School Name: Canyon Crest Elementary School

Utah STEM School Designation
2021-2022

1A: Interdisciplinary Instruction Helps Students Make Interdisciplinary Connections

Self-Assessed Score: 3

Narrative: **1a. Interdisciplinary Instruction Helps Students Make Interdisciplinary Connections**

Canyon Crest Elementary has many instructional methods for students to make interdisciplinary connections. Canyon Crest has a Spanish immersion program as well as a variety of specialty classes in music, physical education, art, keyboarding, STEM and Space Lab, library, and a variety of pull-out programs for second tier instruction. The evidence of interdisciplinary instruction are:

- Specialty PLC visits - every week, the specialty teachers visit a different grade level to discuss curriculum goals, data, and students of concern to connect the specialty content with grade level content curriculum. (See evidence 1a.1 Specialist PLC Schedule)

- Leadership Team - once a month the Canyon Crest Leadership teams gather to collaborate across grade levels and across the Spanish classes, traditional classes, and Special Program. (See evidence 1a.2 Leadership Team agenda addressing STEM implementations)

- Grade Level PLC - Every week, grade level teachers collaborate with one another, including the Spanish and traditional teachers, to coordinate learning of the different subject areas across interdisciplinary languages. Spanish teachers collaborate with the English teachers to see how they can support the English subjects, and vice versa with the English teachers supporting the Spanish classes' curriculum. (See evidence 1a.3 Grade Level PLC minutes discussing integrated subjects)

- STEM hour - Every week on Friday afternoons, classes participate in a designated STEM hour to experience interdisciplinary tasks with math, science, art, music, etc. (See evidence 1a.4 sample of STEM hour lesson integrating science concept)

- Music Math - Every day, students calculate mathematical relationships in music lessons by interpreting rhythms, analyzing reward point values, and learning the science of sound! (See evidence 1a.5 Lesson plan in music integrating math)

- Arts Integration - As part of our STEAM (STEM with the addition of Arts) focus, several of our teachers have completed their Arts Integration Endorsement. Teachers across the

grade levels incorporate art skills into the many disciplines they teach. (See evidence 1a.6 Arts integration in Language Arts lesson)

- Space Lab - Our Space Lab Coordinator meets with teachers on a weekly basis in PLCs to discuss concepts the teachers would like to reinforce with students during Space missions. Concepts are embedded in missions and students need to demonstrate learning to complete successful missions. (See evidence 1a.7 Screenshot of a mission agenda with embedded core concepts)

- Teachers expect students to understand and share interrelated disciplines through learning targets and success criteria. Students identify ways that disciplines are interrelated, reinforced, and complement one another as they demonstrate learning in target language, science concepts, writing, and responding to reading passages throughout various lessons. (See evidence 1a.8 sample of a 6th grade science lesson plan with interrelated disciplines)

1B: Problem-Solving Learning

Self-Assessed Score: 3

Narrative: **1b. Problem-Solving Learning**

Canyon Crest teachers use problem-solving lessons to teach STEM and life lessons consistently through the school year. Evidence is abundant throughout the school and happens not only in the STEM Lab and afterschool STEM classes, but in daily classrooms as well. Our STEM lessons provide students with the opportunity to solve real-world problems by researching, designing, modeling, budgeting the costs of supplies, testing designs, collecting results, and even graphing the outcomes. These long-term projects capture students' imaginations and equip them with beneficial knowledge and skills.

All students at Canyon Crest attend weekly lessons in the STEM Lab. Here, they work on both short- and long-term problem-solving projects. The skills they gain in these classes help them be successful in the long-term projects within the classrooms. These are just a few examples from classrooms of both long and short-term lessons:

- In Second Grade, a teacher provided her students with a problem that involved moving a cup from the floor to the table using only string and a rubber band. (See evidence 1b.1 Moving a cup with a rubber band)

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- In Third Grade, a teacher had her students design and build balloon-powered cars. Students kept data for the different attempts to compare their results as they adapted their designs and completed test runs to learn about force and motion. (See evidence 1b.2 Force and Motion lesson)

- In another third grade class, students researched rockets and designed straw rockets. Students collected data from the various attempts to reach the target, tracking the angle of flight and length of straws used. They created graphs to represent their data. (See evidence 1b.3 Lesson plan for straw rockets)

- Once, when the leprechaun left a large glitter mess in a teacher's classroom, the custodian was unhappy with the amount of glitter scattered about (it was abundant). The teacher cleverly turned this into a problem-solving (and life lesson) expedition. The students researched removal techniques for the glitter, compared the various options, and selected the best option to complete the task at hand. Then, all of the students helped clean the carpet. Result: a happy custodian, once again. (See evidence 1b.4 Messy Leprechaun)

- In Sixth Grade, the students learned about energy conservation during the unit on energy transfer. This was a week-long learning activity that integrated several subject disciplines. Along with research, students determine the materials they will use to build their model houses, develop a budget to purchase their materials, and build their models. These models are tested to see where heat loss is occurring in the building. A lamp is used to provide the heat, and thermometers are used to test. Students track their data and adapt their designs to limit heat loss. (See evidence 1b.5 Heat Loss in Buildings)

- Another long-term project from a sixth grade Dual Language Immersion Science class introduced the ecosystem and animal adaptation. With reading, writing, and communicating in groups in the Spanish target language, students produced mystical animals through artwork and labeled their structures and functions in Spanish that demonstrated their learning about the evolution of species and adaptations that have made animals what they are. (See evidence 1b.6 animal adaptation lesson plan and samples of student work)

1C: Student Cooperation

Self-Assessed Score: 3

Narrative: **1c. Student Cooperation**

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Canyon Crest teachers routinely engage students in collaborative groups in all subject disciplines (language arts, math, social studies, science, and STEM lessons) on a daily basis. This allows the students to give positive and constructive feedback to each other, increasing learning for everyone. Sometimes the feedback is informal and children are discussing how to make their projects better. Sometimes the feedback is written, rather than verbalized. Here are just a few examples from our school:

- Kindergarten students participate in STEM Bins each Friday. They work with partners to solve a given problem, and all the materials in their bins can be manipulated to find answers. They also engage in partner and team sharing throughout the school day as they are introduced to new subject material. An example of paired learning is when we "built a house for Buddy the Cub". The children worked in teams of 2. They were given objects to build "Buddy the Cub", a new house. They were given one minute to look over the materials they had to use to build the house. Then given 4 minutes to draw their design, and the remaining time to build it. If they finished too early they had to return to the house and talk about how they could improve their design and make changes. When the time was up we made a large circle around the houses and they shared their designs with the class. (See evidence 1c.1 picture of Stem Bin activity)

- First Grade does a weekly STEM challenge. It ranges from working as a group to make their circuit light, to which group can design a web that will hold the most "spiders" (math cubes.) Feedback is given verbally to each other as they are trying to improve their project. Then the class shares feedback as they look at everyone's projects. (See evidence 1c.2 picture of spider web and squishy circuit light STEM challenge)

- Second Grade classes are arranged in team groups to discuss lessons on a routine basis. They also have "shoulder partners" with whom they turn and discuss information and questions that are posed to them in both English and Spanish classes. On Fridays they often engage in group settings as they participate in STEM Hour. They enjoy 'sharing out' their ideas to the entire class. (See evidence 1c.3 picture of fairy tale plays)

- Third Grade performs all their STEM activities in groups because "it's so much better for them to discuss and get support from each other." They do Finch Robots where students write their stories, put the stories in the storyboard format, and draw pictures or make the figures for their background/stage to tell their stories. Each group programs the Finch Robots to be a character in their story. Some higher-level students can program the Finch Robot to talk, others will be the narrator of the story as the Finch Robot moves on stage. Students watch each group perform, then they give feedback about what they liked, and they give one suggestion to make the performance better. In the video you can see on the whiteboard where students share their comments. (See evidence 1c.4 picture of finch robot stories)

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- Fourth Grade does many group STEM projects that involve team-centered work. They had an egg drop where groups of 4 students worked together to create a device that would protect their egg when it dropped. They used finch bots, and partners worked together to program their finch to travel through a maze. They had math detective partners where they worked together to solve math problems in order to "Crack the egg." They had Rock Detectives where students worked in groups to observe characteristics of rocks and minerals and discuss what type of rock or mineral they were looking at based on the characteristics. They also did Marble collisions, and the students worked in groups to make observations and record about the transfer of energy as they played a game of marbles. (See evidence 1c.5 pictures of egg drop, finch maze, math egg detectives, rock detectives, marbles)

- Fifth Grade held a bridge building STEM activity where they used popsicle sticks, Q-tips, pipe cleaners, etc. to build the best bridge according to height, length, and how much weight it could hold. They gave feedback on worksheets. Teachers also engage students on a daily basis in teamwork in all other disciplines of learning. (See evidence 1c.6 Bone bridge lesson plan, picture of bone bridge activity)

- Sixth Grade works in collaborative STEM groups in their Dual Immersion Spanish class. They had a science lab packet where they had to build a model of the greenhouse effect by using heating lamps and containers with water. They put a thermometer inside of each container and covered one of the containers. They checked the temperature every two minutes and wrote down the data. They created a graph and transferred the data to the graph. The last picture (img_04) shows the *reflection questions* where students worked with a different group to provide constructive feedback. One question specifically asks the students to share their work with a different group/peer and provide feedback as well as different solutions for the experiment to work better. (See evidence 1c.7 science lab packet / picture of greenhouse effect project)

- Our Special Programs teacher has her students work in groups using technology to make their weekly vocabulary page. They give each other feedback as they try to agree what to include. (See evidence 1c.8 picture of technology vocabulary page)

- Students use technology for collaborative work, communication, research and data collection and analysis in projects and other assessments daily. Each student in our school has been assigned a chromebook to work on during the school day and when students must work remotely from home. Students in the lower grades utilize their chromebooks daily for language arts, science, and math, and Spanish lessons for those in the Spanish Immersion program. Upper grades use technology on a daily basis for many assignments and projects throughout the school day. (See evidence 1c.9 teacher responses to technology use in the classroom)

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1D: Connections to the Real-World and Current Events

Self-Assessed Score: 3

Narrative: **1d. Connections to the Real-World and Current Events**

Canyon Crest uses integrated learning to connect students to real-world experiences, and takes advantage of many opportunities throughout the school year to enrich students in science learning. Programs outside of the school also benefit students' learning in hands-on experiences and making connections to the world around them. Teachers incorporate current issues and events happening in our school, community, state, country and world. These lessons happen on a consistent basis throughout students' daily learning in language arts, math, science, social studies, and the arts. Additional focus to real-world connections is provided in STEM lessons on a weekly basis in STEM Class and Friday STEM Hour. A small sampling of programs, lessons, and SeEd storyline examples are as follows:

- Language Arts curriculum provides the foundation for real-world topics and conversations around events that have happened or are currently applicable in the world. (See evidence 1d.1 Sample of Language Arts Wonders curriculum)

- Our math curriculum, Into Math, emphasises contextualized learning so that students can see how math connects to real-world activities and problems. Through these connections students develop a deeper understanding of math and the world around them. (See evidence 1d.2 Real-world math story problems/math life scenario)

- SEEd (Science with Engineering Education) lessons with STEM storylines are a set of lessons that are directly matched to the Science Core curriculum and include cross-curricular links and opportunities for arts and PE integration. Our District STEM Coordinator trains our teachers through the use of a Canvas course, and our teachers have access and use these storylines in their instruction. This curriculum uses phenomena tied to a real-world event, real-world issue, or relates to a current problem that is being solved in or outside of the classroom. (See evidence 1d.3 SEEd storylines)

- Our Specialty Teachers (STEM, library, music, drama) attend Professional Learning Communities with the intent of informing themselves of current curriculum topics being taught in the classrooms. They apply the subject material into their own disciplines to support the classroom teacher and core standards. For example, our drama teacher is supporting Asian studies through producing the play "Mulan" to help teach elementary students about history and other cultures. (See evidence 1d.4 Drama play audition communication)

- Junior Achievement is a program where real-world finance scenarios are presented to the students with hands-on valuable life lessons. It uses great material (See evidence 1d.5 picture of Jr. Achievement instructional material) where Math becomes a real-subject, necessary for real-life numbers like spending and saving. It also teaches how the numbers on simple class materials, like a ruler, can allow students to make exact measurements on city construction. (See evidence 1d.6 picture of students building a city)

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- Utah County Stormwater Assembly – A State program where students review the water cycle; and learn how they can be part of the solution for water conservation. With PowerPoint and hands-on lessons students are able to observe and be part of the process; they turn a science lesson into a live demonstration of how they can become active participants in keeping this valuable resource pure and clean. (See evidence 1d.7 UC Stormwater letter)

- Utah Waters Van by Loveland Living Planet Aquarium's outreach programs visit 2nd, 4th, and 6th grade classrooms to support Utah science curriculum. In their website it is published: The Utah Waters Van is offered to 4th grade students throughout Utah. The content is specifically designed to correlate with the Utah Science with Engineering Education (SEEd) Standards. In this program, students explore Utah environments and the special adaptations and abilities of the animals that live there. (See evidence 1d.8 Pictures of air pressure lesson/hands-on activity /Video of students touching and seeing real animals from Utah environments)

- Our school has sets of grow lights and students grow plants and pollinate flowers as they learn how that takes place in nature. Throughout the school, students learned about soils. A business partner, Cooks's Greenhouse, taught students about proper soil to use with plants. In another lesson, students collected dirt samples, observed the samples while generating questions, and sorted the samples. They learned about soil and made soil profile cards. These are real-world experiences that can eventually lead to career opportunities for our students. (See evidence 1d.9 Pictures of students pollinating plants/collecting dirt samples/and learning about solid and plants)

- Our teachers look for opportunities to teach STEM activities and skills to students through use of current world events and life connections. Attached are samples of lesson plans teachers have created to provide their students with enriched activities and projects that connect to the real world. (See evidence 1d.10 Lesson plans of real-world STEM activities)

- At Canyon Crest we believe celebrating those who have fought for our country's freedoms is important to celebrate and remember. On November 11th, Veteran's Day, our school celebrates Veterans in our families and community. We hold a Veteran's Day assembly, inviting and honoring the Veterans in our families and community who are able to come. Our student choir sings and student write tributes to the important Veteran in their lives. We then invite our visitors to tour our school and stay for lunch with their student. It is an important day for our school and community, and connects students to real-world experiences. (See evidence 1d.11 Veteran's Day video)

1E: Engineering Design Process

Self-Assessed Score: 3

Narrative: **1e. Engineering Design Process**

Canyon Crest Elementary has many opportunities for students to practice the engineering design process while at school through in-class support and specialites support. Some of these opportunities include:

