School Plan 2019-2020 - Canyon View Middle School

Goal #1
Goal

A critical academic need at Canyon View focuses on at-risk students. The majority of our at-risk students do not qualify for special education services, but do require additional help and support to achieve academic success. The following risk factors have been identified: reading below grade level, failing grades, poor attendance, and behavior issues for some. Approximately 30% of our students fall into this category. Improve the reading level for 80% of identified at-risk students by 1.5 grade levels, and reduce failing grades to fewer than 7 each quarter. In an effort to meet the needs of these students, we will hire two Tutor / Tracker aides to work with the identified students. This goal focuses on efforts to help identified students achieve academic success by providing assistance in class, help with homework, managing homework, promoting regular attendance, and gaining academic skills. The Tutor / Trackers will act as a liaison / advocate between the school, the student, and parents. This goal also focuses on improving RISE Assessment scores within this group by increasing academic and skills and understanding within this group of students.

Academic Areas

- Reading
- Mathematics
- Writing
- Technology
- Science
- Fine Arts
- Social Studies
- Health

Measurements

Data from the STAR reading assessment will be utilized to determine reading level, reading fluency, vocabulary, and comprehension. We have implemented a reading program with various levels of interventions based on reading level. We will use data from the State interim and summative assessments as well as bi-quarterly STAR reading assessments to measure progress in reading skills. Attendance and behavior data is monitored and tracked each grading period. Students with attendance and behavior concerns are assigned a Tutor / Tracker. Failing grades are monitored and tracked each grading period. Students with failing grades are assigned a Tutor / Tracker.

Tutor / Trackers will make personal contact with assigned students a minimum of two times per week and have contact with parents or guardians on a weekly basis. Failing grades will be measured in relationship to the benchmark of 7 failing grades per quarter.

Action Plan Steps

Tutor / Tracker will be assigned between 15 - 20 at-risk students. Tutor / Tracker responsibilities include:
1- Track each assigned student and address educational deficits and needs.
2- Track each assigned student to determine homework needs, provide assistance with homework, and check that assignments are submitted on time.
3- Contact each assigned student a minimum of two times per week to discuss progress and needs.
4- Attend assigned classes and provide assistance to students.
5- Read quizzes, tests, and assignments to students.
6- Contact parents / guardians weekly to provide updated information and offer support.
7- Act as a liaison between the school, student, and parents or guardians.
8- Act as an advocate for students at school.
9- If behavior issues occur, remove student from classroom and work one on one with them to complete assignments.

Behavioral Component

Category	Description	Final Explanation
Behavioral/Character Education/Leadership Component	The behavior component is outlined in Goal #1. The behavior component is part of the plan and does not require additional funding.	

Expenditures

Category	Description	Estimated Cost
	Total:	$22,500

Category	Description	Estimated Cost
Salaries and Employee Benefits (100 and 200)	Salaries and Benefits of Tutor / Tracker	$22,500
	Total:	$22,500

Goal #2
Goal

Create and utilize a reading program for students with various reading deficits. 1. Urgent Level- Students reading four to five instructional levels (IRL) below their current grade level. 2. Intervention Level- Students are reading two to three instructional levels (IRL) below their current grade level. 3. Refresher course- Students reading one instructional level (IRL) below their current grade level. Raise the reading level of students by an average of 1.5 reading levels.

Academic Areas

‣ Reading

Measurements

All students at Canyon view are given the STAR reading assessment at the beginning of the school year. Student reading levels are assessed bi-quarterly to monitor progress. Students may be tested more frequently to gather additional data. Students scoring in the Urgent Category are recommended for the Reading Elective Class. Parents are contacted to request permission for their student to be included in the class. Students in the Reading Elective Class are provided specific instruction and provided guided reading help. Students scoring in the Intervention or Refresher categories are provided information about the leveled reading series available and are offered intervention opportunities. The STAR assessment will be used to determine increase in reading level.

