



# Continuous Improvement Plan

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| <b>SCHOOL NAME:</b>                        | Mountain View School |
| <b>PRINCIPAL'S NAME:</b>                   | Gail Miller          |
| <b>2016-2020      Revised for: 2018-19</b> |                      |

Required Components:

- Gap Analysis
- Plan of Action
- Professional Development Plan
- Resource Plan
- Mid-Year and End-of-Year Goal Report
- School Schedule

## Continuous Improvement Plan

### GAP/NEEDS ANALYSIS

| Strategic Plan Goal Area | FINDINGS  | RECOMMENDATIONS  |
|--------------------------|---|--|
| <b>Academics</b>         | <p>* Professional Learning Communities (PLC) include grade level, academic (core content), and departments to support academic success. Teachers evaluate lessons, learning activities, and assessments based on alignment of standard and scale of proficiency.</p> <p>*There are opportunities for teachers to participate in differentiated professional development.</p> <p>*Teachers continue to modify lessons and learning activities to include differentiation and personalization.</p> <p>*Teachers use research-base practices in their instruction.</p> <p>*Mountain View staff deepen their understanding of the State Standards. PLCs continue to maximize understanding of priority standards and proficiency scales to enhance student achievement.</p> | <p>* Student achievement will increase by implementing the Dysart Strategic Plan and Mountain View’s Campus Improvement Plan.</p> <p>* Teachers will be provided professional development on district/school initiatives. This year’s focuses are Lesson Design - Backwards Design, STEAM education, and Instructional Practices in ELA and Math.</p> <p>*Teachers will be provided professional development in STEAM education, Design Process, and Personalized Learning.</p> <p>*Training will continue to be provided to staff and students on technology skills using various devices and applications.</p> <p>*Teachers will plan instruction and evaluate assessments during scheduled PLC meetings. This will include Academic PLC's specific to grade level bands of ELA, Math, and STEAM (Science, Technology, Engineering, Arts, Mathematics).</p> <p>*PLC meetings will be conducted in a variety of ways based on need ~ grade level, content area, and</p> |

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|  | <p>*Teachers seek opportunities to increase their technology skills and follow the school's technology plan.</p> <p>*Staff uses Schoology to make instructional decisions: pacing of teaching standards, lesson ideas and assessments choices. Teachers used data information collected in Schoology (Benchmarks, DIBELS, AzMERIT, Galileo, etc.) to evaluate instructional practices and effectiveness to develop new learning opportunities.</p> <p>*Tier II instructional minutes are maximized to provide intervention and/or enrichment.</p> <p>*Learning communities are structured for teachers to engage in the continuous improvement cycle (i.e. data analysis, planning, implementation, reflection, and evaluation).</p> <p>*Through STEAM education, teachers increase innovative learning opportunities for students.</p> <p>*Students participate in a goal setting process.</p> <p>*The use of a variety of data sources are used to progress monitor student achievement ~ DIBELS, diagnostics, program formative and summative assessments, student work and common formative assessments.</p> | <p>vertical. Personalized learning opportunities will be provided.</p> <p>* Instruction and assessment will be personalized for all students to master priority standards.</p> <p>*Collaboration will continue with other schools within and outside of our district to broaden our resources and expertise.</p> <p>*Teachers will continue to create and use common formative assessments.</p> <p>*A voluntary peer observation program will allow teachers to improve innovative instructional practices including technology.</p> |
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|                                      | <p>*Reading Coach and Interventionist support teachers in implementing research-based programs.</p> <p>*School-wide, Tier II instruction continue to be built-into the Master Schedule to provide a common, mandatory block for intervention and/or enrichment.</p>  |   |
| <p><b>Culture and Leadership</b></p> | <p>*There is a commitment in building a collaborative, shared leadership environment.</p> <p>*The school community fosters a culture that focuses on instructional improvement and innovative learning opportunities to maximize college and career readiness skills.</p> <p>*Differentiated professional learning is a priority for all staff.</p> <p>*Staff will use the Professional Learning Community model to implement shared leadership, shared decision making, and promote a positive learning culture for both adults and students.</p> <p>*Leadership will monitor school, classroom and student goals to determine how resources are allocated.</p> <p>*Utilize the support provided by the members of the Instructional Cabinet, members of PLCs, 21st Century Specialists, Technology Ambassador,</p> | <p>*Personalized learning is a priority for all staff and students.</p> <p>*The school’s leadership will continue to advocate for resources to fully support professional learning.</p> <p>*School leadership will continue to support teachers in the implementation of state standards and innovative learning opportunities.</p> <p>*School leadership and teachers will continue to find creative ways to expand human and material resources to enhance student achievement.</p> <p>*Leadership will continue to provide opportunities for teachers to communicate and reflect with each other.</p> <p>*Continue and increase tutoring opportunities for students.</p> <p>*Continue to provide enrichment and personalized opportunities for students.</p> |