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- Our Specialties Classes teach STEM, the engineering process, and problem-solving, and Space Missions. Every week Monday-Thursday, students are put into mixed specialites groups with other peers in their grade-level and have the privilege of going to a STEM designated classroom. The STEM Coordinator provides lessons where students are encouraged to use the engineering process and problem-solving. Students are able to use robots provided by the school to program/code to do a variety of tasks. (See evidence 1e.1 STEM Coordinator working with students on engineering project)

- Our principal and STEM Coordinator attended the STEM Training for Administrators through the STEM Action Center. Training and resources were provided through the coursework, with a section focused on the Engineering Design Process. This information was brought back to our school and shared with teachers who, in return, use the information on a routine basis in the classroom when working on STEM projects and instruction. (See evidence 1e.2 Engineering Design Process resources shared with teachers for classroom use with students)

- There are several STEM Endorsed teachers throughout the grades levels. These teachers use their knowledge in the classrooms to enhance STEM learning for our students. These individuals provide support to teachers and help encourage the use of STEM in the classrooms and the Engineering Process. (See evidence 1e.3 list of STEM endorsed teachers)

- STEM Hour Fridays is school-embedded time on Fridays for teachers to teach and students to participate in problem-solving activities. Teachers are asked to teach lessons that are centered around STEM for their students and help promote problem-solving through the engineering process. STEM Hour is held at the same time for everyone, so classes often collaborate in problem solving activities during this time. (See evidence 1e.4 master schedule with school-wide Friday STEM Hour/ Student Engineering Materials project)

- Robotics - Teachers have the opportunity to check out robots from the STEM room to use within their own classrooms. These robots can be used in a variety of lessons ranging from social studies to language arts. These provide a fun interactive flare to the lessons but also allow students to use their problem solving skills when it comes to coding the robot. Our sixth grade classes also use the Engineering Design Process to build specialized robots for our school and district robotics competitions. (See evidence 1e.5 photos of students building robots for competitions)

- After school STEM classes are provided throughout the week for students to sign-up and participate in. These classes are very similar to the specialties class provided during the school day, but another opportunity for students to get hands-on STEM experience. Students have done lessons with coding robots and then debug their coding. They also participate in Kids Who Code. See Evidence 1e.6 kids who code master schedule / example google slide lesson plan for after school coding class)

- In the school and district STEM Fairs, students have the choice to enter either the Engineering or Science competition. If they choose Engineering, they use the Engineering Design Process. Students are supported by the classroom teacher and/or the STEM Coordinator. A Canvas Course is provided as a resource to walk students through the Engineering Process, if desired. (See Evidence 1e.7 Canvas Engineering tutorial)

1F: Standards and Core Course Sequence

Self-Assessed Score: 3

Narrative: **1f. Standards and Core Course Sequence**

Throughout the school year, Canyon Crest teachers follow the state outlined Core Standards & apply the Standards to daily lessons. These standards are outlined in the curriculum notebook for Provo School District. (See evidence 1f.1 Curriculum Notebook with Core Standards) At the beginning of each school year teachers are given additional hours to review and study the Core Standards and create their curriculum maps as grade levels. (See evidence 1f.2 Grade Level Curriculum Map) After the school year begins, grade level teachers meet weekly in Professional Learning Communities to align their specific grade level lesson plans with the core curriculum. (See evidence 1f.3 PLC curriculum alignment-6th grade science standards plan) In the first weeks of school, teachers meet with the grade levels above and below their own to vertically align curriculum (See evidence 1f.4 Documentation of vertical grade level team meetings)

Teachers attend school and district Professional Development meetings throughout the school year to refresh their understanding of the state core standards and learn how to apply and implement new programs in Science, Math, Language Arts, and Social Studies that support the core in their instruction. (See evidence 1f.5 District PD outline) All curriculum is designed to be a spiral in which the state core standards are revisited, reinforced, and expanded throughout the school year. (See evidence 1f.6 Pacing Guide)

The curriculum and Utah Core Standards are vertically aligned within all our school programs. With the support of our STEM classes and STEM Coordinator, teachers vertically plan and embed core concepts into our Space Lab missions (See evidence 1f.7 Concepts embedded in Space Mission), STEM classes, and robotics use. (See evidence 1f.8 robotics used in the classroom) Other specialty classes such as art, music, drama, and library are vertically aligned and integrated with core disciplines and support core standards. Our Specialty teachers meet weekly with classroom teachers to discuss areas of the curriculum they can incorporate into their programs. (See evidence 1f.9 Specialist PLC schedule)

Throughout all subject areas, 21st Century skills such as critical thinking and reasoning, creative thinking, problem solving, collaboration and communication are embedded in the Utah Core

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Standards as skills each student should know. These skills are taught and practiced by teachers in lessons on a daily basis. Computer science and keyboarding skills are taught in grades 3 - 6 to help students perform tasks required by the technology they use. All these subjects and skills are professionally aligned by staff members at our school to help students be successful in their learning. (See evidence 1f.10 picture of Keyboarding class or Keyboarding scope and sequence)

1G: Cognitively Demanding Work

Self-Assessed Score: 2

Narrative: **1g. Cognitively Demanding Work**

Canyon Crest Elementary School challenges students with 21st Century and Depth of Knowledge (DOK) skills that involve critical thinking, problem solving, and other cognitively demanding work in all subjects, multiple times a month. Although we are strong as a school in expecting cognitively demanding work, we know we can always improve in this area. Some examples of cognitively demanding lessons are:

- Students across all grade levels, K-6 work through problem solving specifically in their math curriculum. Students show their interpretation in working with story problems by showing their work with either a written model or a physical representation with manipulatives. (See evidence 1g.1 3rd grade math class - graphing)

- Students in Kindergarten show their understanding and student-centered instruction by receiving a problem such as creating a bridge for a bear to cross. They then receive the materials in order to create their own solution for the problem. Students must work through the problem at hand by themselves or with a partner to make the bridge for a bear. Going to different models and designs to get to their final product of a bridge. (See evidence 1g.2 Kindergarten building bridges)

- Students in 5th Grade are also given an age appropriate task to complete. Students are given candy pumpkins then are asked to create a bridge that can withstand the weight of all the candy pumpkins. (See evidence 1g.3 Fifth graders building bridges) Both Kindergarten and 5th grade students are building bridges, but are age appropriate with the given tasks. Students have to work together to solve building a bridge with the correct dimensions to withstand the given problem. Both Kindergarten and 5th grade students are working to solve these problems on their own creating a student-centered learning opportunity.

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- Our teachers have been district and state trained in Depths Of Knowledge throughout the years. They implement this learning in their classes to help Canyon Crest students think deeply and become critical thinkers. They transfer these skills into their daily learning to be applied in their future lives and careers. The following evidence are some of the questioning examples Canyon Crest teachers use in their classrooms. (See evidence 1g.4 DOK teacher guide)

- Canyon Crest integrates subjects to help deepen student learning and understanding of individual subject material. For example, our sixth graders analyzed contemporary art pieces, then created their own pictures using geometric shapes. They combined art learning with geometry. (See evidence 1g.5 Sixth graders creating contemporary art)

- As part of our student Standards Report evaluation tool, teachers use the "mathematical practices" checklist to rate students' dispositions as they apply DOK and 21st Century skills to perform math and other critical thinking tasks. This form rates students' fortitude and skills to use deeper math practices such as reasoning, critical thinking, problem solving, etc. (See evidence 1g.6 Standards Reports guide)

- In these lesson plans and student work, teachers and students demonstrate DOK levels 3 and 4 questioning and deeper level thinking skills. This is just a sample of the strategies our teachers expect of students on a daily basis. (See evidence 1g.7 Teacher lesson plans demonstrating DOK levels 4 and 5)

2A: Career Exposure

Self-Assessed Score: 3

Narrative: **2a. Career Exposure**

Canyon Crest offers a variety of STEM career field experiences, both inside and outside the classroom. In addition to weekly STEM classes and projects, students at Canyon Crest gain extensive exposure to real-world application and career opportunities. The following are examples of how Canyon Crest demonstrates this:

- The STEM teacher, who teaches all K-6 students, regularly connects what students are learning each day to how they would use that knowledge in specific jobs. The teacher provides details of salary, the level of education students would need, and how specific questions or interests relate to certain careers. Teachers at Canyon Crest also regularly relate learning to real world situations. (See evidence 2a.1 pictures of career posters in STEM room)

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- The teachers at Canyon Crest offer various opportunities for both parents and volunteers from the community to visit classrooms and share about their careers. This happens across all grade levels, K-6. For example, a Provo police officer came in to share about his career, the process leading up to it, and how STEM was used in his daily work. Another example was how a commercial pilot came into classes, and shared with students how he uses math daily in his flights and preparation. Many teachers also host career days, where parents sign up to present about their career and the qualifications necessary. Students get very excited about hearing about specific fields of employment. Students have been exposed to a wide range of career positions, including chefs, CEOs, and doctors. (See evidence 2a.2 pictures of various members of the community presenting to students)

- At Canyon Crest, the students participate in projects that walk them through similar processes that professionals use. Students are given the task of building small models that meet certain criteria to accomplish a goal. For example, the students created pieces of origami that served as small prototypes. This was related to how scientists, contractors, engineers, and medical researchers use small models as a first step in creating functional devices. Other examples have included students problem solving to build catapults and structures that stand and support weight. (See evidence 2a.3 pictures of students building models / examples of structures)

- Canyon Crest provides opportunities for students to engage in STEM application outside of the classroom. Students researched various careers, then wrote about careers with which they most connected. Students have also participated in many field trips to further their understanding of those careers, such as learning from staff at the Museum of Natural Curiosity, the animal trainers at the Living Planet Aquarium, and the experts at Clark Planetarium who focus on astronomy. (See evidence 2a.4 picture of live animal presentation)

- In a fourth grade class, students read about businesses and how they give back. They did a writing activity where they created their own business, and then used technology to create a commercial to advertise their business. Students also created business commercials. Some students had the opportunity to go to a similar operating business to film their commercial. (See evidence 2a.5 example of student's project at a car dealership)

- Canyon Crest also hosts an annual STEM night, where parents, teachers, businesses, and other people from the community gather to present. For example, some teachers conducted experiments, businesses such as SubZero came in to demonstrate their scientific process of making ice cream, and parents taught other concepts. Families could rotate around the school to each classroom and participate in the activities. (See evidence 2a.6 STEM Night SubZero)

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2B: College and Career Readiness Skills

Self-Assessed Score: 3

Narrative: **2b. College and Career Readiness Skills**

Each learning opportunity throughout the school day at Canyon Crest is designed to prepare students with the necessary skills they need as they further their education and eventually prepare to be successful in the workplace. Skills in language arts, math, social studies, science, technology, and all other disciplines taught at our school are exercised daily in preparation for our students to be successful as they enter the workforce and become a responsible and contributing member of society. Leadership opportunities are practiced every day in grades K-6, as students work in teams and partnerships and learn to communicate and collaborate with one another. The following lessons and activities are just a small sample of what our school represents in student learning on a daily basis:

- To help our students demonstrate leadership and responsibility, Canyon Crest hosts a Kindness Club with Kindness Ambassadors from all grade levels. These students attend early morning classes each week to learn leadership skills and how to be responsible citizens at school and in society. They look for opportunities to help other students by being inclusive, reaching out to those who need a friend, and welcome new students to the school. We support a fifth and sixth grade Student Council where student leaders have opportunities to plan and participate in school-wide events and help make decisions around, exemplify, and encourage all students to uphold school rules. We also have a HOPE Squad, consisting of upper grade level student leaders, elected by their peers, who attend training and weekly classes on leadership roles. They share with the student body what they have learned, put into practice how to be a better friend, and help train students on what to do when pertinent information is shared with them that needs to be reported or warning signs in a friend or classmate to help prevent harm. They learn to know how to reach out and be a good friend but also know at what point to get help. (See evidence 2b.1 picture of Hope Squad reps for Kindness Week)

- Our Junior Achievement program, presented by parent and community volunteers, presents lessons that help prepare students for college and career interests. Junior Achievement USA is the nation's largest organization dedicated to educating students in grades K-12 about entrepreneurship, work readiness, and financial literacy through experiential, hands-on programs designed to help young people understand the economics of life. JA brings the real world to students, opening their minds to their potential. This program involves the community and students in all grade levels to learn the importance of leadership skills, good use of time management and organization, and financial planning. (See evidence 2b.2 JA lesson plans of leaders in entrepreneurship) These skills build upon each other as students move through the grade levels, and our fifth grade

students attend "JA City" to put to practical use the skills they have learned throughout the years. In JA City students work with community volunteers in a structured mock city to learn actual job skills and responsible ways to earn and spend their money. (See evidence 2b.3 picture of JA volunteer and students)

- Many lessons, projects, and activities require students to exercise time management and organize their work. In a second grade lesson comparing and contrasting fairy tales that students performed for each other, students prepared a 'compare and contrast graphic organizer' to organize their thoughts of the original and the fractured versions of fairy tales. Students then shared them with their peers for feedback, and followed by making an individual brochure of their ideas. Peers were able to "ask questions and students responded in order to clarify comprehension, give additional information, and deepen understanding". This is in accordance with ELA Standards: Speaking and Listening Standards 3 and 4. Students also had to manage and organize their time for preparation and presenting their final creations to the class, which are skills they need as they further their education and eventually prepare to be successful in the workplace.. (See evidence 2b.4 pictures of students creating their fairy tale organizers)

- Many lessons at Canyon Crest require students to use content and age appropriate technology. Teachers use websites to present and teach about different careers and what is enjoyable in the job. This inspires students to have a better understanding of what they might want to learn more about. Mystery Science and How Things Are Made videos also spark an interest in careers or professions that students can become interested in. These programs have been purchased by the school, and teachers use these methods of technology on a daily basis and for STEM Hour on Fridays. (See evidence 2b.5 communication of Mystery Science) Every student at Canyon Crest has been issued a chromebook for their daily learning, and technology is also used for many other modes of learning throughout the school. (See evidence 2b.6 picture of classroom of students using chromebooks)

2c. STEM Instructional Team Leaders Support Instruction

At Canyon Crest Elementary several instructional support leaders are supporting teachers to grow in their roles of STEM teachers. Instructional leaders are providing support, training, instruction and instructional feedback to help teachers incorporate and provide integrated and fun STEM opportunities both in and outside of the classroom. Some examples of this include:

