



CUSD Journey 2025 Action Plan (2016-2017)

SCHOOL: Auxier Elementary

PRINCIPAL: Anthony Smith

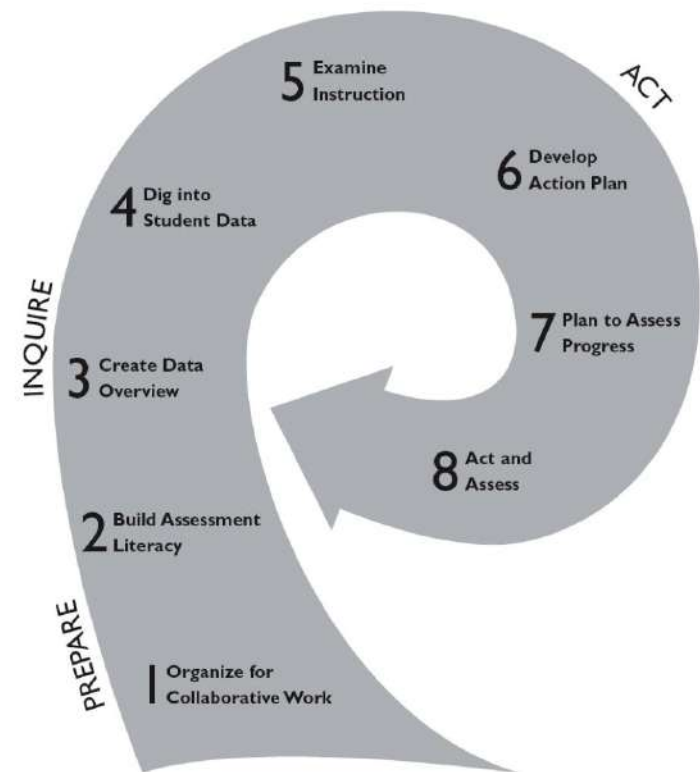
ASSISTANT SUPERINTENDENT: Frank Narducci

Journey 2025 Action Team

Name	Position
Tony Smith	Principal
Carolyn McCleary	Teacher
Angie Neal	Teacher

Building Leadership Team

Name	Position
Tony Smith	Principal
Stephanie Moore	Kindergarten Teacher
Angie Neal	First Grade Teacher
Kelly Krauter	Second Grade Teacher
Jill Raj	Third Grade Teacher
Christie DeCarlo	Fourth Grade Teacher
Jacqui Flowers	Fifth Grade Teacher
Kim Pisano	Sixth Grade Teacher
Carolyn McCleary	Specials Lead



I. 2016-2017 ACADEMIC GOALS

Make note of each academic goal your school has. Provide data to support the identification of this goal.

SITE GOAL	DATA TO SUPPORT IDENTIFICATION OF THIS GOAL
Kindergarten through third grade students will provide three or more details in a meaningful sequence that captures the main idea.	DIBELS BOY data (2 nd Grade and 3 rd Grade): 2 nd Grade at Benchmark: 76% 3 rd Grade at Benchmark: 82%
Fourth through sixth grade students will answer questions to demonstrate understanding of a text, referring explicitly to the text as a basis for the answer.	ATI Galileo Data: 4 th Grade Pre-Test: 20% mastery 5 th Grade Pre-Test: 19% mastery 6 th Grade Pre-Test: 23% mastery

II. ACADEMIC ACTION PLAN

CONTENT AREA:
LEARNER-CENTERED PROBLEM (What are your students struggling to learn or to be able to do?): Many K-3 students at Auxier struggle to read a passage and then provide three or more details in a meaningful sequence that captures the main idea. Grades 4-6 will focus on Comprehension Strategies and referring to the text to support answers.
DATA ANALYSIS (In 1-2 sentences, describe the analytic process that the team went through that demonstrates the LCP is tackling a root-cause issue that is high leverage?): The analysis of DIBELS and ATI Galileo reading data and teacher given assessments determined our Learner Centered Problems. This root cause issue affects comprehension in all subject areas including the use of informational text in science and social studies.
PROBLEM OF PRACTICE (What elements of instruction need to be improved in order to address the learner-centered problem?): The problem of practice in instruction is that our K-3 teachers need to increase time spent on instructing students in identifying the main idea and providing a minimum of three sequential details as they instruct reading content. Grade 4-6 teachers will focus on comprehension strategies and referring to the text to support answers.
STUDENT ACHIEVEMENT GOAL (SMART GOAL): Auxier K-3 students will successfully identify the main idea and sequentially retell three or more details in fiction and nonfiction text, reaching a minimum of 3 out of 4 on the school-wide rubric. Grade 4-6 students will successfully answer questions after reading and refer to the text to support their answers.
SPECIFIC AREA OF ALIGNMENT WITH JOURNEY 2025 (What metrics of Journey 2025 is the plan designed to address?): Metric 1: Students at all grade levels will surpass DIBELS Benchmarks/ATI Merit Reading Assessments. Metric 3: The percent of 3 rd grade students reading at grade level will increase (Defined by meets/exceeds on AzMerit Reading)
FOCUS ON BOTTOM QUARTILE (What specific elements of the plan will improve achievement for the bottom quartile of students in the school?): The specific elements of the plan for the bottom quartile include homogeneous grouping, peer-tutoring and volunteer/aide support allowing for Tier 2 and 3 instruction by teachers following the RTI process.

EVIDENCE-BASED INSTRUCTIONAL STRATEGIES <i>List specific instructional strategies tied to your problem of practice. (Do not include related family and community involvement activities here. They appear later in the Action Plan.)</i>	RATIONALE <i>Why do you believe this strategy will address the learner-centered problem?</i>	PROFESSIONAL DEVELOPMENT <i>How will you increase staff capacity to implement this strategy with fidelity?</i>	ASSESS PROGRESS AND ACCOUNTABILITY <i>1. Fidelity of Implementation: List approaches used by instructional leaders to assure the strategy is implemented (e.g., classroom learning walks, grade level discussions, lesson plan review).</i> <i>2. Desired Student Outcomes: List specific assessments, assignments and other indicators of student success(Short and Medium-term data sources).</i>	USE AND SUSTAINABILITY OF RESOURCES <i>How will you align your resources (people, time, dollars, technology, materials, partnerships) to accomplish your goals?</i>	TIMELINE FOR COMPLETION <i>What is the timeline for completion of the SMART goal?</i>
Thinking Maps Spalding/Fundations Readworks.org passages for introduction, instruction and assessment in grades 1-6	These strategies will help students interact with the text by finding the main idea or topic sentence, and three events/facts from what they read. Students will be given the opportunity to provide a written retell or retell the text orally (based upon grade/skill level).	Thinking Map Training for new staff Weekly instruction using common tool of ReadWorks.org passages.	1. Lesson Plan review, Walkthroughs, PLCs 2. Marzano Evaluation Tool 3. Quarterly school-wide assessments with electronically submitted scores.	Administrative feedback, ReadWorks.org passages	May 2017
Small group Instruction in grades K-6	Teachers can identify specific needs of students and address those in daily small group instruction. Teachers will learn new strategies to support their small group instruction.	Daily 5 Book Study Monthly staff trainings with demonstrations and explanations of reading strategies.	1. Marzano Evaluation Tool 2. Peer Observations and grade level discussions		May 2017

III. PARENT AND COMMUNITY ENGAGEMENT PLAN

In accordance with CUSD policies CFD and CFD-R on School-Based Management (School Councils), and other applicable district policies, the school shall engage parents and community members as follows:

- ☒ Our plan for family and community involvement will be reviewed at least annually by each school council, as well as by district-wide representative group of parents and community members, including families from under-represented groups like parents of students with disabilities, migrant-eligible families and language minority families.

Review Date(s): 9/15/16

To be reviewed by:
(Groups)

Site Council

- ☐ School council and other community engagement meetings to discuss family and community involvement will be held in accessible meeting rooms and will be advertised broadly in a variety of formats and languages as needed to accommodate our patrons.
- ☒ Key communications regarding our academic program, Journey 2025 Action Plan, and student achievement will be provided in all major languages of our school to the extent possible.
- ☒ We will have strategies for assisting parents in understanding our program and how to help their children achieve.
- ☐ A meeting will be held with parents of ESL students to explain the services that their students are receiving and how to access interpretation and translation services. Date of meeting: _____

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PARENT AND COMMUNITY ENGAGEMENT ACTION PLAN

Student Achievement Goal (SMART Goal from Academic Action Plan): Kindergarten through third grade Auxier students will successfully identify the main idea and sequentially retell three details in fiction and nonfiction text, reaching a mastery level of 3 out of 4 on the school-wide rubric. Fourth through sixth grade Auxier students will answer questions to demonstrate understanding of a text, referring explicitly to the text as a basis for the answer.

Schedule of family and community involvement activities to support THIS goal.

ACTIVITIES	RATIONALE		DATE	GRADE LEVEL/ TARGET AUDIENCE	LEAD PERSON AND SUPPORTS	USE OF RESOURCES <i>(How will you align your resources (people, time, dollars, technology, materials, partnerships) to accomplish this goal?)</i>
Site Council Meetings	Parents, staff, and community members are key members of school community			K-6, and community	Site Council Committee Leader	
PTO Meetings	Parents and staff attend			K-6 and parents	Tony Smith, Principal	
Website	Community members frequently visit our website		September 2016	Parents and community	Carolyn McCleary, Webmaster	
Literacy and Leadership Night	Parents, staff, and community members are key members of school community		September 16, 2016	K-6, and community	Carolyn McCleary (lead) and the Literacy and Leadership Night Committee	