



Canyon Springs School: 42901 N 45th Ave, Anthem, AZ 85087

| Mission | Vision |
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| <p>Canyon Springs is a leader in STEM education. All student needs are met by the integration of the STEM model, differentiation of learner aptitudes, and incorporation of the Systems Approach to Learning. Together, with our community, we prepare and inspire generations of learners to succeed in our global society.</p> | <p>Building collaborative, innovative, and inspirational leaders in the 21st century</p> |

| Team Members | |
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| Name | Title/Relationship |
| Andrea Raab | 7th Grade Teacher |
| Breanne Martin | 1st Grade Teacher |
| Carla Tibbs | 2nd Grade Teacher |
| Chris Clute | PE Teacher |
| Christine Rowlan | 4th Grade Teacher |
| Gina Solomon | 5th Grade Teacher |
| Jackie Garibay | Admin Assistant, Classified |
| Jennifer Dillon | 6/7/8 Renaissance Teacher |
| Jenniffer Frugone | 3rd Grade Teacher |
| Kerry Brothers | STEM Specialist |
| Laurie Warner | 6th Grade Teacher |
| Robyn Harper | Developmental Preschool Teacher |
| Ryan Schoonover | Assistant Principal |
| Shaunne McKinley | Gifted Specialist |
| Sheila Fields | Kindergarten Teacher |
| Stephanie Walsh | 4/5 Renaissance Teacher |
| Tarin Willett | Special Education Teacher |
| Tricia Graham | Principal |
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Goals:

Priority Area 1.1.1

| Priority | Component | Objective |
|--------------------------------|---|---|
| Excellence in Student Learning | College and Career Ready Program of Study | Deploy a guaranteed and viable curriculum in every classroom. |

Needs Statement

While student growth on the AzMERIT was impressive at Canyon Springs, we would like to increase proficiency scores, as they were quite low, especially in 6th and 8th grades. We looked at the writing scores in ELA and found that this is our biggest weakness. Our Math team has found that utilizing the same vocabulary that builds at each grade level is also a weakness. Due

2017/2018

to this, the Math CIP PLC created a school-wide assessment that focuses on increasing mathematical vocabulary and the ELA PLC have decided to focus on the RACER procedure. The teams have discussed that while we focus on individual student growth, our growth scores will continue to increase and our proficiency will as well.

Another issue we discussed is increasing motivation with our students. The school-wide focus is to increase "Grit" by ensuring students have meaningful data folders while also implementing LtoJ in our 7th grade (lowest scores on the AzMERIT) classes.

ELA:

By April 2018, 100% of Kindergarten students (52 students) will increase on College and Career Readiness ELA standards as evidenced by the kindergarten (letter sound) screener.

100% of 1st-3rd grade students will show reading growth with tiered results, as measured by the Scholastic Reading Inventory Lexile scores. Students in the below basic (BR to 329) category will increase their score by 100 points, or advance to the next level. Students in the basic (330-519) level will increase their score by 75 points or advance to the next level. Students in the proficient (520-824) level will increase their score by 50 points or advance to the next level.

First grade: For the 2017-2018 school year all students will make measurable progress as measured by the Deer Valley sight word list. Each student will show improvement and 100% of my students will increase their sight word fluency based on their individual tiered goals.

Third grade: On the August SRI: 32% of the third grade students were proficient, 34% were in the basic range and 22% were below basic.

4th Grade: Mrs. Reese's ELA class took a writing pre-test. On the pre-test the student results were: 84% failed; .078% (3 students) passed with a C; .038 (1 student) passed with a B and .038% (1 student) passed with an A.

5th Grade Renaissance: In Mrs. Franklin's 5th grade Renaissance class, 19 out of 22 students scored partially proficient. The other two students scored highly proficient.

5th Grade: In 5th grade (Solomon), 70 students were administered the RACER pretest. 90% of students scored in the minimally proficient range. 10% of students scored in the partially proficient range.

6th Grade: Mrs. Warner's ELA class took a pre-test on the RACER strategy. Fifty-two students were administered the test. Pre-test results: 85% (44 students) were minimally proficient, 19 (10 students) were partially proficient, 2 students performed in the proficient range(5%) and zero students scored in the highly proficient range.

7th Grade: For our ELA Goal: 71% of students score MP, 28% scored PP and 1% scored P. No students scored HP.

6/7/8 Renaissance: The writing assessment is comprised of two argumentative articles discussing the pro and con of a subject. The 1120 lexile for the reading corresponds to the high level of SRI scores for students in the sixth grade Renaissance program. The rubric used to score the writing is synonymous with the DVUSD writing rubric, but not the same. Student conventions are graded on a pass-fail system in order to avoid adding weight to a score for something that students in this particular class already mastered. Therefore, students can achieve a score of 5 in the categories of evidence and elaboration for a total of 10 points. In the category of elaboration, the average score is 2.84 and in the category of evidence the average score is 2.68. This suggests that the students comprehended the material and demonstrated an ability to infer from the evidence based on a thesis, but did not include enough evidence and thoroughly build the argument to a conclusion.