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|                      | <p>Peer Mentors, ESS staff, Reading Interventionist, Reading Coach, and the Gifted Technology Instructional Aide.</p> <p>*School staff focus on creating positive relationships between staff, students, and families.</p> <p>*The school community is continuing to develop a culture that is committed to building relationships among all stakeholders.</p> <p>*There are multiple communication methods utilized between all stakeholders.</p> <p>*The school’s mission and vision is visible within the school climate.</p> <p>*Student leadership opportunities are provided.</p> | <p>*Decrease the amount of student tardiness and absences.</p> <p>*Empower students to be self-directed learners.</p>  |
| <p><b>Safety</b></p> | <p>*A safe learning environment is maintained where all students grow to their potential.</p> <p>*Procedures are established, monitored, and practiced throughout the year.</p> <p>*School Safety Committee includes all stakeholders.</p> <p>*Leadership Habits and Character Education were implemented to increase problem solving skills, positive relationships and student leaders.</p>   | <p>*The Safety Committee will continue to meet regularly to review and monitor plans and reports. This committee will include Chief Science Officers (CSOs) and the agenda will include the topic of digital citizenship.</p> <p>*The school’s leadership will continue to review, monitor and adjust school procedures and emergency plans.</p> <p>*School procedures will continue to be communicated to stakeholders.</p> |

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|  | <p>*Minor Incident Report (MIR) was implemented to decrease student referrals.</p> <p>*Digital Citizenship Lessons are provided through the iExplore class. We recognize Digital Citizenship week.</p> <p>*BYOD expectations are posted and implemented.</p> <p>*Leadership and expectation posters are posted throughout the school.</p> | <p>*Staff will continue to uphold consistent discipline guidelines and bully procedures set forth by the school and district.</p> <p>*Supervision coverage expectations and plan will be reviewed. Staff will continue to supervise and monitor during the arrival time, during the school day, and during dismissal.</p> <p>*Digital Citizenship expectations will be reviewed, practiced, and enforced consistently.</p> <p>*Staff will research Restorative Practices to support building positive relationships to decrease behaviors.</p> <p>*Revised language in the school-wide discipline documents to align with Restorative Practices.</p> <p>*Continue to utilize Friends of Rachel Team, Student Council, and NJHS to promote Character Education and leadership qualities.</p> |
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**CONTINUOUS IMPROVEMENT  
PLAN of ACTION**

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| <b>School Name:</b> | Mountain View School | <b>School Year:</b> | 2018-2019 |
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| <b>District Goal</b> | <p>All Dysart students will graduate ready for college, career, and life in a globally competitive economy by mastering New Century Learner skills as defined by the Dysart’s Profile of a Graduate (see appendix 1)</p> <ul style="list-style-type: none"> <li>● Increase the percentage of third graders meeting state standards in reading to 94% by 2020.</li> <li>● Increase the percentage of eighth graders meeting state standards in reading and math to 85% by 2020.</li> </ul> |
| <b>School Goal</b>   | All students will be proficient or highly proficient on grade level standards as measured by state assessment.  |

