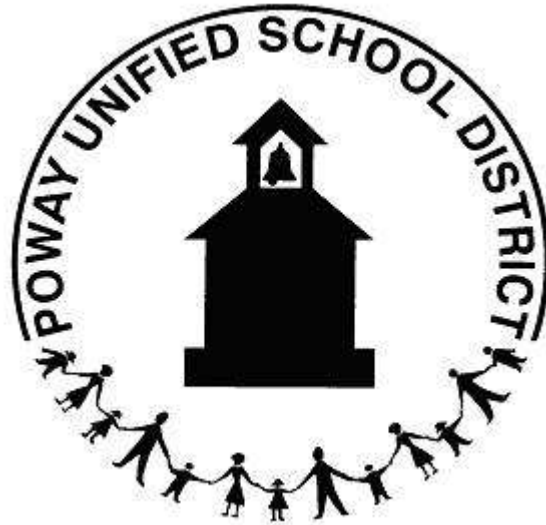


**Canyon View Elementary School
Single Plan for Student Achievement
2011-12**



**College Readiness for All –
Gateway to Our Students' Future**

*Ensuring the highest levels of success
for each and every student, with commitment to
Rigor, Relevance, and Relationships*

This plan meets the content requirements of amended Education Code 64001 for a SPSA. It provides a single comprehensive school plan to improve the academic performance of students. Completion of the plan satisfies requirements of all programs for which the school has an allocation in the California Consolidated Application for categorical funding.

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I.A. VISION AND ORGANIZATIONAL DIRECTIONS - PUSD STRATEGIC VISION

“College Readiness for all – Gateway to our Students’ Future”

In 2001-02, the district engaged in a strategic planning process. The resulting district plan identified two goals: Increase achievement for all students through a comprehensive literacy effort, and provide a physical learning environment to support learning for all students. The years 2002-2008 accompanied a period of intense focus on the ongoing use of data to drive improvements in student learning, as well as on closing the achievement gap. These initiatives furthered the growing understanding that our most important work is to ensure that all students leave the district college ready.

As our district has engaged in the most current iteration of its strategic vision for 2008-2014, the literacy focus has sharpened. “College Readiness for all – Gateway to our Students’ Future,” a framework comprised of the themes of Rigor (High Expectations for all), Relevance (Engagement of all students), and Relationships (Personalization of learning opportunities) now assumes the forefront of all of our efforts. With this in mind, our school’s mission has been formed.

District organizational values and areas of focus to reach the strategic vision:

- 1) PUSD Culture
- 2) Equitable Access to Rigorous and Engaging Learning Experiences
- 3) Capacity Building
- 4) Multiple Pathways
- 5) Organizational Support Systems

I.B. VISION AND ORGANIZATIONAL DIRECTIONS - SITE ORGANIZATIONAL DIRECTIONS

The district vision of “College Readiness for all – Gateway to our Students’ Future” provides the foundation for the direction of our site efforts. To support the districtwide core values, our school will focus on multi-year initiatives:

PUSD Culture

Making good choices is the theme of the Character Counts message that begins each day at Canyon View Elementary School. We are dedicated to making Canyon View the place where all our students are educated to be lifelong learners who reach their full potential as productive members of our society. Our goal is to lay the foundation for all our students so they will move on to be successful in secondary school and graduate being prepared for college level coursework and career readiness. Students receive instruction and participate in learning activities in a variety of curriculum and subject areas. There is an emphasis at all grade levels and in every subject area on developing strong skills in literacy, communication (oral and written), all math strands, and problem solving. In addition, students explore and develop scientific ideas including hands-on experimentation and discover the cultures of people past and present. Differentiated instructional practices are visible in classrooms throughout the school.

To further our work with college readiness for all students, Canyon View has put in place some new practices in 2011. Each classroom, offices and library have adopted a college and have the college's flag displayed in the classroom. We have college banners hung in the Multi-Purpose Room. Some classrooms have sent letters to the alumni associations of their classroom's college to ask for assistance. We have a college T-shirt day once a month, college trivia question once a week, and teachers are talking to students about college readiness.

We strive to meet the needs of each child through the collaborative efforts of parents, volunteers from the community, teachers, support staff, and students. The Canyon View staff is the heart and soul of the school. Students walking onto campus feel the energy and enthusiasm that supports their well-being and success in all academic endeavors. Our staff is comprised of teachers with diverse interests that benefit our students with a wide variety of teaching experiences.

Strong communication is a vital part of our success. A newly revised weekly newsletter, The Howler, an updated Canyon View website, Foundation and PTA websites, teacher websites, Learning Point, e-mail, Connect-Ed mass communication telephone and email system, monthly coffee talks, various PTA sponsored family activities, and weekly messages posted on our electronic marquee represent the partnership that exists between parents, teachers, and students. The PTA logs more than 10,000 volunteer hours per year. The non-profit Foundation and PTA raise tens of thousands of dollars annually to augment the school's instructional programs. A volunteer support group comes from members of a local church who are volunteering hours after school to tutor struggling students one-on-one. Local high school students come to help with after school events, generating community service hours for their school requirements. Parent volunteers read with Kindergarten and first grade students twice a week through the support of the County Office of Education's Everyone a Reader Program. Canyon View's Extended Student Services (ESS) staff support our instructional goals by offering structured homework hours after school and conducting intervention classes in math for struggling math students. We are a vibrant learning community whose energy permeates all we do with an abundance of positive opportunities for all students. Learning doesn't happen in isolation, but as a result of all stakeholders working together and holding one shared vision - the preparation of all our students for the rigors of a college education and beyond.

Equitable Access to Rigorous and Engaging Learning Experiences

When reviewing our disaggregated data this past fall, we noted that we still have not closed the achievement gap for students with disabilities and low socio-economic subgroups. We are proud of the fact that we closed the achievement gap for our ELL students in both ELA and math. The following proactive and more aggressive steps will be taken this year to do the same for our other two groups:

1. Evaluate and monitor all subgroups' performance on CST, MAP, and other common assessments. Adjust programming and differentiated instruction based on ongoing formative assessments.
2. Offer two IMPACT classes this year to work with students that are not proficient in ELA, 1st through 5th grade. Monitor student progress and make adjustments when little or no progress is being made.
3. Two retired teachers volunteer once a week to work with at-risk readers who are not being served by IMPACT teachers due to funding restrictions.
4. Identify students who are CELDT Level 1, 2, and some 3 students and provide small group instruction via our ELL instructional assistant.
5. Recruit and train volunteers to read with our at-risk readers through the San Diego County sponsored program, Everyone a Reader.
6. Recommend students for school counseling services to build social and communication skills that lead to better academic performance.
7. Work closely with parents of struggling students, connecting the school psychologist with families as needed.
8. Commence the Response to Intervention process for students who continue to struggle after Tier I and II interventions have been implemented by developing action plans through TAG.
9. Convene IAT to meet to decide if referral to RSP is appropriate.
10. Use supplemental curricular programs and small group instruction to support and accommodate general education curriculum and meet IEP goals, monitoring growth towards proficiency.
11. Host two math intervention classes 45 minutes twice weekly for students in 3rd through 5th that are non-proficient in math, taught by an ESS staff member.
12. Match volunteers from the community with students who have difficulty with homework completion, often because parents are unable to assist their children in this area. Volunteers work with the students for one hour a week after school.
13. Connect office staff, custodian, librarian, and principal with a student who falls into our Hispanic and/or low socio-economic category to connect, help weekly with homework, read with, or just celebrate successes and encourage.

Capacity Building

Professional Learning and Collaboration to Build Staff Capacity.

Agendas at meetings will include time for sharing best practices, use technology to engage 21st century students in learning, discussing strategies for raising student achievement, brainstorming creative and cost-free ways to meet the needs of non-proficient students, and common assessments to monitor student growth. Additional discussions this year will focus on meeting the needs of our highest performing students, sharing ideas around presenting rigorous and relevant lessons for all students, and moving toward monitoring student growth targets and away from proficiency.

1. Meet monthly with grade level teams to discuss grade level issues, curriculum, progress of at-risk students, and best instructional practices.
2. Hands-on staff training using new technology and programs; CompassLearning, Raz-Kids, Learning A-Z and Learning Point.
3. Leadership team meets once a month to discuss school-wide issues.
4. Time during staff meetings will be set aside for vertical articulation.

Parent Engagement to Support Student Learning.

Canyon View's parent community is rich in resources in a multitude of ways. Our PTA and Foundation work collaboratively with staff to raise funds, sponsor family activities, provide enrichment and remedial support to our academic program, and foster a community of learning where all students will reach their potential.

1. PTA and Foundation focuses on supporting SPSA School-wide goals for improving student achievement through the coordinated funding of educational programs.
2. SSC reviews SPSA plan, makes recommendations, and approves.
3. PTA sponsors Family Science Night, Family Literacy Night, and Family Art Night with the goal to bring families together in a fun environment to explore standards based activities that make learning exciting.
4. Parent/Teacher Conferences
5. Parent volunteers spend many hours helping teachers in the classroom with preparation of materials and working directly with students. With the increase in class sizes, this assistance is invaluable.
6. Back to School Night
7. Parents run the Math Olympiad program for students who want to become better problem solvers. Classes are held after school. There are five contests per year.
8. Parent participation on Field Trips is encouraged.
9. Parents assist teachers in the purchasing of supplies, set up/clean up, and teaching some lessons in the science lab with standards-based science activities and experiments for all grade levels.
10. Parents run the Art Program and teach art lessons to students on a rotating basis.
11. Parents head up the Canyon View Science Teams, coaching students in their events, and taking them to the County Science Competition in May.
12. Parents volunteer two hours per week to read to students in Kindergarten and First Grade as a part of the Everyone a Reader program.

Student Engagement for Partnership in Learning

At Canyon View we believe that student performance increases when children are a part of the process, take charge of their own learning, and share their talents with the greater school community.

1. Students participate in the Character Counts Program by writing examples of good character and reading their work over the PA system during morning announcements.
2. Classroom Buddies
3. Student Council: Assist with Spirit Days, fundraising, Character Counts assemblies.
4. Participation in after-school activities
5. Student participation in writing individual academic goals based upon MAPs and CST performance.
6. Students monitor growth towards MAP goals by completing virtual assignments in **CompassLearning** and printing a report for their teacher weekly. Twenty minutes a night is encouraged. High level math students work in **ALEKS** instead of **CompassLearning**.

Multiple Pathways

We recognize that students learn in a multitude of ways and different approaches work for different children. With this in mind, we have incorporated a variety of programs and strategies to increase student success. These include, but are not limited to, two reading IMPACT teachers for grades 1-5, a literacy block every day, and respect for classroom time. The San Diego County Program, Everyone a Reader, serves forty students in kindergarten and first grade. Differentiated lessons through the use of computer technology are utilized through CompassLearning (grades 1-5) and several other academic enriching computer programs (K-5) that are accessible 24 hours a day through the Internet (primarily Raz-Kids, Learning A-Z, Brain Pop and Brain Pop Jr., ALEKS, Starfall). These programs may be accessed from school or at home with Internet access. Students take part in writing their own personal growth goals based on MAP test results in reading, language and math. Each class has scheduled lessons in the computer lab, PE, music, art, science lab, and library. CVES believes that these fine and technical arts opportunities build a well-rounded child who will grow to discover that lifelong learning can include many different pathways. After-school programs are offered for enrichment and intervention. Our enrichment classes focus on STEM curriculum with classes in problem solving for the Math Olympiad and 24 Challenge, robotics, and County Science Field Day. We also offer Spanish two days a week and Chinese one day a week. Our two intervention classes are focused on building math and study skills.

Organizational Support Systems

At Canyon View, we look to four different support systems to assist us in the work we do with our students. These systems help us in decision making, the best use of our resources, and offering every child access to a rigorous education in preparation for college.

The first is our partnership with our parent community as a whole and more specifically our PTA, Foundation, and corps of volunteers. Canyon View's parent community is rich in resources in a multitude of ways. Our PTA and Foundation work collaboratively with staff to raise funds, sponsor family activities, provide enrichment and remedial support to our academic program, and foster a community of learning where all students will reach their potential. Our volunteers log in more than 10,000 hours a time per year in support of programs that provide enrichment, unique opportunities, and academic support to struggling students, both during and after school hours.

