

School Mission Statement

We are committed to developing honest, respectful, caring, literate, and productive citizens who will develop the skills necessary for continuing intellectual curiosity and make life-long contributions to society. We will:

- RISK TO LEARN
- WORK TO ACHIEVE
- LIFT OTHERS UP!

Middle Canyon Goals

Goal 1: Increase instructional intensity and student engagement using excellence in teaching, authentic assessment, Utah Core Standards, Professional Learning Communities, Continuous School Improvement, Response To Intervention, to significantly increase academic growth and achievement for all students.

- Increase student academic achievement, growth, and learning opportunities in Mathematics and Science education by 5%.
- Earn “A’s” on SB271 School Grading and “Above State Average” on UCAS (Utah Comprehensive Assessment System).

Objectives/Action Plan-

1. Improve the percentage of students proficient in mathematics and literacy by 5 %.
2. Improve the quality and intensity of Tier 1 instruction with an emphasis on student engagement, rigor, and instructional intensity.
3. Develop and implement a “Data Protocol” to inform instruction and improve numeracy and literacy through improved data analysis and data driven decision making.
4. Develop benchmark/common assessments and standards-based lesson plans tied to assessments. This includes 4 writing assessments, 6-8 Math, 4 Science, 3 Dibels, and 3 Words their Way common assessments.
5. Develop SMART goals in these content areas.
6. Continue implementation of Utah Core Standards.
7. Principal will focus on 20% of the school day in classrooms to improve walkthrough observations, participate in data driven decision making meetings with PLC teams, and implement effective teacher evaluations through 15 by 15 feedback.
8. Support STEM education and grant programs.
9. Instructional coach will focus at least 60% of their time in the classroom to support instruction.
10. Provide interventions for struggling students (RTI).

Goal 2: Transform communication, customer service, and relationship expectations via collaboration with all stakeholders (parents, students, staff, and community).

Objectives/Action Plan-

1. Improve functionality, design, access, and user-friendliness of school website.
2. Improve parent-home communications via conferences, newsletters, surveys, and other technology means.
3. Accentuate and communicate the work of Community Councils and PLCs in all schools.
4. Post school events on web calendar and share “great things happening” using twitter and other social media sites.

Goal 3: Promote safety, security, and a positive learning environment/school climate.

Objectives/Action Plan-

1. Communicate and enlist parent and stakeholder support in anti-bullying and suicide prevention efforts.
2. Communicate and enlist parent and stakeholder support in Math and Language Arts instruction.

1. ISQ Goals

- a. School safety: According to survey results, teachers are concerned about school safety.
 - a. Implement school-wide discipline plan and focus on a school culture of accountability.
 - b. Continue implementation of “Bully Blockers” program to strengthen student social skills. Integrate with Prevention Dimension program.
 - c. Increase social play opportunities for students during recess and PE to further develop school culture.
- b. Parent support: According to survey results, parents would like better communication between home and school. The school will work to improve the use of the call out/text/group email system, some teachers will pilot safe social media such as “EdModo”, school will establish twitter account to broadcast information relevant to parents. In addition, to increase face to face opportunities at school for adults we created a Community Connections Committee and also a School Recognition Committees whose ultimate goals will be to strengthen school/community relations.

2. Two Service Learning Projects per year.

1. Service Project for Quarters for Christmas: Students and teachers will participate in quarters for Christmas. Coordinated by our Volunteer Coordinator, we will start the project on Nov. 1.
2. Adopt a School: This spring the school will join in a school supplies drive to benefit a school overseas. Through coordination with Doctors without Borders we anticipate students will get behind and learn a lot through participation in this program.

3. PLC Bash plan

With the new Utah Core, math instruction is changing dramatically. To gear up, Middle Canyon teachers spent 6 hours in an inservice workshop on August 12 practicing math instruction together. Further, they spent another 6 hours working in an online math course for teachers delivered from Dr. Jo Boaler at Stanford University entitled, “How to Learn Math.” The course was innovative, thought provoking and well received.

4. What does your school do best (strengths)?

Middle Canyon’s mission is that we are committed to developing honest, respectful, caring, literate, and productive citizens who will develop the skills necessary for continuing intellectual curiosity and make life-long contributions to society. We

- Risk to Learn,
- Work to Achieve, and
- Lift Others Up.