- STEM Leadership Team - This team is composed of both administration as well as passionate STEM teachers in our school. The STEM leadership team meets monthly to help plan possible STEM learning experiences for both students and teachers alike. They also monitor the schools STEM achievement and see areas in which improvement

is needed. (See evidence 2c.1 STEM Leadership PLC meeting agenda and picture of STEM a part of the leadership team)

- STEM teacher instruction - Teacher instruction and support in STEM is offered both by our school leadership team as well as by our district STEM representatives. Amy Rosenvall, our STEM district leader also makes sure to make teachers aware of different trainings that will help teachers implement STEM in their classrooms (See evidence 2c.2 Tubs of Stem projects/picture of teachers during FLIP Stem training,/Flip STEM lesson plan)

- STEM hour PLC - Over the past year teachers have met for one hour during the week to help plan a weekly STEM project for STEM Fridays. Teachers work hard to help these STEM projects align with SEEd standards. (See evidence 2c.3 PLC STEM planning agenda)

- Code.org Training - With the guidance and planning support of administration and the STEM leadership team, all teachers completed a Code.org Training in 2019-2020. (See evidence 2c.4 Teacher code.org lesson)

- STEM endorsed - Several teachers within our school are STEM leaders and have become STEM endorsed. These teachers with the support of staff provide examples of stem lessons to students and great learning opportunities to students. (See evidence 2c.5 list of STEM endorsed teachers)

- Space Lab - At Canyon Crest we have a Space lab. The STEM teacher with the support of regular classroom teachers works on enriching Science, Technology, Engineering and Mathematics in a fun and engaging way for students. All teachers have been trained as of 2020 on how to integrate regular STEM standards into space lab missions to make learning more engaging for students. (See evidence 2c.6 Canyon Crest news article and pictures of teachers in Space Lab training)

- STEM night - On Oct 7, 2021 Canyon Crest had a community STEM night. Many of our teachers taught different STEM lessons throughout the school. Students, along with families and community members had the opportunity to come in and participate in any of the great STEM learning activities that were provided. (See evidence 2c.7 Picture of STEM Night brochure)

2D: Staff Has Sense of School Ownership and Participates in Decision Making

Self-Assessed Score: 3

Narrative: **2d. Staff Has Sense of School Ownership and Participates in Decision Making**

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Canyon Crest Elementary has several leadership teams to give multiple opportunities for school staff, parents, and students to give input and feedback to the school's mission and vision, finances, and academic rigor. Some of the school's leadership teams are:

- School Community Council is comprised of parents, staff members, and school administrators. The School Community Council determines our school's greatest academic need and prepares a plan to address that need with the school's portion of the money distributed from the School LAND Trust program.(See evidence 2d.1 SCC minutes/link to all minutes and info on our website)

- PTA - Our Parent/Teacher Association is comprised of parent volunteers who evaluate the school's mission, vision and goals, and work to support programs and activities within the school. A teacher, as well as the school administrators, is also part of the association in bringing input back and forth between the school staff and parents as decisions are made in the school's best interest. (See evidence 2d.2 PTA minutes, Library book donations from PTA)

- Strategic Communication Committee - This team was created to look at areas of strengths and weakness from results of parent surveys, and strategically determines how to better communicate information and address areas of concern at our school. It is comprised of an equal number of parents and staff members, and information from goal setting and decision making in this meeting is shared in Parent/Teacher Association meetings, faculty meetings, and School Leadership Team meetings.(See evidence 2d.3 SCT agenda, SCT goal sheet)

- School Leadership Team - This group of school leaders is comprised of a teacher from each grade level, Spanish Immersion teachers, our Special Education teacher leader and member of our Special Programs team. Decisions around school vision and goals, programs and implementations are made in team meetings throughout the school year. Input from all teachers is considered as team members take the information to grade level teams for discussion and bring back consensus, input, and feedback. Further discussion of items is often continued in faculty meetings and other staff meetings as it pertains. (See evidence 2d.4 Leadership Team minutes)

- School Improvement Plan Team - Each year members of the school staff, and parents meet to review and give input to our school improvement plan. Data is reviewed, goals set, and decisions made for a year's growth and improvement. (See evidence 2d.5 Copy of SIP)

- STEM Leadership Team - This team is comprised of four staff members and school administrators to determine the yearly plan of STEM implementation in the school. This

year the entire Canyon Crest staff has had input and participated in the creation of our STEM Designation documentation. (See evidence 2d.6 Picture of STEM Leadership Team)

- Student Success Team - This team is to help students with severe behavior, academic, or attendance concerns be more successful, and to provide support for the classroom teacher. The team is composed of district personnel, school administrators, and teachers to help create behavior plans, make home visits, or identify resources throughout the district that can be helpful to at-risk students.

- Data Team Meetings - Language Arts and Math Interventionist Coordinators, along with administrators, meet quarterly with grade level teachers to review current Language Arts and Math assessment data and determine interventions for students below grade level. Students are placed in support groups until they achieve the success needed to function on grade level. (2d.7 Grade Level Data Review mtg schedule)

3A: Interventions and Enhancements

Self-Assessed Score: 3

Narrative: **3a. Interventions and Enhancements**

Canyon Crest relies heavily on our intervention and enhancement programs to help each student make grade-level or above grade-level progress and achievement. We have a multi-tiered system of support (MTSS) Intervention Team comprised of two coordinators (Math and Language Arts), and our Tier 2 support interventionists. We view this team as a top priority in our school and accredit much of our student and school's success to strong interventions. Our interventions are designed as follows:

- Students are tested in math and reading three times a year (beginning, middle, and end) using Acadience math and Acadience reading benchmark assessments. The results of this testing identifies each student as at grade level, above grade level, below grade, or well below grade level level based on national standards. In math, students in grade 1 are assessed on skills such as number identification fluency, next number fluency, missing number fluency, advanced quantity discrimination, and computation. Students in grades 2-3 are assessed in computation and concepts and applications. In reading, students are assessed in skills such as letter naming, phonemic awareness, nonsense word fluency, reading fluency, accuracy, comprehension, and vocabulary. (See evidence 3a.1 Student Data Wall)

- When students are identified as below grade level in Math or Language Arts skills, they are referred to our intervention programs for math and reading. Screeners are used to identify specific skills that the students are struggling with in order to target instruction. Students are placed in small groups of 2-6 according to their specific needs with a trained interventionist to learn the missing skills. Tier 2 Math intervention groups meet for 30-40 minutes

Monday-Thursday with upper grades receiving more time. Tier 2 Reading groups meet for 30 minutes Monday-Thursday. (See evidence 3a.2 Math Intervention Schedule)

- The math intervention program we use is called *Do the Math*. *Do the Math* is an inquiry based, hands on math intervention which focuses on math fundamentals. It is a Tier 3 math intervention that targets foundational skills such as addition, subtraction, multiplication, division, and fractions. It uses tools like games, manipulatives, and practice to teach each concept. This program is set up for each sub-skill to be taught on a 5-day lesson plan. On the fifth day, the students must pass an assessment to pass the sub-skill. (See evidence 3a.3 Math Benchmark Grades 1-3; Math Benchmark Grades 4-6)

- We utilize several research-based reading interventions including 95% Group, SPIRE, QuickReads, and Early Reading Intervention. 95% Group is a Tier-2 intervention that targets phonics skills. If students are not making adequate progress in 95% Group, they are moved to our Tier-3 phonics program , SPIRE. QuickReads is a Tier-2 reading intervention program that targets reading fluency and comprehension by reading short passages about science and social studies. Early Reading Intervention is a Tier-2 Kindergarten program that teaches letter names and sounds, phonemic awareness, blending, and segmenting. In each of these programs, students must pass off the skill they are learning before moving on to the next skill. (See evidence 3a.4 Reading Interventions Placement)

- Students are progress monitored by their teachers based upon the level of the benchmark score. Students who scored well below grade level are progress monitored weekly. Students who are below grade level are progress monitored every other week. Students at grade level are progress monitored once a month, and students above grade level are progress monitored every 6 weeks. Progress monitoring on this schedule provides us with the information we need to assess if interventions are effective and if students are reaching their academic goals. We reassess our intervention groups every 6 weeks. This allows for students who have passed off a skill to be moved to a higher skill group and progress quickly through our intervention programs. We hold data review meetings with grade level teams every quarter to discuss student progress and goals. (See evidence 3a.5 Grade Level Data Review meeting schedule and invitation)

- In the classroom, teachers provide strong Tier 1 instruction, providing sound Learning Targets, Success Criteria, and qualitative assessments which directly tie to the learning targets. (See evidence 3a.6 lesson plan with Learning Target and Success Criteria) Each week students are given a grade level common assessment in math determining the students' strengths and areas of needed improvement of the skills learned that week. Time has been created in the Master Schedule for "Math Workshop" Monday through Thursday, where students are divided according to their assessment outcome the previous Friday. (See evidence 3a.7 Master Schedule showing Math Workshop times)This is a fluid grouping, and students attend "workshops" with teachers teaching specific math skills to ensure that all students have achieved the learning necessary to move to the next skill level. Students who have mastered the material for the week attend an enrichment math workshop to further strengthen their math abilities and continue making good progress. Standards Reports are given to parents quarterly to share their child's progress over the term, and Student Education Plan (SEPs) are held twice a year as teachers meet and discuss student progress with parents. (See evidence 3a.8 Standards Report example)

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- Canyon Crest provides intervention support for English Learners based on WIDA Access assessment data. Students are pulled weekly to work on vocabulary and other areas of need. Teachers provide accommodations for EL students and are provided monthly training in research-based strategies to help ELL students access the curriculum. (See evidence 3a.9 EL supports used by teachers and interventionists)

3B: Use of Assessment to Inform Instruction

Self-Assessed Score: 3

Narrative: **3b. Use of Assessment to Inform Instruction**

Canyon Crest teachers use assessments to measure the effectiveness of their teaching by linking student performance to specific learning objectives. As a result, teachers are able to institutionalize effective teaching choices and revise teaching strategies to meet student progression in their learning. The measurement of student learning through assessment is important to Canyon Crest teachers because it provides useful feedback to them and their students about the extent to which their students are successfully meeting course learning objectives. There are many forms of assessment being used at Canyon Crest: paper and pencil, online assessments such as district IntoMath module testing and district Wonders Reading assessments, projects and oral presentation. We use them all!

- In first grade the teachers give weekly common reading, math and writing assessments. They use the results of the math assessment to determine what their math workshop groups will be the following week. They will determine if the students have learned the math concepts or if they need to reteach the math concept with a different learning strategy for their students before moving to another math concept. The writing assessments are used to check a student's writing abilities and if the student's writing makes sense. (See evidence 3b.1 Common Assessment sample / picture of student writing sample)

- In many Canyon Crest classes, teachers are using creative ways with technology in assessing students to help improve those who may struggle with attention in reading, writing and math skills. To encourage engagement, many Canyon Crest teachers use Kahoot, Nearpod, Readworks, and Quizlet to engage students, but also to assess students' levels. This allows the teachers to know who understands the learning concept and it also helps students to have fun while they are learning the importance of paying attention to what they are reading. (See evidence 3b.2 use of technology assessments)

- In Kindergarten and most other grade levels, the teachers use exit tickets. Using exit tickets is a quick way to assess if a student understood the specific learning objectives being taught, as shown in the exit ticket used for math. The information obtained from the exit ticket will drive next week's math lesson, or any subject, and show if the students are ready to move on to the next learning objective to be taught. (See evidence 3b.3 Kindergarten exit ticket sample)

- Not all assessments need to be sophisticated assessments. A quick daily mini-assessment with just a simple quick question will give very useful information to drive the teacher's instruction. Teachers in our third-grade classes used a simple three-digits assessment to

obtain useful information about students' understanding in math concepts. (See evidence 3b.4 Third grade quick assessment sample)

- Our Special Education program liberates students with writing and fine motor struggles when taking assessments by using assistive technology called Speech-to-Text. This gives students an opportunity to show their knowledge of learning along with their peers taking the same assessment. It also provides valuable information on their learning and gives feedback to instruction changes the teacher will use for students' learning. (See evidence 3b.5 Speech-to-Text assessment sample)

- Our STEM and Space Lab coordinators assess students through observation and monitor student dialogue as they work in their teams and through Space Missions. (See evidence 3b.6 picture of a STEM class doing a project) They routinely share student progress in grade-level teams as they rotate through during Professional Learning Community meetings (PLCs). Student progress in STEM classes is reflected as part of students' Science, Math and Technology grades on their Standards Reports.

4A: Staff Engagement in Relevant Professional Learning Opportunities

Self-Assessed Score: 3

Narrative: **4a. Staff Engagement in Relevant Professional Learning Opportunities**

Provo School District and Canyon Crest Elementary provide continual training in, and uphold, the Utah Professional Learning Code which has been established for many years. Our school supports a comprehensive, sustained, and evidence-based practice by continually working to improve our effectiveness in raising student achievement.

One way of raising student achievement is through Professional Learning Communities, held weekly, in which teachers and staff collaborate together to review best practices, student data, support curriculum, and discuss appropriate enrichment and systems of support for each student. (Evidence 4a.1 PLC agendas and minutes) Teachers meet in weekly grade level teams, as well as heterogeneous groups scheduled throughout the school year (i.e. Spanish teacher teams, traditional teacher teams, partner teacher teams, vertically aligned teams among grade levels, etc.). (4a.2 Spanish Team agendas) Specialty teachers (art, music, drama, library, STEM, etc.) rotate throughout the Professional Learning Communities each term, collaborating with grade level teachers to determine practices to support classroom curriculum and enrich students within their own subject areas. (4a.3 PLC Specialist rotation schedule) In addition, teacher schedules have been aligned in the Master Schedule to provide time throughout the week for teachers to discuss in teams, or work individually on professional development and/or new curriculum implementations provided by the District Teaching and Learning team or school leadership including the use of technology and STEM advancements (Evidence 4a.4 District PD menus, or Canvas and STEM directives). Our school has provided professional development and

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implemented training in Professional Learning Communities from Richard DuFour and team's research , using the Professional Learning Communities at Work Playbook, textbook, and strategies as resources (Evidence 4a.5 pictures of PLC resources).

During Professional Learning opportunities, whether district or school directed, teachers are required to increase their skills and knowledge in STEM (Science, Technology, Engineering, and/or Math) practices at least monthly. As a school we continually provide new Science and Technology resources for teachers to evaluate, practice, and implement in their classrooms. In 2019-20 teachers participated in the Code.org training throughout the school year and we provided each grade level with robotics that they were also trained to use in their classrooms with their students. We also built and trained school personnel in our school Space Lab and STEM room. The district Science Department provided Science/Engineering Education (SEed) in which Brigham Young University STEM experts trained all grade levels of elementary teachers in Provo District to utilize hands-on STEM opportunities with their students. In 2020-21 (Covid year) teachers implemented the Canvas platform in their instruction, allowing students to continue learning remotely from home. During this time period each student was issued a chromebook through the district, and students and teachers were trained and instructed to learn online practices, supporting each other in Professional Learning Communities and school training. School leaders trained teachers on the Zoom resource, and meetings and classroom instruction were often provided through that technology vehicle. We began our Space Lab missions for students as they returned to the school building, giving them incentive to come to school and learn and have fun in our new STEM space missions during the midst of the pandemic. (Evidence 4a.6 Space Lab pictures) In the current 2021-22 school year teachers have been training monthly in a newly adopted math program (Into Math), Interventionists are learning and implementing the Do the Math support program for Tier 2 interventions, new Science Core for 4th - 6th grade teachers and students, as well as continuing to investigate and implement new STEM practices such as our "Friday STEM hour" learning with robotics, Mystery Science, and other inquiry-based and hands-on opportunities for students to learn STEM instruction. We have also implemented and trained parents in a new program at our school, Jr. Achievement. This program instructs and trains students in STEM elements such as career exploration and entrepreneurship opportunities. (Evidence 4a.6 Jr. Achievement pictures) The STEM practices we have trained in, weekly and monthly, throughout the past two-and-a-half years continue to be built on, practiced, and refined in classroom teaching and learning by teachers, students, and administrators.

As mentioned in the previous paragraph, our teachers and staff team are embedded in learning and implementing new strategies throughout the school years. Previously noted are the instructional strategies in STEM implementations we have learned and incorporated over the past couple of years. In addition, this year our teachers in grades K-3 are being trained in LETRS and 95% Core (Evidence 4a.7 pictures and/or instructional materials for 95% and LETRS training), the science behind Language Arts instruction. We continue monthly training in supporting English Learners (Evidence 4a.8 EL training agenda or powerpoint), and our Spanish Dual Language

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Immersion teachers receive monthly training in a new Spanish language program implemented through the State, as well as attend "learning walks" from exemplary classrooms around the state from which they are implementing newly learned strategies. (Evidence 4a.9 DLI invitation and agenda from the State or lesson plans with new implementations) Our Leadership Team is also providing monthly training to our staff in Positive Behavior Intervention school-wide practices, using the resource "Hacking School Discipline ". Teachers share personal teaching experiences around the practices and challenge teachers to implement a practice each month. Classroom observations, teacher share-outs, and data behind improved school discipline provide evidence that these strategies are being put into practice throughout the school. (Evidence 4a.10 Leadership training powerpoint for Hacking School Discipline)

In accordance with the Utah Professional Learning Code, both teachers and students are assessed on a routine basis. School administrators observe and evaluate new teachers (those with an "Associate Educator License") formally and informally at least twice per year, and teachers with more than three years of experience (those with a "Professional Educator License") at least once per year. These evaluations are provided by the Utah Teacher Observation tool through the State Education Department. Administrators are trained routinely to administer these evaluations. Teachers complete a Utah Effective Teaching Standards Self-Assessment and Educator Professional Growth Plan tool, which is also shared with the school administrator. In a pre and post conference meeting with each teacher during the evaluation period lesson plans are reviewed, and strengths and areas for improvement are discussed. (Evidence 4a.11 Slide of Teacher Self-Assessment, Growth Plan, and Observation Tool training). As well as teacher evaluations, student evaluations are prepared and shared with parents in Student Education Plan (SEPs) meetings around the State Standards that students are expected to make growth and learn throughout the school year. (Evidence 4a.12 teacher/parent guide to Standards Reports)

4B: Professional Learning Resources

Self-Assessed Score: 3

Narrative: **4b. Professional Learning Resources**

Canyon Crest's school leadership, as well as our school community, is committed to high teacher and student performance. The school leadership ensures that teachers are provided professional development opportunities and the teachers, in return, take rich opportunities back to their classrooms to increase student learning and success. Throughout the past few years, school leadership has identified the need for STEM training and resources. District administration also recognized and acknowledged the need for increased STEM opportunities in the school community. The following are professional development and STEM resources that have been provided to Canyon Crest Elementary as per our five year STEM plan:

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- 2019-20 School administration ensures that all teachers are trained in district Chromebook Initiative and have a classroom chromebook cart with device for each student

- 2019-20 District administration granted additional funding for a Space Lab at Canyon Crest and the Space Lab was designed and developed. (Evidence 4b.1 Pictures of Space Lab / Space Lab grant reward)

- 2019-20 District personnel trained Canyon Crest teachers in code.org professional development. (Evidence 4b.2 Communication of Code.org training and Girls Who Code Grant) School granted $400 from Girls Who Code After-school Program to provide the club and train teachers

- 2019-20 Through parent donations to our Canyon Crest Foundation budget and local budgets, the school purchased a grade-level-selected robotics kit for grades K-6, and District personnel provided training on the robotics each grade level selected so teachers could immediately share those STEM opportunities with their students. (Evidence 4b.3 Picture of teacher using robotics with class and screenshot of foundation budget from parent donations)

- 2019-20 The school hired a STEM Coordinator who, along with the school principal, attended the STEM Training for Administrators through the Utah STEM Action Center, who shared resources and learning opportunities with staff members. (Evidence 4b.4 resources from STEM Training for Administrators which were shared with teachers)

- 2020-21 Our STEM Coordinator was trained by Infini-D Learning in our Space Lab mission software to run the school missions and support classroom curriculum. Teachers also participated in space missions to learn how to access and request support through the space mission experiences for their students. Continual training has been provided to our school from Infini-D Learning. (Evidence 4b.5 email from Orsi Szecsi for most proactive school in October)

- 2020-21 District leadership provided funds for each classroom throughout the school district to have access to a chromebook cart and chromebook for each student. Teachers were trained in district professional development and provided resources for teachers to learn the Canvas platform and Zoom program.

- 2021-22 School leadership promoted the school-wide Jr. Achievement program, the materials being funded by local parent donations. This nation-wide, non-profit program is taught by parent volunteers who have been trained by the Utah Chapter of Jr. Achievement and teaches money management, and career and entrepreneurship exploration opportunities. (Evidence 4b.6 Picture of Jr. Achievement taught in classrooms)

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- 2021-22 School leadership tasked our STEM Coordinator with teaching STEM lessons to students on a daily basis. The STEM Coordinator meets with grade levels on a routine basis to address classroom needs and how to support curriculum. (Evidence 4b.7 Pictures of students working in STEM Lab, 3D printer)

In creating our School Improvement Plan we follow student data through State Acadience Language Arts and Math assessment programs (grades K-6), and State RISE testing (grades 3-6). Student data drives our yearly School Improvement Plan in which we set goals to increase student progress and achievement. The School Improvement Plan is created by a team of teachers, parents, and administrators who review the previous year's data to set the new year's goals. (Evidence 4b.8 Copy of School Improvement Plan)

Data is also shared and reviewed with individual teachers by school administrators and our school Interventionist Coordinators. Together we collaborate to determine individual student needs and provide support opportunities for students at-risk in not meeting grade level requirements. (Evidence 4b.9 Documentation of student MTSS classes, 95% Group Interventions) At-risk students' needs are addressed through our Multi-tiered Systems of Support classes in which gaps in student learning are met with research-based programs such as 95% Group for reading and phonics strategies, and Do The Math for support in math instruction.

In addition to supporting student academic needs, student Social/Emotional needs are also attended to. This year our Leadership Team has prepared and presented monthly professional development to the rest of our staff members Positive Behavior Intervention strategies from "Hacking School Discipline." This curriculum focuses on classroom strategies such as classroom talking circles, creating clear and consistent expectations, growth mindset, managing emotions, and restorative support which impacts positive student behavior and attitudes. Our Positive Behavior Intervention Coordinator and school administrators follow student behavior and student social/emotional survey data to determine the effectiveness of the programs and what areas of weaknesses still need to be addressed.(Evidence 4b.10 Professional Development slideshow of Hacking School Discipline)

4C: Staff Reflects on their Work

Self-Assessed Score: 3

Narrative: **4C. Staff Reflects on Their Work**

Canyon Crest administrators and staff members take pride in the reflective and growth processes that our school follows to continue to build on our practices and provide our students with the best possible learning experiences. We do not have one specific method of reflective practice, but immerse ourselves in multiple opportunities throughout the weeks, months, and

school year to review our practices and plan for improvement. Some of our reflective practices are:

- Teachers meet weekly in Professional Learning Communities to review the week's practices, look at student data, reflect on their practices and make goals for the upcoming week to meet student needs. The PLC guiding questions that teachers review and answer each week are:
  1. What is it we want our students to learn?
  2. How will we know if each student has learned it?
  3. How will we respond when some students do not learn it?
  4. How can we extend and enrich the learning for students who have demonstrated proficiency?

  Other areas for weekly reflection are: Second-Step integration in weekly/monthly lessons; STEM incorporation into subject disciplines; Friday STEM Hour activities
  (See evidence 4c.1 PLC agenda sample 6th grade)

- Monthly Staff Meeting with book "Hacking School Discipline" relates to STEM by addressing Mind Sets to help deepen both teacher and student endurance and rigor to accomplish STEM items and take on challenges.Teachers are asked to review their social/emotional practices in their classrooms each month, and see where they can make improvements in their practices as they receive the new information and training that is presented. (See evidence 4c.2 Leadership Team schedule of teaching chapters)

- With a team, our school creates a new School Improvement Plan each year. We review data, discuss program strengths and weaknesses, and set goals for the upcoming year. (See evidence 4c.3 Copy of School Improvement Plan)

- Each term grade levels meet to review the progress of their students in Grade Level Data Dives. Teachers, Intervention Coordinators, and administrators look at Math and Language Arts progress for students and determine what needs to be addressed in Tier 1 (classroom instruction), Tier 2 (intervention support), or other areas of intervention, or revision of practice. (See evidence 4c.4 Email invite for January School Grade Level Data reviews)

- Our school has several parent/staff/administration team led meetings each month. Some of these team meetings are our: Leadership Team, Strategic Communications Committee, School Community Council, STEM team meetings, etc. Many of these committees and teams are guided by surveys and feedback reflections from students, staff, and the community. We strategically reflect on our practices from the feedback and work toward school improvement in various areas, (See evidence 4c.5 samples of survey, agendas, improvement plans)

- Our administrators give the teachers substitute coverage for attending Peer Learning Walks throughout the school year. This is a great opportunity for teachers to learn great

practices from other teachers, and reflect on how they can incorporate additional good practices into their own programs. Teachers submit reflection briefs on a "take away" and how they can incorporate it into their instruction. (See evidence 4c.6 Learning Walk agenda and briefs)

- Teachers are required by school, district, and State to complete a Teacher Self-Assessment and Professional Growth Plan each year. Administrators walk through a reflection conference with teachers, who have selected two skills in the evaluation tool, and help the teacher develop these skills during the school year, which they later demonstrate in a formal evaluation. (See evidence 4c.7 ObserverTab Self-Assessment and Professional Growth Plan sample) Classified employees also engage with supervisors in a reflective evaluation conference once a year so that all employees have an opportunity for reflection and growth.

5A: Code of Behavior and Values

Self-Assessed Score: 3

Narrative: **5a. Code of Behavior and Values**

Canyon Crest Elementary's faculty and staff believe a school-wide system of ethics and conduct is necessary to maintain a uniform and understandable system that all students, teachers and staff can follow and maintain, and parents can support. It must be a system that is at the heart of our school culture. Our code of behaviors and values are embedded in our school-wide Positive Behavior Intervention Support (PBIS) System.

- Our school mission states "The Canyon Crest Elementary School community works together to help students achieve at high levels, reach their personal potential, and develop an enthusiasm for lifelong learning. We commit to building integrity, responsibility and respect in our school." Our core values are ROAR: Respect/Ownership/Attitude/Responsibility. (See evidence: 5a.1 Picture of School Mission Statement/ROAR card core values)

- We have school-wide behavior expectations, known as our "Cub Routines", that every teacher reviews with their class, and students are expected to follow throughout the school year. These are posted in every classroom and strategically throughout the school. (See evidence: 5a.2 Picture of Cub Routines in classroom and around school) The Cub Routines are expectations of every aspect of our school - in classrooms, hallways, lunchroom, playground, Specialty classes, after-school programs, and field trips. We believe our values and behavior reflect who we are, the mindsets we are taking into our futures.

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- Our school has created a "New Family Handbook" that is given to families of incoming Kindergarten students and families of new students who are entering our school. This handbook reviews our school mission, values, behavior expectations, and things new families should know to help their child to be successful in their transition to Canyon Crest. (See evidence: 5a.3 New family handbook)

- As part of our Positive Behavior Intervention Support System, students who display our school values receive a note home to communicate to parents their child's positive behavior. These school-wide note recognitions are known as "Cub Notes", and are given by staff members throughout the school - teachers, administrators, custodian, lunch workers, support staff, etc. It is part of our school-wide system of support. (See evidence: 5a.4 Picture of Cub Note) A duplicate copy of the note that is sent home to parents is put in a drawing for weekly prize awards and student names are announced in our weekly announcements.

- A student of the month, in every class, is recognized monthly by their teacher. These students are called to a special Zoom Student Recognition Assembly where they are cheered on by peers, staff and parents. They receive a recognition reward, have their pictures displayed in the entry of the school, and later in the month are invited to a "Pizza with the Principal" luncheon. (See evidence: 5a.5 Picture of Student of the Month Bulletin Board)

- Our Leadership Team of teacher leaders has been presenting lessons to staff members in monthly professional development sessions. The curriculum in the book, "Hacking School Discipline" by Maynard and Weinstein, focuses on behavior strategies such as classroom talking circles, teachers creating clear and consistent expectations, growth mindset, managing emotions, and restorative support, which impacts positive student behavior and attitudes. (See evidence: 5a.6 Hacking School Discipline chapter outlines/picture of a classroom talking circle) Teachers teach and use these strategies with the knowledge that these behaviors will positively affect students' choices and success in their future careers and employment.