Strong communication is a vital part of our success. A newly revised weekly newsletter, The Howler, an updated Canyon View website, Foundation and PTA websites, teacher websites, Learning Point, e-mail, Connect-Ed mass communication telephone and email system, monthly coffee talks, various PTA sponsored family activities, and weekly messages posted on our electronic marquee represent the partnership that exists between parents, teachers, and students. Among staff we communicate through email, our school's online calendar, and most importantly through formal and informal ongoing collaboration. We strive to make our staff meetings productive and informative, our Leadership team meets monthly to consider important issues, and there are several smaller leadership groups that meet periodically to discuss our college readiness program, our science lab, and best use of resources. In addition, our School Site Council reviews the budget and SPSA plan and makes recommendations for ongoing program improvement.

Canyon View staff articulate with each other and the community the district's strategic vision to make sure our vision, goals, practices, and decisions align with those across the district. Whenever there is a question as to what direction to go in making difficult decisions, we look to the core values vital to the greater system and what we believe is best for Poway's students.

Lastly, we rely on the incredible amount of information available to us through the district's website, primarily the data in the Student Report Center and the resources in Learning Point. The data, available to us in many different configurations, aids discussions in Tier I, II, III instruction, drives instruction at the classroom and grade level, and flags proficient and advanced students who are not meeting their adequate growth targets. The wealth of information in Learning Point is very valuable for both principals and teachers; a place where, as professionals, we share our expertise and positive experiences.

II. ASSESSMENTS, EVALUATION, AND ANALYSIS OF STUDENT LEARNING

II.A. SITE ASSESSMENT PLAN

Districtwide (Required) Assessments/Reports

ASSESSMENTS	TYPE	PURPOSE	WHO	WHEN	USES
CST / CMA / CAPA	Criterion-reference tests	Assess achievement of state standards	Grades2-11	Spring	Compares student achievement to state/district expectations. Identifies areas of strength and weakness. Useful for targeting instruction.
CELDT	Criterion-reference test	Measure level of achievement in English	All ELL students	Fall	Measure ELD levels, plan programs and measure annual growth. Used to redesignate students
API	Composite score	Used to determine overall program effectiveness	Schools, subgroups	Reported annually, in Spring	Used by state and District as an index of overall academic performance based upon the results of the STAR. Used to compare schools and student groups.
AYP	Composite score	Used to determine overall program effectiveness	Schools, subgroups	Reported, annually, in Fall	Used by state and District as an index of overall academic performance based upon the results of the STAR
MAP	Criterion-reference	Assess individual or group progress, and show growth over multiple administrations	Grades 2-8	Up to 3 times per year, as needed	Measure and report student growth. Results provide subscores that help teachers analyze strengths and areas of need, within the areas of reading, math, and language usage
CAHSEE	Criterion-reference	Required to receive HS diploma	Grades 10-12, until passed	Fall, Spring	Used to ensure that all high school graduates meet a minimum level of proficiency in ELA and Math
State Fitness Testing	Performance	Compare fitness levels of students	All students, Grade 5, 7, 9	Spring	Useful to identify program strengths and weaknesses

Site-Specific (Optional) Assessments/Reports

STUDENT PERFORMANCE ASSESSMENTS	TYPE (summative or formative)	PURPOSE	WHO	WHEN	USES
MAPs	Criterion-referenced Computer-Adaptive	Assess individual or group achievement of standards and show growth over multiple years	1st, 2nd, 3rd, 4th and 5th Grades	Fall, Winter and Spring or as needed up to 4 times per year	Measure and report student growth. Results provide subscores that help the teacher analyze strengths and weaknesses within the areas of reading, math and language usage
Running Records(in LAG)	Individual performance assessment	Diagnostic	All students Grades K-2	Trimesterly or more frequently if indicated	A tool for scoring, coding and analyzing a child's precise reading behaviors.
Individual Reading Inventory (IRI)(see LAG)	Individual performance assessment	Diagnostic	All students reading at grade level 3 or higher	Trimesterly or more frequently if indicated	Used by teachers to diagnose student skills, plan subsequent instruction and placement. Monitor progress.
Quality Writing(In LAG and on PUSD intranet)	On-demand, first-draft writing, individual performance	Diagnostic and/or Achievement	All students, K-5	Fall, Winter, Spring or as frequently as needed	Students write to a prompt. Teachers score using PUSD rubric. The results of this assessment may be used to evaluate student writing skills, diagnose-prescribe and measure growth over time.
Alphabet Knowledge(in LAG)	On-demand performance tasks	Diagnostic	Any pre or early reader	Fall, Winter, Spring	To assess early reading skills, letter names, shapes, directionality
Phonics Skills(in LAG)	On-demand performance tasks	Diagnostic	Any pre or early reader	Fall, Winter, Spring or as frequently as needed	To assess sound symbol relationships and the composition of written words
Scholastic Reading Inventory(SRI)	Individual performance	Diagnostic/achievement	Grades 1-5	As needed	Assess reading comprehension
Phonetic Spelling Inventory(in LAG)	On-demand performance tasks	Diagnostic	All students Grades 1-5	Fall, Winter, Spring or as frequently as needed	Designed to assess the word knowledge students bring to the tasks of reading and spelling. There are 4 inventories Level I-IV
Houghton Mifflin	Performance assessment	Diagnostic/achievement	Grades K-5	As needed	Formative assessment for teacher and student reflection.
Math comp/problem solving	Performance assessment	Diagnostic/achievement	Grades K-5	As needed	Formative assessment for teacher and student reflection.
Special Ed Assessments	Performance assessment	Diagnostic	Grades K-5	When determined necessary as a result of a SIEC	Informs teachers and parents regarding level of service
Math Expressions	Performance Assessment	Diagnostic/achievement	Grades K-5	At the end of each unit.	Formative assessment for teacher and student reflection.

OTHER MEASURES	TYPE (summative or formative)	PURPOSE	WHO	WHEN	USES
Progress Reports	Individual report	To assess individual student performance using State standards	K-12		Provide timely feedback to student/parent regarding progress on academic standards. Grades can be collected and evaluated for trends.
API	Composite score	Used to determine overall program effectiveness	K-5	Annually in Fall	Used by state and District as an index of overall academic performance based upon the results of the STAR
AYP	Composite score	Used to determine overall program effectiveness	K-5	Annually in Fall	Used by state and District as an index of overall academic performance based upon the results of the STAR
Discipline records	Audit	To determine the number and nature of disruptions to the learning environment	Principal/staff	Monthly/annually	Determine frequency of individual student incidences. Show patterns of disruptions. These records are compiled, disaggregated, analyzed annually, and used to determine program needs.
Attendance	Audit	Determine attendance patterns	Students	Monthly	Disaggregating of student attendance data is done annually and used for program evaluation.
Progress Reports	Individual performance assessment	To assess individual student performance using local standards	K-5	Trimester	Provide timely feedback to student/parent regarding progress on academic standards. Grades can be collected and evaluated for trends.
Annual PTA survey	Questionnaire	Get feedback on PTA events	Parents	Annually	This survey helps us evaluate parent participation and attitudes regarding selected school events
Staff Surveys	Questionnaire	Feedback from staff on principal leadership effectiveness	Teachers	Annually or as needed	This survey helps us evaluate school processes and principal effectiveness. Used to set personal or school-wide goals and targets.
Parent Survey	Questionnaire	Feedback on programs and climate	Parents	Annually or as needed	Helps evaluate programs and climate. Assists planning for the following year.

II.B. DATA REPORTS

II.B. DATA REPORTS

School and District Information

For additional information about the school, parents and community members should contact the school principal or the district office. DataQuest, an online data tool at <http://data1.cde.ca.gov/dataquest/>, contains additional information about this school and comparisons of the school to the district, the county, and the state.

School Information		District Information	
School Name	Canyon View Elementary School	District Name	Poway Unified
Principal	Vickie Bakki	Superintendent	John P. Collins, Ed.D
Street	9225 Adolphia St.	Street	15250 Avenue of Science
City, State, Zip	San Diego, Ca 92129-3525	City, State, Zip	San Diego, CA 92128-3406
Phone Number	858-484-0981	Phone Number	858-521-2800
FAX Number	858-538-9441	FAX Number	858-485-1322
Web Site	www.powayusd.com	Web Site	www.powayusd.com
E-mail Address	vbakki@powayusd.com	E-mail Address	elehew@powayusd.com
CDS Code	37682966106520	SARC Contact	Eric Lehew

II.B. DATA REPORTS

Canyon View Elementary School

Demographic Summary
for 2011-12 School Year

Address: 9225 Adolphia St.
San Diego, Ca 92129-3525

Principal: Vickie Bakki

Year of Construction: 1987

Current Enrollment:

Numbers reflect enrollment totals as of October 18, 2011.

Kg	1 st	2 nd	3 rd	4 th	5 th	Special Day Class
89	87	74	84	82	83	

Enrollment History:

Numbers reflect enrollment totals as of October 18, 2011.

2009-10	2010-11	2011-12
491	499	511

Student Demographics:

Percent of total school population. (Based on October 18, 2011 enrollment totals)

Asian	Filipino	Hispanic	African-American	Caucasian	Other
25%	8%	9%	2%	47%	9%

Percent of total school population. (Based on October 18, 2011 enrollment totals)

Limited English	Free/Reduced Lunch
23%	13%

Staff Demographics

Percent of credentialed teachers. (Based on October 2011 CBED's)

Asian	Filipino	Hispanic	African-American	Caucasian	Other
0%	0%	11%	0%	89%	0%

Percent Fully Credentialed: 100%

**District Accountability Report
Adequate Yearly Progress (AYP)
Spring 2011
Canyon View Elementary**

	Participation Rate (>=95%)							Performance (% Proficient +)						API (>=800 +1 Point)			AYP	PE
	No. Valid Scores	ELA			Math			ELA			Math							
		2011	2009	2010	2011	2009	2010	2011	2009	2010	2011	2009	2010	2011	2009	2010	2011	2011
Schoolwide	319	100	100	100	100	100	100	83	84	86	88	88	89	925	935	941	Y	
African American	8	100	100	100	100	100	100											
American Indian	1	100	100	100	100	100	100											
Asian	82	100	100	100	100	100	100	88	94	95	92	96	99	948	974	977		
Filipino	31	100	100	100	100	100	100	71	76	87	86	81	81			933		
Hispanic	28	100	100	100	100	100	100	65	73	71	58	73	79			860		
Pacific Islander	1	100	100	100	100	100	100											
White	168	100	100	100	99	100	100	88	84	84	91	89	88	938	933	937		
English Learner	68	100	100	100	100	100	100	71	84	84	81	90	90		926	919		
Low Socio-Economic	31	100	100	100	100	100	100	54	60	71	64	70	74			874		
Special Ed	44	100	100	100	100	100	100	62	69	64	72	73	66	806	846	816		

*** Includes only students in significant subgroups



Canyon View Elementary School
STAR Test by Proficiency Level for ELA
Spring 2010-2011

Ethnicity: All Students, ELL: All Students, GATE: All Students, Socio Economic Status: All Students, Special Ed: All Students

To open District table click on + sign	Grade 2				Grade 3				Grade 4				Grade 5			
	2008	2009	2010	2011	2008	2009	2010	2011	2008	2009	2010	2011	2008	2009	2010	2011
Number Tested	82	79	88	81	73	82	82	80	95	76	81	83	102	94	73	84
Total % Proficient and Advanced	73	81	90	90	70	79	72	73	85	87	89	93	83	83	84	85
% Advanced	44	38	55	69	26	44	37	48	61	67	70	67	52	57	64	61
% Proficient	29	43	35	21	44	35	35	25	24	20	19	25	31	26	19	24
% Basic	22	14	9	6	26	16	23	24	9	12	10	2	15	14	10	10
% Below Basic	4	4	1	2	3	4	2	4	4	0	0	2	2	1	7	5
% Far Below Basic	1	1	0	1	1	1	2	0	1	1	1	2	0	2	0	1

* include all students

** to hide district table click on the '+' on the left side of the school name on the first tab



Canyon View Elementary School
STAR Test by Proficiency Level for Math
Spring 2010-2011