| SMART Goals   | Specific Activities  | Measures of Success/Benchmarks                    | Target Dates      | Collaborative Network Identified  | Evidence of Success  |
|---|--|---|-------------------|---|--|
| <p><b>Math:</b></p> <p>Students in 3rd-8th grade will increase proficiency scores by a minimum of 5% on grade level math standards as measured by state assessment.</p> <p><b>ELA:</b></p> <p>Students in 3rd-8th grade will increase proficiency scores by a minimum of 7% on grade level ELA standards as measured by state assessment.</p> | <p>Teachers will use program formative and summative assessments that drive instruction to increase student achievement.</p> <p>Teachers will develop common formative assessments aligned to the identified priority standards.</p> <p>An increase of on-line testing opportunities will be implemented in grades K-8.</p> <p>Research-based classroom instructional methods will</p> | <p><b>Formative and Summative Assessments</b></p> | <p>August-May</p> | <p>Administration, staff ~ teachers, coaches, teacher-leaders and students</p> <p>Administration, staff ~ teachers, coaches, ESS teachers, interventionist, mentors, Gifted teachers,</p> | <p>Analyzing trend data on specific skill deficits from the Common Formative Assessments</p> <p>Lesson Plans from PLC work sessions, outcomes from Common Formative Assessments</p> <p>Lesson Plans,</p> |





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|  | <p>based on state standards, student data, cognition levels and the 4C's.</p> <p>Teachers will work collaboratively in Academic PLCs (vertical) to track student progress and goals. Teachers will use this time to analyze the quality of formative assessments. Teachers will use data information to provide instructional input.</p> <p>Teachers will work collaboratively in PLCs to develop common formative assessments, lesson plans and instructional strategy implementation. DOK levels and standard analysis will go into the planning and implementation stages of the learning cycle.</p> <p>Protocols are utilized during PLC work sessions based on the research.</p> <p>Teachers will work in self selected PLCs to build leadership capacity, professional growth and over-arching goals:</p> | <p style="text-align: center;"><b>CES<br/>Formative<br/>and Summative<br/>Assessments</b></p> <p style="text-align: center;"><b>Formative<br/>Assessments</b></p> |  | <p>Administration, staff ~ teachers, coaches, teacher-leaders, interventionist, RTI members, and students</p> <p>Administration, staff ~ teachers, coaches, interventionist, teacher-leaders, and students</p> | <p>tracking and supporting documents</p> <p>Professional Development attendance and surveys in ILearn, lesson plans, data results</p> <p>IAssess, Galileo and other assessment results, lesson plans, CES</p> <p>PLC Folders ~ agendas, summaries, lesson plans and assessments</p> |
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|  | <p>Personalized Learning, STEAM, New Teacher training: Math in Focus, Student Leadership, RTI, and intervention programs.</p> <p>Administration holds bi-weekly data meetings with teachers to monitor and discuss student growth.</p> <p>Professional Development: developed and implemented based on student and teacher data through networking and collaboration in PLCs.</p> <p>AzMERIT training will be provided and included in PD schedule. AzMERIT on-line resources provided.</p> <p>Frequently evaluate student performance by utilizing Galileo results, IAssess, common formative assessments, and other identified assessments to design and implement targeted instruction.</p> <p>Teachers will participate in action research that will be</p> |  |  | <p>Administration, staff ~ teachers, coaches, teacher-leaders, interventionist, students, tutoring facilitators, parents, ZAP monitor</p> <p>Administration, staff ~ teachers, coaches, teacher-leaders, mentors, Gifted teachers, Committee facilitators, parents, and students</p> <p>Teachers, 21<sup>st</sup> Century Specialist team and Administration</p> | <p>Lesson plans and assessments, attendance sheets, project outcomes , permission slips, and Grade Book</p> <p>Student work, survey</p> |
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|  | <p>personalized to their professional goals.</p> <p>Design and implement intervention activities for Tier 2 instruction and Tier 3 tutoring opportunities. Implement on-line programs.</p> <p>Design and implement enrichment activities and opportunities. (Based on the STEAM Strategic Plan)</p> <p>Developing and implementing Engineering and Design Thinking Principals in the K-8 iEXPLORE Lab<br/>Expanding resources in the iEXPLORE lab</p> <p>Established partnership with Maricopa County Education Service Agency (MCESA), Shadow Ridge High School, Grand Canyon University, STEM State Advocacy Group, and district 21st Century Specialists</p> <p>Leadership Habits Goal Setting</p> | <p><b>Embedded lessons<br/>(min monthly)</b></p> |  | <p>Staff, Students, and Parents</p> | <p>Learning Priority<br/>STEAM Project<br/>Results</p> <p>Student Survey:<br/>School Activities</p> <p>Discipline Data</p> |
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|  | <p>Character Counts<br/>Rachel's Challenge<br/>Opportunities for students to participate in leadership roles: school tours, community projects, peer mentors, big hero buddy</p> <p>Embed Digital Citizenship activities into weekly leadership lessons</p> <p>Monitor attendance data weekly to increase staff and student attendance percentages (CUTS conferences and calls, weekly monitoring of absences and student conferences).</p> <p>Monitor student suspension rates weekly to decrease out of school suspensions.<br/>Create student-adult mentor program for students with multiple infractions.</p> <p>Teachers will work in STEAM cohorts based on</p> | <p><b>iExplore assessments, survey</b></p> <p><b>Infinite Campus Reports</b></p> |  |  |  |
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| <p><b>STEAM:</b></p> <p>Increase the student achievement across content areas by providing a reliable, sustainable framework to improve learning that instills our students with 21st century skills, the 4 C's, STEAM literacy, and strategies to compete and contribute in a global society.</p> <p>Foster individualized, personalized, and differentiated instructional practices that support inquiry-based and experiential learning, engineering principles, and performance-based assessment,</p> <p>Promote the development of computer based literacy skills, higher-order thinking skills, problem solving skills, and multi media communication skills.</p> | <p>the STEAM Immersion levels of the STEAM Immersion assessment and design personalized professional development opportunities based on each cohort's constructed SMART goals.</p> <p>Cohort members will move across the STEAM Immersion continuum increasing the percentage of members moving into the next levels of the continuum, ensuring that all students are engaged in innovative learning opportunities.</p> <p>STEAM literacy will be increased through the use of the Engineering Design Process.</p> | <p><b>Student Showcase - Work MCESA STEM Walk Through Tool</b></p> <p><b>STEAM Immersion Guide</b></p> |  | <p>Administration, Design Team, Chief Science Officers, Community Partnerships: GCU, MCESA, State STEM Advocacy Group, Teachers, Students, Families, 21st Century Partnership, SRHS Architect and Engineering Department.</p> | <p>STEAM Project Results, Student Data Results</p> |
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MVS PROFESSIONAL DEVELOPMENT PLAN