- Positive behaviors are also taught in STEM classes and Jr. Achievement courses at Canyon Crest during the school year (i.e skills that encourage growth mindset, resilience in moving forward with challenging tasks, and leadership skills while collaborating and positively interacting with others). Teachers collaborate with students to establish a positive learning climate of openness, respectful interactions, support, and inquiry, and frequently organize teams of students during instruction to help develop cooperation, collaboration, and student leadership among their students. (See evidence: 5a.7 Picture of students working in teams)

- Canyon Crest core values are, as previously stated, Respect, Ownership, Attitude, and Responsibility. These values are expected in all aspects of our students' learning and

interacting with peers. Our teachers intentionally teach these values, and students are expected to observe them as they collaborate and communicate with their peers during their learning. In the math section of our Standards Reports STEM career attributes are listed for teachers to assess students in their mathematical practices and behaviors. Some of these attributes are perseverance, problem solving, collaboration, and growth mindset. Student behaviors are also addressed with parents during Parent Conferences. (See evidence: 5a.8 Standards Report Behavior assessment)

5B: Teacher Differentiation of instruction Based on Needs:

Self-Assessed Score: 3

Narrative: **5b. Teacher Differentiation of Instruction Based on Learning Needs**

Canyon Crest has a variety of learners, from very high achieving to lower achieving, from English Language Learners to students with Individualized Education Plans. We are a dual language school, and many of our students learn the curriculum in Spanish for a portion of the day, and others learn the entire curriculum in English. The teachers and other instructional aides at the school are proficient in differentiating lessons and activities based on individual learning needs. The following are some examples of differentiation methods used at Canyon Crest:

- The needs of different student ability levels are met in various ways, often in projects and activities. The 3rd grade team has the students participate in Market Day. For this day the students earn class dollars for good behavior and turning things in. They create a business with a group or partner. Some students sell edible goods, others build figurines from Legos or other materials, make bracelets, etc., to sell. The students then use math to decide what price they will sell their product for, how much money they themselves have to spend, and how to give change to their customers. This offers the students a lot of real life applications. Students may also have to re-evaluate their prices if someone else was selling a similar product for cheaper, and decide how they could get their product to sell better in that situation. It offers the students a small glimpse into the real life business world. (See evidence 5b.1 pictures of market day booths)

- Our Professional Learning Communities are groups of teachers that work with the same students throughout the school. In PLC meetings we discuss how the students did on given assignments or assessments across all disciplines that week. Then we use that information to group our students into smaller groups for either extension or remediation. We also discuss students that are struggling and how we can help them, as well as students who are excelling and need enrichment the following week. Each grade level goes through this process weekly to make sure we are continually meeting the students'

individual needs and supporting them in their learning differences.(See evidence 5b.2 example of PLC minutes)

- Our teachers offer students many choices in completing assignments and/or assessments. This can be differentiated based on student interest or needs. One example is in a 6th grade science class, the students learned about Mount Vesuvius. To demonstrate their learning, the students were given options of writing a paragraph, making a poster, making a powerpoint presentation, or recording a video. This offered students a differentiated way to produce their outcome based on their strengths and interests. The students are offered different choices to show their learning in various other areas as well such as book reports and research projects. (See evidence example 5b.3 example of student powerpoints)

- Teachers plan lessons based on various student learning needs in their classrooms. They differentiate their lessons based on proficient knowledge of the needs of the students in their class. An example of this is in a lesson where the students were learning to use a Venn Diagram to compare and contrast. The teacher differentiated the instruction and outcomes for each of the groups of students. They were given two stories to compare and contrast that were differentiated based on their levels. The lesson plan shows that the rigor was maintained for each of the groups ranging from very low to very high. For the assessment portion, students were able to choose from 3 differentiated passages about king penguins, and 3 differentiated passages about macaroni penguins to show their understanding of compare and contrast. The teacher also used science standards to introduce the compare and contrast concept. Teachers also use time to pre-teach difficult lessons for students who might need that and this helps build confidence in those students during the actual lesson.(See evidence 5b.4 lesson plan for this lesson)

- For our Tier 2 interventions for both math and language arts, the teachers meet with administration and the instructional aides in charge of math and language arts intervention groups. In these meetings they review data from test scores at the beginning, middle, and end of the school year. They also review data from the continuous progress monitoring that both the teachers and the instructional aides do to keep track of student progress between more rigorous assessments. After discussing the data, the aides and teachers collaborate on the best placements for each student so they are receiving small group targeted instruction based on their needs. (See evidence 5b.5 example of schedule for differentiated small group instruction)

5C: Staff Spreads Practices

Self-Assessed Score: 3

School Name: Canyon Crest Elementary School

Narrative: **5c. Staff Spreads Practices**

Canyon Crest teachers share STEM practices and other strategies with staff members in the school and across the grade levels through:

- Peer Learning Walks - Teachers receive substitute coverage for their classes as they attend Peer Learning Walks throughout the school year. This is a great opportunity for teachers to learn great practices from other teachers, and reflect on how they can incorporate additional good practices into their own programs. Many teachers share STEM integration and lessons during this time. Teachers submit reflection briefs on a "take away" and how they can incorporate it into their instruction. (See evidence 5c.1 Peer Learning Walks agenda and reflections)

- Dual Language Immersion School Visits - The state of Utah offers opportunities through the Dual Language Immersion program for Spanish speaking teachers to participate in site visits to other Spanish DLI classrooms throughout the state to observe, learn, and bring back ideas to implement in the classroom. Many of these classes are in the math and science subject areas. Spanish teachers have the opportunity to see how other schools integrate STEM subjects into their programs as they integrate teaching the target language. Our school takes advantage of these occasions. (See evidence 5c.2 DLI STEM site visits)

- STEM Fair Powerpoint - The STEM fair Coordinator, who is a teacher at our school, sends out an outline for the school to use for the STEM fair projects. This is used for the teachers to use as a resource to help the students be successful in their STEM fair projects. (See evidence 5c.3 STEM Fair Powerpoint)

- Into Math Program Professional Development - A district representative teaches teachers how to use our newly adopted math program, Into Math. Teachers were given further instruction on how to use the online program and the in-class materials, and the assessments before, during, and after a lesson. Teachers, after the initial training, meet in Professional Learning Communities and further their understanding of the program together in their grade level groups. They provide support and insights to other teachers as they share their questions and successes in their instructional practices. (See evidence 5c.4 Into Math Training)

- 2nd Grade Loose in the Lab - 2nd grade teachers were given materials and instructions for the year's science curriculum. Each teacher received a box of materials for the kids to use during science lessons. Teachers work together, on both a district and school

level, to determine the best way to present inquiry-based instruction for their students. (See evidence 5c.5 Loose In the Lab communication)

- Grade levels throughout the school do a STEM project every week for Friday STEM Hour. Teachers put their minds together weekly to determine what projects students will engage in, and how to present the lessons. These projects consist of students creating and/or solving a problem. One challenge in first grade was to create a spider web using yarn and seeing how many spiders (math cubes) their spider web could hold. (See evidence 5c.6 First grade STEM project)

- Our Leadership Team, consisting of teachers from each grade level, teaches skills and strategies from the book, "Hacking School Discipline" to the rest of the teachers in monthly Professional Development. This curriculum focuses on classroom strategies such as classroom talking circles, creating clear and consistent expectations, growth mindset, managing emotions, and restorative support which impacts positive student behavior and attitudes. (See evidence 5c.7 Hacking School Discipline teaching agenda)

- Our teachers created and shared lesson plans centered around coding when they received the Code.org training in 2019-20. This is currently available to all teachers on a shared drive, making all coding lesson plans available for use. (See evidence 5c.8 CC STEM shared google drive)

5D: Common Planning Time and Individual Planning Time are Incorporated into the Schedule

Self-Assessed Score: 3

Narrative: **5d. Common Planning Time and Individual Planning Time are Incorporated Into the Schedule**

School administrators work conscientiously to provide strategic planning time for teachers in the master schedule. Grade level teachers are given common planning time throughout the week, in addition to early-release Professional Learning Communities (PLC) time, to work collaboratively as well as individually. (See evidence: 5d.1 Master schedule showing common planning time for each grade level)

During this scheduled time teachers work to collectively plan integrated lessons (See evidence: 5d.2 First grade integrated lesson plan) , STEM curriculum and Friday STEM hour activities (See evidence: 5d.3 STEM shared drive with teacher-team prepared lesson plans) , prepare common assessments, and review student data. During District Professional Development (3 per year) teachers meet in

grade level teams across the district to review new curriculum and discuss and share curriculum ideas and concerns. (See evidence: 5d.4 Kindergarten Grade Level Meeting Presentation)

Teachers meet in heterogeneous groups scheduled throughout the school year (i.e. Spanish teacher teams, traditional teacher teams, partner teacher teams, vertically aligned teams (See evidence: 5d.5 Vertical team agendas) among grade levels, etc. (See evidence: 5d.6 Spanish Team agendas) Specialty teachers (art, music, drama, library, etc.) rotate throughout the Professional Learning Communities each term, collaborating with grade level teachers to determine practices to support classroom curriculum and enrich students within their own subject areas. (See evidence: 5d.7 PLC Specialist rotation schedule) They routinely meet with their specialty groups in across-district team meetings to share and generate new ideas in addressing specialty curriculum. (See evidence: 5d.8 District Specialty PLCs - music)
Our STEM Coordinator meets with grade level teams of teachers on a rotation basis to discuss grade level Standards and how STEM instruction and Space Lab missions can support classroom curriculum.

Language Arts and Math Interventionist Coordinators meet with grade level teams each school term to determine at-risk students and their needs, and how to support the classroom teacher with Tier 2 support. (See evidence: 5d.9 95% and Math intervention groups) Our Special Programs Team Leader also meets with teachers on a weekly basis to determine individual student needs and how to support the general education curriculum.

6A: Support for Social and Emotional Needs of Students

Self-Assessed Score: 3

Narrative: **6a. Support for Social and Emotional Needs of Students**

Canyon Crest Elementary has multiple programs in place to reach the social and emotional needs of students. These programs work to build the social and emotional skills of each student in the school. Through these programs, students are able to learn necessary skills for the present and in the future. Some such programs are:

- Second Step Program – Teachers throughout the school participate in the Second Step Program. This program provides lessons about various aspects of social-emotional learning, and teachers are trained in professional development courses to teach these skills to their students. Lessons are designed with specific age groups in mind, enabling students to learn skills that will be beneficial in their age of life. Students in sixth grade

interact with Second Step through online lessons that include videos, activities, and student tasks. (See evidence 6a.1 picture of Second Step Program)

- Parent Teacher Conferences (SEPs) – Parents and teachers come together twice a year in order to discuss student needs and progress. These SEP conferences (Student Education Plan) help teachers build relationships with the parents of their students, enabling open communication between parents, students, and their families. We strive for 100% attendance at Parent Teacher Conferences to ensure that every student is represented and accounted for. (See evidence 6a.2 Principal SEP email to teachers)

- Professional Learning Communities – Teachers meet together each week to discuss student needs, progress, and learning goals. In this discussion, teachers address the specific needs of various students in the grade level who may be struggling. Together, teachers discuss possible solutions and meet with the school social worker if necessary. Notes for these meetings are taken and shared through the use of Google Documents so all necessary parties have access. (See evidence 6a.3 PLC notes)

- Junior HOPE Squad – Students in fourth, fifth, and sixth grade are invited to participate on the Junior HOPE Squad. The purpose of this group is to promote suicide prevention, and healthy social and emotional boundaries. These students are leaders to other students in the school and learn to reach out to responsible adults when needed. Students in Junior HOPE Squad are also responsible for the inclusion of new students through providing a school tour, introducing them to other students, and providing them with a friend. (See evidence 6a.4 picture of Hope Squad students) Another student-involved program is our Kindness Club. Students in first through sixth grade are able to join the Kindness Club. Kindness Club helps students with strategies for friend making and spreading kindness throughout the school. (See evidence 6a.5 Kindness Club Lesson Plan)

- Provo City School District has equipped schools throughout the district with critical personnel to assist schools in meeting the social and emotional needs of students and school staff. Two of our essential staff members are our school Social Worker who assists and attends to the many needs of students and families. He supports teachers in the classroom by addressing social skills students are struggling with and supporting growth mindset and anxiety concerns. (See evidence 6a.6 picture of our school Social Worker) Another important member of our social/emotional team is our School Resource Officer. Our SRO supports the school in more critical behavior concerns, but also comes to the school to proactively interact with students and encourage positive behaviors. One of our students who has struggled with behavior issues has been assigned to "check in" with our SRO weekly by email to report the positive behaviors he has displayed throughout the week, and report any struggles he has had, if any. It is a good relationship building opportunity for students with these needs. (See evidence 6a.7 picture of our school Resource Officer)

School Name: Canyon Crest Elementary School

- Our school-wide Positive Behavior Intervention System allows us to set school-wide expectations and rules for all students to follow and teachers to address with their classes. This avoids confusion for both students, teachers, and staff when expectations are uniform and all staff can support the expectations in all settings. As part of this program, our school has set up a "Wellness Room" (which we call our Welcome Room) where students who are experiencing stress or anxiety can relax and practice some skills to overcome their fears. This has been a strong support for many of our students' social/emotional health. (See evidence 6a.8 picture of Wellness Room)

6B: Belief that All Students Can Learn

Self-Assessed Score: 3

Narrative: **6b. Belief That All Students Can Learn**

Canyon Crest Elementary embraces the belief that all students can learn no matter their background and or learning levels. In order to help students access the rigor of academic and grade level content, the use of technology to support learning has helped a broad range of students access general education curriculum who otherwise would be left behind or unable to demonstrate what they really know. Technology has assisted in easing the burden of differentiation, but also has opened students' minds to what is possible in the field of technology and its capability to assist struggling or gifted students, as well as students who fall into that average range. It allows students to show that they can do math, even if in the past they could never perform at a passing level. One way students have been able to demonstrate their true abilities and understanding in math has been through the use of text to speech apps, especially the ones found in Google Docs. In the past, students who struggled with writing often failed math test questions that required written explanations to show their thinking. By implementing the use of speech to text, students are able to explain their answers without worrying about the hangups of writing. Evidence is shared of how a student who struggles with writing is able to demonstrate learning with using the text to speech app. The first is an example of their current writing ability, and the second and third is an example of the use of speech to text from the same student during a math test. (See evidence 6b.1 Student work samples using text to speech app)

All students are provided equitable access to rigorous instruction and learning at our school. Students with identified learning disabilities and English Language Learners have full-day access to the general education classes. Access to the Spanish Dual Language Immersion program is also available to all students, although many parents choose the rigor of the traditional English program for their child. Students who struggle with any part of the curriculum, in either program, are identified through several methods of assessment. Acadience testing in Language Arts and Math is performed three times a year, and students are progress monitored routinely throughout the year to track progress. Students with identified needs may be provided an Individualized Education Plan (IEP) or 504 Plan. (See evidence 6b. 2 Sample 504 Plan) These

students' specific learning needs are addressed by all teachers and staff members at the school.

Students whose needs are not met by Tier 1 instruction in the general ed classroom have several opportunities to have their learning gaps addressed. Many individual student needs are met through:

- Language Arts Reteach - each teacher assesses students' learning and gives extra support during Center Time or time during the Language Arts block (WIN Time) to reteach skills that were not solidified for certain students. WIN Time is embedded in the Language Arts block for each grade level in the Master Schedule. (See evidence 6b. 3 WIN Time on Master Schedule)
- Math Workshops - each grade level team of teachers assess students' learning weekly to determine student need for reteach. Students are grouped according to need and either reteaching is done to solidify the skills, or enrichment for students who mastered the skills. Math Workshop time is embedded in the daily schedule for each grade level in the Master Schedule.
- Tier 2 Interventions - Reading and Math interventions provide focused instruction in areas where students need additional support. Small group pull-outs are designed to help students master phonics skills or basic math skills when they have not learned them in their Tier 1 classroom instruction. Close data is recorded to track student progress. (See evidence 6b. 4 Picture of Interventions)
- Tier 3 Special Programs: Students with IEPs are supported in either push-in or pull-out small group instruction, where specialized teachers work with students who have been identified with learning disabilities and need individualized ways to learn the grade-level material.

In Specialty classes (art, music, library, PE, STEM and Space Lab), students' special needs are also met. Specialty teachers adhere to the plans put in place by Special Programs teams and work to ensure that every child is learning in their classes. STEM classes are designed for students to work together in partners, groups, and teams to support students of all ability levels. The use of cooperative groups for struggling students allows students to learn from their peers in STEM activities. Our third grade classes often program robots to follow visual models of a narrative story they have written, or use peer learning to support other weekly STEM lessons and activities. Students with learning disabilities during STEM lessons are able to participate with their peers during STEM lessons and get the assistance needed to access the STEM curriculum. (See evidence 6b. 5 Picture of students getting support from peers) Our Junior Achievement program has been provided at our school to help instruct students of all nationalities, genders, and abilities to learn to manage finances, look at entrepreneurship opportunities, and develop interest in business and STEM careers. (See evidence 6b. 6 Jr. Achievement class being taught)

Each month teachers receive professional development in English Language Learners (ELL) training and Special Education programs that help meet the academic, social/emotional, and physical needs of all students. These lessons are taught by specialists in our school, the ELL

Coordinator and Special Programs Coordinator. Teachers also receive professional development in STEM fields to inform instruction in coding, robotics, and math and science curriculum. (See evidence 6b. 7 Nearpod on Behavior/ PD on Blended Learning)

After-school programs are also offered to all students who are interested in furthering their skills and abilities in STEM and other courses. Close attention is paid to provide classes which encourage underrepresented students to develop interest in STEM careers such as, formerly "Girls Who Code", now titled "Kids Who Code", board games, and other classes that support STEM skills. (See evidence 6b. 8 After-school bulletin board)

6C: Student Participation in Decision-Making

Self-Assessed Score: 3

Narrative: **6c. Student Participation in Decision-Making**

Students who attend Canyon Crest Elementary have multiple leadership opportunities in school. These opportunities provide a way in which student voices can be heard during decision-making processes. Some of the student leadership opportunities at Canyon Crest are:

- Student Council – Students in fourth, fifth, and sixth grades are given the opportunity to participate in the school's student council. The purpose of the Student Council is to provide students an opportunity for their voices to be heard. Students in Student Council are often presented with school-wide issues, such as cafeteria behavior. (See example 6c.1 Picture of student behavior poster in cafeteria)

- Student Council members often visit classrooms to gather and present ideas in an effort to find a solution for concerns at our school . The Council then meets together with the principal or facilitator to present their solutions. Students also work to plan school events such as Kindness Week and HOPE Week. Student Council members also lead a portion of the school's monthly Recognition virtual assembly. During this time, students present awards to students who have shown exemplary leadership in the school. (See example 6c.2 Picture of Student Council)

- Junior HOPE Squad – Students in fourth, fifth, and sixth grade are invited to participate on the Junior HOPE Squad. (See example 6c.3 Picture of Hope Squad)
  Students in this group are tasked with the responsibility of aiding the Student Council in planning the schoolwide HOPE Week. They also discuss areas of concern in peer social-emotional needs. The Hope Squad is working to put together a "Buddy Bench" to aid in helping students feel included on the playground. (See example 6c.4 Picture of Buddy Bench) Students who need a friend will sit on the Buddy Bench and a member of the Hope Squad or other students will join them for a chat or invite them to play. Hope Squad

members will also train other students how to be inclusive and be observant of those who may need help. Hope Squad students also attend district-wide training for enrichment in leadership skills and training in ways to be of social-emotional support. · (See example 6c.5 Picture of Hope Squad at district training)

- Kindness Ambassadors – At Canyon Crest students in first through sixth grade can participate in the school Kindness Club and be Kindness Ambassadors. These students meet with the Student Council once a month to discuss and plan various activities. This group also participates in a schoolwide, virtual assembly to present awards to students who have shown examples of kindness throughout the school. (See example 6c.6 Picture of Kindness Ambassadors in action)

- Yearbook Club – Students in sixth grade have the opportunity to participate in Yearbook Club. Students in Yearbook Club attend various school activities to take photographs using cameras or an iPad. Students attend weekly meetings to receive photography assignments, learn how to operate cameras and edit photographs, and design the yearbook. This club is responsible for the creation and assembly of the school yearbook. (See example 6c.7 Student video of Yearbook communication)

- Students throughout the school have opportunities to shine and share their talents in many ways. As we established our school values, all stakeholders, including students, had opportunities to give input and vote on the values. Our new adopted values are: Canyon Crest Cubs ROAR: Respect, Ownership, Attitude, Responsibility (See example 6c.8 New school values) Other ways students participate in the school program is by illustrating the school T-shirts each year, and illustrating the covers of the yearbook. (See example 6c.9 Picture of designed T-shirts) Submissions are made and the school community votes on the "winning" illustration. Student artwork can also be seen in the front entry of the school. (See example 6c.10 Picture of student artwork on entry ceiling)

6D: Extracurricular Activities

Self-Assessed Score: 3

Narrative: **6d. Extracurricular Activities**

Canyon Crest Elementary values STEM experiences for all students, and extra curricular activities to engage students and help expose them to many different opportunities that could eventually lead them to good choices and career advantages in the future. The following are some of the STEM extracurricular activities and learning opportunities we provide for students at our school:

School Name: Canyon Crest Elementary School

- To engage and excite students about programming and 21st century STEM skills, we have established a Friday STEM Hour, during regular school hours, where teachers throughout our school give students the opportunity to participate in STEM learning. (See evidence 6d.1 Peek-of-the-Week teacher newsletter) Some of the activities done during STEM hour include Code.org and programming with different programming robots. (See evidence 6d.2 Picture of finch bot coding / video of result of finch bot coding)

- Keyboarding is one of our specialty classes available to students in third through sixth grades during the regular school day where students have the opportunity to build fluency and accuracy with their typing skills.   (See evidence 6d.3 Typing Club bulletin board)

- Students have the opportunity to participate in Space Lab missions where they get to develop skills related to STEM. (See evidence 6d.4 Space Lab pictures / Schedule of STEM/Space Lab rotations)

- Several of our Canyon Crest teachers are STEM endorsed and tie STEM experiences directly to their in-class learning experiences and their grade-specific curriculum with hands-on engaging lessons. (See evidence 6d.5 Photo/description of 6th grade project tied to science curriculum)

- We offer many extracurricular activities that are engaged in by many of our students throughout the school year. We have a link on our school website with information about our enriching, challenging, engaging after-school programs. Some of our extracurricular activities include: Board Games, Choir, Art, Kids Who Code, STEM Science, and Yearbook club. (See evidence 6d.6 link to After-school website / After-school bulletin board)

- In addition to our after-school programs and school day STEM and programming opportunities, students are encouraged to participate in STEM competitions. We have our yearly STEM Fair which is an engaging and fun opportunity for students to explore both Science and Engineering. All grades are invited to participate and teachers throughout our school provide support and mentoring to the students. (See evidence 6d.7 Pictures of STEM Fair projects / sign off card)

- Sixth graders participate in a District Robot Challenge where they compete against other schools in our district. (See evidence 6d.8 Robot Challenge pictures)

- We know that community involvement and community education is a great asset to our school. We held our annual STEM NIGHT in October, which was a huge success and generated a lot of excitement among our students and the community. Students got to learn alongside their parents and families and all were engaged in learning and exploring.   (See evidence 6d.9 Pictures of STEM Night)

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6E: Representative Population

Self-Assessed Score: 3

Narrative: **6e. Representative Population**

Canyon Crest Elementary is located in the northeast section of Provo, Utah, at the mouth of Provo Canyon. The school community is predominantly white caucasion in a 'mildly affluent' section of the city. Provo City School District is a "choice district", allowing families to select their attending school within the district, which may or may not be within their school boundaries. Since Canyon Crest is a Spanish Immersion school, this attracts students from all over the district, including some students from neighboring school districts. Canyon Crest actively and inclusively invites students from all over the city who wish to attend our school.
- Community Demographics: The 5 largest ethnic groups in Provo, UT are White (Non-Hispanic) (74.4%), White (Hispanic) (13.5%), Two+ (Non-Hispanic) (3.4%), Asian (Non-Hispanic) (2.65%), and Other (Hispanic) (2.05%).
- School Demographics: Canyon Crest's demographic population is reflective of the diversity and gender of the local community, which is Caucasian (White) (79.2%), Latino (15.85%), Asian (1.54%), Pacific Islander (1.32%), Native American (.66%), African American (.44%), Other (.22%). Male (49%), Female (51%). Low income: 19%. We have 7.5% English Language Learners.

Canyon Crest offers After-School programs that reflect our community's interests and needs. This year's after-school program offerings are: (See evidence 6e.1 After-school programs)
- Art
- Drama
- STEM
- Board Games
- Choir
- Kids Who Code
- Yearbook Club

Out-reach programs that Canyon Crest supports, and who support Canyon Crest students, include:
- Boys and Girls Club (See evidence 6e.2 Boys and Girls Club communication)
- Sub-4-Santa (See evidence 6e.3 Sub-4-Santa fundraiser)
- United Way
- Larry H. Miller Christmas Program
- Shop With A Cop

Our school focuses on underrepresented student populations by:
- Providing English Learner support for students (See evidence 6e.4 ELL support info)
- Increasing communication in English and Spanish (digital, flyers, etc.)

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- Providing translation services for non-English speaking families
- Actively recruiting underrepresented families to participate in Parent/Teacher Association meetings and activities
- Holding community dinners
- Ensuring 100% attendance for parent/teacher conferences (See evidence 6e.5 SEP communication)
- Home visits by school Social Worker, administrators
- Providing cost-free after-school opportunities such as STEM Night, choir and drama performances, etc. (See evidence 6e.6 invitations to cost-free events)
- The Provo Girls' Summit that our girls aged 8-12 are invited to attend, can have the opportunity to hear presentations and meet one-on-one with women of various professional backgrounds such as planetary scientists, writers, actors, photographers, etc. (See evidence 6e.7 Provo Girls' Summit)

6F: Student Autonomy

Self-Assessed Score: 3

Narrative: **6f. Student Autonomy**

Canyon Crest gives students many opportunities to utilize choices and show autonomy. Students are given these opportunities through STEM lessons, class group work, projects, and student presentations to show ownership of their learning.

- During STEM lessons and activities, Canyon Crest students are required to manage their own work and make sure they produce the expected result. Teachers provide students direction using Learning Targets to clarify the objective, Success Criteria and Performance of Understanding criteria to help students know what the expected result should look like. (See evidence 6f.1 Lesson plan of student work in STEM Lesson)

- STEM FAIR PROJECTS - All students who choose to participate in the STEM Fair are given explicit directions to follow. In order to help students succeed in the steps they are given a STEM Fair Card which helps them break their project down into manageable chunks. Students are held responsible for meeting those deadlines using their time management skills. (See evidence 6f.2 STEM Fair card sample) This project also requires students to be self-directed and take initiative to complete it. Students are also given a STEM Fair Rubric; if they take the initiative to follow the rubric they can achieve the highest points possible. (See evidence 6f.3 STEM Fair rubric)

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- Sixth grade students completed a Greenhouse Effect Project. In order to complete this project, students were self-directed, managed their time, and took initiative to produce the final result. Students had to follow a time-line to get specific parts completed by specific dates. In the end they presented their "Greenhouse Effect Project" (See evidence 6f.4 Greenhouse Effect Project)

- At Canyon Crest, all teachers and students participate in "Friday STEM Hour" during the week. Students in a 5th grade class had to create the tallest tower using marshmallows and toothpicks. They were in groups having to collaborate with each other. They had to plan, create and reflect all in a specific time frame. (See evidence 6f.5 Tower Time Project)

Teachers at Canyon Crest give students opportunities to lead the class when it's appropriate as well as giving students options to achieve their learning goals.

- "TEACH ME TUESDAY" - Students in a 6th grade class choose a topic they are interested in and then present it to their classmates. (See evidence 6f.6 Teach Me Tuesday)

- Fourth Grade students were in charge of reading a book and then creating a book report. However, students were given the opportunity to choose *how* they wanted to present their book reports. Some chose a poster, a mobile, another painted a picture on a canvas. This allowed students the opportunity to be creative and present in their own personalized way. (See evidence 6f.7 Book Report projects)

6G: Students Reflect on their Learning

Self-Assessed Score: 3

Narrative: **6g. Students Reflect on Their Learning**

Teachers at Canyon Crest use a variety of assessments, both formal and informal, to determine student learning. Many teachers include student assessment in their plans to help students reflect on their understanding of the concept and take charge of their learning. Provo School District has been focused on Visible Learning for several years, and professional development around "the assessment-capable learner" has been provided to teachers and administrators. Canyon Crest is strong in its use of teacher clarity and the use of Learning Targets (Objectives) and Success Criteria to help students know what they are learning for the day and how they will know they have learned the criteria. Students know their best learning will come when they reflect on, and use their success in gauging, their learning. Some of the following methods of student reflection on their learning are:

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- Learning Objectives and Success Criteria- Student understanding of a concept comes from the teacher clearly defining and stating learning objectives and success criteria. As a school and district rule we are to post a Learning Objective and have examples of what Success Criteria would look like in a clearly posted area in the classroom. Throughout the learning day these are to be referred back to during instruction. Objectives are important in the learning process to focus instruction and to focus the students attention on the elements of the lesson that they need to learn and master. (See evidence 6g.1 Objectives) The success criteria is a way that students can gauge whether or not they have mastered or learned what the objective had outlined. Success criteria takes the form of many different things. They are as follows but not limited to: what a completed assignment would look like, examples of exceptional work, checklists, "to do" items, rubrics, and other metrics with which students can compare their completed work. (See evidence 6g.2 Objectives and Criteria; See evidence 6g.11 I Can Statements Success Criteria)

- Student Feedback- This is a practice where students are able present their knowledge to a peer and have that peer give them constructive criticism or even praise to help them improve their end product. It is used heavily in the STEM environment. Particularly it is an effective tool when mastering a new mathematical concept. Students are able to bounce their ideas and solutions off of a peer and through that interaction gain new insights to solving problems from a peer and solidifying in their own knowledge through the process of giving feedback to a peer. (See evidence 6g.3 Peer Review Rubric)

- Rubrics- Rubrics are widely used throughout the score as a way for students to gauge exactly what they have completed against what the teacher is going to grade. These are expected in many subjects and offer a great guideline for self directed and monitored education from our students here at Canyon Crest Elementary. (See evidence 6g.3 Peer Review rubric ;See evidence 6g.8 Writer's Checklist)

  Self-assessment- Self assessment is a culmination of many different self reflection elements. It is a metacognitive practice that is essential in deepening the quality and effectiveness of a student's learning here at Canyon Crest Elementary. (See evidence 6g.4 Self-assessment checklist) When students think about their learning and are able to really self-assess how they are approaching their learning, the mistakes they are making, and even the successes they have as they are learning it creates for them an environment that becomes a fertile ground for growth mindset and morphs from self assessment to self improvement. This is a great way to have students identify their strengths and their weaknesses when needed. When implemented as it is in our school it allows students to have that open communication about their education in an honest and safe way in order to not only take ownership but receive the help they might need. (See evidence 6g.5 "Would You Rather" Success Criteria)

- Hand signals (fist to five, thumbs up or down, 1 to 3)- this method commonly used within our school is a formative assessment that allows students to voice their understanding simply and in a quick manner. This method also helps teachers to

adjust and modify their teaching to compensate for deficiencies in understanding or other differentiation tactics that may need to be implemented. The fist to five format allows for those students who are confident to be able to instruct and teach those (See evidence 6g.6 Fist-to-Five signal)

- Exit Tickets - Exit tickets are a way to show in a formative and summative assessment format the understanding of students. This is done in a simple manner consisting of a few pertinent questions that are formulated from the instruction that has been given that day. It is a quick way to allow students to show their understanding of a topic or concept. Very quickly a student and a teacher can gauge where the student's understanding of the concept is. (See evidence 6g.7 Exit Ticket; See evidence 6g.10 Exit Ticet ED)

- Student Surveys- These surveys are given out during SEP's to gauge how students are feeling and progressing 3 times a year. This allows students to really self assess how they are approaching and feeling about their education in a way that is really based on their opinions and how they truly feel they are doing. It is an important practice to ensure student involvement and student awareness of self, in relation to how they are approaching, receiving and involved in education. (See evidence 6g.9 Conference Reflection Form)

- SEP's- As a practice at Canyon Crest Elementary every parent is contacted and met with personally during our SEP times. This is a vital way in which we as teachers are able to share with parents goals, concerns, celebrations, and create an academic unity in our approach to educating our students. During these times we share data, progress monitoring and any other important information needed to properly gauge, and reflect on students' success throughout the year. It is widely encouraged for students to also attend these meetings where parents, teachers and the students themselves assess, and reflect on strengths and weaknesses of the individual students for a more specialized and personal approach to their education. (See evidence 6g.12 SEP Conferences)

- Mathfactspro monitoring math facts proficiency- This is just one example of a program that is used in helping students to practice and monitor their proficiency in mastering math facts. This goes beyond the old way of using timed paper tests to gauge efficiency. This way of monitoring mastery of these facts allows for individually timed problems, repeated missed question monitoring, and accurate tracking of mastered facts. It also gives immediate feedback to students for the ongoing self assessment aspect of their learning. (See Evidence 6g.13 Mathfactspro)

7A: Family Involvement

Self-Assessed Score: 3

Narrative: **7a. Family Involvement**

School Name: Canyon Crest Elementary School

Family involvement is strong at Canyon Crest, and communication between school and home is a vital part of our program. Ways in which teachers and staff keep parents/guardians informed about their child's learning and progress is:

- Parent/Teacher meetings within the first two weeks of school so parents can meet the teachers, learn the curriculum that will be taught during the school year, behavior and homework expectations, classroom procedures, etc. This is also a good time for parents to ask questions and have concerns addressed at the beginning of the new school year. (See evidence 7a.1 Information about Parent/Teacher Meetings)

- Teachers utilize class apps such as ClassDojo where parents can contact teachers with questions or concerns, and teachers communicate upcoming events, assignments, projects, etc. Assignments and communication are updated weekly. Teachers also post photos, recognitions, and events. Texts are an option where teachers and parents can communicate individually or as a class group text. (See evidence 7a.2 Screenshot of ClassDojo app)

- All teachers use the Canvas platform to share the assignments that students have completed, or not completed, during the year. Parents are encouraged to use this platform to follow student learning and progress. (See evidence 7a.3 Screenshot of teacher Canvas program and parent canvas communication on social media)

- Student Education Plan (SEPs) held twice a year where teachers (and often students) share student progress and learning. This is a time when parents and teachers can address concerns, and teachers and parents can receive reciprocal feedback from one another. Standards Reports are reviewed that determine if the student is working on, below, or above grade level. Canyon Crest "boasts" that we have 100% attendance in our SEP meetings, ensuring that every child's needs are addressed. If classroom teachers have not had success in reaching and meeting with parents, the administration contacts parents and either makes an appointment with parents to meet with teachers, or does a personal home visit at the child's home. (See evidence 7a.4 screenshot of SEP signup sheet)

- Individual Education Plan (IEP) meetings with at-risk students who qualify for special programs support. A meeting is held yearly with the Special Programs Coordinator/Teacher, general education classroom teacher(s), parents, and administrators, and anyone else participating on the IEP team such as the school nurse, social worker, etc. (See evidence 7a.5 Schedule of IEP day meetings)

- Communication with our Social Worker occurs on a regular basis for students who work routinely with the school Social Worker. Social-emotional progress is shared with parents regarding their child, and outside resources and support are shared with parents.

School Name: Canyon Crest Elementary School

Our school actively and routinely engages in strategies to increase parent engagement through newsletters, webpages, social media (Instagram and Facebook), Zoom sessions, Principal's Messages (See evidence 7a.6 Copy of Principal's Message), PTA meetings, parent surveys which help guide our school goals (See evidence 7a.7 Copy of parent survey) , our TV screen in the entry of the school, and through sign-ups at the beginning of the year parents meetings, parent/teacher conferences. We host other school functions that draw parents together, such as STEM Night, assemblies, Parents and Pastries, etc. (See evidence 7a.8 Parents and Pastries invitation) Our PTA provides sign-up sheets for parents identifying needs throughout the school year, and teachers make requests through email for parent volunteers in the classroom and party assistance. (See evidence 7a.9 PTA sign up requests)

Parents assist throughout the school in the library, academic assistance in classrooms, and dozens of other activities and functions throughout the school year. We engage our parents in classroom instruction through Jr. Achievement, and career opportunities (See evidence 7a.10 picture of parent career lesson), and multiple outreach meetings such as School Community Council, Strategic Communications Team (See evidence 7a.11 SCT meeting invitation), School Improvement Plan Committee, Parent-Teacher Association, etc. We could not function nearly as successfully without the engagement of the Canyon Crest parents. And so many are willing to help!

7B: Service Learning

Self-Assessed Score: 3

Narrative: **7b. Service Learning**

Canyon Crest Elementary has many learning opportunities for students to participate in service learning or volunteer activities to give back to partners in the community.

- Our Canyon Crest Student Council meets twice a month to discuss the needs of the school and plan activities. These students work together, with Kindness Ambassadors and Junior HOPE Squad to plan Red Ribbon Week, Kindness Week, and HOPE Week. Each of these activities encourage students to better themselves and others through acts of service, games, and learning opportunities. (See evidence 7b.1 Student Council candy cane walk activity)
  - Kindness week, (February 14 – 20) During that week students perform acts of kindness for others as well as receiving or even witnessing kindness. The Student Council and Kindness Ambassador plans activities for each day of the week that relates to kindness all school students can participate in and to focus on the positivity that surrounds us every day.
  - In addition, our second grade teachers during the month of November read books that show kindness to the students, and emphasised the importance of

using kind words toward others. Each student can enter a drawing and they can identify their peers doing acts of kindness. In addition to the grade level they do a kindness party to prepare a "Heart Attack" to show appreciation around the school. For example, students put their heart notes on the principal's or custodian's door.
- ○ Red Ribbon Week, (October 23 – 31) is a drug prevention program in the Nation. The Student Council plans activities that promote and encourage the students to not take drugs.

- Junior HOPE Squad are students in 4th through 6th grade who applied for the position by filling out an application about what a good leader does. After students are selected they meet every Friday at 8:00 to 8:40 am. One Friday we would do a lesson, another Friday we would talk about the lesson we did. For example, when they learn about leadership skills and how to help people who are having emotional distress they can determine if the situation needs to be transferred to an adult. The students usually play a game about the lesson or a "get to know you" activity. (See evidence 7b.2 picture of Jr. Hope Squad)
  - ○ Hope Week- (January) Junior HOPE Squad will create a variety of activities to help promote hope, spread kindness and to educate students and the community regarding suicide prevention . For example, this year, they will focus on hope in themselves, hope in the past, hope in the future, and hope in the community.
  - ○ Jr. Hope Squad students are helping plan and design our Buddy Bench. It is a bench near the school playground labeled "Buddy Bench", and open to everyone. If students do not have anyone to play with during recess they can sit on the bench. If other students see someone sitting on the bench, they can sit next to them and talk, and see how they are feeling. The students are in charge of this project and they will be deciding the phrase that will be written on the bench. They will then have to use their math skills to determine the size of the lettering based on the size of the bench so it fits.

- The Kindness Club students meet every Thursday afternoon after school. One Thursday goes first to third grade and the following Thursday goes to fourth to sixth grade. Students are involved in lessons about friendship skills and teachers encourage them to use these skills on a regular basis. (See evidence 7b.3 picture of Kindess Club)

- Kindness Ambassadors in grades 1-6 meet once a month with the Student Council, and help plan other activities, such as Kindness Week. (See evidence 7b.4 Kindness Week agenda)

- Students in sixth grade are invited to join the Yearbook Club. They created a video to invite all students to participate in the contest to draw covers for the yearbook. Students in the Yearbook Club attend different school events to take pictures for the yearbook that is completed by the end of the school year. (See evidence 7b.5 Yearbook Club invitation)

- Each Veteran's Day, Canyon Crest students are invited to participate in helping create a video honoring a Veteran in their lives. In this video they express their appreciation for the service their Veteran has performed. (See evidence 7b.6 Veteran's Day video)

- To show involvement within our community, sixth grade students participate in the Provo Police Olympics. During this event, class-selected students participate in essay writing, an obstacle course, etc., and compete with other schools in the district. This is put on by our Provo Police Department. As a thank you, students make and sign cards to be delivered to the police department and collect candy bars to give as a gift to the police officers. (See evidence 7b.7 picture Provo Police Olympics and thank you to Provo Police)

7C: School Establishes and Maintains Community Presence

Self-Assessed Score: 3

Narrative: **7c. School Establishes and Maintains Community Presence**

Canyon Crest prides itself with our community involvement practices. One fun event provided by our Provo City Police Department and School Resource Officer at our school is the Provo Police Olympics that involves our sixth grade students. Four students are selected by teachers to represent our school to participate in a writing event, and physical fitness activities. We compete against other schools in the district. The rest of the sixth grade students, teachers, and administrators cheer our competitors on, and we create positive relationships with our city Police Officers while they teach our students about good choices and hard work. (See evidence 7c.1 picture of Police Olympics) Another fun community opportunity we enjoy is our quarterly dinner event. Restaurants within our community offer a "School Night Event" where families from Canyon Crest order food and eat together on a scheduled evening. The restaurant offers the school a portion of the proceeds as a donation, and our school families enjoy eating with friends, classmates, and teachers and administrators at the school. It has provided a wonderful bonding experience within our community. It helps our school in many ways, and also supports our local restaurants! (See evidence 7c.2 Communication re: Dinner Night)

We feature student work throughout our school all year long. We have a "Student Art Wall" at the entry of the school where students, families, and visitors can view selected artwork that students have created. (See evidence 7c.3 Picture of Student Art Wall) Many of our teachers have completed their Arts Endorsement, and creative artwork is displayed throughout the school in our hallways. In October our librarian hosts a "Pumpkin Fest" where students create a pumpkin around a favorite literary character. These are on display for a couple of weeks for families to enjoy in the fall. (See evidence 7c.4 Picture of Pumpkin Event) Our creative students participate in the statewide Reflections Art Contest, and their work is highlighted on the school website for

School Name: Canyon Crest Elementary School

viewers to enjoy. (See evidence 7c.5 Reflections CC district winner) Our students participate in the school, district, and state STEM fair each year. This affair requires participating students to submit a STEM project which will be judged by STEM experts to advance to the next level of competition. The school STEM fair is open to all ages of students at Canyon Crest, and an evening is open to parents and visitors to view the projects. (See evidence 7c.6 Stem Fair information) Utah Valley University hosts a Dual Language Spanish Competition each year. Our students in the 6th grade Canyon Crest Spanish Dual Language Immersion classes attend and showcase their abilities in a Spanish Spelling Bee and Language acquisition competition with other Spanish Dual Language Immersion schools around the state. (See evidence 7c.7 Communication Weber State Spanish language competition) We also invite a large community outreach during our STEM Night event, where engineers, inventors and 'science buffs' from around our community, Brigham Young University, Utah Valley University, Timpview High School, Provo High School, and students from both Canyon Crest and other elementary schools can share their talents with robotics and other STEM events that evening. This year we had over 30 STEM presentations, and our STEM Night is expected to grow in future years! This is a huge community event at our school, and people talk about it all year long! (See evidence 7c.8 Students sharing robotics project)

