "I am satisfied with our efforts to establish and maintain a collaborative culture"

Priority Area 3.3.1

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

o By May 2017, The All Things EQ Ambassador program will be established and implemented as evidenced by at least 90% of the 6th graders participating in the program.

End of Year Summary

Key Measures

- % of 6th grade students that are participating as EQ Ambassadors by May 2017.

Priority Area 4.2.1

Priority	Component	Objective
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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		
o By May 2017, 100% of the teachers will continue implementation and monitoring documentation of student data tracking as evidenced by the number of active student data folders.		
End of Year Summary		
Key Measures		
•In-process Measure (Formative) - % of classroom teachers using individual student data folders		

Action Plans

Goal 1.1.1	o By May 2017, 100% of Kindergarten students will demonstrate proficiency of English Language Arts AZCCRS as evidenced by an increase from 13% at Benchmark to 100% on the end of the year DIBELS. o By May 2017, 100% of 1st grade students will demonstrate proficiency of English Language Arts AZCCRS as evidenced by an increase of students that Benchmark on the DIBELS post-test from 32% to 100%. o By May of 2017, 100% of 2nd grade students will demonstrate proficiency of English Language Arts AZCCRS as evidenced by an increase of students that Benchmark on the DIBELS post-test from 15% to 100%. o By May 2017, 100% of 3rd grade students will demonstrate proficiency of Math AZCCRS as evidenced by an increase from 49% to 62% on the AzMERIT. o By May 2017, 100% of 4th grade students will demonstrate proficiency of Math AZCCRS as evidenced by an increase from 49% to 58% on the AzMERIT. o By May 2017, 100% of 5th grade students will demonstrate proficiency of Math AZCCRS as evidenced by an increase from 37% to 60% on the AzMERIT. o By May 2017, 100% of 6th grade students will demonstrate proficiency of Math AZCCRS as evidenced by an increase from 28% to 58% on the AzMERIT.		
Action Step	Before and After-School Tutoring will be provided to students that did not pass AzMERIT funded by an ADE Grant.		
Responsible Party	Lisa Hancock		
Professional Development			
Quarterly Summary			
Date Initiated	August 19, 2016	Date Completed	
Status	Pending	Last Modified	8/19/2016 10:52 AM

Goal 1.1.1	
Action Step	K-6 teachers will conduct small group instruction during ELA and Math blocks



Responsible Party	K-6 Teachers		
Professional Development			
Quarterly Summary			
Date Initiated	August 19, 2016	Date Completed	
Status	Pending	Last Modified	8/19/2016 10:46 AM

Goal 1.1.1			
Action Step	K-3 Grade teachers will continue to implement Daily 5		
Responsible Party	K-3 Teachers		
Professional Development			
Quarterly Summary			
Date Initiated	August 19, 2016	Date Completed	
Status	Pending	Last Modified	8/19/2016 10:45 AM

Goal 1.1.1			
Action Step	Students that need enrichment will get support from the Gifted Teacher.		
Responsible Party	Gifted Teacher		
Professional Development			
Quarterly Summary			
Date Initiated	August 19, 2016	Date Completed	
Status	Pending	Last Modified	8/19/2016 10:42 AM

Goal 1.1.1			
Action Step	Students at risk will get extra support from the Reading Specialist and/or Support Team		
Responsible Party	Sally VanZwol, Student Support Services Team		
Professional Development			
Quarterly Summary			
Date Initiated	August 19, 2016	Date Completed	
Status	Pending	Last Modified	8/19/2016 10:37 AM

Goal 1.1.1



Action Step	Provide for subs for ongoing professional Development will be provided by the district math coaches and academic facilitators		
	<ul style="list-style-type: none"> • Words Their Way • DRA Training • Daily 5 Training • Eureka Math Training and workshops 		
Responsible Party	Stephanie Tennille		
Professional Development	District ELA and Math PD		
Quarterly Summary			
Date Initiated	August 08, 2016	Date Completed	
Status	Pending	Last Modified	8/19/2016 10:35 AM

Goal 1.1.1			
Action Step	Create a master schedule so that every grade level has a 90 minute Math and ELA blocks including an extra 30 minutes of RTI time.		
Responsible Party	New River Scheduling Committee		
Professional Development			
Quarterly Summary			
Date Initiated	March 01, 2016	Date Completed	August 10, 2016
Status	Completed	Last Modified	8/19/2016 10:32 AM