**Dysart Early Release Calendar 2018-2019**

[Structure Description Page](#)

| <b>Date</b>       | <b>Type of day</b>      | <b>Focus</b>                                | <b>Additional Information</b>  |
|-------------------|-------------------------|---|--|
| August 6th        | Full PLC Day            | PLC Format:<br>Planning &<br>Assessing      | 3 hours, 1 hr = Gradual Release Model,<br>Departmentalized Grades: 1hr. Individual, 1hr PLC<br>Data/Planning   |
| August 13th       | District Curriculum Day | GL Academic PLC                             | 1.5 hours Grade Level PLC, 1 hour District Content PD  |
| August 20th       | School Choice & PLC Day | 1 hour PLC, & 2<br>hours Approved<br>Choice | School Choice may include: Parent communication,<br>conferences, RTI meetings, peer mentoring, gifted<br>cluster teachers, book study, etc. (admin approval).<br>School Choice is not for grading or planning. |
| August 27th       | School PD Day           | STEAM                                       | 1 hour PD, 1 hour STEAM Cohorts, 1 hour Grade<br>Level PLC - STEAM Planning  |
| September 3rd     | <b>NO SCHOOL</b>        |   |  |
| September<br>10th | District Curriculum Day | GL Academic PLC                             | 1.5 hours Grade Level PLC, 1 hour District Content PD  |
| September<br>17th | School Choice & PLC Day | 1 hour PLC, & 2<br>hours Approved<br>Choice | School Choice may include: Parent communication,<br>conferences, RTI meetings, peer mentoring, gifted<br>cluster teachers, book study, etc. (admin approval).<br>School Choice is not for grading or planning. |
| September<br>24th | Full PLC Day            | PLC Format:<br>Planning &<br>Assessing      | 3 hours, Departmentalized Grades: 1.5 Individual, 1.5<br>PLC Data/Planning   |
| October 1st       | School PD Day           | STEAM                                       | 1 hour PD, 1 hour STEAM Cohorts, 1 hour Grade<br>Level PLC - STEAM Planning  |