We risk to learn: We made the most improvement in math in the school district last year and improved another 4% on Core test scores for a third year in a row. We did this by recognizing that traditionally Math is a weak spot for our school and our students, so we increased our emphasis to excel in Math. We have a dedicated staff who participate in a number of activities to improve their teaching, and improve the quality of direct instruction and Tier I teaching. This year we will introduce Cognitive Math Instruction principles (CMI) to our faculty, several of whom go a jump start in the summer at the Summer Core Academy. Success in this deeper approach to math will require a lot of effort from students, parents, and teachers, but we are excited for the new growth opportunities.

We work to achieve: Our teachers are knowledgeable and well trained. They run their classes with efficiency, and all classes are well disciplined. Our students are well behaved and willing to take on any challenge we set before them.

We lift others up: We have a strong PTA with a core PTA board that is close knit, very creative, and self-sacrificing. PTA sponsors several events each year that bring a large number of community members into the school, including a science fair and a school carnival. We teach students to lift others up when students participate in community service projects, cross age tutoring, enjoy prevention dimension lessons and activities and benefit from Tooele City Police departments support in Lion’s Quest.

5. What are your school's greatest challenges?

Writing: Language arts CORE test scores grew significantly in FY2013. We believe that last year's emphasis on writing helped. Fifth grade writing assessment scores are above the district average. We continue to emphasize writing experiences school-wide for continued improvement. There is a general upward trend for all our scores as students go from 1st to 6th grade—they get better the longer we have them.

	2010	2011	2012	2013
Language Arts	188	182	215	216
Mathematics	182	202	206	226
Science	186	205	209	204

School progress scores were over 200 points for all 3 subjects, with Math showing the most growth garnering 226 points. Language Arts and Science also grew significantly. Typically a growth score over 190 is a strong positive indicator.

Reading: Progress scores for ELC Core in 2013 were very satisfying. ELA growth score was 226, a fantastic jump. Third grade showed huge gains in students reading on grade level the year before. They moved from 50% to 74% just one year. There is an upward trend in DIBELS scores over the last three years.

Math: Math scores improved by 4% overall last year following a trend set the year before, so about 13% improvement over three years for the entire school has been very satisfying. This year we hope to increase implementation of math tasking strategies. Eight teachers and the principal attended summer Math Core Academy, and we expect to see a lot of tasking, modeling and a lot of higher order thinking in our instruction.

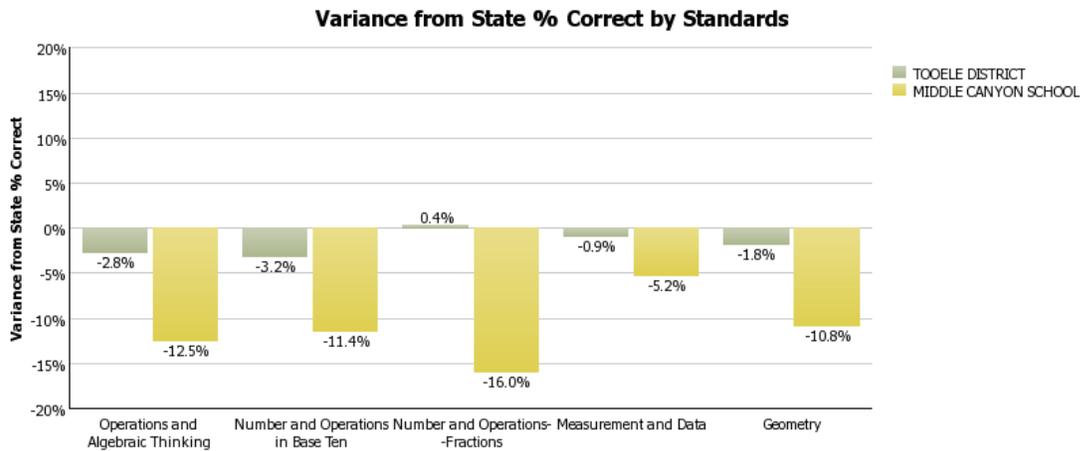
Science: 4th grade maintained their high standards from last year, when they exploded forward, with a 30% improvement on the CRT. We continue to work on writing and informational text and hands on instruction as we improve student's science skill. The school continued to improve in science as well.

PR: Based on results from the ISQ (Indicators of School Quality) report growth in general morale and community relations. Parents believe our teachers are knowledgeable and that they promote good behavior. However, our school community relations show the need for greater communication and more face to face involvement at the school.

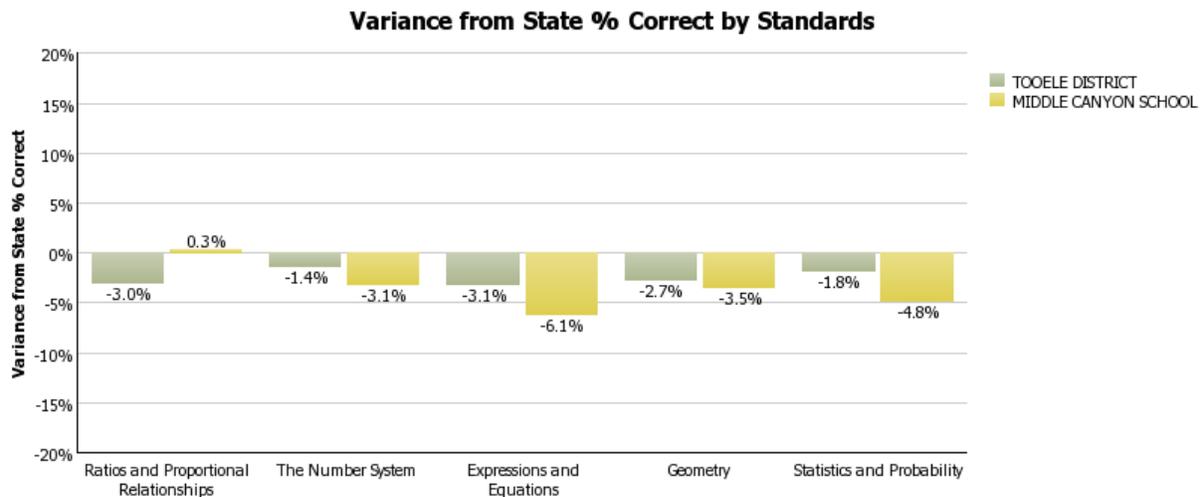
Needs:

One of our biggest opportunities for growth is in Math. This isn't because scores are any lower or higher than ELA or Science, but because it is clear where to focus our effort. While 4th and 5th grade scores were right on district average, scores in 3rd and 6th show us where we can improve. Note that the support comes from all the school. It doesn't just fall on one grade's shoulders!

3rd grade Math CRT by standards



6th grade Math CRT by standards



Notice the need in basic numeracy and understanding the value of numbers. As we study and implement CMI we should be able to help students immensely in these standards (aka fractions and basic arithmetic.) It isn't that our student's can't do the work, they struggle when they follow a math recipe instead of understanding for themselves.

6. Action Plan of school priorities:

SMART Goals

MISSION AND VISION: RISK TO LEARN, WORK TO ACHIEVE, LIFT OTHERS UP

WRITING Smart Goal:

By the end of the 2014 school year at least 80 percent of the student population will meet or exceed district grade level standards in writing as measured by the Utah Writes Writing Assessment.

Key Activities: Writing is one of the components of comprehensive Literacy Instruction. Teachers and students will spend a minimum of 150 minutes per week focused on literacy instruction, including writing instruction.

Key Measures: Students will write in the domains of narrative, expository, and persuasive writing at grade level or above as measured by the writing assessment rubric and/or comparison to district/state anchor papers.

- Teachers will provide instruction through whole and small group mini-lessons. Students will have extended opportunities for writing with guided practice. Teachers will conference with students to examine the effectiveness of instruction and student growth in writing.
- Students and teachers will examine writing over time to determine improvement based on the rubric criteria of content/ideas, organization, word choice, voice, sentence fluency, and conventions. This data will be collected quarterly.
- A quarterly assessment using “Utah Writes” will be analyzed for strengths and growth opportunities using the Leverage Leadership Data Protocol.

Reading Smart Goal:

Increase school CRT Language Arts scores 5% to equal district averages and achieve a progress score school wide of 200 in LANGUAGE ARTS.

Key Activities: Reading is one of the components of comprehensive Literacy Instruction. Teachers will provide Tier I instruction using the district CELL/ExLL model. Teachers and students will spend 30 minutes a day in RTI based activities to implement Tier I, II, and III strategies to support student reading growth.

- Identify Enduring Standards by streamlining and focusing the core curriculum. Ensure all teachers on a grade level are committed to teaching those standards.
- Implement common assessments in Language arts for each Enduring Standard.
- As PLC teams, meet regularly to analyze student data on common assessments.

Key Measures:

- **Identification of students** - DIBELS is being used school wide as the screening tool for identification of students needing targeted help. Students that are screened from the DIBELS as strategic or intensive will get further diagnostic assessments from the DRA2. Students also get end-of-unit/common assessments that will also identify students that aren't reaching targeted skills.
- **Progress Monitoring** – All grade level teachers will progress monitor students using the online DIBELS NEXT system. Intensive students will be monitored every 2 weeks, strategic students will be monitored every 3 weeks, and borderline benchmark students will be monitored once a month.
- **Special Education or Like Level Intervention (Tier II or Tier III)**– Middle Canyon values the ability and willingness to work with like level students that are being looked at for special education services or are simply at lower levels than other students. Special Education teachers work closely for intervention placement and intervention instruction. The intervention program utilized is Reading Mastery, Read Well, or the Wilson Language Program depending on the grade and depending on the levels of the students.
- **Instructional Coach Instructional Support**– The primary responsibility of the Instructional Coach at Middle Canyon is to provide training and on-going support for Tier I and Tier II instruction for the classroom teacher. The coach is also vital to reporting, gathering, and tracking of data. The instructional coach provides a model for teachers in implementing small group instruction including guided reading (strategy from the CELL/ExLL model) as well as intensive, systematic and explicit instruction for specific chosen groups (as determined by the grade levels PLC, specialists, and data input). The Literacy Coach also functions as the ALS coordinator and is responsible for these students ILDPs and testing.

Math Smart Goal:

Increase school CRT Mathematics scores 5% to equal district averages and achieve a progress score school wide of 200.

Key Activities: Identify Enduring Standards for Math. Write 6-8 standards per grade. Write a common assessment for each of those standards.

- As PLC teams, meet regularly to analyze student data on common assessments.
- Develop tiered interventions to be implemented during a daily RTI half hour.

Key Measures: PLC teams create a vision document in which they identify their enduring standards, set up the rigor level to which they will teach, identify prior knowledge the student needs in order to become successful, and set team dates for the common assessment to be delivered.

- PLC teams will meet for a minimum of 90 minutes each week to analyze student results on common assessments and plan RTI interventions.
- RTI interventions for Math will occur daily for ½ hour. Students in level II groups will be pre-loaded with prior knowledge for upcoming instruction. Students in level III groups will utilize varied strategies under the supervision of Special Education instructors. Students in level I groups will participate in extension activities.

7. PLC/RTI Review (4 Questions):

Where are you at today? PLC teams are based on grade levels. Teams have been mostly intact the last three years, and we have added several very strong teachers to teams for the current school year. Faculty meet each Wednesday as a school-wide PLC, and for 1 ½ hours each week while students attend Specials classes.

This year team we have spent a lot of time in two areas: Math instruction, and Data driven analysis of instruction.

Continued reinforcement in Language arts will be the topic at least once a month during Wednesday School wide PLC. Topics include instruction in online writing assessment using Utah Writes, and we will continue to support Cell/XeLL strategies in the classroom based on Balanced Literacy. Our Instructional Coach will provide the in-school training and on-going support for full implementation.

What were you already doing that fits into the PLC framework?

Build a Common Rationale: Over the last 4 years Common Assessments were written for math, teams met each week, the math instruction books “Making a System on Tens” and “Number Talks will be studied this year. In 2012 and 2013 we studied “Teach Like a Champion”. Before that “Raising the Bar and Closing the Gap” was studied for staff development in FY 2011 and “Learning by Doing” was studied for staff development in FY 2010.