Goal 1.1.1			
Action Step	Allocate funds to pay for subs for imbedded PLC meetings during the school day.		
Responsible Party	Stephanie Tennille		
Professional Development			
Quarterly Summary			
Date Initiated	August 08, 2016	Date Completed	
Status	Pending	Last Modified	8/10/2016 10:46 AM

Goal 2.2.1	o By May 2017, 100% of the teachers participating in PLC groups will show improvement in, at least, one of the following areas based on the Post-Test PLC survey: -Identify Essential Learnings for each quarter in at least one subject area (CEO's) -Create common assessments to assess the CEO's ? Identify content that is non-essential		
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Action Step	Create monthly PLC meeting times: 90 minutes for K-1, 2-3, 4, 5, & 6		
Responsible Party	K-6 Teachers		
Professional Development			
Quarterly Summary			
Date Initiated	August 19, 2016	Date Completed	
Status	Pending	Last Modified	8/19/2016 11:10 AM

Goal 2.2.1

Action Step	Decide on Essential Learnings for Math and ELA in each grade level.		
Responsible Party	K-3 Teachers		
Professional Development			
Quarterly Summary			
Date Initiated	August 19, 2016	Date Completed	
Status	Pending	Last Modified	8/19/2016 11:09 AM

Goal 2.2.1

Action Step	Create Norms for PLC		
Responsible Party	Grade Level PLC's		
Professional Development			
Quarterly Summary			
Date Initiated	August 19, 2016	Date Completed	
Status	Pending	Last Modified	8/19/2016 11:09 AM

Goal 2.2.1

Action Step	Provide professional development on effective PLCs <ul style="list-style-type: none"> • BCHS Regional PLCs facilitated by teacher • Provide training for facilitators 		
Responsible Party	Academic Facilitators, Stephanie Tennille		
Professional Development			
Quarterly Summary			
Date Initiated	August 19, 2016	Date Completed	
Status	Pending	Last Modified	8/19/2016 11:08 AM



Goal 3.3.1	o By May 2017, The All Things EQ Ambassador program will be established and implemented as evidenced by at least 90% of the 6th graders participating in the program.		
Action Step	All 6th Grade students will receive training on "All Things EQ" to prepare them to become EQ Ambassadors.		
Responsible Party	Danna Evans, "All Things EQ" trainer, Wendy Ellis & Jessica Kissinger (6th grade teachers)		
Professional Development	Training session scheduled for 8/18/16, 8/26/16, 9/2/16, 9/9/16		
Quarterly Summary			
Date Initiated	August 05, 2016	Date Completed	
Status	Pending	Last Modified	8/19/2016 2:17 PM

Goal 3.3.1			
Action Step	Train staff on the EQ philosophy		
Responsible Party	Stephanie Tennille, Danna Evans		
Professional Development			
Quarterly Summary			
Date Initiated	August 03, 2016	Date Completed	
Status	Pending	Last Modified	8/19/2016 10:48 AM

Goal 3.3.1			
Action Step	Notify parents of the All Things EQ philosophy and let them know how to sign up for weekly emails. Information will be shared at Open House on 8/9/16, the August Newsletter and on the New River Website.		
Responsible Party	Stephanie Tennille		
Professional Development			
Quarterly Summary			
Date Initiated	August 05, 2016	Date Completed	
Status	Pending	Last Modified	8/12/2016 10:06 AM

Goal 4.2.1	o By May 2017, 100% of the teachers will continue implementation and monitoring documentation of student data tracking as evidenced by the number of active student data folders.		
Action Step	? Review expectations for student data folders at pre-service meeting Include flow map of expectations in Teacher folders for pre-service meeting ? Discuss student data folders at August Level Meetings ? Have teachers bring student data folders to monthly PLC meetings to share info		
Responsible Party	Stephanie Tennille		



Professional Development			
Quarterly Summary			
Date Initiated	August 03, 2016	Date Completed	
Status	Pending	Last Modified	8/19/2016 2:19 PM