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| October 8th   | Full PLC Day            | PLC Format:<br>Planning &<br>Assessing | 3 hours, Departmentalized Grades: 1.5 Individual, 1.5 PLC Data/Planning   |
| October 15th  | <b>Fall Break</b>       |  |   |
| October 22nd  | School PD Day           | STEAM                                  | 1 hour PD, 1 hour STEAM Cohorts, 1 hour Grade Level PLC - STEAM Planning  |
| October 29th  | School Choice & PLC Day | 1 hour PLC, & 2 hours Approved Choice  | School Choice may include: Parent communication, conferences, RTI meetings, peer mentoring, gifted cluster teachers, book study, etc. (admin approval). School Choice is not for grading or planning. |
| November 5th  | District Curriculum Day | GL Academic PLC                        | 1.5 hours Grade Level PLC, 1 hour District Content PD   |
| November 12th | <b>NO SCHOOL</b>        |  |   |
| November 19th | Full PLC Day            | PLC Format:<br>Planning &<br>Assessing | 3 hours, Departmentalized Grades: 1.5 Individual, 1.5 PLC Data/Planning   |
| November 26th | School Choice & PLC Day | 1 hour PLC, & 2 hours Approved Choice  | School Choice may include: Parent communication, conferences, RTI meetings, peer mentoring, gifted cluster teachers, book study, etc. (admin approval). School Choice is not for grading or planning. |
| December 3rd  | District Curriculum Day | GL Academic PLC                        | 1.5 hours Grade Level PLC, 1 hour District Content PD   |
| December 10th | School Choice & PLC Day | 1 hour PLC, & 2 hours Approved Choice  | School Choice may include: Parent communication, conferences, RTI meetings, peer mentoring, gifted cluster teachers, book study, etc. (admin approval). School Choice is not for grading or planning. |
| December 17th | Full PLC Day            | PLC Format:<br>Planning &<br>Assessing | 3 hours, Departmentalized Grades: 1.5 Individual, 1.5 PLC Data/Planning   |
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| <b>Date</b>   | <b>Type of day</b>      | <b>Focus</b>                           | <b>Additional Information</b>   |

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| January 7th   | School Choice & PLC Day | 1 hour PLC, & 2 hours Approved Choice | School Choice may include: Parent communication, conferences, RTI meetings, peer mentoring, gifted cluster teachers, book study, etc. (admin approval). School Choice is not for grading or planning. |
| January 14th  | District Curriculum Day | GL Academic PLC                       | 1.5 hours Grade Level PLC, 1 hour District Content PD   |
| January 21st  | <b>NO SCHOOL</b>        |                                       |   |
| January 28th  | Full PLC Day            | PLC Format: Planning & Assessing      | 3 hours, Departmentalized Grades: 1.5 Individual, 1.5 PLC Data/Planning   |
| February 4th  | District Curriculum Day | GL Academic PLC                       | 1.5 hours Grade Level PLC, 1 hour District Content PD   |
| February 11th | Full PLC Day            | PLC Format: Planning & Assessing      | 3 hours, Departmentalized Grades: 1.5 Individual, 1.5 PLC Data/Planning   |
| February 18th | <b>NO SCHOOL</b>        |                                       |   |
| February 25th | School Choice & PLC Day | 1 hour PLC, & 2 hours Approved Choice | School Choice may include: Parent communication, conferences, RTI meetings, peer mentoring, gifted cluster teachers, book study, etc. (admin approval). School Choice is not for grading or planning. |
| March 4th     | Full PLC Day            | PLC Format: Planning & Assessing      | 3 hours, Departmentalized Grades: 1.5 Individual, 1.5 PLC Data/Planning   |
| March 11th    | District Curriculum Day | GL Academic PLC                       | 1.5 hours Grade Level PLC, 1 hour District Content PD   |
| March 18th    | <b>NO SCHOOL</b>        |                                       |   |
| March 25th    | School Choice & PLC Day | 1 hour PLC, & 2 hours Approved Choice | School Choice may include: Parent communication, conferences, RTI meetings, peer mentoring, gifted cluster teachers, book study, etc. (admin approval). School Choice is not for grading or planning. |
| April 1st     | Full PLC Day            | PLC Format: Planning & Assessing      | 3 hours, Departmentalized Grades: 1.5 Individual, 1.5 PLC Data/Planning   |