We will continue to practice and receive feedback classroom implementation of strategies from “Teach Like a Champion”, on Cell/Xell strategies, and Cognitive Math Instruction (CMI) and math tasking/number talks.

Ensure that all students are taught the same curriculum: Teams clarify exactly what each student must learn. In the past, teams knew the Utah Core and taught to it. They wrote Common Assessments, and used results sometimes to group students and determine the best instruction.

Common Assessments: Teams used test item pools from their basals to write common assessments, or sometimes used chapter tests. Teams coordinated when the tests were given and teams discussed results of individual students as well as what the item analysis showed about student understanding.

What have you implemented that is new? Our school is working on Math instruction, Data Driven Instruction, an Observation and Feedback cycle, and will be reviewing our student learning culture this year.

- Unpacking Common Core & Re-writing Common Assessments to fit new core.
- School-wide Words Their Way implementation as a spelling common assessment 3 times a year.
- School wide data sharing with parents at PTC of DIBELS, WTW, and Core test results. Letters sent home 3 times a year for all who are not able to attend.
- Implemented Specials—using the time to create PLC planning time.
- Revising grading to reflect student learning and achievement (beginning stages)
- Electronic teacher handbook
- Revised school-wide discipline plan
- “Take-Home Books” library for all Kindergarten, 1st and 2nd grade students.

What is your next move (where are you going)?

- 1) Implement Leverage Leadership:
 - a) Focus on rigor in planning instruction through Data Driven Instruction.
 - b) Focus on feedback to teachers via 15 minutes in each classroom each week and 15 minutes of feedback.
 - c) Focus on school culture starting with the Leverage Leadership self-assessment.
- 2) Continued instruction in Cell/ExLL. Six teachers to attend district workshops. Emphasis in PLC Wednesdays as well. Focus on implementing writing instruction.
- 3) Train faculty in data use following the Leverage model—we call it the “Data Protocol”.
- 4) Refine RTI instruction: We have a schedule in place. Using the data protocol will help identify student needs. Next is to work on interventions for students.
- 5) District benchmark assessments will be run through the data protocol process.
- 6) Implement/advertise school-wide discipline plan with Bully Blocker lessons and student incentive activities.
- 7) Align bullying programs: Bully Blockers, Lions Quest, and Prevention Dimension.
- 8) Incentive committee to continue work on ways to celebrate student success.

8. Data Review by Grade Level: Assessments and Progress Monitoring

A full discussion of testing results is in question 5 (see above). However, we wanted to share the overall data. Notice gains in grades 4, 5 and 6! Way to go Middle Canyon!

Table 1: Growth in Science scores from 2011-2103

Science	2011 Proficiency	2012 Proficiency	2013 Proficiency	% Increase	% Decrease	Added 3% (Y/N)	New goal (+ 5%)
SC 04	52	82	82	0%	-	No	87%
SC 05	78	72	86	14%	-	Yes	91%
SC 06	62	71	73	2%	-	No	78%
All Science	65	75	81	6%	-	Yes	86%