Ethnicity: All Students, ELL: All Students, GATE: All Students, Socio Economic Status: All Students, Special Ed: All Students

To open District table click on + sign	Grade 2				Grade 3				Grade 4				Grade 5			
	2008	2009	2010	2011	2008	2009	2010	2011	2008	2009	2010	2011	2008	2009	2010	2011
Number Tested	82	79	88	81	73	82	82	80	95	76	81	83	102	94	73	84
Total % Proficient and Advanced	93	84	86	94	84	85	85	88	86	84	91	84	89	91	89	88
% Advanced	68	48	72	70	67	63	65	71	58	66	72	63	63	66	67	61
% Proficient	24	35	15	23	16	22	21	16	28	18	20	22	26	26	22	27
% Basic	7	11	9	4	12	11	9	9	8	14	9	12	8	5	7	10
% Below Basic	0	5	5	1	3	2	6	3	4	1	0	4	3	1	3	2
% Far Below Basic	0	0	0	1	1	1	0	1	1	0	0	0	0	2	1	0

* include all students

** to hide district table click on the '+' on the left side of the school name on the first tab



Canyon View Elementary School
STAR Test by Proficiency Level for Grade 5 Science
Spring 2010-2011

Ethnicity: All Students, ELL: All Students, GATE: All Students, Socio Economic Status: All Students, Special Ed: All Students

To open District table click on + sign	Grade 5			
	2008	2009	2010	2011
Number Tested	102	94	73	84
Total % Proficient and Advanced	83	87	81	80
% Advanced	44	49	47	39
% Proficient	39	38	34	40
% Basic	13	10	12	15
% Below Basic	3	2	1	2
% Far Below Basic	1	1	5	2

* include all students

** to hide district table click on the '+' on the left side of the school name on the first tab

Canyon View Elementary

School Year: 2010-2011

Grade 1

MAP Term: Spring

Reading

Growth Targets

Canyon View Elementary

% Meeting Typical Growth	% Meeting Optimal Growth
86	58

District

% Meeting Typical Growth	% Meeting Optimal Growth
78	51

Analyzing Grade Level Growth

Primary Grades Reading (Combined Tests-all Goals) for Test Year 2010-2011

Term	RIT Score	Lexile Score	Phonological Awareness	Phonics	Concepts of Print	Vocabulary & Word Structure	Comprehension	Writing
Fall	161	124	164	161	162	160	160	159
Winter	173	246	174	173	175	172	172	173
Spring	183	335	185	182	183	179	183	184
Growth	22	211	21	21	21	19	23	25

Reading Survey w/ Goals 2-5 Poway V2.1 for Test Year 2010-2011

Term	RIT Score	Lexile Score	Word Analysis & Vocabulary	Literal Comprehension	Interpretive Comprehension	Literary Response & Analysis		
Fall	165		166	164	164	166		
Winter	154		154	153	153	156		
Growth	-11	0	-12	-11	-11	-10		

Mathematics

Growth Targets

Canyon View Elementary

% Meeting Typical Growth	% Meeting Optimal Growth
82	53

District

% Meeting Typical Growth	% Meeting Optimal Growth
72	32

Analyzing Grade Level Growth

Primary Grades Math (Combined Tests-all Goals) for Test Year 2010-2011

Term	RIT Score	Problem Solving	Number Sense	Computation	Measurement & Geometry	Statistics & Probability	Algebra	
Fall	164	161	160	165	165	164	166	
Winter	179	180	178	183	176	177	180	
Spring	188	186	186	190	187	189	189	
Growth	24	25	26	25	22	25	23	

Canyon View Elementary

School Year: 2010-2011

Grade 2

MAP Term: Spring

Reading

Growth Targets

Canyon View Elementary

% Meeting Typical Growth	% Meeting Optimal Growth
69	45

District

% Meeting Typical Growth	% Meeting Optimal Growth
65	36

Analyzing Grade Level Growth

Primary Grades Reading (Combined Tests-all Goals) for Test Year 2010-2011

Term	RIT Score	Lexile Score	Phonological Awareness	Phonics	Concepts of Print	Vocabulary & Word Structure	Comprehension	Writing
Fall	137		155	147	138	126	136	130

Reading Survey w/ Goals 2-5 Poway V2.1 for Test Year 2010-2011

Term	RIT Score	Lexile Score	Word Analysis & Vocabulary D	Literal Comprehension	Interpretive Comprehension	Literary Response & Analysis		
Fall	188	437	187	189	187	191		
Winter	198	589	195	198	197	200		
Spring	202	663	201	202	204	203		
Growth	14	226	14	13	17	12		

Language Usage

Growth Targets

Canyon View Elementary

% Meeting Typical Growth	% Meeting Optimal Growth
73	34

District

% Meeting Typical Growth	% Meeting Optimal Growth
69	39

Analyzing Grade Level Growth

Language Survey w/ Goals Poway V2.1 for Test Year 2010-2011

Term	RIT Score	Writing Strategies	Writing Applications	Mechanics	Grammar Usage			
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			& Genre					
Fall	192	193	192	192	193			
Winter	201	200	201	203	201			
Spring	204	203	203	205	204			
Growth	12	10	11	13	11			

Mathematics

Growth Targets

Canyon View Elementary

% Meeting Typical Growth	% Meeting Optimal Growth
71	31

District

% Meeting Typical Growth	% Meeting Optimal Growth
69	34

Analyzing Grade Level Growth

Math Survey w/ Goals 3-5 Poway V2.1 for Test Year 2010-2011

Term	RIT Score	Number Sense & Operations	Patterns / Functions / Algeb	Measurement	Geometry & Spatial Sense	Data Analysis / Statistics / and	Problem Solving	
Fall	191	188	193	190	191	191	193	
Winter	199	196	200	200	201	201	200	
Spring	206	202	207	206	209	208	204	
Growth	15	14	14	16	18	17	11	

Canyon View Elementary

School Year: 2010-2011

Grade 3

MAP Term: Spring

Reading

Growth Targets

Canyon View Elementary

% Meeting Typical Growth	% Meeting Optimal Growth
64	39

District

% Meeting Typical Growth	% Meeting Optimal Growth
60	36

Analyzing Grade Level Growth

Reading Survey w/ Goals 2-5 Poway V2.1 for Test Year 2010-2011

Term	RIT Score	Lexile Score	Word Analysis & Vocabulary D	Literal Comprehension	Interpretive Comprehension	Literary Response & Analysis		
Fall	201	637	201	201	202	202		
Winter	206	705	205	205	207	207		
Spring	210	784	208	210	211	212		
Growth	9	147	7	9	9	10		

Language Usage

Growth Targets

Canyon View Elementary

% Meeting Typical Growth	% Meeting Optimal Growth
62	27

District

% Meeting Typical Growth	% Meeting Optimal Growth
64	34

Analyzing Grade Level Growth

Language Survey w/ Goals Poway V2.1 for Test Year 2010-2011

Term	RIT Score	Writing Strategies	Writing Applications & Genre	Mechanics	Grammar Usage			
Fall	204	204	203	204	203			
Winter	209	208	208	210	209			
Spring	211	210	210	213	211			
Growth	7	6	7	9	8			

Mathematics

Growth Targets

Canyon View Elementary

% Meeting Typical Growth	% Meeting Optimal Growth
68	43

District

% Meeting Typical Growth	% Meeting Optimal Growth
66	36

Analyzing Grade Level Growth

Math Survey w/ Goals 3-5 Poway V2.1 for Test Year 2010-2011

Term	RIT Score	Number Sense & Operations	Patterns / Functions / Algeb	Measurement	Geometry & Spatial Sense	Data Analysis / Statistics / and	Problem Solving	
Fall	203	201	204	203	205	204	203	
Winter	210	208	210	211	213	209	211	
Spring	216	214	219	217	220	212	216	
Growth	13	13	15	14	15	8	13	

Canyon View Elementary

School Year: 2010-2011

Grade 4

MAP Term: Spring

Reading

Growth Targets

Canyon View Elementary

% Meeting Typical Growth	% Meeting Optimal Growth
63	48

District

% Meeting Typical Growth	% Meeting Optimal Growth
66	50

Analyzing Grade Level Growth

Reading Survey w/ Goals 2-5 Poway V2.1 for Test Year 2010-2011

Term	RIT Score	Lexile Score	Word Analysis & Vocabulary D	Literal Comprehension	Interpretive Comprehension	Literary Response & Analysis		
Fall	207	745	206	207	208	208		
Winter	211	811	210	210	212	212		
Spring	213	850	214	212	213	214		
Growth	6	105	8	5	5	6		

Language Usage

Growth Targets

Canyon View Elementary

% Meeting Typical Growth	% Meeting Optimal Growth
39	30

District

% Meeting Typical Growth	% Meeting Optimal Growth
65	50

Analyzing Grade Level Growth

Language Survey w/ Goals Poway V2.1 for Test Year 2010-2011

Term	RIT Score	Writing Strategies	Writing Applications & Genre	Mechanics	Grammar Usage			
Fall	211	210	210	212	212			
Winter	213	213	212	214	213			
Spring	213	213	212	214	213			
Growth	2	3	2	2	1			

Mathematics

Growth Targets

Canyon View Elementary

% Meeting Typical Growth	% Meeting Optimal Growth
63	38

District

% Meeting Typical Growth	% Meeting Optimal Growth
66	41

Analyzing Grade Level Growth

Math Survey w/ Goals 3-5 Poway V2.1 for Test Year 2010-2011

Term	RIT Score	Number Sense & Operations	Patterns / Functions / Algeb	Measurement	Geometry & Spatial Sense	Data Analysis / Statistics / and	Problem Solving	
Fall	213	210	216	214	215	212	213	
Winter	219	217	222	221	222	217	217	
Spring	222	222	225	222	223	222	220	
Growth	9	12	9	8	8	10	7	

Canyon View Elementary

School Year: 2010-2011

Grade 5

MAP Term: Spring

Reading

Growth Targets

Canyon View Elementary

% Meeting Typical Growth	% Meeting Optimal Growth
59	40

District

% Meeting Typical Growth	% Meeting Optimal Growth
64	49

Analyzing Grade Level Growth

Reading Survey w/ Goals 2-5 Poway V2.1 for Test Year 2010-2011

Term	RIT Score	Lexile Score	Word Analysis & Vocabulary D	Literal Comprehension	Interpretive Comprehension	Literary Response & Analysis		
Fall	216	909	216	215	215	219		
Winter	221	986	221	220	220	222		
Spring	221	984	221	220	221	221		
Growth	5	75	5	5	6	2		

Language Usage

Growth Targets

Canyon View Elementary

% Meeting Typical Growth	% Meeting Optimal Growth
58	41

District

% Meeting Typical Growth	% Meeting Optimal Growth
65	48

Analyzing Grade Level Growth

Language Survey w/ Goals Poway V2.1 for Test Year 2010-2011

Term	RIT Score	Writing Strategies	Writing Applications & Genre	Mechanics	Grammar Usage			
Fall	217	217	217	218	217			
Winter	220	220	219	221	220			
Spring	221	221	221	221	220			
Growth	4	4	4	3	3			