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| April 8th  | School PD Day           | STEAM                                 | 1 hour PD, 1 hour STEAM Cohorts, 1 hour Grade Level PLC - STEAM Planning  |
| April 15th | School Choice & PLC Day | 1 hour PLC, & 2 hours Approved Choice | School Choice may include: Parent communication, conferences, RTI meetings, peer mentoring, gifted cluster teachers, book study, etc. (admin approval). School Choice is not for grading or planning. |
| April 22nd | School PD Day           | STEAM                                 | 1 hour PD, 1 hour STEAM Cohorts, 1 hour Grade Level PLC - STEAM Planning  |
| April 29th | Full PLC Day            | PLC Format: Planning & Assessing      | 3 hours, Departmentalized Grades: 1.5 Individual, 1.5 PLC Data/Planning   |
| May 6th    | District Curriculum Day | GL Academic PLC                       | 1.5 hours Grade Level PLC, 1 hour District Content PD   |
| May 13th   | School Choice & PLC Day | 1 hour PLC, & 2 hours Approved Choice | School Choice may include: Parent communication, conferences, RTI meetings, peer mentoring, gifted cluster teachers, book study, etc. (admin approval). School Choice is not for grading or planning. |
| May 20th   | Full PLC Day            | PLC Format: Planning & Assessing      | 3 hours, Departmentalized Grades: 1.5 Individual, 1.5 PLC Data/Planning   |
|            |                         |                                       |   |

**CONTINUOUS IMPROVEMENT PLAN  
PROFESSIONAL DEVELOPMENT PLAN  
Grade Level PLC with Administration**

**Materials required for Data PLC meetings:**

Bi-weekly Grade Level meetings with Administration: Lesson and assessment design with a focus on increase online activities, testing opportunities aligned with priority standards, DOK levels, and interventions (RTI) and enrichment. A focus on Personalized Learning and STEAM.

Grade level data spreadsheets and Data Discussion tools are to be provided to administration by the Monday before the meeting to prepare for the review of student progress on the Priority Standards taught. Each team member brings the data spreadsheet, progress notes (tracking forms) and action plans. Bring student samples, assessments being utilized, and any other supporting documents.

|           | <b>K-3rd</b>     | <b>4th-8th</b> |      |                 |
|-----------|------------------|----------------|------|-----------------|
| August    | 15th, 29th       | 22nd           | Prep | Conference Room |
| September | 12th, 26th       | 5th, 19th      | Prep | Conference Room |
| October   | 24th             | 3rd            | Prep | Conference Room |
| November  | 14th             | 7th            | Prep | Conference Room |
| December  | 12th             | 5th            | Prep | Conference Room |
| January   | 9th, 23rd        | 16th, 30th     | Prep | Conference Room |
| February  | 6th, 20th        | 27th           | Prep | Conference Room |
| March     | 6th, 27th        | 13th           | Prep | Conference Room |
| April     | K-2 (10th, 24th) | testing        | Prep | Conference Room |
| May       | 15th             | 8th            | Prep | Conference Room |

**Instructional Cabinet Meetings** are scheduled every other week. These meetings begin at 7:45-8:40 in the i EXPLORE Lab.