Figure 2: Growth in Science scores from 2011-2103

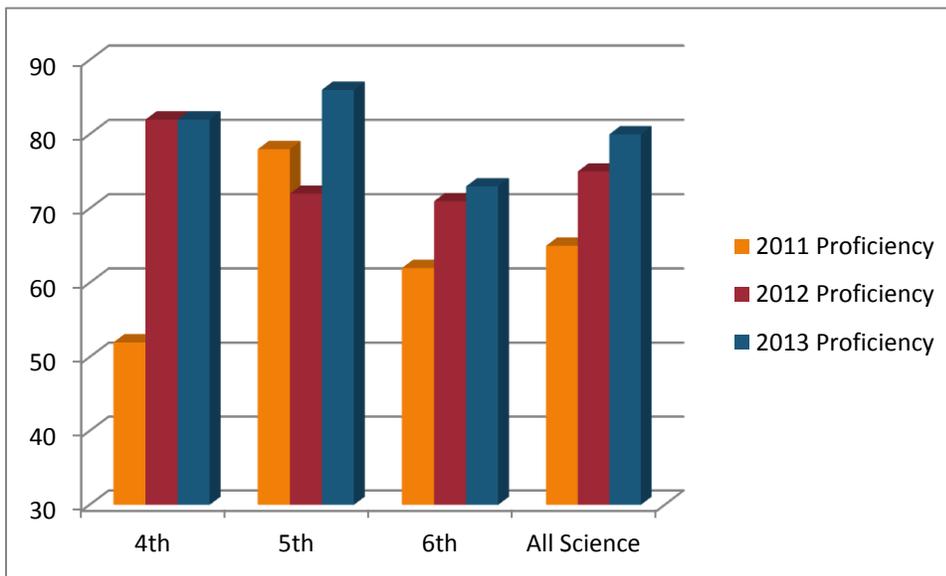


Table 2: Growth in Math scores from 2011-2103

ELA	2011 Proficiency	2012 Proficiency	2013 Proficiency	% Increase	% Decrease	Added 3% (Y/N)	New goal (+ 5%)
SC 03	59	74	68	-	6%	No	79%
SC 04	61	72	78	6%	-	Yes	83%
SC 05	70	73	82	9%	-	Yes	87%
SC 06	66	73	79	6%	-	Yes	84%
All ELA	64	73	77	4%	-	No	81%

Figure 2: Growth in Math scores from 2011-2103

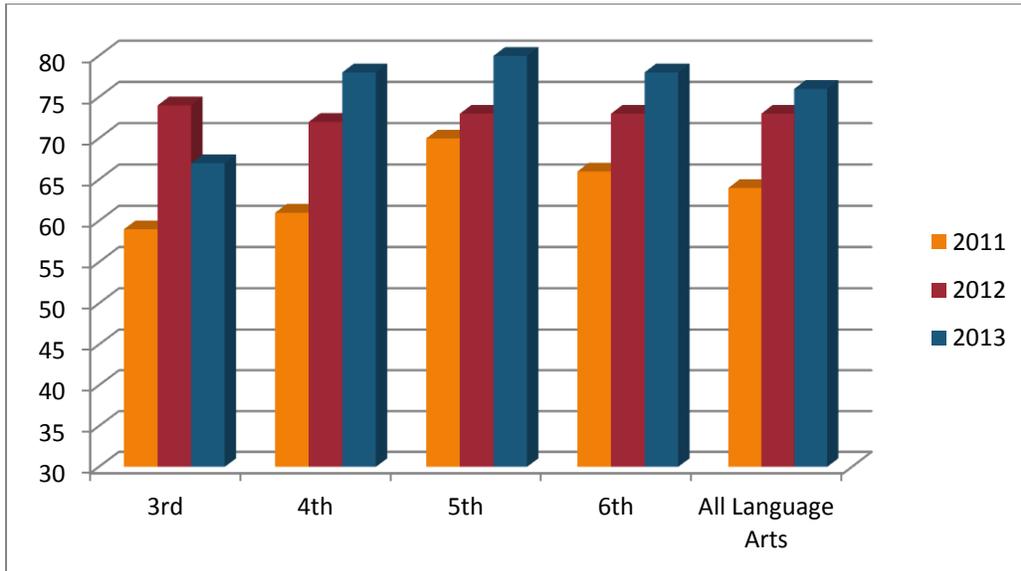
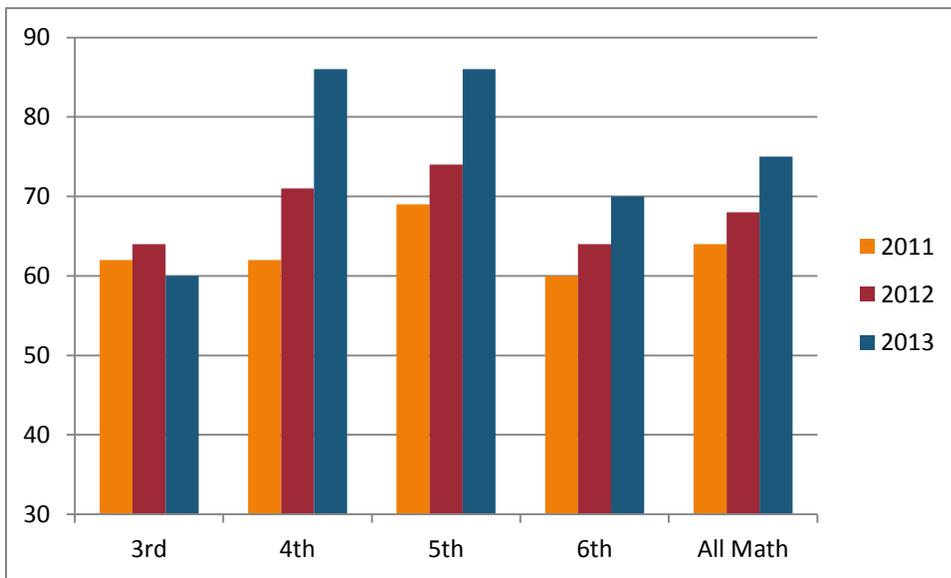


Table 3: Growth in Math scores from 2011-2103

Math	2011 Proficiency	2012 Proficiency	2013 Proficiency	% Increase	% Decrease	Added 3% (Y/N)	New goal (+ 5%)
SC 03	62	64	62	-	2%	No	69%
SC 04	62	71	86	15%	-	Yes	91%
SC 05	69	74	86	12%	-	Yes	91%
SC 06	60	64	72	8%	-	Yes	77%
All Math	64	68	76	8%	-	Yes	81%

Figure 3: Growth in Math scores from 2011-2103



9. 3-Hour Literacy Block: Last year's results and this year's directions.

Middle Canyon expects all students to be focused on literacy for 3 hours a day and Math for at least an hour. For example, typical activities in 1st grade include use of the Basal, Daily Oral Language, Journaling, Word walls, Words Their Way, Literacy Centers, Daily 5, Phonics instruction, Guided Reading, Take home readers, and RAZ kids.

Summative Language Arts Assessments:

- DIBELS/DRA (3 times a year)
- Words Their Way Spelling inventory (4 times a year)
- Core Phonics Survey (at-risk students needing phonics diagnosis).

Formative Language Arts Assessments:

- Basal Tests (end-of-unit assessments)
- Spelling Tests (weekly)
- DIBELS NEXT progress monitoring
- Running Records (informal and formal)
- Anecdotal records

Kindergarten Language Arts Instructional Plan

Tier I instruction will include the following whole group models of instruction for Kindergarten:

- CELL model including shared reading and writing, modeled reading and writing, read aloud and reciprocal teaching (comprehension strategy instruction).
- Daily explicit and systematic Phonemic Awareness and Phonic direct instruction from Scott Foresman program (under the training and direction of Instructional Coach).

Tier II and Tier III instruction will include the following best practices and instructional interventions for Kindergarten:

- Daily guided reading groups
- Daily 5 (including word work, independent reading, listening center, buddy reading and independent writing)
- Para-educator support for daily guided support using Words Their Way for spelling/dictation support
- Specialized support from Special Education specialists for severely at-risk students

Middle Canyon Kindergarten teachers are becoming proficient at the CELL/ExLL Literacy framework and will continue training with our Instructional Coach on a school level. Progress Monitoring will begin with proficiency tracking using the Phoneme Segmentation as the indicator assessment until December. Nonsense Word Fluency will be the second indicator measure starting in December/January.

1st-3rd Grade Language Arts Instructional Plan

Tier I instruction will include the following whole group models of instruction for 1st-3rd grade:

- CELL/ExLL model including shared reading and writing, modeled reading and writing, read aloud and reciprocal teaching
- Daily systematic instruction from the Scott Foresman program
- Comprehension and Fluency work from the Scott Foresman program
- Words Their Way spelling instruction (2nd-3rd grades)

Tier II and Tier III instruction will include the following best practices and instructional interventions for 1st-3rd grade:

- Daily guided reading groups
- Literacy Circles and Book clubs for higher benchmark students not needing daily guided reading support
- Words Their Way developmental word study (2nd-3rd grade)
- Read Naturally for mid-level students needing fluency and comprehension support
- Americorp aide who coordinates our Read Today program. They deliver STAR tutoring for higher intensive and lower strategic bubble students (approximately 10 percent of grade level will receive this support)
- Specialized support from Special Education specialists for severely at-risk students with Read Well, Reading Mastery and Wilson Language Program

Middle Canyon 1st through 3rd grade teachers will focus on the CELL/ExLL model as their primary mode of Tier I instruction. All 1st grade teachers will receive district and school CELL/ExLL training. 2nd-3rd grade teachers will receive CELL/ExLL training on a school level. All teachers will receive ongoing support from the Instructional Coach. DIBELS NEXT progress monitoring will occur in each classroom for all intensive and strategic students on a biweekly or once a month schedule.

4th-6th Grade Language Arts Instructional Plan

Tier I instruction will include the following whole group models of instruction for 4th-6th grades:

- CELL/ExLL model of instruction including modeled writing and reciprocal teaching (comprehension strategy instruction)
- Words Their Way or Scott Foresman spelling instruction
- Scott Foresman DOL instruction
- Writer's Workshop (not all classes)

Tier II and Tier III instruction will include the following best practices and instructional interventions for 4th-6th grades:

- Literacy Circles and Book clubs for higher benchmark students not needing daily guided reading support.
- Specialized support from Special Education specialists for severely at-risk students with Read Well, Reading Mastery and Wilson Language Program.

Middle Canyon 4th through 6th grade teachers will focus on the CELL/ExLL model as their primary mode of Tier I instruction. Two third grade teachers and one 4th grade teacher will receive district and school CELL/ExLL training. The remaining teachers will receive CELL/ExLL training on a school level. All teachers will receive ongoing support from the Instructional Coach. DIBELS

NEXT progress monitoring will occur in each classroom for all intensive and strategic students on a biweekly or once a month schedule.

Math in the upper grades begins with the Houghton Mifflin Basal. Teachers use core test results to refine their teaching, are in the process of unpacking the Common Core, and focus instruction with common assessments and daily lesson quizzes. Time is also set aside in Math for RTI groups.

10. Are curriculum and instructional practices in alignment with CORE standards (3-Tier Instructional Model)?

Much of our PLC time has been spent unpacking the Common CORE, identifying Big Ideas and Essential Questions. Our next move is to refine our yearly pacing calendars, create criterion referencing indexes, and write new common assessments based on our unpacking of the CORE.

11. Are grading policies and homework practices reflective of what the data is telling us about students?

We expect all grades to be posted the week they are assigned. In addition, we are looking for a good working definition for how to make learning the focus of grading (as opposed to participation being what is graded). There are roadblocks such as grading program limitations, and a high need to communicate with parents as we make modifications. Further information on MCE's grading policy is located in the teacher handbook.

12. Alternative Programs (ALS, GT, Title I)?

Middle Canyon will receive 8 employee hours per week which will allow our specialist to reach most of our lower UALPA (score of 1, 2 or 3) students to receive some Tier II support. Our new specialist is getting her feet under her, getting testing completed, and beginning to work with students. Service support for ALS students includes:

- After-school Imagine Learning lab every Monday, Tuesday and Thursday
- Tier II support from ALS specialist once or twice per week
- Accommodations as per ILDP

13. Community Involvement (Community Council/PTA, Extracurricular Activities, Volunteers)?

Our back to school night was spectacular. PTA set up booths about emergency preparedness, community council, and volunteer opportunities to go with the teacher open house classroom presentations. They worked with us to create a punch card. Once a parent visited all the key stops they turned the card in for a popcorn treat for themselves and their students. The night was well attended, enthusiastic, and now we have a long list of volunteers. PTA plans to work with Read Today, Walk to School day, run a school Walk-a-thon (Fundraiser), science fair, red ribbon week, Box tops/soup labels, nominating committee, classroom volunteers, teacher appreciation, field day, spring fling carnival, reflections, public relations, grants, and a school blog. The PTA board meets regularly and is highly enthusiastic. Community Council now has 6 parent members for this year.

During the school year we will hold a few community learning events. We will hold 2 Literacy/Math nights that will focus on bringing a large crowd in to learn more about supporting

literacy and/or math at home as well as celebrate the successes of our students. This will be an opportunity to provide make-and-take activities for parents to do at home with their child.