MATH:

Canyon Springs math teachers believe current proficiency scores are due to Math Students having trouble retaining mathematical vocabulary necessary to successfully attend to precision (MP6) on their math work and understand quantitatively and qualitatively(MP2) how to solve math problems.

How we are going to reach that goal: Grade level teachers narrowed the focus to 5 to 6 vocabulary words that students must understand before moving on to the next grade level. We met vertically to make sure vocabulary alignment supported each



grade level and that words connected to strategies and problem solving support. Teachers will focus on these words in class using different resources and strategies to help students grow in their understanding and utilization of math vocabulary. Specific strategies and resources include Word walls, Frayer Model, peer classroom observation, vocabulary rubrics, games...etc).

Data Collection: Canyon Springs Math teachers created a common assessment to capture student understanding of math vocabulary words for each grade level. Teachers will collect pre assessment data during Quarter 1 of the 2017/2018 school year. Students growth will be evidenced by a post assessment in April 2018. Vocabulary Focus Assessments and Shared Data can be found here - https://docs.google.com/a/dvusd.org/document/d/1881m1_gKbn5mpb76DgHqQG8kNK7DsrYp_rlKPiSMt1w/edit?usp=sharing

Science: We will continue to focus on common vocabulary (10 words per grade) with a pre, mid, and post test regarding the Inquiry process as well as our integration and progression towards new standards: Cross Cutting Concepts, Sci and Engineering Practices, Sentence Stems, and 3 dimensional learning. We hope to investigate placing these concepts and practices on school murals. We will also continue to focus on ensuring that STEM Activities are input in STEM folders to avoid duplication, repetition, and feedback/reflection on improving our STEM Activities.

Goal Description

Canyon Springs will reduce the amount of K-3 students scoring in the intensive category by 5% from 22% to 17% as evidenced by the Spring 2018 DIBELS

Canyon Springs will increase our school grade 3-8 proficiency in ELA by 6% from 62% to 68% as evidenced by the 2018 AzMERIT.

Canyon Springs will increase our school grade 3-8 proficiency in Math by 6% from 60% to 66% as evidenced by the 2018 AzMERIT.

Canyon Springs will increase our school grade 4 and 8 proficiency in Science by 3% from 84% to 87% as evidenced by the 2018 AIMS Science Test.

End of Year Summary

Key Measures

- Key Measure - DIBELS- % of Students Achieving Core
- Key Measure - AzMERIT Performance
- Key Measure - AIMS Science Performance

Priority Area 2.2.1

| Priority | Component | Objective |
|-------------------------------------|--|--|
| Excellence in Workforce Performance | Workforce Development to Meet Organizational Needs | Establish and maintain a collaborative learning environment. |

Needs Statement

Teachers need to collaborate to ensure all needs of students are met. Sharing lessons, ideas, and strategies within teams as well as regionally, is incredibly important to ensure student growth and achievement.

Goal Description



By May 2018, 100% of grade level teams will meet monthly with administration, weekly within grade level teams to discuss and identify and plan for individual student needs using MTSS as evidenced by monthly agendas and student achievement on grade-level specific benchmarks.

End of Year Summary

Key Measures

- Key Measure - Operations Focus Rubric: collaborative processes support district-wide knowledge sharing of work processes and results increase organizational success and sustainability

Priority Area 3.1.1

| Priority | Component | Objective |
|---|-------------------------|---|
| Excellence in Stakeholder Relationships | Effective Communication | Deploy successful communication strategies to exceed the key needs of all stakeholder groups. |

Needs Statement

Based on data gathered in a survey designed to determine the needs of Canyons Springs' student population, the stakeholders committee will focus on providing opportunities for the K-3 population to join clubs for science, STEM, art and coding. This determination came from survey results given at the end of the 2016-2017 school year. To meet the needs of this particular stakeholders group, Canyon Springs will increase kindergarten to third grade student participation in after school curriculum by offering school clubs through Deer Valley's Community Schools. These clubs will focus on providing extra curricular learning in the areas of STEM and art. The success of this goal will be measured by evidence of enrollment, participation and an end of the year survey to assess engagement in the clubs offered on our campus.

Goal Description

By May 2018, the Stakeholder PLC will work together to create more before and after school programs focused on STEM, science, art, and coding as measured by student enrollment and increased program offerings.

End of Year Summary

Key Measures

- The amount of before and after school activities offered to K-3 students in August will increase by May

Priority Area 4.4.1

| Priority | Component | Objective |
|---|---|---|
| Excellence in Organizational Improvement and Accountability | Individual and Collective Responsibility to Ensure Compliance and Quality Improvement | Evaluate programs and services using sound research principles and multiple data sources. |

Needs Statement

We have been a focused STEM School with a productive and collaborative partnership with NAU for the past six years. It is time for a National entity to come in and give us feedback on our work and STEM program.

Goal Description

By February 5, 2018, all STEM Standard Narratives, Executive Summary, and a Presentation of Evidence will be completed and submitted to the AdvancED STEM Certification Review team.



End of Year Summary

Key Measures

•Key Measure - # of targeted programs and services evaluated for with a specific outcome meeting the objective of the evaluation.