

Principal Mid-Year Review

Please take time to complete the following form prior to your Principal Mid-Year Review Conference in January. The principal and evaluator will meet at least once during the school year prior to the summary evaluation conference for a mid-year conference. During this mid-year conference, information and work products will be reviewed, student benchmark or quarterly data will be discussed, and the IPP goal will be reviewed. Progress in these areas will be discussed and noted. Thank you for your time in completion of this form prior to our meeting.

Principal:	Tricia Graham
School:	Canyon Springs
Date:	1/19/18

Leadership Practices

Leadership Standards of Strength:

2-School Culture & Learning & 4-Collaboration: The staff and students at Canyon Springs are my family. We have built a culture based on positive relationships, collaborative learning, and putting our students' academic and socio-emotional needs first. We like to laugh and keep things real at the same time. Our parents are partners in the education of their children. We encourage and support parents in the classroom to help and volunteer, as well as help us celebrate and support out initiatives. STEM Career Day and STEM Nights consistently have a large turn-out with tremendous family support.

1-Vision: We have created a STEM school from scratch with creativity, hard work, and thoughtful partnerships. We have set the goal to attain national STEM certification to be recognized for our hard work and leadership in the state. Our vision to *Build collaborative, innovative, and inspirational leaders in the 21st century* requires us to consistently improve upon our practices and look for innovative resources to introduce and utilize with our students.

Areas of Focus for Growth:

3- School Culture and Learning: We are currently asking for (and receiving) extra help and support in Teir I instructional strategies in our lower grades for Math and Reading. I have strong teachers asking for specific help regarding reading strategies and small group math work utilizing manipulatives appropriately. They strive for student improvement and embrace change, which I am more than happy to support. Working with the Math Coach and Literacy Coach are helping me become a stronger instructional leader.

I am not sure where this area lies in the leadership standards, however, I would like to continue to broaden my leadership and expertise in out-of-district pursuits. I have presented two years in a row and the AEF Leadership Conference and continue to be a STEM Mentor Principal with NAU, as well as an A+ School of Excellence Judge. I would like the experience of being on another accreditation team. Once Canyon Springs is awarded the STEM Certification (I am being positive), I would like to be a member of a STEM Cert team or lead judge across the US. I believe that these experiences will make me a stronger leader.

I LOVE educational Law. Anytime a get a chance, I read how the new federal and state laws are affecting education (special and general). I would like to attend a conference specifically focusing on the latest case laws and the implications they place on me as a leader.

School Level Data

School Level Data Progress:

ELA: DIBELS: In August 2017 39% of K-3 students were intensive and 39% were benchmark on the DIBELS screener. The December DIBELS show that students increased to 44% benchmark and students that were intensive decreased to 34%.

4th grade—Reese: ELA class took a pre-test and a mid-year writing test. On the pre-test - student's results were: 80% failed, 10% passed with a B and 10% passed with an A. My writing prompt was: How did Winn- Dixie change Opal's life? The mid-year test proved to much better results: 26% of the students received an A (20 -18 pts.); 15% of the students received a B (16pts.); 30% of the students received a C (14 pts.); 24% received a D (12pts.) and .01%received a F (10pts.) I was very pleased with the results of the mid-year test.

Renaissance—Franklin: My students work on RACER weekly in ELA class. On the mid year assessment, my 5th graders did wonderful. I had one student who received a 70%, four students who received an 80%, two students receive a 0%, and 11 students receive a 100%. My students are strong at citing text evidence, however they still struggle with explaining the evidence and how it relates back to the questions. This is a skill that we are continually working on.

5th Grade RACER (mid-year): Period 1; 22 students~ 7 Minimally Proficient, 8 Partially Proficient, 4 Proficient, 3 Highly Proficient

Period 2; 19 students~ 3 Minimally Proficient, 10 Partially Proficient, 5 Proficient, 1 Highly Proficient

Period 3; 19 students~ 7 Minimally Proficient, 9 Partially Proficient, 2 Proficient, 1 Highly Proficient

6th Grade—Warner: On the mid-year RACER assessment, 100% of students made growth. Five students were in the minimally proficient range—0-13 (most still struggling on citing evidence/elaborating), two students were in the partially proficient range—14-16, four students were in the proficient range—17-19. and four students were in the highly proficient range—20-22.

7th grade—Laningham: For our ELA progress, 95% of students have made growth on their RACER tests from pre to mid. Also, on the SRI, 82% of students made growth from pre to mid test. For my SLO, all 20 students tested have grown at least one performance category.

8th Grade Data on RACER—A. Warner: General Ed. classes are averaging a score of 85% on the RACER response paragraph. Students thoroughly explaining their evidence and connecting it back to their answer has been an area that needs continued work by some students.

Honors ELA average sits at 95% on the RACER response paragraph. As with the General Education classes, thoroughly explaining evidence and connecting it back to the answer is an area where a few need to continue working further on. Overall, students are doing well with the RACER format requirements along with including the MLA formatting rules.

MATH: Each grade level is working on this goal by focusing on attending to precision and qualitative and quantitative understandings in math. Grade levels are utilizing vocabulary and engagement strategists in their classes. Teachers are also sharing their DVMA data to help assess any gap areas that could stem from misunderstanding of math vocabulary or skills. All grade levels will take the math PLC common vocabulary assessment in April.

SCIENCE: For the second year, the CIP Science PLC is utilizing a school created vocabulary assessment that determines MTSS placement and instruction to increase our school grade 4 and 8 proficiency in Science by 3% from 84% to 87% as evidenced by the 2018 AIMS Science Test. Pre-test data indicates 5% of grade 4 are proficient and 95% below proficient, and 12% of grade 8 are proficient and 88% below proficient on the campus created vocabulary assessment. These numbers are similar to last year. The mid-year assessment is currently being administered. 2017 AIMS Science Test results were 82% proficient in grade 4 and 88% proficient in grade 8.

https://docs.google.com/a/dvusd.org/spreadsheets/d/1AsZbuZBukoCAI8wkdMc0KWomq__X4fOSeoWdJ-OudQo/edit?usp=sharing

IPP Goal

<u>IPP Goal Progress:</u>

<p>We have currently completed the AdvancED STEM Certification Self-Assessment and STEM Standard Narrative where each grade level submitted reflections for each indicator. We are currently working on gathering and presenting our artifacts by building a Weebly Website for our presentation and documentation of evidence for STEM Certification- it also has its own Domain for others to access as a resource and for the school to utilize as a possible marketing tool. Our visit is scheduled for February 26 & 26. We will be gathering parents and community members for interviews with the team as well. We met with a team at Sierra Verde, who is also preparing for the certification, to share ideas and prepare for our visits.</p>
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Principal Signature:	Date:
Evaluator Signature:	Date: