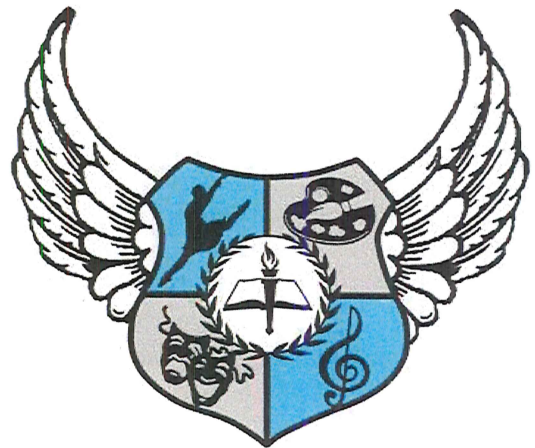# FOOTHILLS

PLAN FOR CONTINUOUS GROWTH

Foothills Fine Arts Academy

A PLAN FOR CONTINUOUS
2019-20 SCHOOL YEAR

Overview

WHY A PLAN FOR GROWTH AND IMPROVEMENT?

A human organization is in continuous improvement. The complexities of schoolwork are mind-boggling. Targets move, ideas change, new interventions or programs come into play. Measurements of success that focus on testing metrics is just part of the reason, and seemingly, riddled with variables. In a general sense, we at Foothills are concerned about literacy, numeracy and the well-being of the child. Implementing new interventions, strategies, and working on the details of students with needs, all require us to think with a mind-set of improvement and growth. With that, we need to plan and commit with the best intentions, put our plans into action, assess the outcomes, work together, and create the changes that are needed.

WHAT DOES IT INVOLVE?

A continuous plan of growth involves a mindset change to what we do. Peter Senge (1990) has written about the disciplines of learning organizations. These disciplines need to be developed over time, and some we can probably say we are on our way with. They include:

- A **shared vision** that develops energy and joint venture to what we believe is important in regards to the macro and micro parts of student achievement.
- **Mental models** that involved shared beliefs, values, and continual reflection can help diminish debilitating assumptions about the work we do together.
- Teachers with a mind-set of **personal mastery**. They do this by increasing professional capacity to practices and skills aligned to the mission and vision of the organization or to personal goals of the individual.
- An environment that supports **student learning** and utilizes **team learning**.

A school of **system thinkers** who help each other understand the interconnected relationships of system parts rather than just a linear cause and effect perspective. We have our PLC grade level and subject area teams, as well as our collaborative communities of practice for k-2, 3-5, 6-8.

A learning organization is one that simply values various aspects of potential group effort. A learning organization values responsible autonomy and risk taking, values organizational knowledge and the collective collaboration to attain it, values new ways of thinking and problem solving, values people learning together to see a larger whole (in our case student achievement), values individual capacity development to attain goals both personal and group.

WHO IS RESPONSIBLE FOR OUR GROWTH AND IMPROVEMENT?

Administration, teachers, service providers, resource teachers, Title I staff, students, parents… **everyone**.

DATA POINTS FOR CHANGE

Thankfully, Foothills has a lot of data we can review to see what changes we see are the best for our school environment, meet our mission and vision, and meet the desired changes in PUSD.

- Staff Survey – Annual PUSD
- Parental Survey- Annual PUSD
- Student Survey- Annual PUSD

- Staff Mission and Vision Survey- Annual Foothills
- AZMERIT Scores
- AZELLA Scores
- Behavior Data- Foothills
- Staff Feedback throughout the year on school initiatives.
- Teacher Evaluation Data
- Title I Comprehensive Needs Assessment (CNA)
- Academic Assessment work from benchmarks and iReady Math and Reading.
- Schoolnet Assessment Data

INITIATIVES IN ACTION

There is always something going on. Notice that many of these initiatives have been going on for some time. We are not just blowing them off, we are striving to make it better each year with aligned goals and teacher and student effort.

- Personalized Learning that includes (2016)
    - Effective Usage of On-line learning tools (Blended Learning)
    - Planning for Rotation Models of Instruction
- Foothills HOUSE program (2016)
- Title I Evidence Based Goals (2017)
- PLC/Collaborative Communities of Practice (2015)
- Arts Learning (2010)
- Red Critter – A positive behavior reinforcement web-based app used to also reward House Point systems (2019-20).