## Continuous Improvement Plan

### Resource Plan MVS CIP and STEAM Strategic Plan

| Category  | Type of Resource   | Amount (Time, Money, Other Resources as identified)   | Source   |
|---|--|---|--|
| AZ State Standards: Implementation and Understanding through Unpacking the Standards<br>*Priority Standards<br>*Formative Assessments | *PLC Teams   | School and District professional Development Calendar | All teachers, ESS and Reading Coach, Administration, and Gifted Instructional Assistance         |
|   | Grade Level Academic (ELA, STEAM, and Math)  | PLC allotted times                                    | ISTE<br>Sopris West<br>ASCD  |
|   | STEAM Cohort Groups (Personalized Professional Development)  | PLC allotted time                                     | STEAM Academic PLC<br>State STEM Advocacy Group  |
|   | <a href="#">STEAM Strategic Plan</a>   | \$4,000   | District Personnel, 21 <sup>st</sup> Century Specialists<br>McESA<br>STEAM Design Team           |
| 21 <sup>st</sup> Century Technology   | Resources:<br>Professional Resources<br>Professional Development specific to STEAM Strategic Plan  | \$0   | Administration, Trainer of Trainer teachers group  |
|   | *Schoology   |   |  |
|   | * Grand Canyon University<br>Principal Collaborative Team  | \$0   | Teachers, Administration, IT Personnel, IT Specialists, STEAM Design Team, Instructional Cabinet |
|   | *Innovation Technology Ambassador<br>*STEAM Design Team<br>*Technology Team ~ Vertical<br>*SAMR Model<br>VEX Robotics, Cue/Dots, Wonderbot competitions, Coding, a variety of tech tools | \$0<br><br><br><br><br>\$8,000                        | Teacher Leads, Administration, All students  |

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| <p>4Cs ~ Critical Thinking, Communication, Creativity, and Collaboration</p> <p>Professional Development Focus Areas:<br/>         STEAM/Design Process<br/>         Formative Assessment for Target Instruction: Intervention<br/>         Understand by Design<br/>         Restorative Practices</p> <p>New Teacher:<br/>         Personalized Learning<br/>         STEAM Education (Engineering Process and Design Thinking)<br/>         Goal Setting<br/>         DOK, 4 C's<br/>         Writing for Understanding<br/>         Student Leadership</p> | <p>STEAM Projects with the Design Process<br/>         *PLC Teams</p> <p>~ Grade Level<br/>         ~ Academic (Language Arts, Social Studies, Science and Math)</p> <p>*4C Rubric</p> <p>“Leader in Me” by S. Covey</p> <p>Staff Professional Development aligned to CIP and STEAM Strategic Plan</p> | <p>School and District professional Development Calendar</p> <p>Monday PDs</p> <p>PLC allocated times</p> <p>\$0 (past purchase)</p> | <p>Teachers, Administration, ESS and Reading Coach, Gifted Specialist, District Personnel</p> <p>21<sup>st</sup> Century Specialist, STEAM Academic PLC, Administration</p> <p>Staff</p> |
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# We Are Dysart

**“A leader is one who knows the way, goes the way, and shows the way”**

~John C. Maxwell

## Assessment Calendar for 2018-19

### August

- DIBELS ~ Aug. 6th-24th (Kinder -6th grade)
- 95% Group PASI/PSI ~ Aug.6th begin (1st - 3rd grade and on going all year)
- AZELLA ~ Aug. 6th (Ongoing throughout the year)

### September

- 95% Group PASI ~ Sept. 24th (Kinder will PASI and on going all year)
- Prop 301 initial goals due ~ Sept. 4th
- Gifted Testing Sept. 4th-14th ~ (New to district and transfer students only)

### October

**Note: Third grade students will be taking a combination test of District Benchmark and HMH Unit Assessments in ATI.**

- 3rd - 8th grade Math and Reading Benchmark #1 ~ Week of Oct. 1st (Covers everything taught 1st quarter)
- K-2 Math Benchmark #1 ~ Week of Oct. 1st (Covers everything taught 1st quarter)
- HMH Unit 2 Reading Test ~ Oct. 8th - Oct. 26th (Grades 2)
- HMH Unit 2 Reading Test ~ Oct. 29-Nov. 9 (Grade Kinder)
- Science Performance Tasks ~ Week of Oct. 23rd (7th and 8th) (optional)

## **November**

- DIBELS ~ Nov. 26th - Dec. 14th- (Kinder - 6th)
- HMH Unit 2 Reading Test ~Nov. 5 - Nov. 16- (Grade 1)
- Gifted Testing Nov. 26th - Dec. 14th ~ (1st - 8th grade)

## **December**

**Note: Third grade students will be taking a combination test of District Benchmark and HMH Unit Assessments in ATI.**

- 3rd - 8th grade Math and Reading Benchmark #2 ~ Dec. 10th - 14th (Covers everything taught 1st semester)
- K-2 Math Benchmark #2 ~ (Dec. 10th- 14th) (Covers everything taught 2nd quarter)
- STEAM Family Night - 13th

