

**FHUSD Mission Statement:  
We Achieve and Celebrate Educational Excellence**

**McDowell Mountain Elementary School  
2014-2015 Effective School Plan**

**McDowell Mountain Elementary School Mission:**

- *The McDowell Mountain students, staff, parents, and community will cooperatively provide a safe, child-centered environment that builds self-esteem, self-discipline, and the essential skills for lifelong learning.*
- *While adapting to the differences of others and by using responsible decision-making, students will exhibit citizenship with the motivation to invent, dream, explore, and communicate in our changing world.*
- *At McDowell Mountain School everyone is a learner and will encourage and help others to be successful learners.*

**Standards are from Arizona's Standards and Rubrics for School Improvement**

**Goal 1: Curriculum, Instruction, and Professional Development**

**From Standard 1: School and District Leadership Capacity and Standard 2: Curriculum, Instruction, and Professional Development**

- **Indicator 1.1: The district (school) commits administrative support and professional development to create a student-centered, teacher-led learning community.**
- **Indicator 1.9: Leadership ensures that all instructional staff receives appropriate curriculum and instructional materials and are provided with professional development/training necessary to effectively use curricular, instructional, and data resources relating to the Arizona (College and Career Ready and Early Learning) Standards.**
- **Indicator 1.12: The school is organized to maximize equitable use of all available fiscal resources to support high student and staff performance.**
- **Indicator 2.1: The school or district has developed an explicit, written curriculum that is aligned to the Arizona (College and Career Ready) Standards.**
- **Indicator 2.2: A systematic process for monitoring, evaluating, and reviewing the curriculum is in place.**
- **Indicator 2.13: Professional development is continuous and job-embedded.**

**Aligned to District Goals:**

- **Increase student achievement and promote and assure "career and college ready" students.**
- **Identify and promote "excelling" programs within FHUSD demonstrating promoting high levels of student achievement.**

Strategies and Actions	Person(s) Responsible	Resources Needed	Evidence	Timeline/ Target Date	Status
Revise and implement Early Learning Standards and AZCCRS-based curriculum maps/pacing guides, ensuring horizontal and vertical pre-K – 4 articulation.	Teachers AZCCRS committee Principal	Early Learning Standards AZCCRS Program materials Collaboration time including with Four Peaks teachers/administrators	Curriculum maps/pacing guides	Ongoing with final version complete May 2015	Ongoing
Explicitly communicate standards to students through student-friendly objectives.	Teachers Therapists	Objective posting method	Objectives posted Effective communication evaluated through principal's data walks	Ongoing	Ongoing
Organize school materials and resources to maximize their effective use in the classrooms.	Principal Team Leaders Teachers Office staff Custodial staff	Materials Inventory system Storage containers and facilities	All materials inventoried, organized, and available to teachers	Ongoing with completion in June 2015	To be started
Implement new programs including: <ul style="list-style-type: none"> <li>• Being a Writer</li> <li>• Scholastic Core Clicks</li> <li>• Words Their Way</li> <li>• Interactive Read-Alouds</li> <li>• High Noon reading</li> </ul>	Teachers Principal Outside PD providers	Program materials Professional development Team collaboration	Lesson plans PD sign-in sheets, agendas, and materials Team meeting minutes	Ongoing	Ongoing

Strategies and Actions	Person(s) Responsible	Resources Needed	Evidence	Timeline/ Target Date	Status
Continue implementation of current programs including: <ul style="list-style-type: none"> <li>• Orton-Gillingham/ Recipe for Reading strategies</li> <li>• Handwriting Without Tears</li> <li>• Trophies</li> <li>• Houghtlin-Mifflin Reading</li> <li>• Various leveled readers</li> <li>• Accelerated Reader</li> <li>• Saxon Math</li> <li>• Waterford Early Learning</li> <li>• SuccessMaker</li> <li>• Various supplementary materials</li> </ul>	Teachers Principal Outside PD providers	Program materials Professional development Team collaboration	Lesson plans PD sign-in sheets, agendas, and materials Team meeting minutes	Ongoing	Ongoing
Implement math strategies: <ul style="list-style-type: none"> <li>• Math journals</li> <li>• RICE graphic organizer</li> <li>• Poster Fridays</li> </ul>	Teachers Principal Outside PD providers	Program materials Professional development Team collaboration	Lesson plans PD sign-in sheets, agendas, and materials Team meeting minutes	Ongoing	Ongoing
Provide students with a balanced curriculum including the special areas of Art, Music, Physical Education, and Technology (Computers)	Special area teachers Principal	Arizona Academic Standards for each subject Instructional materials	Lesson plans Student assessments Observations/ evaluations of teachers	Ongoing	Ongoing

Strategies and Actions	Person(s) Responsible	Resources Needed	Evidence	Timeline/ Target Date	Status
Provide staff with professional development and collaboration through: <ul style="list-style-type: none"> <li>• In-services on 1-hour early release Wednesdays</li> <li>• Weekly collaboration facilitated by teacher team leaders</li> <li>• Fellow teacher experts</li> <li>• Workshops including ADE webinars</li> <li>• Outside providers in-school</li> </ul>	Teachers Principal Outside PD providers	Program materials Professional development Team collaboration	PD sign-in sheets, agendas, and materials Team meeting minutes	Ongoing	Ongoing
Provide induction-focused professional development to new staff through: <ul style="list-style-type: none"> <li>• Pre-service training</li> <li>• Organization and induction of all vital instructional materials</li> <li>• Continuous collaboration with teacher teams and fellow teacher experts</li> </ul>	Teachers Principal Outside PD providers	Program materials Professional development Team collaboration	PD sign-in sheets, agendas, and materials Team meeting minutes	Plan in place by June 2015  Implementation in August 2015 and ongoing from there	To be started
Conduct weekly classroom data walks (informal observations).	Principal	Excel data walk tool	Excel data walk tool with feedback to teachers	Weekly	Ongoing

Strategies and Actions	Person(s) Responsible	Resources Needed	Evidence	Timeline/ Target Date	Status
Implement district-wide teacher evaluation system including: <ul style="list-style-type: none"> <li>• Teacher self-assessment and goal-setting</li> <li>• Teacher-principal conferences</li> <li>• Informal and formal observations</li> <li>• Observation feedback</li> <li>• Teacher reflections</li> <li>• Summative evaluation</li> </ul>	Teachers Principal	FHUSD Evaluation System Handbook Charlotte Danielson Framework District forms	Completed procedures and forms	Ongoing with summative evaluations completed by April 2015	Ongoing
Provide students with real-world and leadership opportunities and create community partnerships through programs such as Student Council, Falcon Leaders, Junior Achievement, and Washington Federal's Banking Day.	Teacher sponsors Counselor Community members and businesses Principal	Program materials	Student Council meeting minutes and reports Falcon Leader reports from counselor Junior Achievement completion of lessons Banking Day observations and communications between Washington Federal and principal	Ongoing	Ongoing

**Goal 2: Classroom and School Assessment**

**From Standard 3: Classroom and School Assessment**

- **Indicator 3.1:** School leadership designs and implements an assessment system that supports the needs of all stakeholders (i.e. students, teachers, administrators, parents, governing board members, community members) when appropriate.
- **Indicator 3.6:** Test scores are used to identify gaps in curriculum or between groups of students for instructional implications.
- **Indicator 3.8:** District/school leadership coordinates implementation of state-required assessment and accountability program.

**Aligned to District Goal:**

**Increase student achievement and promote and assure “career and college ready” students.**

<b>Strategies and Actions</b>	<b>Person(s) Responsible</b>	<b>Resources Needed</b>	<b>Evidence</b>	<b>Timeline/ Target Date</b>	<b>Status</b>
Pre-screen students through: <ul style="list-style-type: none"> <li>• Teaching Strategies GOLD (PS)</li> <li>• DIBELS</li> <li>• STAR reading</li> <li>• DRA and other inventories</li> <li>• 45-day screening sheets for new students</li> </ul>	Title I Reading Specialist Test administrators Teachers Technology teacher Title VII Academic Specialist Fort McDowell intervention teachers Office staff Principal	Teaching Strategies GOLD system DIBELS Next system and Vport Computers Other assessment materials Screening sheets	Assessment results and reports Actual screening sheets	Beginning of each school year or when new students are enrolled	Ongoing
Monitor students’ progress through benchmark and formative assessments: <ul style="list-style-type: none"> <li>• Teaching Strategies GOLD (PS)</li> <li>• DIBELS</li> <li>• ATI Galileo</li> <li>• STAR reading</li> <li>• DRA/running records</li> <li>• Program assessments</li> <li>• Other formative assessments</li> </ul>	Teachers Title I Reading Specialist Title VII Academic Specialist Fort McDowell intervention teachers Technology teacher Principal	Teaching Strategies GOLD system DIBELS Next and Vport systems Computers Other assessment materials	Assessment results and reports	Ongoing: Most benchmarks are given 3-4 times a year	Ongoing

Strategies and Actions	Person(s) Responsible	Resources Needed	Evidence	Timeline/ Target Date	Status
<p>Analyze student data through team collaboration, the use of data boards, and Excel.</p>	<p>Principal Teacher teams Title I Reading Specialist Title VII Academic Specialist Fort McDowell intervention teachers</p>	<p>Assessment results and reports Excel Data board materials</p>	<p>Assessment results and reports Actual Excel sheets Actual data boards Teacher reflection sheets Team meeting minutes</p>	<p>Ongoing with data team meetings usually taking place soon after benchmarks</p>	<p>Ongoing</p>
<p>Implement student interventions, enrichment, and individualized instruction through:</p> <ul style="list-style-type: none"> <li>• 2<sup>nd</sup>/3<sup>rd</sup> grade Response to Intervention (RtI) school-wide structure</li> <li>• 3<sup>rd</sup> Grade Honors Class</li> <li>• K-3 Title I Reading Specialist services</li> <li>• Fort McDowell reading/math small groups</li> <li>• Title VII 1<sup>st</sup>-3<sup>rd</sup> grade reading/math small groups</li> <li>• English Language Learner Individualized Language Learning Plans (ILLPs)</li> <li>• Special Education Individualized Education Plans (IEPs)</li> <li>• Before school homework lab</li> <li>• Fountain Hills Mentor Program</li> <li>• Parent/other volunteers</li> </ul>	<p>Teachers including:</p> <ul style="list-style-type: none"> <li>• 2<sup>nd</sup>/3<sup>rd</sup> grade</li> <li>• RtI teachers</li> <li>• Title I Reading Specialist</li> <li>• Fort McDowell</li> <li>• Title VII Academic Specialist</li> <li>• ELL</li> <li>• Special Education</li> <li>• Before school</li> </ul> <p>RtI Committee Principal Fountain Hills Mentor Council</p>	<p>Data analysis Various program materials</p>	<p>Assessment results and reports Team meeting minutes</p>	<p>Ongoing</p>	<p>Ongoing</p>

<b>Strategies and Actions</b>	<b>Person(s) Responsible</b>	<b>Resources Needed</b>	<b>Evidence</b>	<b>Timeline/ Target Date</b>	<b>Status</b>
Determine interventions and identify students' needs through the preschool Child Find and K-3 Student Study Team (SST) processes as well as gifted/talented testing.	Preschool staff Student Study Team Gifted/talented assessment administrator	Communication tools Forms Assessment materials	Plans created Meeting minutes Assessment results	Ongoing	Ongoing
<p>Communicate thoroughly with staff and parents regarding school initiatives, statewide assessments, and accountability programs through ongoing communication tools and parent university sessions including:</p> <ul style="list-style-type: none"> <li>• AZCCRS</li> <li>• Reponse to Intervention</li> <li>• Move On When Reading</li> <li>• AzMERIT assessment</li> <li>• Arizona letter grades or equivalent</li> </ul>	Principal Other available staff	Communication tools Supplies and materials	Flyers and letters Sign-in sheets Session materials	Ongoing	Ongoing



### **Goal 3: School Culture, Climate, and Communication**

#### **From Standard 1: School and District Leadership Capacity and Standard 4: School Culture, Climate, and Communication**

- **Indicator 1.3: Leadership has led an inclusive process of developing a sustained and shared philosophy, vision, and mission that promotes a culture of excellence.**
- **Indicator 1.5: Leadership actively promotes ongoing, two-way communication among multiple stakeholder groups.**
- **Indicator 4.3: There is policy, leadership, and staff support for an equitable code of discipline that supports students' understanding of rules, laws, and expectations for responsible behavior that enables teaching and learning.**
- **Indicator 4.6: Student achievement is highly valued and publicly celebrated.**
- **Indicator 4.7: A healthy school culture promotes social skills, conflict management, and prevention programs so that students are prepared and ready to learn.**
- **Indicator 4.8: A culture of respect exists where relationships, trust, communication, and collaboration are valued within the entire school community.**