OVERLAP

The various data, our SLO goals, our initiatives, our mission and vision... are they separate? Not necessarily. They work together, they influence each other, and they eventually overlap. Our plan for continuous growth will have a rippling effect in many areas... some more than others.

THE WAYS WE GROW AND IMPROVE

- **Collaboration**- Work with each other, plan together, share ideas, build best practices, try different things, learn together.
- **Professional Development**- Learn about specific things that are aligned to school needs and can affect your current classroom practice. Things that can be used immediately in your classroom.
- **Focus on PUSD non-negotiables** that include quality Instruction and academic progress.

WHAT IS A "GOAL"?

A Goal is a Desired Result

In our work as a school we have some **desired results** that feel closer to our school culture and our staff. These desired results and aligned actions are best when they arise from the perceptions of our staff, community, and students. Other "goals" seem systematic and a bit more "pressurized". While the ones we desire seem to be more realistic in potential effort and doing; the systematic ones seem to be more of a **resolution** to a problem. A resolution is a "firm determination". The **"actions"** (or lack thereof) to get to

a resolution may not seem necessarily important… "phew… glad we got there." We have an opportunity at Foothills to change the systems "desired resolution" into a "desired result". Let's do it together!

School Wide Goals

This is a choice of goals that we feel are important to us as a school, Title I community, and important for our unified district.

SLO Goals

This is an opportunity for you to design an actionable goal, for a desired result, that can have a ripple effect in our school wide goals.

Our data suggest these 5 focused areas

Area of focus	Based on	Why	Specifics	Level
Communicate frequently with parents about their student.	• Staff Survey Data 2016-17, 2017-18. • Parent Survey data (social media 2017-18) • Mission and Vision Staff Survey Feedback 2018-19	• Foothills Shared Values and beliefs- *Quality Community (2014)*. • Engaging families and community in positive and informative ways aligns with many Title I areas. • Build relationship with families.	• Develop a plan of what and when to communicate about student learning in your classroom. • Utilize good social media (twitter) to communicate inspiring school moments about your classroom and learning experiences. • Inspire parents to sign up for twitter. • Utilize Synergy Web Site for communication of academic work. • Use of Red Critter and encourage use of parent platform.	1
K-8 Writing BUILD WRITING SKILLS FOR LITERACY PROFICIENCY.	• Data from AZMERIT • Discussion with staff • Requests for school wide academic goals.	• PUSD Non-Negotiable goals for exemplary student achievement. • Consistent best practices utilized over grade levels and years. • Correlation of writing and reading skills with literacy success.	• Grade level team will develop academic outcomes based on standards. • (Option). K-2, 3-5, 6-8 can plan outcomes for their grade level plan of school experience. • (Options) Bridges of 2nd and 3rd as well as 5th and 6th can also be used to have bigger picture outcomes for writing success.	2
K-8 Title I Goal – Effective Leadership DEVELOP INTERNAL LEADERSHIP FOR EFFECTIVE CHANGE	• Title I CNA Results Principle- 1 Effective Leadership	• Title I Evidence Based Goal • School wide discussions of school needs. • Developing internal leadership.	• A teacher can help with one of (3-5) initiatives for the 2019-20 school Year. • The teacher and admin will collaborate to develop reasonable goals. • The teacher and admin will collaborate to find ways to collect data/evidence for reporting and celebration.	2

K-8 Title I Goal – Effective Teaching and Instruction FOOTHILLS CONTINUING PLC PROCESS	• Title I CNA Results-Principle 2- *Effective Teachers and Instruction*.
	 • Annual Mission and Vision Survey 2018-19
		• Title I Evidence Based Goal
		 • PUSD Non-negotiable goals for exemplary student achievement.
			• Designing, using, and reviewing data of CFA.
			 • Planning a functional and productive learning cycle.
			   • Breaking Down Standards and…
			   • developing targets and …
			   • aligned DOK activities.
			 • Planning functional and regular meeting times of all grade level team members for planning, data review, and student's needs.
				3

			Specifics opportunities for teachers to observe each other to monitor best practices and cycle of learning.	
K-8 Title I Goal – Effective Curriculum Implementation IMPLEMNTING CURRIULUM EFFECTIVELY AND PROFESSIONAL DEVELOPMENT.	- Title I CNA Results- Principle 4 – *Utilizing Effective Curriculum* - Annual Mission and Vision Survey 2018-19.	- Title I Evidence Based Goal - PUSD Initiative Blended /Personalized learning (2017-18). - Mission and Vision of "Artful Teaching, Artful Learning" - Professional Development of Staff.	- Admin will document ALL classroom teachers' evidence of arts learning strategies they know and learn for 2019-20 school year in their shared One Note. - Administration will collaborate with teachers to produce a requested Site Based PD plan. - Effective use of on-line programs via student usage and lesson development. - Teacher participation in professional development on curriculum and instruction.	3

LEVELS OF TEACHER FOCUS AND EFFORT

Educators have so much to do. There is always something to improve on as a learning organization.

Some things are more of a **higher priority** that includes consistent and focused time and effort aligned to a shorter time line. These high priorities are often new ways to approach our work or have been an ongoing effort of high priority.

Others have a **lighter priority** that can include a breach of time, effort, and focus. Some will do more than others. They may also be easier things to do and share with other teachers.

All areas of focus need to be addressed for our own accountability.

1- **LEVEL 1 - Light Focus and effort**- Learning moment(s), try, reflect, collaborate to make it better and a focus on actions over time.
2- **LEVEL 2- Balanced Focus and effort**- On-going Learning/Coaching moments, try, reflect, collaborate to make it better and a regular practice in your classroom. Envision **time as a factor** for impact.
3- **LEVEL 3- Heavy Focus and effort**- High Expectation! Involves collaboration, regular effort, regular reflection, and regular adjustments all year.

S.M.A.R.T. (SLO) GOAL SUMMARIES 2019-20

Grade level, departments, and individual teachers developed SMART Goals for ELA, MATH or departmental focuses in areas that will contribute to overall student achievement gains. These goals are developed with achievement data from the 2017-18 school year and prior data as a means to seek trends. These goals are related to mandatory Student Learning Objective (SLO) work for teacher evaluations.

General SLO Goal Process

1. **AUGUST**
   - Address **concerns, problems, or questions in student learning** based on what you know or what you are interested in changing.
   - Think about **YOUR actions** for the desired result of student success.
   - Collect your base-line **data** aligned to your questions and concerns. Could be one or more concerns, interests, or perspectives.
   - Think of the goal "overlap" mentality of school wide, grade level, and Title I goals. Aligned to your interest and your work. It can be one in the same!

2. **SEPTEMBER**
   - *B*ased on your base-line data (August) , plan for data collection throughout the year (progress monitoring, pre/mid/post, district assessments, a combo of all).
   - Plan for your intervention/action and its impact with consistency throughout the year. Instructional practice, programs to implement, etc. BE SPECIFIC! General teaching is not necessarily an intervention. Again, don't have the "I hope it works" mentality.
   - Get that S.M.A.R.T Goal written and completed. Get it to administration digitally by its due date.

3. **SEPTEMBER- JANUARY**
   - Implement your strategy, collect your data, work with others.

4. **NOVEMBER-JANAURY**
   - Conduct the required mid-year review with administration. Complete the mid-year reflection in the eval system.
   - Make some changes if you need to.
   - With the data you have, create that SLO roster target for the students you are working with. Strive for that minimal 80% effectiveness.
   - Pose questions and conversations with administration to clarify work and impact.
   - Sign off on your mid-year review.

5. **JANUARY – MARCH**
   - Implement your strategy or some changes due to your mid-year data and evaluation reflection, collect your data, work with others.

6. **APRIL - MAY**
   - Conduct your final data collection (post assessment) or analyze your data from beginning to end.
   - Write up your End-of-Year reflection in the eval system.
   - Complete your SLO roster.
   - You are ready for your final evaluation with administration.

Foothills
S.M.A.R.T Goals

The S.M.A.R.T goal template below is broken apart in relation to Foothills and district perspectives in goal setting. SMART Goals, SLO's, and often brought up "action research" have the same characteristics.

SMART GOAL ASPECTS		RELATION TO ACTION RESEARCH	RELATION TO PUSD SLO	DESCRIPTION
S	**Specific**: What specifically will we achieve?	Problem/Question Idea for change	LEARING GOAL(S)	
M	**Measurable**: How will we measure our success both at the end and along the way?	DATA: Baseline. Pre, Formative, Post	ASSESSMENT BASE-LINE DATA	
A	**Achievable**: What **actions** will we taken to achieve our goal?	Intervention, Best Practices, creative solution	INSTRUCTIONAL STRATEGIES	
R	**Relevant**: Why is our goal important to achieve? How does it relate to our mission and vision, school wide goals, or specific student needs?	Justify your problem, question, or idea for change.	RATIONAL	
T	**Time-Bound**: When will we achieve our goal?	Intervention and Assessment & intervention reflection.	INSTRUCTIONAL PERIOD	