## **January**

- HMH Unit 4 Reading Test ~ Jan 28th - Feb. 8th (Grade 2)
- Science Performance Tasks ~ Week of Jan. 29th - Feb 3rd (7th and 8th) (Optional)

## **February**

- HMH Unit 4 Reading Test ~ Feb. 4th - Feb. 15th (Grade Kinder)
- HMH Unit 4 Reading Test ~ Feb. 11th - Mar. 1st (Grade 1)
- AZELLA Reassessment ~ Feb 4th - Mar 15th
- AIMS A & Science AIMS Aligned Benchmark ~ Mid- Feb (Grades 4th and 8th)
- Gifted Testing February 25th - March 15th ~ (Kinder - 8th grade)

## March

**Note: Third grade students will be taking a combination test of District Benchmark and HMH Unit Assessments in ATI.**

- HMH Unit 5 Reading Test ~ Mar. 11th - Mar. 29th (Grade Kinder)
- HMH Unit 5 Reading Test~Mar. 25th - April 5th (Grade 2)
- Multi-State Alternate Assmt (MSAA) ELA and Math ~ Mar - April Grades 3-8 and 11)
- 3rd - 8th grade Math and Reading Benchmark #3 ~ Week of March 4th - 8th (covers everything taught all year)
- K-2 Math Benchmark #3 ~ (March 11th-15th) (covers everything taught 3rd quarter)
- AIMS Science tests ~ Mar. 25 - April 19th (4th and 8th)
- STEAM Family Night - March 14th

## April

- HMH Unit 5 Reading Test ~ Apr. 1st - 12th (Grade 1)
- AZMERIT~ April 1st - April 26th (3rd- 8th)
- Cambridge Checkpoint Test (8th) TBA
- DIBELS ~ April 29th - May 17th- (Kinder - 6th)

## May

- Science Performance Task (7th and 8th) ~ Month of May (Optional)
- Final 301 Goals due ~ May 3rd
- K-2 Math Benchmark #4 ~ (May 1st -4th) (covers everything taught for the year)
- **8th Grade Civics tests - throughout the school year until pass at 60%**

## DIBELS Assessments

### *Kinder - 3rd grade*

- Fall, Winter and Spring Benchmark for all students
- Students that are at **benchmark** after they are Dibel'd need to be progress monitored **1x a quarter**
- Students that are **strategic** after they are Dibel'd need to be progress monitored **1x a month**
- Students that are **intensive** after they are Dibel'd need to be progress monitored **2x a month**

### *4th - 6th grade*

- Fall Benchmark for all students
- Winter Benchmark for those students being progress monitored for any measure
- Spring benchmark for those students being progress monitored for any measure

### *DIBELS Progress Monitoring*

- After Fall DIBELS Benchmark, if a student is at benchmark on all measures, you do NOT need to progress monitor this student, unless the teacher starts to see drops or has concerns.
  - Students that are **strategic** after they are Dibel'd need to be progress monitored **1x a month**
  - Students that are **intensive** after they are Dibel'd need to be progress monitored **2x a month**
  - Students that are **benchmark** and are not exempt need to be progress monitored **1x a quarter.**



## 95 Percent Group

(K-3 Getting Started/Beginning of School Year)

- **Kindergarten**-Begin teaching Readiness skills and administer Phonological Awareness Screener for Instruction (PASI) to **all** students Skill 1
- **1st grade**-Begin teaching review PA lessons 4.1, 4.2, and 5 and administer Phonological Awareness Screener for Instruction (PASI) **beginning with Skill 5.7** Short Form. (follow directions on short form and go to long form as needed)
- **2nd grade**-Review **Phoneme Manipulation** then administer Phonological Awareness Screener for Instruction (PASI) Form X  
-Assess red, yellow and new students  
Administer Phonics Screener for Instruction (PSI) Skills 2-5 **ALL** Students  
(Start with lowest deficit based on previous year's scores)
- **3rd grade**-Administer Phonics Screener for Instruction (PSI) Skill 10 (pre-assessment) to **all** students.  
\*If Needed Skills 2-9 (Pick lowest 5 for Tier II group)