

Canyon Elementary Trustlands 2019-2020 FINAL REPORT Summary

<p>Goal 1</p>	<p>Canyon Elementary will show overall growth in students' literacy skills by the end of the school year.</p> <p>Writing/Reading</p>
<p>Measurements</p>	<p>This is the measurement identified in the plan to determine if the goal was reached:</p> <p>92% or more of Canyon students in Kindergarten will show typical progress or higher on their end-of-year ACADIENCE Phonemic Segmentation assessment as indicated by the Pathways of Progress report. At least 10% of first grade students scoring below benchmark on the ACADIENCE Reading Composite will be brought up to benchmark by the end of the year. 75% or more of Canyon students in Second grade will show typical progress or higher on their end-of-year ACADIENCE Accuracy subtest as indicated by the Pathways of Progress. 73% of the 3rd-6th grade students at Canyon elementary will show typical progress or higher on their end-of-year ACADIENCE Composite as indicated by the Pathways of Progress.</p> <p>Additionally, students in the 4th through 6th grades will meet the CCSD average or score higher with an SGP of 40 or higher on the RISE Language Arts end of year assessments.</p> <p>Please show the before and after measurements and how academic performance was improved.</p> <p>Unfortunately, due to the Pandemic caused by the outbreak of Covid-19 in the spring of 2020 neither the Cache Acadience Assessments nor the State of Utah RISE Assessments were given to any students. However, we did begin the school year being able to give the Acadience assessments and that has provided us with some progress we can share in the way of comparing our fall and winter data that shows what growth has been made this year so far. We are pleased to share that 70% of our Kindergarten students, 76% of our first graders, 81% of our second graders, 73% of our third graders, 71% of our fourth graders, 67% of our fifth graders and 74% of our sixth graders are showing typical progress or higher in the first half of the 20-21 school year. We look forward to giving our RISE assessment this spring so we can begin to have additional benchmarking tools to measure progress as we work to help our students fill the gaps in their learning from the past year and pull ahead once again.</p>

<p>Action Plan Steps</p>	<p>This is the action plan steps identified in the plan to reach the goal.</p> <p>All teachers will analyze each student at the beginning of the year to determine an appropriate growth goal for their specific reading abilities. These growth goals will be monitored closely and increased as necessary.</p> <p>All students performing below benchmark will meet monthly with their teachers to review their progress and set appropriate literacy goals. Parents will be notified and contact verified of this progress for optimal home-school involvement on reading progress.</p> <p>Instruction will be designed in Tier I, Tier II and Tier III programs to help all students increase their reading abilities at their particular level. Aide groups will be closely monitored to keep groups with students performing below benchmark at three students or smaller.</p> <p>Particular attention will be placed on increasing comprehension across all grade levels. Teachers will analyze comprehension levels, students' reading goals and help students choose appropriate books on their Lexile level for reading practice to specifically increase comprehension.</p> <p>Teachers will receive professional development to increase their literacy instruction skill set. The staff will actively participate in a school wide book study with Fisher and Frey's Visible Learning for Literacy text.</p> <p>Teachers will focus at least one PLC per month to assess where their team is at on the Canyon Elementary Vertical Writing Alignment Table to ensure all students are receiving coordinated instruction on writing across the grade level to prepare them for the assessments and expectations of the following grade level.</p> <p>We will continue to use the Scholastic Reading Counts program to track reading progress across the school and inform teachers of how much students are reading and if their book choices are successfully being completed. This program requires \$2000.</p> <p>In an effort to continually provide teachers with the technology needed to instruct effectively, we will provide \$6000 to update 6 teacher computers across the school based on the age of the computers and highest need.</p> <p>Please explain how the action plan was implemented to reach this goal.</p> <p>While it is difficult to substantiate the progress our students made last year due to the lack of our final assessments, I can attest to the efforts that were made by our teachers to work cohesively with each other in the PLC process to plan, teach and assess students while pacing together in order to discuss all students' progress. The teams, along with myself and the reading facilitator, meet on a</p>
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	<p>regular basis to discuss our struggling students and adjust intervention (Tier II) groups in order to meet their very specific needs. Teachers have strived to follow our Writing Alignment Table to ensure students are prepared for the rigor of the writing expected of them at the next grade level. Almost all teachers met with their students individually on a monthly basis to assess their reading progress and make personal reading goals for at home practice of fluency and comprehension. Every effort was made to continue these practices as our students went into online learning in the spring. The teachers and staff at Canyon made a concerted effort to reach every student and continue their learning through the very end of the school year.</p>
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Expenditures				
Category	Description	Estimated Cost	Actual Cost	Actual Use
Software (670)	We will continue to use the Scholastic Reading Counts program to track reading progress across the school and inform teachers of how much students are reading and if their book choices are successfully being completed. This program requires \$2000.	2000	2416	Actual Use
Hardware (650)	In an effort to continually provide teachers with the technology needed to instruct effectively, we will provide \$6000 to update 6 teacher computers across the school based on the age of the computers and highest need.	6000	0	Chromebooks were purchased due to Covid-19 interruption
	TOTAL	8000	2416	

<p>Goal 2</p>	<p>Canyon Elementary will increase the percentage of students scoring at proficiency on or higher on the Go Math and RISE final assessments.</p> <p>Mathematics</p>
<p>Measurements</p>	<p>This is the measurement identified in the plan to determine if the goal was reached:</p> <p>In Kindergarten and First Grade, 80% will be proficient and in Second Grade 75% of our students will be proficient on the Go Math final assessment. We will also increase the percentage of students scoring at proficiency or higher on the RISE 2019-2020 math assessment in the following grade levels: 65% of Third graders, 63% of Fourth graders, 63% of Fifth graders and 55% of Sixth grade students will be proficient.</p> <p>Please show the before and after measurements and how academic performance was improved.</p> <p>Unfortunately, due to the Pandemic, we were unable to give the final Go Math assessment to our Kindergarten through Second Grade students and we have no other measure to give an estimate of their proficiency from the end of last year. The RISE Assessment was also not given and this was to be our assessment tool for our Third through Sixth grade students. While we have given the Go Math Pre-assessment this fall to set a benchmark to measure against for this school year, the data from that assessment is not necessarily helpful or a good measure of what our students accomplished in math last year in the grade they were in. It gives us a good starting point for this year, but is unrelatable to last year's concepts they were to learn in their previous grade level. For that reason, sharing that data here is not helpful. We look forward to measuring the progress our students have made this year on our pre and post assessments in May as well as starting to take the RISE again to reestablish benchmarks for our teachers to work with to set new goals.</p>
<p>Action Plan Steps</p>	<p>This is the action plan steps identified in the plan to reach the goal.</p> <p>First through sixth grade teachers will emphasize fact fluency as an important part of math mastery. Each grade level team will identify the essential fact fluency standards for their grade level and an assessment tool to measure student progress. Students will measure their fact fluency growth at least once a month and teachers will share their progress with their team and the principal at monthly PLC meetings. Teachers will continue using Reflex in the classroom and/or other fact fluency practice programs. Fact practice will be encouraged in the home setting with monthly communication of student progress.</p> <p>Teachers will utilize essential standards (GVC's) to provide system wide intervention on missing mathematical concepts K-6.</p>

Teachers will PLC on a weekly basis with their teams and on a monthly basis with the principal to monitor those students in need of intervention and their progress working through the intervention system and GVC quizzes.

Additional aide support will be provided for math intervention throughout the day to work with students who need additional help in the current concept or to work on essential standards they are missing from previous math curriculum.

The CCSD will be working with an updated version of Go Math this year that includes a number of additional resources that are available online. In an effort to make Chromebooks more accessible to all grades to help utilize these resources, we will purchase four additional Chromebook labs. This will make it so we have a mobile lab for every two teachers in the building. This purchase will take \$30,000 of our allocation.

Teachers will have the opportunity to use Mastery Connect to continue to monitor individual student growth on specific essential standards in an effort to track learning gaps. The information from this program will guide teachers during intervention work time. We will use \$3000 to pay for this program. In an effort to continue to help students master their fact fluency at each grade level, we will provide the Reflex math practice program to assist the after school program and families at home with a good tool for fact practice. This program requires \$3,500. The CCSD also requires an additional \$1000 to pay for the Go Guardian internet safety program for the Chromebook labs. Together this software will cost \$7,500.

In order to offer additional student support to close the learning gaps in math we will allocate \$10,000 for extra math aide help to be used across all grade levels.

Please explain how the action plan was implemented to reach this goal.

A number of exceptional things were happening this past year at Canyon to help our students improve their math skills. First, we developed thirty minute math intervention programs in the fourth through sixth grades. Using the GVC's we developed and continually meeting together to assess and adjust groups teachers were able to help their students fill gaps in the most essential math skills from past curriculum to be more successful in the math concepts they were currently learning. All students grades K-6 took a serious approach to having their students master their facts this year and increase fact fluency to aid students in overall algorithmic fluency. Teachers utilized our math aides each day to assist struggling students and catch students up when they missed work from absences. They were a critical component to helping all students stay caught up with the concepts and catch those that had gaps in their learning. Finally, teachers appreciated the efforts we have made to provide more and more accessibility to Chromebooks so they can fully access the

	<p>online resources of the Go Math program and Reflex in aiding their students math progress. Only time would tell how helpful those resources truly were in the spring. Student familiarity and accessibility to Chromebooks helped our team transition into online learning. Having additional Chrome devices greatly helped our students and teachers make a smooth transition into online learning.</p>
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Expenditures				
Category	Description	Estimated Cost	Actual Cost	Actual Use
Salaries and Benefits (100 and 200)	In order to offer additional student support to close the learning gaps in math we will allocate \$10,000 for extra math aide help to be used across all grade levels.	10,000	11336.42	Actual Use
Tech Hardware (650)	The CCSD will be working with an updated version of Go Math this year that includes a number of additional resources that are available online. In an effort to make Chromebooks more accessible to all grades to help utilize these resources, we will purchase four additional Chromebook labs. This will make it so we have a mobile lab for every two teachers in the building. This purchase will take \$30,000 of our allocation.	30,000	32,240	Actual Use
Software (670)	Teachers will have the opportunity to use Mastery Connect to continue to monitor individual student growth on specific essential standards in an effort to track learning gaps. The information from this program will guide teachers during intervention work time. We will use \$3000 to pay for this program. In an effort to continue to help students master their fact fluency at each grade level, we will provide the Reflex math practice program to assist the after school program and families at home with a good tool for fact practice. This program requires \$3,500. Finally, the Chromebook labs require Go Guardian	7,500	8,195	Actual Use

	software to keep our students safe. This costs \$1,000. Together this software will cost \$7,500.			
	TOTAL	47,500	51.771.42	

<p>Goal 3</p>	<p>In an effort to move out of TSI, Canyon Elementary will raise the number of ELL students showing sufficient growth on the 2019-2020 RISE Assessment.</p> <p>Reading/Mathematics/Writing/Science</p>
<p>Measurement</p>	<p>This is the measurement identified in the plan to determine if the goal was reached:</p> <p>We will raise the number of ELL students showing sufficient growth from 32% on the 2017-2018 SAGE Assessment to at least 42% on the 2019-2020 RISE Assessment.</p> <p>Please show the before and after measurements and how academic performance was improved.</p> <p>We were very excited to give our ELL students the RISE test in the spring of 2019-2020 as they had performed very well on the winter WIDA. Prior to 2020 Canyon had only had three students in a single year perform well enough on the WIDA to exit the ELL program. Due to the extremely hard work of our entire staff, the new scheduling practices, book study and implementation of a robust ELL aide team, we actually had thirteen students pass the WIDA. Clearly what we were (and are) doing is working. We were very disappointed that we could not have these same students take the RISE as we fully expected to see some incredible growth from the previous year. As we have continued these significant changes this year at Canyon, we hope to see similar results, even in these challenging academic times.</p>
<p>Action Plan Steps</p>	<p>This is the action plan steps identified in the plan to reach the goal.</p> <p>All ELL students will have specific goals for literacy and math that will be reviewed monthly with the principal, grade level PLC's and ELL team. Instruction and intervention in all subjects will be monitored and adjusted according to their progress. The access to translation services will be provided for teachers to have messages related to parents about their student's progress.</p> <p>Teachers will receive ongoing professional development directed specifically at supporting ELL students. An initial professional development day will be spent in August refreshing all teachers on essential ELL teaching techniques by qualified instructional coaches. Teachers will continue with monthly trainings throughout the year to utilize best ELL practices in their classrooms. The staff will participate in a book study to deepen their skill set to address the specific needs of ELL students. Teachers will be working closely with coaches and facilitators to increase their pedagogy specifically in the area of language learning with ELL students. We will utilize Caroline Tomlinson's Differentiated Classroom text to assist in this process. We will use \$1000 to purchase these texts for the staff.</p>

Additional aide support will be provided for ELL students throughout the day to work with the ELL team and teachers on targeted concepts in all subjects. In order to offer additional student support to close the learning gaps in our ELL population we will allocate \$10,466 for extra ELL help to be used across all grade levels.

In order to increase skills and understanding of the correct PLC processes and create more effective ELL education practices, we will send all new teachers and veteran teachers as needed to the Solution Tree PLC conference in Salt Lake City in October. This conference is extremely effective in helping teams learn how to collaborate effectively, plan instruction, determine essential standards, identify correct assessments and create systems for intervention. We will use \$13,000 for this conference. \$9,000 will be used to cover the admission and travel costs and \$3,000 will be used to cover the substitute teachers necessary for the three day conference.

\$2000 will be given to the media center specialist to order additional library books that are geared towards the levels, interests and needs of our ELL students.

Please explain how the action plan was implemented to reach this goal.

We have been very pleased with all of the changes we made to our ELL program and the vast support we have seen from our teaching staff as we have made major improvements in the methods and strategies we use to support one of our most vulnerable populations. We implemented a strategic schedule in which our ELL students would only be pulled out of the classroom for writing when their classmates were also doing writing. This was a critical move to ensure they are not missing coursework from other subjects when they receive writing help. Additionally, we added a large team of ELL aides to push into the classrooms during language arts time to assist the teachers in reaching these students and holding them accountable to engage and participate in the lessons while offering strategic assistance that doesn't give them too much help that hinders their progress. Our team went through a rigorous book study using the book "The Seven Steps to a Language Rich Interactive Classroom" by John Seidletz. We decided to use this book as our book study instead of "The Differentiated Classroom" as we had heard other schools in our district rave about its accessibility and simplicity in giving teachers doable steps they could take to make their classroom much more language rich for their ELL students. It was a huge success and we have since recommended it to other staff across the district. Our teachers have judiciously used the strategies and continue to use them in their classrooms this year. Finally, taking our team to the PLC conference in Salt Lake City is a key piece to this process as it ensures all new members of our staff understand how to truly be a part of a Professional Learning Community and follow the steps of a cohesive team that analyzes the Core Curriculum, designs instruction, teaches it and assesses their students together and always with the intention of providing intervention for those students that didn't

	<p>understand the concepts. This practice goes beyond just being a collaborative team and having teachers trained on how to do it properly directly correlates to the progress of our ELL students as they are usually our group that needs extra support. We were grateful to have the opportunity to get our new teachers and teams on the right track with this training.</p>
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Expenditures				
Category	Description	Estimated Cost	Actual Cost	Actual Use
Salaries and Employee Benefits (100 and 200)	In order to offer additional student support to close the learning gaps in our ELL population we will allocate \$10,000 for extra ELL help to be used across all grade levels.	\$10,466	11336.41	Actual Use
Professional and Technical Services (300)	In order to increase skills and understanding of the correct PLC processes and create more effective ELL education practices, we will send all new teachers and veteran teachers as needed to the Solution Tree PLC conference in Salt Lake City in October. This conference is extremely effective in helping teams learn how to collaborate effectively, plan instruction, determine essential standards, identify correct assessments and create systems for intervention. We will use \$3000 for substitute teachers for the conference. We will use \$9,000 for the admission, per diem and travel for this conference.	12,000	11733.53	Actual Use
Textbooks (641)	We will use “The Differentiated Classroom” text to assist in this process. We will use \$1000 to purchase these texts for the staff.	1000	1048.25	Actual Use
Library Books (644)	\$2000 will be given to the media center specialist to order additional library books that are	2000	2000	Actual Use

	geared towards the levels, interests and needs of our ELL students.			
	TOTAL	25466	26118.19	