Questions often asked about the teacher SLO Goal

Q	A	INFO
Does every teacher have a SMART goal?	YES	ALL teachers can discover a goal that will be important via August teaching time, creative ideas or trends, best practices, or prior year data.
Can my SMART Goal be the same as my SLO?	YES	That is why we created a form that takes on the relationship between the SLO, action research ideas, and SMART goals.
Does every grade level team member have to have the same goal?	NO	
Can a teacher work on and contribute to a goal that the team is interested in, but desires to be accountable for their own goal?	YES	
What kind of data can I use in my goal?		Quantitative data (numbers) is the best way to do these kinds of goals. Seeing and justifying growth is easier in this way. HOW you get data is different. As long as you can transfer it to a number of some sort... it will work in the PUSD SLO System. Know Qualitative data can be used. For example, you would have to convert a student's written or expressive response to a number via a rubric score. You can use multiple data. Converting three different data points (reading fluency, written response, and comprehension, for example) to ONE number in the pre, the target, and the post is possible in the PUSD SLO System. ASK IF YOU HAVE MORE QUESTIONS!
Can a grade level write their goal together?	YES	Working together is part of the PLC process. PLC's do not necessarily have to operate on JUST on a written goal.
What are goals supposed to be about?		Grades K-8 (ELA (literacy) **or** Math (numeracy). Specials areas can dig into literacy and numeracy skills as well; however, there may be specific skills that are a focus in a particular specials area that could benefit the child.
Can multiple grade levels work on a goal together?	YES	Yes, viewing the PLC handout, you will see that "vertical" groups can work together on a SMART/SLO goal.
Can teachers from different departments and/ or grade levels work together on a goal?	YES	Again, see the PLC groupings. Interest groups can achieve a goal.. the goal may be general in nature and more specific by each teacher, subject or grade level.
Why this talk of "action research"?		It is a process, not a "hope it will work" mentality. Action research is a process of focusing on a problem (goal), developing an intervention (s) to make the goal work over time, adjustments to the interventions, frequent checks on the goal, and hopeful success. We should not asset a goal and never monitor it or just hope all goes well in the "post" data.

FOOTHILLS TITLE I GOALS

School leadership is responsible for many aspects of a functioning school. Though there is a trend of a productive mission and vision that includes priorities and commitment to quality learning and high expectations for staff, there are also trends in the feedback data that reflects needs for leadership to be highly effective in monitoring and sustaining a high expectation of learning and growth and a professional learning community for the success of all students.

Primary needs for Principle 1 - Effective Leadership	Leadership can and should be defined as more than just administration. Expanded leadership within our staff to help develop, monitor, and create a sense of sustainability and impact on goals we deem as important to our school continuing to improve and meet its mission and vision values.

Teachers have a great deal of knowledge of the rigorous standards in our district designed curriculum. In the big picture, many teachers work and plan together in good ways, but planning and working together strategically for an impact on consistent expectations of quality learning by using data effectively, planning quality assessments, and collaborating for best practices of teaching is a key to better team work.

Primary needs for Principle 2 - Effective Teachers and Instruction	The primary needs for this principle are quality collaboration among a team of teachers (PLC) that includes design of common/formative assessments, articulating the best ways to teach a standard by collaboratively breaking them down to productive instructional plans, and use data within a learning cycle to manage quality instruction, intervention, and a growth mindset for students.

The trend noticed in this principle is based on the need of a productive curriculum and resources that can provide successful access to all students and their needs, and a consistent data production for quality teamwork. Integration (of art learning) of best practices in all subject areas is welcomed and supported by staff but professional development is vital for effective implementation.

Primary needs for Principle 4 - Effective Curriculum	The primary needs are implementing a consistent curriculum and resources that support data analysis and the needs for all learners. Professional learning plans and learning moments are needed for our adopted curriculum and for our mission and vision of "Artful Teaching, Artful Learning" and the implementation of standards-based arts learning strategies that align to quality instruction.

Program Leader	Goal/Initiative
Denise Pryde	K-2 Writing
Teri Haugen	3-5 Writing
Vanessa Blaire	6-8 Writing
Erin Sample	Parental Communication/Red Critter
Shelly Coffey	Moving Through Math
Dawn Kennedy	Mindset Mathematics 6-8