Action Plan Steps

1- All students take the STAR Reading Assessment during the first week of the school year.
2- Students with specific reading deficits or needs are identified.
3- Parents are contacted and appropriate placement is identified.
4- Urgent Intervention identified students are recommended for Reading Elective Class. Teacher has a reading endorsement and works with students with IRL's four to five grades below level.
5- Reading Intervention Class. Structured intervention during our Learning Strategies time that focuses on specific reading skill deficits identified in students. Students in this group change each quarter.
6- Students are tested quarterly.
7- Leveled reading books with IRL levels of 3rd - 7th grade levels are purchased and kept in library.

Expenditures

Category	Description	Estimated Cost
Library Books (644)	Library - Leveled Reading Books	$500
Technology Related Hardware/Software (< $5,000 per item) (650)	Renaissance (STAR / ACR)	$3,900
	Total:	$4,400

Goal #3
Goal

Provide a weekly after school homework class, purchase licenses for online supplemental math programs, and track their effectiveness on achievement. CVMS has a large number of students that require assistance with homework in an environment equipped with appropriate supplies, materials, technology, and a competent facilitator. An academic area of particular concern at CVMS is math. In addition to offering help in the After School Homework Class, we will purchase appropriate licenses for online supplemental math programs that students will be required to utilize.

Academic Areas

‣ Reading
‣ Mathematics
‣ Writing

- Technology
- Science
- Fine Arts
- Social Studies
- Health

Measurements

1- Academic grades are monitored weekly. Students with one or more D or F academic grade will be encouraged to attend the After School Homework Class. The number of students attending will be monitored and compared with the number of students receiving D and F academic grades.
2- Students will be required to complete a specific number of topics in either ALEKS or ST Math (supplemental online math programs) to encourage and promote proficiency in math.
3- Monitor student academic improvement and success in math classes quarterly.
The teacher will take attendance at after school homework class to record how many students are using the program, all students will be required to complete a specific number of topics in a supplemental math program, and the teachers will compare the achievement on those programs from those using after school homework class and those not.

Action Plan Steps

1- Identify a teacher to facilitate, manage, monitor, and tutor students in the After School Homework Class.
2- Clarify expectations of the After School Homework Class for teachers and students.
3- Provide parents and students information about the After School Homework Class.
4- Monitor student progress in classes and elicit help from specific teachers as necessary.
5- Purchase licenses for ALEKS and ST Math programs.
6- Provide students and parents information about the required number of topics to be passed off weekly.
7- Monitor use of programs to ensure student progress and fidelity of the program.

Expenditures

Category	Description	Estimated Cost
Salaries and Employee Benefits (100 and 200)	After School Homework Class	$2,000
Software (670)	ALEKS and ST Math programs - McGraw Hill	$600
	Total:	$2,600

Goal #4
Goal

Another identified need of Canyon View is to provide students with educational field trips and other learning experiences focused on future opportunities and social-emotional health and monitor their effectiveness. Social-Emotional Health and Mental Health is a critical concern at Canyon View. CVMS faculty and staff will emphasize an understanding of critical character traits that encourage success in life. We will provide learning experiences in our Learning Strategies class, through assemblies and other appropriate opportunities.

Academic Areas

- Reading
- Mathematics
- Writing
- Technology
- Science
- Fine Arts
- Social Studies
- Health

Measurements

Record the number of students that attend the Educational Field Trip Experiences and survey students regarding course specific benefits. More than 80% of students attending the trip should be able to identify and explain the significance of the the trip as it applies to course work and character skills. CVMS will purchase and administer the ACT Tessera Survey to all students to gain baseline data to guide instruction on Social-Emotional Health. Success for these programs will be measured by attendance and social-emotional baseline data from the ACT Tessera Survey.

Action Plan Steps

1- Purchase licenses to administer the ACT Tessera survey.
2- Administer the ACT Tessera survey at the beginning of the school year and identify areas of greatest social and emotional concern.
3- Prepare and present lessons addressing appropriate student needs.
4- Schedule and organize Educational Field Trip Experiences throughout the school year.
5- Provide information about field trip eligibility to parents and students.
6- Survey students to determine if field trips provided positive learning experiences and created further interest.
7- Monitor students to determine if social and emotional learning / positive character traits are being taught in a way that is meaningful and that allows for implication.

Expenditures

Category	Description	Estimated Cost
Professional and Technical Services (300)	Character Education Assemblies, Lessons, Materials, and Activities	$800
Transportation/Admission/Per Diem/Site Licenses (510, 530 and 580)	Educational Experience Field Trips	$1,200
Software (670)	ACT Tessera Survey	$2,500
	Total:	$4,500

Goal #5
Goal

Implementation and improvement in the Blended Learning environment to encourage increased differentiated learning opportunities for students at CVMS. Improved implementation will include increasing our technology capabilities within the school. Teachers will also be expected to improve instructional strategies and as part of this will receive additional training on the importance of PLC groups. Security will be included in increased technology within the school by adding additional security cameras.

Academic Areas

‣ Reading
‣ Mathematics
‣ Writing
‣ Technology
‣ Science
‣ Fine Arts
‣ Social Studies
‣ Health

Measurements

Monitor student achievement and academic grades to determine if greater differentiation and increased technology is having a positive impact on student growth and success.
Teachers will work in various PLC groups to identify needs and strengths of students and make necessary adjustments.
Monitor faculty implementation of technology in classrooms. Survey faculty and students to determine effectiveness of technology and programs being utilized.
Survey students to determine if teaching strategies that incorporate greater use of technology are effective.
Monitor and evaluate if additional cameras are placed in areas in need of increased surveillance and if behavior concerns are decreased.

Action Plan Steps

1- Provide professional development to faculty pertaining to Blended Learning and differentiated learning.
2- Provide professional development to faculty pertaining to CANVAS and how to utilize and implement in classes.
3- Provide professional development to faculty on effective use of Chrome Books.
4- Provide professional development on effective PLC's and identify one teacher from Science, Math, and Language Arts to attend the PLC Conference in October.
5- Monitor teachers and students to determine if learning needs are being met.
6- Analyze current surveillance camera placement to determine where the building has the greatest need of increased safety and surveillance.

Expenditures

Category	Description	Estimated Cost
Transportation/Admission/Per Diem/Site Licenses (510, 530 and 580)	PLC - Solution Tree Conference (3 teachers)	$2,010
Technology Related Hardware/Software (< $5,000 per item) (650)	Chrome Books (30 - $7200) Chrome Book Cart (1- $1250) Mice (30 - $200) Surveillance Cameras (4 - $1200)	$9,850
	Total:	$11,860

Summary of Estimated Expenditures

Category	Estimated Cost (entered by the school)
Salaries and Employee Benefits (100 and 200)	$24,500
Professional and Technical Services (300)	$800
Transportation/Admission/Per Diem/Site Licenses (510, 530 and 580)	$3,210
Library Books (644)	$500
Technology Related Hardware/Software (< $5,000 per item) (650)	$13,750
Software (670)	$3,100
Total:	$45,860

Funding Estimates

Estimates	Totals
Estimated Carry-over from the 2018-2019 Progress Report	$870
Estimated Distribution in 2019-2020	$45,251
Total ESTIMATED Available Funds for 2019-2020	$46,121
Summary of Estimated Expenditures For 2019-2020	$45,860
This number may not be a negative number Total ESTIMATED Carry Over to 2020-2021	$261

The Estimated Distribution is subject to change if student enrollment counts change.

Funding Changes

There are times when the planned expenditures in the goals of a plan are provided by the district, a grant, or another unanticipated funding source leaving additional funds to implement the goals. If additional funds are available, how will the council spend the funds to implement the goals in this plan?

If additional funds are available, we plan to utilize them by focusing on Goal #2 and reading. Goal #5 improving the technology needs at CVMS. And Goal #4 dealing with instilling positive character traits in our students.

Publicity

‣ School assembly
‣ School newsletter
‣ School website

Council Plan Approvals

Number Approved	Number Not Approved	Number Absent	Vote Date
12	0	2	2019-03-25