Mathematics

Growth Targets

Canyon View Elementary

% Meeting Typical Growth	% Meeting Optimal Growth
65	47

District

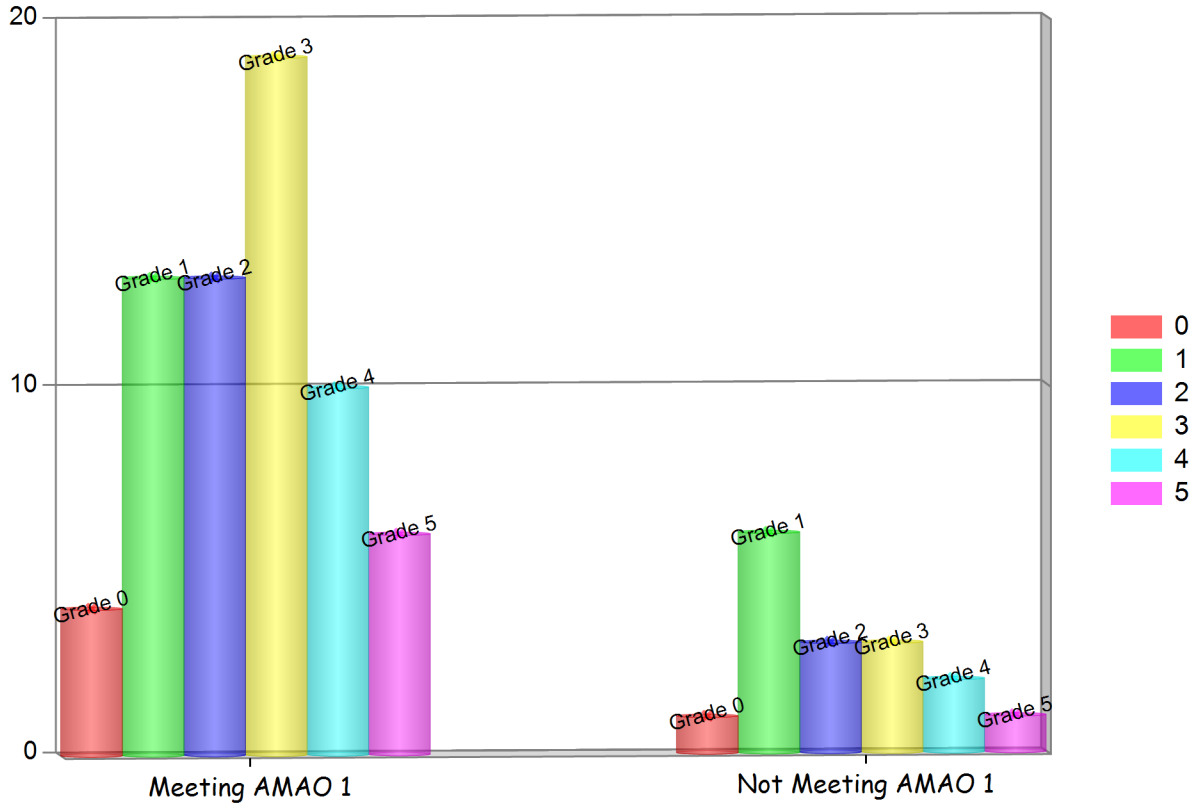
% Meeting Typical Growth	% Meeting Optimal Growth
73	50

Analyzing Grade Level Growth

Math Survey w/ Goals 3-5 Poway V2.1 for Test Year 2010-2011

Term	RIT Score	Number Sense & Operations	Patterns / Functions / Algeb	Measurement	Geometry & Spatial Sense	Data Analysis / Statistics / and	Problem Solving	
Fall	227	227	229	228	226	225	227	
Winter	233	236	234	233	229	234	232	
Spring	237	242	238	237	231	237	234	
Growth	10	15	9	9	5	12	7	

**Canyon View Elementary Annual Student Assessment
 AMAO #1 - Increase One CELDT Level or More
 Growth From Fall 2009 to Fall 2010**



Grade	Meeting AMAO 1	Not Meeting AMAO 1
0	4	1
1	13	6
2	13	3
3	19	3
4	10	2
5	6	1

II.B. DATA REPORTS

California Physical Fitness Test

Data reported are the percent of students meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards) for the most recent testing period. The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. Detailed information regarding the California Physical Fitness Test may be found at the CDE Web site at <http://www.cde.ca.gov/ta/tg/pf/>. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

Year	Grade Level	School			District			State		
		Total	Female	Male	Total	Female	Male	Total	Female	Male
2009	5	48.9	72.2	48.7	49.4	54.3	44.7	29.1	32.3	26.1
2010	5	66.7	72.4	62.8	52.0	57.5	47.1	29.0	32.2	25.9
2011	5	34.9	25	48.6	42.7	45.0	40.5	25.2	26.2	24.3

II.C. ANALYSIS OF STUDENT ACHIEVEMENT DATA AND EFFECTIVENESS OF CURRENT IMPROVEMENT STRATEGIES

Note to sites: This section is structured to report the summative evaluation of the effectiveness of your 2010-2011 plan

Group	2010-11 GOAL(S)	Met	Not Met	Finding (Evidence/Fact)	Possible Reasons/Contributing Factors
<p>Overall School-Wide SMART Goal</p>	<p>By spring of 2011, 84% of all students at Canyon View will score proficient or advanced in ELA on CST. By spring of 2011, 88% of all students at Canyon View will score proficient or advanced in math on CST. These proficiency levels were met on the 2010 CST and our staff is committed to maintaining this level of proficiency during this period of increased class sizes. As outlined further in our Literacy Plan, grade level teams will specifically target strands where 2010 data reflected weaker areas in skill level.</p>	<p>[X]</p>	<p>[]</p>	<p>Overall School-Wide ELA SMART Goal met at 86% - 2% above target goal of 84%.</p> <p>Overall School-Wide Math SMART Goal met at 88%.</p>	<ul style="list-style-type: none"> • IMPACT teacher for 1st through 5th grade. • Everyone a Reader Program where volunteers work with struggling readers. • After school homework support group for 3rd through 5th graders. • Differentiated instruction in the classroom. • Use of supplemental reading materials including software programs that reinforce mastery of grade level skills • Compass Learning. • ELL small group instruction. • Grade level Literacy Plan goal targeted a specific sub-test and instruction enhanced in that area. • Money budgeting for building lexile leveled book supplies in classrooms. • Use of supplemental math materials including software programs, manipulatives, algebra balance kits, games, etc. that reinforce mastery of grade level skills. • Focus on students learning math facts. • After school math support group.
	<p>In addition to the goals outlined above that correlate to CST, our staff will focus on proficient and advanced students, as well as at-risk students, to raise the percentage of students reaching their student growth targets as measure by MAP. During the 2010-2011 school year, 10% more students in grades 1st through 5th will meet their student growth</p>	<p>[]</p>	<p>[X]</p>	<p>Our goal that addressed more students meeting MAP Growth Targets was partially met. We projected growth of 10%. We achieved 6% in ELA and 9% in Math.</p>	<p>In addition to all the strategies listed above, we will work with students being aware of their student growth target and challenge them to get there!</p>

Group	2010-11 GOAL(S)	Met	Not Met	Finding (Evidence/Fact)	Possible Reasons/Contributing Factors
	target as measured by MAP. Our baseline from Spring 2010 MAP was 68%.				
	Kindergarten - By spring of 2011, 80% of all kindergarten students will score proficient in ELA as measured by a Running Record level of 4-8. By spring of 2011, 80% of all kindergarten students will score proficient in math as measured by an 80% or higher score on Math Expressions Unit Tests.	[X]	[]	Both Kindergarten goals were met. Although the ELA goal was written at a Running Record of 4-6, the district looks for proficiency at a 6+. 91% of Kindergarten students ended Kindergarten proficient in reading.	A collaborative teaching approach centered around meeting trimester benchmarks, small group instruction and parent volunteer assistance will enable every student to have multiple means to access core information with a main goal to make learning fun in a nurturing, supportive environment.
	First grade - By spring of 2011, 80% of all first graders will score proficient in ELA as measured by a Running Record level of 18 or higher and/or a MAP score of 175 or higher. By spring of 2011, 80% of all first graders will be proficient in math as measured by a MAP score of 182 or higher.	[]	[X]	First grade did not meet either of its goals. The ELA goal of 80% proficiency was only 1% short at 79% as measured on MAP. Only 68% of the students were proficient in math as measured on MAP.	While neither MAP goal was met, it is noted that 83% of the students reached the district target of 18+ on Running Records and where the math goal was missed by a 12% margin, 87% of the students met their expected growth target in math.
	Second grade - By spring of 2011, 90% of all second graders will score proficient or advanced in ELA on CST with particular attention to improving proficiency in writing strategies. By spring of 2011, 90% of all second graders will score proficient or advanced in math on CST with particular attention to improving proficiency in measurement and geometry.	[X]	[]	Second grade met both of their goals. The overall ELA goal was met at 90% and the targeted area of Written Strategies was met at 90% also, up from 84% in 2010. The overall math goal was met at 94%, surpassing the goal by 4%. The sub test of measurement and geometry was met at 96%,surpassing 2010 by 13%!! Second grade teachers are very happy!	We were successful in targeting specific sub-test areas and will continue to do that this year in two other groups. While we raised our student growth targets, we feel that a focus on raising the percent of proficiency in this area significantly is unrealistic. With our second grade proficiency at 90 and 94%, it is unrealistic because we have so many high students already. The material these students would have to know to achieve their growth targets is way beyond the experience of a 7 or 8 year old.
	Third grade - By spring of 2011, 80% of all third graders will score proficient or advanced in ELA on CST. By spring 2011, 86% of all students will score proficient or advanced in math on CST.	[]	[X]	Third grade did not meet their goal in ELA. They were hoping to achieve proficiency at 80%, but fell short by 7% with 73% of third graders scoring proficient or advanced in ELA.	This year, 3rd grade will target two specific sub tests in their ELA goal; Word Analysis and Written Conventions. We will review the state standards in these two areas and look at state released questions to determine if our curriculum needs revising. We will use Compass Learning also as a tool for extra weekly

Group	2010-11 GOAL(S)	Met	Not Met	Finding (Evidence/Fact)	Possible Reasons/Contributing Factors
					practice both during computer lab time and at home. We will review Winter MAP data carefully to see if we are making progress towards our goals.
	Third grade - By spring of 2011, 80% of all third graders will score proficient or advanced in ELA on CST. By spring 2011, 86% of all students will score proficient or advanced in math on CST.	[X]	[]	Third graders did meet their math goal at 88% proficiency, surpassing their target by 2%.	We are very pleased with our math scores and, in addition to our current practices, we will write a goal that targets the sub test; Place Value, Fractions, and Decimals.
	Fourth grade - By spring of 2011, 75% of all fourth graders will score proficient or advanced in Written Conventions on CST. By spring of 2011, 88% of all fourth graders will score proficient or advanced in math as measured by CST.	[X]	[]	Fourth grade surpassed their ELA goal by 6%. 81% of all 4th graders scored proficient or advanced in the sub test; Written Conventions. Overall, 93% of all 4th graders were proficient in the ELA portion of the CST!	Fourth grade was very pleased with their results in ELA. They will continue to focus on Written Conventions as it is still the weakest area for students. Additional strategies will be outlined in the new Literacy Plan.
	Fourth grade - By spring of 2011, 75% of all fourth graders will score proficient or advanced in Written Conventions on CST. By spring of 2011, 88% of all fourth graders will score proficient or advanced in math as measured by CST.	[]	[X]	They were very close in meeting the math goal, missing by only 4% - 84% proficient or advanced instead of 88%.	In math, this year's goal will focus on Measurement and Geometry. Fourth grade did review overall student growth targets. During this year, they will focus more on typical growth than optimum growth. They noted that while a six point gain can take a student from Basic to Proficient, it doesn't count if the optimum growth target had to be eight points.
	Fifth grade - By spring of 2011, 80% of all fifth grade students will score proficient or advanced in Writing Strategies on CST. This is an increase of 3% for this cohort group. By spring of 2011, 85% of all fifth graders will score proficient or advanced in Measurement and Geometry on CST. This is an increase of 3% for this cohort group.	[X]	[]	Fifth grade met both of their goals and were very pleased. They focused on a sub test area in both ELA and math. They surpassed their ELA goal by 11%, scoring 91% proficient or advanced in the Written Strategies portion of the ELA CST. Their overall ELA score was 84%. In math, they surpassed their goal by 2%, scoring 87% proficient or advanced in Measurement and Geometry. 89% of all students scored proficient or advanced in math.	Our goal in ELA was to focus on Writing Strategies by implementing a variety of new strategies and using some additional supplemental materials. We also were given a release day to collaborate around best practices in the teaching of writing. In math, we focused on Measurement and Geometry. We feel that the targeted focus in one area was successful and we will continue to target this sub test area this year as it continues to be the area students score lowest. New strategies will be outlined in the fifth grade portion