#### **Aligned to District Goals:**

- **Identify and promote “excelling” programs within FHUSD demonstrating promoting high levels of student achievement.**
- **Improve enrollment, service, and relationships.**

Strategies and Actions	Person(s) Responsible	Resources Needed	Evidence	Timeline/ Target Date	Status
Promote core values through processes, programs, and services such as: <ul style="list-style-type: none"> <li>• Character Counts</li> <li>• Bucketfillers for Life</li> <li>• Kiwanis Terrific Kids/BUG awards</li> <li>• Falcon awards</li> <li>• Other awards</li> <li>• Attendance letters</li> <li>• Classroom management procedures such as 1-2-3 Magic</li> <li>• School-wide student discipline system</li> <li>• School counselor</li> <li>• Student Council</li> <li>• Falcon Leaders (student peer leaders)</li> <li>• Patriotic assemblies</li> <li>• Fitness/health/safety assemblies</li> <li>• Other assemblies such as “Becoming Falcons”</li> </ul>	Principal Teachers Counselors Teacher sponsors Office staff Character Counts Committee Outside providers and guests	Awards materials Other supplies and materials 1-2-3 Magic training materials 1-2-3 Magic systems in classrooms Student Conduct Report carbons Counselor’s materials	Committee meeting minutes Actual awards Training sign-ins Actual Student Conduct Reports Counselor reports Student Council meeting minutes Assembly reports	Ongoing	Ongoing
Streamline student character and discipline programs, ensuring consistency in vocabulary, processes, and procedures	Principal Character Counts Committee Effective School Plan Committee	Materials for current programs Research on other programs	Committee meeting minutes Research Final product	Ongoing with final plan complete May 2015	To be started
Implement cross-team collaboration including across grade levels, regular/special education, and core/special areas.	Teachers including: <ul style="list-style-type: none"> <li>• Grade level</li> <li>• Special education</li> <li>• Special area</li> </ul> Principal	Instructional materials	Meeting minutes Materials developed Principal data walks and evaluations of teachers	Ongoing	Ongoing informally but to be started formally

Strategies and Actions	Person(s) Responsible	Resources Needed	Evidence	Timeline/ Target Date	Status
Develop a strategic communication plan to promote the school's programs through <ul style="list-style-type: none"> <li>• Monthly school newsletter</li> <li>• Connect-Ed</li> <li>• School website</li> <li>• Social media</li> <li>• Local newspaper</li> <li>• Board presentations</li> <li>• Teachers' newsletters/emails/sites/blogs</li> </ul>	Principal ESP Committee Site Council Team Leaders Teachers Office staff Webmaster	Supplies and materials Computers Connect-Ed system	Actual communications including website and pages	Ongoing	Ongoing Website redesign and social media started February 2015. Monthly school newsletter to be started
Develop a strategic student enrollment plan to target preschool and kindergarten enrollment, increase/retain 1 <sup>st</sup> -3 <sup>rd</sup> grade enrollment, and promote Four Peaks to 3 <sup>rd</sup> grade parents	ESP Committee Site Council Team Leaders Office staff Principals	School brochures	Actual communications and materials	In progress	In progress including brochure
Provide information to parents regarding school programs, student progress, and helping students at home through: <ul style="list-style-type: none"> <li>• Meet Your Teacher/Back-to-School events</li> <li>• Report cards and assessment reports</li> <li>• Parent/Teacher Conferences</li> <li>• Parent University</li> <li>• Special education meetings</li> </ul>	Principal Teachers Office staff	Supplies and materials Computers PowerSchool	Event and meeting sign-ins Actual report cards and assessment reports	Ongoing	Ongoing

Strategies and Actions	Person(s) Responsible	Resources Needed	Evidence	Timeline/ Target Date	Status
Partner with community organizations such as Boys and Girls Club to provide further programs and services that benefit children.	Principal Available staff	Communication tools	Meeting minutes	Ongoing informally	To be started formally
Partner with the PTO for fundraising and community events	Principal Site Council PTO Office staff	Communication tools Supplies and materials	Actual event outcomes Communications	Ongoing	Ongoing
Plan and hold events that bring in the community such as Book Fair and Grandperson's Day	Principal Appropriate staff PTO	Communication tools Supplies and materials	Actual event outcomes Communications	Ongoing	Ongoing