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Feedback

Goal	<p>1.1.1 o By May 2017, 100% of Kindergarten students will demonstrate proficiency of English Language Arts AZCCRS as evidenced by an increase from 13% at Benchmark to 100% on the end of the year DIBELS.</p> <p>o By May 2017, 100% of 1st grade students will demonstrate proficiency of English Language Arts AZCCRS as evidenced by an increase of students that Benchmark on the DIBELS post-test from 32% to 100%.</p> <p>o By May of 2017, 100% of 2nd grade students will demonstrate proficiency of English Language Arts AZCCRS as evidenced by an increase of students that Benchmark on the DIBELS post-test from 15% to 100%.</p> <p>o By May 2017, 100% of 3rd grade students will demonstrate proficiency of Math AZCCRS as evidenced by an increase from 49% to 62% on the AzMERIT.</p> <p>o By May 2017, 100% of 4th grade students will demonstrate proficiency of Math AZCCRS as evidenced by an increase from 49% to 58% on the AzMERIT.</p> <p>o By May 2017, 100% of 5th grade students will demonstrate proficiency of Math AZCCRS as evidenced by an increase from 37% to 60% on the AzMERIT.</p> <p>o By May 2017, 100% of 6th grade students will demonstrate proficiency of Math AZCCRS as evidenced by an increase from 28% to 58% on the AzMERIT.</p>
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Feedback	9/12/2016 8:17 AM
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Strength: 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.

Feedback	8/22/2016 8:50 AM
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Q1: Strength - The goal statement is comprehensive, accounting for all grade levels, and reflects consideration for substantial academic growth, demonstrating high academic expectations for all learners. Questions to Ponder - The goal statements speak to individual learners, with measures for increasing class averages. Consider crafting goals in which the measures reflect growth for individual students, or goals that are focused on increasing class averages are worded to include the entire cohort population, as opposed to individual students. For example: By May 2017, 100% of 3rd grade students will broaden proficiency levels in Math AZCCRS, as evidenced by an increase in their AzMERIT scores by 13% or by scoring in the highly proficient range, or, By May 2017, 3rd grade will demonstrate proficiency of Math AZCCRS, as evidenced by a class average increase from 49% to a class average of 62%. What data was used to determine percentages for goal attainment? Is this data reflected within the key measures? What in-process measures will be utilized to determine adequate progress toward goal attainment?



Goal	2.2.1 o By May 2017, 100% of the teachers participating in PLC groups will show improvement in, at least, one of the following areas based on the Post-Test PLC survey: -Identify Essential Learnings for each quarter in at least one subject area (CEO's) -Create common assessments to assess the CEO's ? Identify content that is non-essential
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Feedback	9/12/2016 8:17 AM
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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.

Feedback	8/22/2016 9:03 AM
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Q1: Strength- The goal is well aligned to the Key Strategic Objective, and allows for differentiated growth for adult learners. Questions to Ponder: If the Post-Test PLC Survey will serve as the determinant of goal attainment, should this assessment be listed as a Key Measure? Will the Pretest PLC Survey be utilized as an in-process measure? How will this goal be monitored to ensure that each PLC participant is setting goals for growth in their particular area of need, as determined by Pretest PLC data? What protocol will be established to support growth for individual participants in these areas?

Goal	3.3.1 o By May 2017, The All Things EQ Ambassador program will be established and implemented as evidenced by at least 90% of the 6th graders participating in the program.
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Feedback	9/12/2016 8:17 AM
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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.

Feedback	8/22/2016 9:37 AM
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Q1: Strength- This holistic goal considers the students' social-emotional needs, and if implemented with fidelity and consistency, has the potential to enhance the positive culture of New River. Questions to Ponder: How will participation be monitored? What is the time frame for implementation? How will implementation processes be assessed to determine effectiveness? How will implementation processes deemed successful be documented to ensure growth of the program and sustainability?

Goal	4.2.1 o By May 2017, 100% of the teachers will continue implementation and monitoring documentation of student data tracking as evidenced by the number of active student data folders.
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Feedback	9/12/2016 8:17 AM
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Questions to Ponder: A key step in benchmarking is measuring against an organization or school that is similar to Norterra. 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.

Feedback	8/22/2016 10:05 AM
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Q1: Strength- Student data folders have the potential to contribute to increased academic growth, as student owned data allows for students to obtain up-to-the-minute data regarding where they're at academically, and determine instructional strategies for themselves, that they know will help to move their learning forward. Questions to Ponder - How will this objective, or other objectives consider classified staff within the goal statements? How will student data folders be assessed for quality? What next steps will be implemented to take student data folders from the implementation phase to the next phase of use?