Group	2010-11 GOAL(S)	Met	Not Met	Finding (Evidence/Fact)	Possible Reasons/Contributing Factors
English Learners (required)	By spring of 2011, 84% of all ELL students at Canyon View Elementary will score proficient or advanced in ELA on CST. This proficiency level was achieved in 2010, up from 71% in 2009. 84% is the same as the ELA proficiency level of all students at Canyon View, thus closing the achievement gap for ELL students. This 84% goal is the same as our school-wide proficiency goal for all Canyon View students in 2011. By spring of 2011, 88% of all ELL students at Canyon View Elementary will score proficient or advanced in math on CST. A 90% proficiency level was achieved in 2010, up from 81% in 2009. 90% surpasses the math proficiency level of all students at Canyon View, thus closing the achievement gap for ELL students. This 88% goal is the same as our school-wide proficiency goal for all Canyon View students in 2011.	[X]	[]	Both goals were met. The ELA goal was met exactly at 84%. The math goal was met at 90%, surpassing the targeted goal of 88% by 2%! Both goals were written the same as the overall school goals, thus closing the achievement gap for ELL students.	of the Literacy Plan update. <ul style="list-style-type: none"> • IMPACT instruction for 1st through 5th grade ELL students. • Everyone a Reader Program where volunteers work with struggling readers in Kindergarten and 1st. • After school homework support group for 3rd through 5th graders. • Differentiated instruction in the classroom for ELL students learning English. • Use of supplemental reading materials including software programs that reinforce mastery of grade level skills • Compass Learning. • ELL small group instruction will ELL instructional assistant. • Money budgeting for building lexile leveled book supplies in classrooms. • Use of supplemental math materials including software programs, manipulatives, algebra balance kits, games, etc. that reinforce mastery of grade level skills.
Students with Disabilities (required)	By spring 2011, 73% of students receiving special education services will score proficient or above on the ELA sections of the CST. This represents a growth goal of 4%. Canyon View special education students increased their proficiency by 7% in 2010, surpassing their goal by 4%, and thus moving in the right direction towards closing the achievement gap for students with disabilities. By spring of 2011, 75% of students receiving special education services will score proficient or above on the math sections of the CST. This represents a growth goal of 2%. While there was a 1% growth towards this goal in 2010, more work needs to be done to help students with disabilities in achieving this	[]	[X]	Neither goal was met and the achievement gap for our students receiving RSP support widened instead of making progress towards closing. 64% of students were proficient on ELA and 66% were proficient in math. This is 9% lower in ELA and math.	<ul style="list-style-type: none"> • All but two students took the CST instead of the CMA even if they were CMA eligible. • One parent denied any services for their child even though the child qualifies for services in all areas. • Even though every effort is made to have the students in small groups for testing and to keep them focused, some still fill in answers randomly and have difficulty staying focused on the test.

Group	2010-11 GOAL(S)	Met	Not Met	Finding (Evidence/Fact)	Possible Reasons/Contributing Factors
	target level of proficiency.				
GATE (required)	By spring 2011, 99% of Canyon View GATE students will score advanced on the ELA sections of the CST. This represents a 2% increase from 2010 where 3% scored proficient and 97% scored advanced. This 97% rate was an increase of 6% from 2009. The percent of GATE students scoring advanced on the math sections of the CST will remain at 100%, the same as it has been for the past three years.	[X]	[]	100% of all GATE students tested advanced in math and maintained the high proficiency rate from previous years.	<ul style="list-style-type: none"> • Differentiated instruction in the classroom. • Compass Learning allows students to practice standards up through 8th grade. • ALEK licenses were purchased for all students who scored at 240 or above in MAP - this is equivalent to an 8th grade level.
	By spring 2011, 99% of Canyon View GATE students will score advanced on the ELA sections of the CST. This represents a 2% increase from 2010 where 3% scored proficient and 97% scored advanced. This 97% rate was an increase of 6% from 2009. The percent of GATE students scoring advanced on the math sections of the CST will remain at 100%, the same as it has been for the past three years.	[]	[X]	90% of all GATE students tested advanced in ELA, thus missing the goal by 9%.	<ul style="list-style-type: none"> _ Differentiated instruction in the classroom. _ Compass Learning allows students to practice standards up through 8th grade. _ More advanced books were purchased for classroom libraries but there needs to be more rigorous curriculum addressing advanced ELA skills for advanced students.
Educationally Disadvantaged or Title I Students (required)	By spring 2011, the percent of economically disadvantaged students achieving proficiency on the CST will increase from 54% to 70% in ELA and 64% to 80% in math. This ambitious goal is a result of a significant slide from 2008-2009 and a sincere effort to make significant gains in closing this achievement gap. While we made growth towards this goal in 2010, 6% growth in both ELA and math, we still have another 10% to go. Additional interventions are in place in 2011 to address this subgroup's needs and support more growth towards closing the achievement gap.	[X]	[]	The goal of 70% in ELA was met at 71%. This is an increase of 17%! While this is great growth, more work needs to be done to close the achievement gap. We are headed in the right direction! Our additional interventions are working.	<ul style="list-style-type: none"> • IMPACT teacher for 1st through 5th grade. • Everyone a Reader Program where volunteers work with struggling readers in Kindergarten and first grade. • After school homework support group for 3rd through 5th graders. • Differentiated instruction in the classroom. • Use of supplemental reading materials including software programs that reinforce mastery of grade level skills • Compass Learning. • Money budgeting for building lexile leveled book supplies in classrooms. • Use of supplemental math materials including software

Group	2010-11 GOAL(S)	Met	Not Met	Finding (Evidence/Fact)	Possible Reasons/Contributing Factors
	<p>By spring 2011, the percent of economically disadvantaged students achieving proficiency on the CST will increase from 54% to 70% in ELA and 64% to 80% in math. This ambitious goal is a result of a significant slide from 2008-2009 and a sincere effort to make significant gains in closing this achievement gap. While we made growth towards this goal in 2010, 6% growth in both ELA and math, we still have another 10% to go. Additional interventions are in place in 2011 to address this subgroup's needs and support more growth towards closing the achievement gap.</p>	[]	[X]	<p>The math goal of 80% was not met, but there was an increase of 10% in proficiency - 74% up from 64% the previous year! While this is great growth, more work needs to be done to close the achievement gap. We are headed in the right direction! Our additional interventions are working.</p>	<p>programs, manipulatives, algebra balance kits, games, etc. that reinforce mastery of grade level skills.</p> <ul style="list-style-type: none"> • Focus on students learning math facts. • More focus on students being aware of their student growth target. • After school math support group. <ul style="list-style-type: none"> • IMPACT teacher for 1st through 5th grade. • Everyone a Reader Program where volunteers work with struggling readers in Kindergarten and first grade. • After school homework support group for 3rd through 5th graders. • Differentiated instruction in the classroom. • Use of supplemental reading materials including software programs that reinforce mastery of grade level skills • Compass Learning. • Money budgeting for building lexile leveled book supplies in classrooms. • Use of supplemental math materials including software programs, manipulatives, algebra balance kits, games, etc. that reinforce mastery of grade level skills. • Focus on students learning math facts. • More focus on students being aware of their student growth target. • After school math support group.
Additional goal(s) (optional)	<p>By spring 2011, the percent of Hispanic and Latino students achieving proficiency on the CST will increase from 65% to 80% in ELA and</p>	[]	[X]	<p>Neither of our goals were met but we did make gains. The ELA goal of 80% was met at 71%.</p>	<ul style="list-style-type: none"> • IMPACT teacher for 1st through 5th grade. • ELL small group instruction

Group	2010-11 GOAL(S)	Met	Not Met	Finding (Evidence/Fact)	Possible Reasons/Contributing Factors
	<p>58% to 80% in math. This ambitious goal is a result of a significant slide from 2008-2009 and a sincere effort to make significant gains in closing this achievement gap and return to the level of proficiency achieved in 2008. While in 2010 there was 8% growth in ELA and 15% growth in math, there is still work to be done to return to the level of proficiency in 2008 so this goal will be carried over in 2011 with additional strategies in place to support the needs of this subgroup.</p>			<p>This is an increase of 6%. The math goal of 80% was met at 79% barely missing our target by 1%. This is an increase of 21%! While this is great growth, more work needs to be done to close the achievement gap. We are headed in the right direction! Our additional interventions are working.</p>	<p>with our ELL instructional assistant</p> <ul style="list-style-type: none"> • Everyone a Reader Program where volunteers work with struggling readers in Kindergarten and first grade. • After school homework support group for 3rd through 5th graders. • Differentiated instruction in the classroom-strong focus on vocabulary. • Use of supplemental reading materials including software programs that reinforce mastery of grade level skills • Compass Learning. • Money budgeting for building lexile leveled book supplies in classrooms. • Use of supplemental math materials including software programs, manipulatives, algebra balance kits, games, etc. that reinforce mastery of grade level skills. • Focus on students learning math facts. • More focus on students being aware of their student growth target. • After school math support group.

III. TEACHING AND LEARNING

A. 2011-2012 SITE-BASED LITERACY/ACTION PLAN

Plans that follow are aligned with the data analysis in the previous section, district vision, and SMART goals and site initiatives/organizational directions listed in Part I. In addition, tasks show:

- Alignment of instruction, strategies, materials, and assessment for learning – to content standards
- Research-based instructional strategies
- Responsiveness to needs of struggling, as well as high-performing, students
- Avoidance of isolation or segregation of student subgroups

[] Check if Literacy Plan is attached as a separate document

Target Group	2011-12 SMART Goals	Actions/Strategies to Achieve Goals	Data to Monitor and Evaluate Progress	Resources
Schoolwide for all students	<p>By spring of 2012, 84% of all students at Canyon View will score proficient or advanced in ELA on CST. By spring of 2012, 88% of all students at Canyon View will score proficient or advanced in math on CST. These proficiency levels were met on the 2011 CST and our staff is committed to maintaining this level of proficiency during this period of increased class sizes. As outlined further in our Literacy Plan, grade level teams will specifically target strands where 2011 data reflected weaker areas in skill level.</p> <p>In addition to the goals outlined above that correlate to CST, our staff will continue to focus on proficient and advanced students, as well as at-risk students, to raise the percentage of students reaching their student growth targets as measure by MAP. During the 2010-2011 school year, 6% more students in grades 1st through 5th met their student growth target as measured by MAP. Our baseline from Spring 2011 MAP was 74%. We are hoping to increase our percentage again this year by 3%.</p>	<ul style="list-style-type: none"> • IMPACT teacher for 1st through 5th grade. • Everyone a Reader Program where volunteers work with struggling readers. • After school homework support group for 3rd through 5th graders. • Differentiated instruction in the classroom. • Use of supplemental reading materials including software programs that reinforce mastery of grade level skills • Compass Learning. • ELL small group instruction. • Grade level Literacy Plan goal targeted a specific sub-test and instruction enhanced in that area. • Money budgeting for building lexile leveled book supplies in classrooms. • Use of supplemental math materials including software programs, manipulatives, algebra balance kits, games, etc. that reinforce mastery of grade level skills. • More focus on students being aware of their student growth target. • After school math support group. • Team level work that focuses on collaboration around best instructional practices. • Grade level specific work outlined below. 	<ul style="list-style-type: none"> • CST Data • MAP • CELDT • Benchmark exams • Teacher input including input from all support staff. • Formal assessment for some students referred to the SIEC team. • All grade level assessment outlined below. 	Outlined by grade level below.

Target Group	2011-12 SMART Goals	Actions/Strategies to Achieve Goals	Data to Monitor and Evaluate Progress	Resources
	<p>Kindergarten - By spring of 2012, 80% of all kindergarten students will score proficient in ELA as measured by a Running Record level of 6 or higher and/or a MAP score of 158 or higher. By spring of 2012, 80% of all kindergarten students will score proficient in math as measured by an 82% or higher score on Math Expressions Unit Tests and/or a MAP score of 163 or higher.</p>	<ul style="list-style-type: none"> • Phonetic awareness taught in daily phonics lessons. • Sight word recognition. • Opportunities for oral language development. • Guided reading groups. • Students exposed daily to shared reading experiences. • Struggling readers meet with a volunteer tutor twice a week. (Everyone a Reader) • Buddy reading - once a month students pair with older children to read familiar books or library books. • One-on-one teacher and student reading time for leveled reading instruction. • Students take home daily homework readers to read with their families. • Sight word readers get extra practice with high frequency words and fluency. • Use of word family books to practice reading strategies once a week. • Computer Lab - Starfall and Raz Kids during computer lab time for alphabet knowledge. • Read-a-Loud with teacher, parent, librarian to model good reading strategies and build comprehension and fluency skills. • Counting Songs with music. • Daily calendar for repetition, patterning, counting, and ordering. • Math Expressions - worksheets and lessons introduce new concepts, allow for practice, and acquiring new skills. • Number games in class and with older buddy class. • Use of manipulatives for hands-on learning, direct explicit instruction and then daily worksheets given to achieve benchmarks. 	<ul style="list-style-type: none"> • Running Records • MAP • Unit Tests • Ongoing informative Assessment • Trimester District Writing Assessment • Teacher Observation 	<ul style="list-style-type: none"> • Leveled books • Computer Lab • Library • Big Books • Workbooks and worksheets • Games • Manipulatives
	<p>First grade - By spring of 2012, 80% of all first graders will score proficient in ELA as measured by a Running Record level of 18 or higher and/or a MAP score of 175 or higher. By spring of 2012, 75% of all first graders will be proficient in math as measured by a MAP score of 182 or higher.</p>	<ul style="list-style-type: none"> • Homogenous and heterogeneous reading groups. • Shared reading to teach and model appropriate reading behaviors. • Retelling to check for comprehension. • Use of Write Source to teach grammar, punctuation, and conventions. • Daily Four to reinforce ELA program. • Students identified for Everyone a Reader. 	<ul style="list-style-type: none"> • Running Records • SRI when appropriate • MAP • Math Trimester Test • Math Expressions Unit Tests • Trimester District Writing Assessment • Ongoing informative 	<ul style="list-style-type: none"> • Write Source • Excel Math • Math Expressions • Compass Learning • Raz Kids • Brain Pop Junior • Starfall • Leveled books

Target Group	2011-12 SMART Goals	Actions/Strategies to Achieve Goals	Data to Monitor and Evaluate Progress	Resources
		<ul style="list-style-type: none"> • Compass Learning to reinforce ELA and math skills. • Using differentiated activities from Math Expressions. • Excel Math to supplement Math Expressions in skills practice. • Internet based activities from Canyon View website including Raz Kids and Brain Pop Jr. to reinforce ELA and math skills. • Monitor student growth in IMPACT. Identify next steps if adequate growth is not being made. • Vocabulary development program to challenge our high achievers and improve comprehension. • Math Talk in Math Expressions to help develop problem solving strategies. <p>New work: Assist students in reaching or exceeding expected growth targets by offering extensions through Magic Tree House vocabulary, SRI, and Reading Counts. In addition, specific students are targeted for Reading IMPACT and Everyone a Reader and monitored progress in these two programs is important. By running two math programs (Math Expressions and Excel Math), we will assist our students in reaching or exceeding growth targets.</p>	<ul style="list-style-type: none"> • assessment • Teacher observation 	<ul style="list-style-type: none"> • Magic Tree House Vocabulary • SRI • Reading Counts
	<p>Second grade - By spring of 2012, 90% of all second graders will score proficient or advanced in ELA on CST with particular attention to improving proficiency in Word Analysis and Vocabulary. By spring of 2012, 90% of all third graders will score proficient or advanced in math on CST with particular attention to improving proficiency in the sub test Number Sense.</p>	<ul style="list-style-type: none"> • To accomplish our ELA goal, we will be using Words Their Way since it ties into our spelling program. • For our lower performing students, we will use The Phonetic Spelling Inventory to access their needs and provide instruction at their level. • To make further progress towards our ELA goal, we will incorporate additional word-work centers that include vocabulary, work analysis, and spelling activities. • To accomplish our math goal, we will use the Math Expressions program incorporating daily routines that review and practice the Number Sense concepts. • Math fluency and timed practice sheets will be used daily. • Hands-on manipulatives will be used to support lessons and extend learning. 	<ul style="list-style-type: none"> • MAP • SRI • Running Record • Spelling Tests • Phonetic Inventory • Math Expressions Unit Tests • Trimester District Writing Assessment • Check of written work • Compass Learning results of student practice. • Ongoing informal assessment including teacher observation. 	<ul style="list-style-type: none"> • Houghton Mifflin Reading Program • HM Practice Books • Write Source Language Arts Program • Brain-Pop • Daily Five Teaching Strategy Book • Spelling City • Compass Learning • Raz Kids • Math Expressions • Ongoing collaboration with team members is a powerful resource for us!

Target Group	2011-12 SMART Goals	Actions/Strategies to Achieve Goals	Data to Monitor and Evaluate Progress	Resources
		<ul style="list-style-type: none"> Place-value cards will be used to support the students' learning. To further our goal, center activities will provide re-teaching and extensions to the concepts. Compass Learning computer activities are also use in teaching math. 		
	<p>Third grade - By spring of 2012, 80% of all third graders will score proficient or advanced on the Word Analysis and Vocabulary Development subtest and the Written Conventions subtest of the ELA portion of CST. By spring 2012, 86% of all students will score proficient or advanced in math on CST.</p>	<ul style="list-style-type: none"> Use of common assessments from District adopted texts (Houghton Mifflin, Math Expressions, District writing prompts), analyze results to determine areas of strength and weakness, collaborate as a team, and reteach as needed. Review results from fall, winter, spring MAP testing and determine focus areas. Add Compass Learning assignments to student virtual backpacks based on students' MAP scores. Identify students for IMPACT and monitor for adequate growth. Determine next steps if progress isn't being made. Students to use Raz Kids during computer lab time and at home. <p>New work: Implement Daily Oral Language practice in daily lessons using Write Source Practice books. Students will rewrite in writing journals. Focus on Revision/Proofreading in writing prompts.</p>	<ul style="list-style-type: none"> MAP District Trimester Writing Assessment Assessments from Houghton Mifflin Language Arts Program Units tests from Math Expressions and Excel Math SRI 	<ul style="list-style-type: none"> Houghton Mifflin Reading Program HM Practice Books Write Source Language Arts Program Math Expressions Excel Math Compass Learning Raz Kids
	<p>Fourth grade - By spring of 2012, 85% of all fourth graders will score proficient or advanced in Written Conventions on CST. This is a 10% increase in last year's goal which was achieved at 81% proficiency. By spring of 2012, 82% of all fourth graders will score proficient or advanced in Measurement and Geometry on the math sub test of CST. This is a new target area for 4th grade.</p>	<ul style="list-style-type: none"> Using the Language Fundamentals workbook four days a week, students will practice their written conventions with an evaluation at the end of each week. Students will be required to complete 50 minutes of Compass Learning assignments as additional homework with a focus on completing written conventions tasks in their virtual backpacks as assigned by their teacher. Teachers will implement written conventions lessons in conjunction with monthly StoryWorks magazines. Teachers will rotate students in three one week sessions focusing on Written Conventions, Geometry and Measurement, and Robotics. Measurement and Geometry assignments will be added to students' virtual backpacks to be completed as homework. 	<ul style="list-style-type: none"> MAP with particular attention to results in targeted areas. SRI Weekly common assessments in math, spelling, language. Trimester District Writing Assessment On-going formative assessment that drives instruction. 	<ul style="list-style-type: none"> Language Fundamentals StoryWorks magazines StoryWorks lesson online Scholastic Printables Write Source Kumon Measurement and Geometry My Math Compass Learning

Target Group	2011-12 SMART Goals	Actions/Strategies to Achieve Goals	Data to Monitor and Evaluate Progress	Resources
		<ul style="list-style-type: none"> • Students will complete Kumon Measurement and Geometry assignments in addition to My Math practice. • Parent tutoring in remedial math • Extra Compass Learning time in class • Continue StoryWorks as last year since the program should excellent results. • Access Student Reporting Center to get up to date test data. • Use SRI to assist in guiding instruction. • Use of lessons in Write Source • Interactive small group activities giving students the chance to discuss a variety of content being studied. • Ongoing grade level collaboration. • Monitor progress of all students, refer for Tier II instruction when needed, and determine next steps if student is still not making adequate progress. • Use all assessment results to drive instruction. • Use My Math practice all year. • Add the Interactive Spelling City Premium daily practice. 		
	<p>Fifth grade - By spring of 2012, 80% of all fifth grade students will score proficient or advanced in Literary Response and Analysis on CST. This is an increase of 3% for this cohort group. By spring of 2012, 90% of all fifth graders will score proficient or advanced in Measurement and Geometry on CST. This is an increase of 3% for this cohort group.</p>	<p>New and ongoing work:</p> <ul style="list-style-type: none"> • To help our fifth grade students succeed in attaining these goals, we aim to broaden the scope of ways in which we reach them by offering more variety in the opportunities we provide to practice and master these concepts. These strategies are listed in the Resources column. • Utilize Compass Learning to create grade-level folders specifically targeting Literary Response and Analysis activities. • Weekly use of RAZ Reading and Vocabulary and its activities. • Weekly reading passages and discussions with a concentrated focus on elements comprising the Literary Response and Analysis strand such as identifying: the elements of literature; the main problem or conflict, as well as its resolution; the theme/moral of the story; and evaluate the author's use of literary devices such as imagery, metaphors, symbolism, etc. In addition, with an increasing emphasis on non-fiction, 5th grade will use our new web-based 	<ul style="list-style-type: none"> • MAP test results will be examined to determine progress towards SMART goals. • Check SRI monthly to check student growth. Use results to drive instruction. • Trimester District Writing Assessment • Weekly common grade level assessments in math, vocabulary, spelling plus unit tests in social studies and science. • Ongoing formative assessments that drive instruction. 	<ul style="list-style-type: none"> • Brain Pop • Compass Learning • ALEK for advanced math students • Learning A-Z and Raz Kids • Write Source textbooks • Houghton Mifflin Reading program • Wordly Wise • 5th grade math review materials • My Math • Dreamscape Materials • Jr. Achievement Biz Town materials

Target Group	2011-12 SMART Goals	Actions/Strategies to Achieve Goals	Data to Monitor and Evaluate Progress	Resources
		<p>software program, Learning A-Z with corresponding assessments. Learning A-Z texts are all non-fiction and differentiated based on student readiness.</p> <ul style="list-style-type: none"> • Use of supplemental materials to support reading comprehension strategies. • We will utilize Compass Learning to create grade-level folders specifically targeting activities to bolster and reinforce their Measurement and Geometry skills. • Daily opportunities at school and at home to strengthen and maintain their understanding of these concepts and ability to demonstrate their mastery of them through our 5th Grade Math Review series, our Alternative Math activities, and the opportunity to participate in the Math Olympiad as well as the Dreamscape project. • Use of ALEK for highest math students. • Monitor progress towards goals using MAP. • Use of SRI data to guide instruction. • Differentiated reading groups. • Collaborate with team members regularly. • Determine at-risk students who need Tier II instruction and monitor their growth. 		
In addition to your schoolwide goals; include goals for critical groups				
Educationally Disadvantaged Youth or Title I	<p>By spring 2012, the percent of economically disadvantaged students achieving proficiency on CST will increase from 71% to 73% in ELA and from 74% to 80% in math. This past year our EDY students increased their proficiency percentage by 17% in ELA and 10% in math, thus making good strides towards closing the achievement gap for this population of students. We will again this year provide IMPACT intervention for non-proficient EDY students. They will receive pull-out, small group instruction (grouped according to MAP data results) in reading, language arts, and math. We will monitor their growth throughout the year using MAP, SRI/RR data, and classroom</p>	<p>Provide pull-out small group instruction in reading, writing, and math for all non-proficient EDY students. Instruction will be delivered by a credentialed IMPACT teacher, forty minutes a day, four days a week. Groups will be no larger than five students per group. Instruction will be standards-based and focused on building strong academic skills plus organization and test-taking strategies. IMPACT teachers will review subgroup results from MAP and CST data to determine what areas need to be targeted.</p> <p>Support classes offered after school in math and homework strategies.</p> <p>Kindergarten and first grade students to work and read with a volunteer tutor in the Everyone a Reader Program.</p> <p>Work closely with families who are struggling with</p>	<p>Improvement in reading, writing, and math based on daily classroom performance, classroom assessments, SRI and RR results at K-2nd, MAP data, and CST results.</p> <p>Teacher observation and input.</p>	<ul style="list-style-type: none"> • Specialized instructional materials designed by IMPACT teachers. • Differentiated curriculum in the classroom. • Compass Learning • Raz Kids and Learning A-Z

Target Group	2011-12 SMART Goals	Actions/Strategies to Achieve Goals	Data to Monitor and Evaluate Progress	Resources
	assessment results.	<p>family issues that interfere with student performance.</p> <p>School psychologist and school counselor to work with students and families as needed.</p> <p>Closely monitor progress.</p>		
English Learners	<p>By spring 2012, the percent of ELL students achieving proficiency on CST will increase from 84% to 85% in ELA and be maintained in math at 90%. This past year our ELL students again closed the achievement gap by meeting the same proficiency rate as all students at Canyon View. We will work to maintain this goal by, again this year, providing IMPACT intervention for all non-proficient ELL students. They will receive pull-out, small group instruction (grouped according to CELDT and MAP data results) in reading, language arts, and math. We will monitor their growth throughout the year using MAP, SRI/RR data, and classroom assessment results. In addition, beginning ELL students will receive additional support from our ELL instructional assistant.</p>	<p>Provide pull-out small group instruction in reading and writing for all non-proficient ELL students. Instruction will be delivered by a credentialed IMPACT teacher, forty minutes a day, four days a week. Groups will be no larger than five students per group. Instruction for CELDT Level 3,4, and 5 students will be standards-based and focused on building strong academic skills plus organization and test-taking strategies. In addition, an important part of ELL IMPACT intervention time will be work with academic language linked to grade level content areas. CELDT Level 1 and 2 will work primarily on acquiring basic reading and writing skills in English.</p> <p>Monitor student growth closely with all stakeholders.</p> <p>Support classes offered after school in math and homework strategies.</p> <p>Kindergarten and first grade students to work read with a volunteer tutor in the Everyone a Reader Program.</p> <p>Work closely with ELL families, explaining the special programs the school has to support their child's acquisition of the English language. Hold three ELAC meetings a year.</p> <p>School psychologist and school counselor to work with students and families as needed.</p>	<p>Reading and writing improvement based on classroom performance in reading and writing, MAP data in reading and language arts, CELDT and CST-ELA results.</p> <p>Teacher observation and input.</p>	<ul style="list-style-type: none"> • Specialized instructional materials designed by IMPACT teachers. • Differentiated curriculum in the classroom. • Compass Learning • Raz Kids and Learning A-Z • Language! • ALEK licenses for advanced ELL math students.
GATE	<p>By spring 2012, 100% of Canyon View GATE students will score advanced on the ELA sections of the CST. The percent of GATE students scoring advanced on the math sections of the CST in 2012 will remain at 100%, the same as it has been for the past four years.</p>	<ul style="list-style-type: none"> • Hold yearly parent meetings. • Differentiated instruction in the classroom. • Request for parent volunteers to head GATE enrichment programs; math club(Math Olympiad) and Science Field Day. • Evaluate results of MAP and CST data. • Purchase ALEK licenses for high end math students. 	<ul style="list-style-type: none"> • MAP • Student Growth Targets • CST 	<ul style="list-style-type: none"> • Classroom enrichment activities • ALEK licenses • Advanced texts for high readers. • After school opportunities

Target Group	2011-12 SMART Goals	Actions/Strategies to Achieve Goals	Data to Monitor and Evaluate Progress	Resources
		<ul style="list-style-type: none"> • Purchase of more appropriate high Lexile books for advanced readers. • Introduce GATE program to parents of newly identified students. 		
Students with Disabilities	<p>By spring 2012, 73% of students receiving special education services will score proficient or above on the ELA sections of the CST. This represents a growth goal of 9%. We lost ground last year and will make efforts to reach 2011 goal in 2012. By spring of 2012, 75% of students receiving special education services will score proficient or above on the math sections of the CST. This represents a growth goal of 9%. We lost ground last year and will make efforts to reach 2011 goal in 2012.</p>	<p>New and ongoing work:</p> <ul style="list-style-type: none"> • Third, fourth, and fifth grade RSP students will receive sixty to one hundred twenty minutes of daily support in the classroom. The RSP teacher and instructional assistants go into the classroom and deliver specialized instruction. The two largest advantages to this model are: the students do not miss any class time so they are not missing any classroom teacher instruction or directions and it is a much better scenario for the classroom teacher to also being working on student IEP goals. Teachers feel much more involved in the education of their RSP students. • Recommend that students qualified to take the CMA, take it and not the CST. • More concentrated work around instruction in test taking strategies - greater use of practice tests. • Small group environment for testing and specialized instruction • Support and accommodate general education curriculum to meet student needs • Create curriculum to meet student need. • Principal, RSP teacher, and classroom teacher to meet each trimester to discuss RSP student progress. 	<ul style="list-style-type: none"> • Monitor growth towards meeting IEP goals. • Results of MAP testing reviewed and areas of need used to drive instruction. • Ongoing formative assessment. • Input/observation from classroom teacher. 	<ul style="list-style-type: none"> • Read Well • Read Naturally • computer based programs • Word Maker • Working Phonics • Brain Pop/Brain Pop Jr. • Compass Learning • Learning A-Z • Reasoning and Writing • DLR (Daily Language Review) • Word-of-the-Week (vocabulary) • Write Out Loud • Kidspiration/Inspiration • Study Smart Math • Touch Math • Math Blasters

CAPACITY BUILDERS TO SUPPORT ATTAINMENT OF GOALS, FOCUSED ON RIGOR, RELEVANCE, AND RELATIONSHIP

Professional Learning and Collaboration to build staff capacity	Parent Engagement to support student learning	Student Engagement for partnership in learning
<ul style="list-style-type: none"> • Leadership team meets monthly. • Hands-on staff training using new technology and programs when necessary. Learning Point will continue to be offered as a TLC to staff. Teachers who are using Learning Point will share at staff meetings. New strategies for monitoring Compass Learning will continue to be shared. Learning A-Z is a new computer software program purchased for all students. Webinar held with company trainers for teachers and teachers will share their ideas with successful use of the program with others at staff meetings. • Increased collaboration through designated team/grade level meeting times. • Every teacher is encouraged to hold a leadership role. Principal personally asks individual teachers to head committees based on individual teacher's strengths. • Use of staff meetings for articulation. • Professional Development days used for collaboration and review of test data and Literacy Plan goals. 	<ul style="list-style-type: none"> • PTA and Foundation focuses on supporting SPSA School-wide goals for improving student achievement through the coordinated funding of educational programs. • Foundation • PTA • SSC • Family Science Night • Family Literacy Night • Family Art Night • Parent/Teacher Conferences • Back to School Night • Parent led County Science Team support classes to competition in May. • Parent led Math Olympiad support classes with five competitions during the school year. • Parent led County supported Everyone a Reader Program where parent volunteers read to children who are behind their peers in reading skills. • Homework Club - volunteers from the community come after school for one hour and work 2:1 with students who struggle with homework completion. • Parent participation on Field Trips • Parent/Teacher committee sustain, supply, evaluate success of science lab with standards based science activities and experiments for all grade levels. Parents with science backgrounds to lead science lessons. • Parent led Art Program where parents prepare and teach lessons in art. • PTA, Foundation, Teachers and Principal concentrate effort in communication to all students and parent community through multiple formats (electronic reader board, ConnectEd messages, electronic new and improved weekly news bulletin, and personal phone calls when appropriate). • A concerted effort will be made to make sure that parent groups reflect the cultural diversity of the school. Personal invitations to parents to aid in ensuring our parent groups reflect the school's diversity. • PTA and Foundation to present at Kindergarten Orientation and actively recruit K parents to serve the school community in a variety of ways - making sure there is diversity among participants. 	<ul style="list-style-type: none"> • Buddies • Student Council • Participation in after school activities; example - Science Field Day preparation, Math Olympiad practice, Robotics Club, Chinese Club, Spanish language class, Homework Club. • Student participation in writing academic goals based upon MAP and CST performance. Students will know their expected and optimum growth target and incentives will be given to meet those targets. This is to ensure each child performs their best on both MAP and CST testing and participates in weekly expectations of time spent on Compass Learning. • Students participate in Character Counts Program by writing examples of good character and reading their work over the PA system during morning announcements.

III.B. LEVEL TRANSITIONS (Includes PreKindergarten-Kindergarten; 5th Grade-6th Grade; 8th Grade-9th Grade12th to post-secondary)

To prepare our students for the transition from elementary school to middle school, we emphasize the importance of: organization (Binder Reminder); focusing on instruction (Cornell Note-taking); having solid study skills and social awareness (Social Skills of the Week); physical readiness (daily runs, Jump Rope UYC, Presidential Fitness Testing); demonstrating their good character through their actions (Character Counts).

IV.A. SAFE AND SUPPORTIVE SCHOOLS - SCHOOLWIDE BEHAVIORAL SUPPORT PLAN

Canyon View students are aware of behavior expectations as they are clearly stated in our handbook, which is distributed to all students and parents at the beginning of the year. This year we updated the Student Handbook to reflect current needs. We have incorporated the Six Pillars of Good Character throughout our school. Our MPR displays a new mural and giant banners that reflect Canyon View's commitment to good character.

Our rules are discussed in class, through behavior assemblies with the principal and written communication to parents, whose signatures are required in support of our policy. We have zero tolerance when it comes to violence, bullying, and hateful language. These types of behaviors are taken very seriously and appropriate discipline measures are given to students who engage in this sort of behavior. Students receive "Character Adjustment Tickets" for minor infractions, while more serious behaviors warrant a referral to the principal. These strategies are presented in library presentations. We have a school counselor her one day a week and a psychologist one and half days per week. They receive referrals from the principal and teachers to speak with a student when needed. When this occurs, the counselor or psychologist also connects with the parents.

Every morning on the intercom, a Project Wisdom message that aligns with the Character Counts pillar of the month is read by either the principal or students. Our aim is that these consistent strategies help the student make good choices. Our playground supervisors have attended inservices on helping students deal with conflict. Before and after school, we have a group of students who serve as Gatekeepers, reminding their classmates of appropriate behavior. Each month, eighteen students who display exemplary examples of the monthly pillar of character are chosen by their teacher. These students are honored at our monthly Character Counts assemblies. Teachers provide incentives to the students in the classroom, review morning character message with class, and take opportunities when teaching "Too Good for Drugs" or other curriculum related to building good character to reinforce the message of "Character counts, especially when no one else is looking."

IV.B. SAFE AND SUPPORTIVE SCHOOLS - DRUG ABUSE EDUCATION PLAN

All schools in the PUSD implement the Too Good for Drugs Tobacco, Drugs and Alcohol prevention program, which is designed around specific lessons in five components: Goal Setting, Decision Making, Bonding with Others, Identifying and Managing Emotions, and Communicating Effectively.

Program	Grade Level(s)	Minutes
Too Good for Drugs	K-9th	300 minutes
Red Ribbon Day		60 minutes
Adopt a Family	K-12th	60 minutes
Character Counts	K-12th	2 minutes per day over PA
		30 minutes per month in a Character Counts Assembly
Second Step	Pre-K-8th	120 minutes
Steps to Respect	3rd-6th	

V.A. FUNDING AND GOVERNANCE – PROGRAMS/FUNDS INCLUDED IN THE SPSA

STATE/FEDERAL PROGRAMS	SITE ALLOCATION (IF APPLICABLE)
Title I	0
Title I Parent Involvement	0
ELAP: English Language Acquisition Program (Grades 4-8 only)	0
EIA-EL: Economic Impact Aid - English Learners	17,321
EIA-SCE: Economic Impact Aid - State Compensatory Education	9,227

V.B. FUNDING AND GOVERNANCE - CENTRALIZED SERVICES

Centralized Services, in the forms of administrative support and instructional support/professional development, are performed by the district office in support of school sites. These may include:

- Assessment, monitoring, and reporting services
- English language proficiency testing
- Staff development / training
- Salaries for teachers, instructional assistants, tutors
- Instructional materials purchase and implementation support
- Intervention programs
- Other services, as appropriate for school site support

Program	Budgeted Amount	Percentage of Total District Allocation	Centralized Services (Description Below)
Title I	\$436,580	16.1%	Required Indirect Costs, administration, data support, professional development, school-choice transportation
Title I Parent Involvement	\$2,077	11%	Required Indirect Costs, district-wide parent involvement
Title III Limited English Proficient	\$495,974	98%	Required Indirect Costs, instructional assistants, parent liaisons, training in use of data
Title III-Immigrant	\$95,294	98%	Required Indirect Costs, parent education and support, student transition, English language development class support
EIA - LEP	\$491,917	25.3%	Required Indirect Costs, administration, instructional assistants, site coordinators, data support, EL proficiency testing, certificated and classified EL staff development, decrease class size, ELD texts, district summer school for English learners
EIA - SCE	\$308,074	24.4%	Required Indirect Costs, administration, AVID tutors, staff development, district summer school for at-risk students

V.C. FUNDING AND GOVERNANCE - ASSURANCES AND SIGNATURES

The School Site Council (SSC) recommends this SPSA and proposed expenditures to the district governing board for approval and assures the Board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy, school site bylaws, and state law.
California Education Code specifies the composition of the School Site Council as follows:
 - At the elementary level: parity between (a) the principal, classroom teachers, and other school personnel; and (b) parents or other community members selected by parents.
 - At the secondary level: parity between (a) the principal, classroom teachers, and other school personnel, and (b) equal numbers of students, and parents /other community members, selected by parents and students.
 - At both the elementary and secondary levels classroom teachers comprise the majority of persons represented under subdivision (a)
 - At the discretion of the local governing board, the middle school may, but is not required to, include student representation on the SSC.
 - The means of selecting SSC members are not specified in law, except that members must be chosen by peers.
 - No additional membership qualifications may be required. Beyond the composition requirements stated above, no seat on the SSC may be reserved for any group or individual.

2. The SSC reviewed its responsibilities under state law and district governing board policies, including those Board Policies related to material changes in the school plan requiring board approval.

3. The SSC reviewed the content requirements for school plans of programs included in this SPSA, and believes all such content requirements have been met, including those found in district governing board policies and in the LEA Plan.

4. This SPSA is based upon a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

5. The SSC has participated in the development, implementation, and monitoring cycle of the SPSA by taking the following actions:
 - a. Measured the effectiveness of the improvement strategies at the school
 - b. Sought input from school advisory committees
 - c. Reaffirmed or revised school and subgroup goals
 - d. Revised improvement strategies and expenditures
 - e. Recommended the approved SPSA to the governing board
 - f. Monitored implementation of the SP

6. **The SSC has sought and considered all recommendations from the following groups:**

Advisory Committee	Chairperson / Representative Name	Signature	Date
English Learner	Julia Lemaster	Original signature page on file at the district office.	
Special Education	Deborah Teudt		
Title I (if applicable)			
Library	Linda Campise		

SCHOOL SITE COUNCIL SIGNATURES

Principal	Classroom Teacher	Other School Staff	Parent	Student (MS/HS) Only	Term Exp. Date	Name	Signature	Signature Date
[X]	[]	[]	[]	[]		Vickie Bakki		
[]	[X]	[]	[]	[]	2012	Kim Broaddus	Original signature page on file at the district office.	
[]	[X]	[]	[]	[]	2013	Renee Baer		
[]	[X]	[]	[]	[]	2013	Jackee Sheets		
[]	[]	[]	[X]	[]	2013	Katie Recore		
[]	[]	[]	[X]	[]	2012	Christine Gerber		
[]	[]	[]	[X]	[]	2013	Celeste Jacob		
[]	[]	[]	[X]	[]	2013	Ine Creemers-Van Lier		
[]	[]	[]	[X]	[]	2012	Dan Lavine		
[]	[]	[X]	[]	[]	2013	Donna Folberg		
1	3	1	5	N/A	TOTALS (total of columns 1-3 must be equal to the total of columns 4 and 5)			

This SPSA was approved and adopted by the School Site Council on January 12, 2012.

The signature of the Principal verifies that:

- Information regarding school-based programs has been provided to site advisory committees or representatives.
- All interested persons had the opportunity to meet to establish the SSC.
- The SSC had the opportunity to decide whether the school would participate in a SBCP.
- Funds have been coordinated, and supplement, but do not supplant, existing state and local fiscal efforts.

The signature of each members of the SSC verifies that:

- He/She has reviewed and affirmed the above listed assurances.

The signature of each Advisory Committee Chairperson/Representative indicates that:

- The represented group has been sought out, and has had the opportunity to provide input for the SBCP and related expenditures.

V.D. BUDGET DEVELOPMENT FORM

SITE: Canyon View Elementary School
 PROGRAM: Economic Impact Aid - English Learners
 RESOURCE NUMBER: 7091
 2011 ENTITLEMENT: \$17,205
 PLUS CARRYOVER: \$116
 TOTAL SITE BUDGET: 17,321

**Budget Summary for
Canyon View Elementary School**

\$PER STUDENT: _____
 # OF STUDENTS: _____
 TOTAL ENTITLEMENT: 0
BUDGETED EXPENDITURES

OBJECT	FUNCTION 1000 INSTRUCTIONAL	FUNCTION 2700 SCHOOL ADMIN	FUNCTION 3110 COUNSELING	FUNCTION	FUNCTION	GRAND TOTAL
1000 CERTIFICATED SALARIES						
1100-010: TEACHER'S SAL. REGULAR						0
1100-012: TEACHER SUB						0
1100-014: TEACHER HOURLY	17,321					17,321
1900-010: OTHER CERTIFICATED REGULAR						0
1900-014: OTHER CERTIFICATED HOURLY						0
	17,321	0	0	0	0	17,321
2000 CLASSIFIED SALARIES						
2100-010: INSTRUCTIONAL AIDE REGULAR						0
2100-012: INSTRUCTIONAL AIDE SUB						0
2100-014: INSTRUCTIONAL AIDE HOURLY						0
2400-010: CLERICAL REGULAR						0
2400-014: CLERICAL HOURLY						0
2900-086: OTHER CLASSIFIED REGULAR						0
3000 EMPLOYEE BENEFITS						
3111-000: STRS – CERTIFICATED						0
3212-000: PERS – CLASSIFIED						0
3222-000: PERS Pickup – CLASSIFIED						0

OBJECT	FUNCTION 1000 INSTRUCTIONAL	FUNCTION 2700 SCHOOL ADMIN	FUNCTION 3110 COUNSELING	FUNCTION	FUNCTION	GRAND TOTAL
3312-000: FICA – CLASSIFIED						0
3321-000: MEDICARE – CERTIFICATED						0
3322-000: MEDICARE - CLASSIFIED						0
3331-000: PARS - CERTIFICATED						0
3332-000: PARS – CLASSIFIED						0
3401-000: HEALTH-CERTIFICATED						0
3402-000: HEALTH-CLASSIFIED						0
3501-000: UNEMPLOYMENT INS - CERTIFICATED						0
3502-000: UNEMPLOYMENT INS – CLASSIFIED						0
3601-000: WORKERS COMP INS – CERTIFICATED						0
3602-000: WORKERS COMP INS - CLASSIFIED						0
3802-000: PERS Recapture - CLASSIFIED						0
4000 BOOKS AND SUPPLIES						
4100-010: TEXTBOOKS						0
4200-010: OTHER BOOKS						0
4300-010: SUPPLIES						0
4300-011: SUBSCRIPTIONS						0
4300-018: SOFTWARE						0
4300-099: RESERVE						0
5000 CONTRACTED SERVICES						
5200-010: CONFERENCE EXPENSE						0
5200-011: TRAINING EXPENSE						0
5200-020: MILEAGE EXPENSE						0
5600-041: MAINTENANCE CONTRACTS						0
5710-012: PUBLICATIONS						0
5710-130: STUDY TRIPS						0
5800-015: PROFESSIONAL SERVICES						0
5800-086: OTHER SERVICES						0
6000 CAPITAL OUTLAY						

OBJECT	FUNCTION 1000 INSTRUCTIONAL	FUNCTION 2700 SCHOOL ADMIN	FUNCTION 3110 COUNSELING	FUNCTION	FUNCTION	GRAND TOTAL
6400-030: COMP HARDWARE UNDER \$500						0
6400-031: COMP HARDWARE \$500 AND OVER						0
6400-090: EQUIPMENT UNDER \$500						0
6400-091: EQUIPMENT \$500 AND OVER						0
TOTAL SITE BUDGET:	17,321	0	0	0	0	17,321

V.D. BUDGET DEVELOPMENT FORM

SITE: Canyon View Elementary School

PROGRAM: Economic Impact Aid - State Compensatory Education

RESOURCE NUMBER: 7090

2011 ENTITLEMENT: \$5,700

PLUS CARRYOVER: \$3,527

TOTAL SITE BUDGET: 9,227

\$PER STUDENT:	_____
# OF STUDENTS:	_____
TOTAL ENTITLEMENT:	<u>0</u>
BUDGETED EXPENDITURES	

**Budget Summary for
Canyon View Elementary School**

OBJECT	FUNCTION 1000 INSTRUCTIONAL	FUNCTION 2700 SCHOOL ADMIN	FUNCTION 3110 COUNSELING	FUNCTION	FUNCTION	GRAND TOTAL
1000 CERTIFICATED SALARIES						
1100-010: TEACHER'S SAL. REGULAR						0
1100-012: TEACHER SUB						0
1100-014: TEACHER HOURLY	9,227					9,227
1900-010: OTHER CERTIFICATED REGULAR						0
1900-014: OTHER CERTIFICATED HOURLY						0
	9,227	0	0	0	0	9,227
2000 CLASSIFIED SALARIES						
2100-010: INSTRUCTIONAL AIDE REGULAR						0
2100-012: INSTRUCTIONAL AIDE SUB						0
2100-014: INSTRUCTIONAL AIDE HOURLY						0
2400-010: CLERICAL REGULAR						0
2400-014: CLERICAL HOURLY						0
2900-086: OTHER CLASSIFIED REGULAR						0
3000 EMPLOYEE BENEFITS						
3111-000: STRS – CERTIFICATED						0
3212-000: PERS – CLASSIFIED						0
3222-000: PERS Pickup – CLASSIFIED						0

OBJECT	FUNCTION 1000 INSTRUCTIONAL	FUNCTION 2700 SCHOOL ADMIN	FUNCTION 3110 COUNSELING	FUNCTION	FUNCTION	GRAND TOTAL
3312-000: FICA – CLASSIFIED						0
3321-000: MEDICARE – CERTIFICATED						0
3322-000: MEDICARE - CLASSIFIED						0
3331-000: PARS - CERTIFICATED						0
3332-000: PARS – CLASSIFIED						0
3401-000: HEALTH-CERTIFICATED						0
3402-000: HEALTH-CLASSIFIED						0
3501-000: UNEMPLOYMENT INS - CERTIFICATED						0
3502-000: UNEMPLOYMENT INS – CLASSIFIED						0
3601-000: WORKERS COMP INS – CERTIFICATED						0
3602-000: WORKERS COMP INS - CLASSIFIED						0
3802-000: PERS Recapture - CLASSIFIED						0
4000 BOOKS AND SUPPLIES						
4100-010: TEXTBOOKS						0
4200-010: OTHER BOOKS						0
4300-010: SUPPLIES						0
4300-011: SUBSCRIPTIONS						0
4300-018: SOFTWARE						0
4300-099: RESERVE						0
5000 CONTRACTED SERVICES						
5200-010: CONFERENCE EXPENSE						0
5200-011: TRAINING EXPENSE						0
5200-020: MILEAGE EXPENSE						0
5600-041: MAINTENANCE CONTRACTS						0
5710-012: PUBLICATIONS						0
5710-130: STUDY TRIPS						0
5800-015: PROFESSIONAL SERVICES						0
5800-086: OTHER SERVICES						0
6000 CAPITAL OUTLAY						

OBJECT	FUNCTION 1000 INSTRUCTIONAL	FUNCTION 2700 SCHOOL ADMIN	FUNCTION 3110 COUNSELING	FUNCTION	FUNCTION	GRAND TOTAL
6400-030: COMP HARDWARE UNDER \$500						0
6400-031: COMP HARDWARE \$500 AND OVER						0
6400-090: EQUIPMENT UNDER \$500						0
6400-091: EQUIPMENT \$500 AND OVER						0
TOTAL SITE BUDGET:	0	0	0	0	0	0

VI. ADDENDUM (Optional)