Outreach projects and events our students participate in are the Sub-4-Santa drive, food and clothing drives, and other fundraiser opportunities throughout the school year. (See evidence 7c.9 Sub-4-Santa competition board) Each year our school celebrates our Veterans in our school families and the community. We have a school assembly in which our Veterans are invited, the school choir sings moving songs in honor of our guests, we host an invited speaker, and then our Veteran guests are invited to lunch with our school children and are welcome to visit our school and classrooms. During the pandemic years, our school has created a Veteran's Day video in which students and faculty members have honored special Veterans in their lives. This video is sent to the Veterans in families and throughout our community by email, and displayed on our website where anyone who wishes can view it. (See evidence 7c.10 Veteran's Day video)

Our school is open to before and after-school events for our students and the community. Before school we hold choir classes, Kindness Club, Hope Squad, and Yearbook classes for students. After-school Club is held for students who are interested in extending their day of learning in art, robotis, coding, drama, board games, etc. (See evidence 7c.11 After-School Clubs) We also open our doors to our neighboring University to provide space for them to practice their team dance classes after school on most nights of the week. Our fields are open to sports events such as club soccer teams, etc. (See evidence 7c.12 Picture of BYU dance communication)

8A: Technology Use

Self-Assessed Score: 3

Narrative: **8a. Technology Use**

School Name: Canyon Crest Elementary School

Canyon Crest teachers use current and emerging technologies in the instruction of all classes and subject areas on a daily basis. The use of technology at our school is so vast, that just *some* of the examples and evidence of technology being used in the classrooms are as follows:

- Each student in Canyon Crest is issued a chromebook in the classroom to work on their class assignments, and used for remote learning, if necessary.
- In daily math instruction: all grade levels use **IntoMath technology tools** to give daily instructions. All math assessments are online. (See evidence 8a.1 Sample IntoMath technology tools)
- The **Waggle Math tool** helps students have additional practice with math skills.
- In language arts, all grade levels use **McGrawHill's technology tools** to give daily instructions, students practice the language art assignments online. Students also do the language arts assignments online.
- In writing, grades 3-6, most teachers use **UtahCompose** for students to practice their writing skills.
- In teaching phonics, Kindergarten to 3rd-grade teachers use the **95%phonics technology presentation tools** to teach phonics skills to students.
- **Keyboarding,** in grades 3-6, lessons are all online instruction.
- Kindergarten to 4th grade, students use **Lexia** as the online supplemental language program.
- The whole school has the **Mystery Science license** to use for supplemental science lessons. (See evidence 8a.2 Mystery Science license)
- Test preparations: from 3rd grade to 6th grade, we use the **USAtestprep** to better prepare our students for the State Core Testings.

At Canyon Crest, products of 21st-century technology tools are used by students and teachers, and are visible throughout the school through all grade levels. Some examples of this include:

- Provo School District paid for the **Nearpod** license for all teachers to use to create and teach all subject areas such as science, language art, and math lessons.
- Many teachers use **class dojo** to increase student engagement
- Many teachers use **Kahoot** to create and deliver quizzes or to review skills.
- **Khan Academy** is used by many teachers and students to improve student math skills.
- **ReadWorks** is used by some teachers to improve students' comprehension skills.
- Students use **Google slides** to present their projects and reports.
- Many students use **Google Docs** to type their papers. Special education teachers use the voice features to have students type their essays. Some students access the voice features as they are doing their research projects.
- In Canyon Crest, we own the class sets of **Ozobot, Finch Robots, and BirdBrain Robots** for students to use to increase creativity and knowledge of robotics.

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- The majority of the teachers at our school had **Code.org** training, and are teaching the coding skills to students to teach and strengthen 21st Century skills. (See evidence 8a.3 Sample of Code.org training communication)
- All teachers use **Canvas** to log class assignments for student and parent access. Students use their issued chromebooks to access their class and homework assignments there.
- There are teachers who teach media art by using **Google Draw.** Students use their media art skills in their PowerPoint presentations for extra credit.
- Teachers use **Loom** to do presentations and/or instruction online, and administration uses Loom for weekly video announcements.
- Our entire faculty uses **Zoom** for meetings and virtual programs. Students watch our monthly recognition assemblies in their own classroom via zoom link. When remote learning is in place, teachers can access their students through zoom. (See evidence 8a.4 Sample of Zoom invitation)
- There are a few teachers who use **Quizlet, Flipgrid, and Livebinders**. Our After-school Program uses **Replit.com**

Canyon Crest teachers and students receive ongoing access and opportunities to expand their proficiency in technology use at least once per month. Some examples are as follows:

- Provo School District paid for the **Kyte Learning license** for all teachers to use as technology professional development. Many teachers use Kyte Learning to improve their technology skills more than once a month. We have access to this technology at our fingertips. Teachers can share these technology lessons with their students.
- Teachers have access to **SimpleK12 Teacher Learning Community**. They watch technology videos to upgrade their skills.
- Teachers are trained on **Canvas** and receive ongoing access and learning through "tips of the month" by our school Canvas Coordinator (See evidence 8a.5 Sample of Canvas communication to teachers)
- Students use their technology skills (such as **Google Draw**) to make their reports look professional for presentations. They learn the skills from their teachers and apply the skills in their presentations. They are getting better at using Google Draw.
- All students participate in Space Missions, created by **Infini-D Technology**, which teach technology skills, leadership skills, and embedded Core instruction. (See evidence 8a.6 Space Lab picture/Infini-D communication)
- Teachers attend technology webinars and STEM conferences on a routine basis.

Canyon Crest teachers challenge students on a routine basis to identify and use the tools they need to solve problems. Some examples are as follows:

- Third grade teachers challenged their students to meet a need by making a balloon-powered car using the force and motion concepts they used in class.(See evidence 8a.7 Sample of 3rd grade lesson plan and pictures of force and motion lesson)

- 6th graders used technology skills to build the solar system. Students use **Google Search** to do their research. Students also use Google to find their words they don't know how to spell or say. They use the tool to find the meaning of the word. "Let's Google it!" is a common saying by the teachers and students.
- Teachers challenge students in their class projects to use different skills to solve problems, including the Engineering Design Process and Scientific Method. (See evidence 8a.8 Samples of STEM problem solving activities)

Canyon Crest teachers use technology to engage in global learning opportunities and communities that extend beyond the state of Utah with their students. Some examples and evidence are as follows:

- A third grade teacher used a **PowerPoint** to introduce "the COVID 19 problem before the pandemic hit America". Students solved problems by doing research and constructing a "rescue mission" to deliver food to Wuhan, China. (See evidence 8a.9 Third grade Pandemic lesson plan)
- Third grade teachers challenged students to do research via **Google** and create their own projects as is demonstrated in the example of the solar oven, and also how to use this solar power to solve the clean drinking water problem in other countries. (See evidence 8a.10 Sample of solar power/drinking water solution lesson plan)
- Fifth grade students write state reports, and sixth grade students write country reports by researching the state/country, typing the information on **Google Slides**, and presenting the information in class.

8B: Allocation for Physical Resources to Support STEM Learning for Students

Self-Assessed Score: 3

Narrative: **8b. Allocation for Physical Resources to Support STEM Learning for Students**

Canyon Crest Elementary School was built in 1983 and is a typical design of a school built during that time. Our library is the center of the building and it's spaciousness allows us to utilize the area for many different things throughout the school day. Primarily it is used for library time, with a "Cub Den", which allows students to enjoy storytime in a tiered setting. (See evidence 8b.1 picture of Cub Den) Tables throughout the library encourage a team setting, and students often group for projects or research. (See evidence 8b.2 picture of library setup/Spanish library room) Our school participates in the "Battle of the Books" competition, where teams of students read a large selection of specific books and then compete with other schools to answer questions about the material they read. Students often use the table arrangement in the library to meet together to prepare for the competition. Before school ,on specific days throughout the week, students meet

in the library to participate in Hope Squad, Kindness Club, and other student meetings are often held in that central location. Staff and committee meetings are also housed in the library.

In the 2019-20 school year an empty classroom was made into our Space Lab. It is equipped with computers, screen, lights, and an awesome motif of space that all Canyon Crest students love to come and engage in space missions. (See evidence 8b.3 picture of Space Lab)The room is set up to support teamwork, leadership, and individual responsibility. Offset in the Space Lab is an area for teacher and students to gather closely to discuss what went well and what could be improved in the mission. It is a good place for students to reflect on their work and what they learned. (See evidence 8b.4 picture of Lab workroom) Next door to our Space Lab is the school STEM Room. (See evidence 8b.5 picture of students working in STEM room) This area is used for all students to interact in STEM projects and instruction. It's decor reminds students of processes they should be using as they engage in engineering and science learning. Tables are arranged conducive to team interaction. Tables can be pulled back to engage in robotics or other activities needing floor space such as makerspaces or STEM boxes.

When larger areas are needed for classes to participate in STEM activities such as rocket launching or track activities, the school gym is scheduled for use. (See evidence 8b.6 picture of class doing STEM in gym) Generally it is used for PE classes, but our staff works together to accommodate when needs arise. We have two computer labs that can be used throughout the school week for keyboarding or coding instruction, after school activities, or other learning that requires a computer lab. Each student is also assigned a chromebook for daily use in the classroom and at home when needed.(See evidence 8b.7 pictures of computer labs/chromebooks being used in classrooms)

Most desks or tables in classrooms throughout the school are arranged for student collaboration and teamwork. (See evidence 8b.8 pictures of classes in team arrangement) Our 6th grade classes are arranged with minimal desks, but abundant with learning areas that students can choose to work. Often teams are working in areas on the floor, tables, or students are sitting in bean bag chairs collaborating about a topic. (See evidence 8b.9 pictures of classes in collaborative setting) We also have a drama room that is free of desks so that students can freely move and express themselves throughout the classroom without having to work around desks.(See evidence 8b.10 picture of Drama class in room) Our school has two Intervention rooms where students work in small groups with teachers to get additional support in areas they demonstrate weakness in. Several groups can work there at the same time due to partitions that create privacy for individual groups to learn without disruption.(See evidence 8b.11 pictures of Intervention rooms with students)

9A: Partners Support Instruction and Provide Resources

Self-Assessed Score: 3

School Name: Canyon Crest Elementary School

Narrative: **9a. Partners Support Instruction and Provide Resources**

Partners from industry, institutes of higher education, career and technical centers, etc. participate in supporting instruction to meet a variety of academic goals at Canyon Crest. This often includes connecting our students with professionals. Examples of some of our partners who support our school are as follows:

- Canyon Crest Elementary participates in the Junior Achievement program. Junior Achievement's mission is to inspire and prepare young people to succeed. The inspiration piece comes from community volunteers (in our case, parent volunteers) who not only deliver the lessons, but share their experiences. The volunteers also serve as role models helping to positively impact young people's perceptions about the importance of education, as well as critical life skills, and teach that educational preparation promotes financial capability, work and career readiness, and business ownership. Parent and community volunteers share their personal and professional experiences and skills with students and help them make the connection between what they are learning in school and what they will need to succeed in work and life. Junior Achievement partners with organizations that provide monetary support to help provide Junior Achievement lessons and materials, so there is no cost to the school or students and their families. (See evidence 9a.1 communication with teachers from Jr. Achievement parent coordinator)

- Classroom teachers also provide career opportunities for their students by inviting community members to speak about the importance of education, what they do in their career and how it impacts the community, and what they did to get to their career position. The students love learning about new careers and they often are heard talking about what they would like to become "when they grow up." (See evidence 9a.2 Career visitors: pilot, police officer)

- Provo City School District partners with our neighboring universities, Utah Valley University and Brigham Young University. Education partners provide teacher training and resources which teachers take back to their students. Grade level teachers throughout the district attend courses on BYU campus, taught by Science and Engineering college professors., and teachers and professors work to develop STEM lesson plans that are developmentally appropriate for students at the various levels and meet the State Core requirements. District personnel also provide training and lesson design for teachers throughout the district. Upon request, college professors and/or students provide field experience for classroom students. (See evidence 9a.3 SEed Training Schedule) Our school also partners with Utah Valley University in the intern and student teacher program. Our student interns are also trained in Science and STEM courses along with contracted teachers. These teachers develop and deliver lessons to their students which supports our teaching staff as well as helps prepare these individuals for their educational careers.

School Name: Canyon Crest Elementary School

- Our After-School Programs invites individuals with specialty interests and careers to teach students interested in STEM, Kids Who Code, drama, board games, and other classes that teach students to think critically, collaborate, express themselves, and learn leadership skills. These teachers often provide resources (the teacher of our Board Games class donated many board games to our school this year), lesson plans, and share ideas with classroom teachers. (See evidence 9a.4 picture of donated Board Games)

- Our school also partnered with people and organizations throughout the community for our STEM Night event. We had representatives from Brigham Young University, Utah Valley University, Provo High School, Timpview High School, engineers, scientists, geologists, student roboticists from neighboring elementary schools, ecologists, businesses, etc., who enthusiastically committed their time and talents to provide rich learning experiences for our students and families. We had over 30 exhibits and hands-on activities at our school. It was a wonderful partnering experience, and with the positive feedback we received we expect even more partnerships and exhibits next year!! (See evidence 9a.5 Signs showing variety of stations at STEM Night)

- From parent input surveys, we created our Strategic Communications Team composed of teachers, staff members, parents, and administrators to identify and address areas of school improvement. The committee, in teams, set goals and have worked to accomplish these goals throughout the school year. Goals were set around school beautification, academics, teacher professional development, community engagement and communication, school-wide positive behavior interventions, and other areas in our school we wanted to see strengthened. (See evidence 9a.6 SCT spreadsheet) The goals and accomplishments have been shared on our website and with our School Community Council and Parent Teacher Association to provide transparency and share our accomplishments and improvements with our school community. (See evidence 9a.7 pictures of community beautification project)

- Through Donors Choose opportunities, our teachers apply for mini-grants to fund their STEM activities. This year one of our teachers received a grant for her application of "I Spy With My Little Eye" lesson and materials. Horace Mann, one of our Canyon Crest school partnerships, is a national sponsor of Donors Choose, a non-profit organization that connects with teachers who are looking for help funding classroom needs. (See evidence 9a.8 Donor's Choose recipient)

9B: Partners Help Establish and Maintain Community Presence

Self-Assessed Score: 2

School Name: Canyon Crest Elementary School

Narrative: **9b. Partners Help Establish and Maintain Community Presence**

Canyon Crest is proud of our student achievement and work, and we love to showcase our students whenever possible. We are strong in hosting parents and families to attend school events that display our talents. We are actively working to involve more of our community and business partners in showcasing student work and talents throughout the community. We believe we can become stronger as a school and as partnerships throughout our community by connecting with them in this way. The following are partnerships who have encouraged and supported our school to date:

- Our Parent Teacher Association supports and helped design the Space Lab at our school. We pooled resources, and the organization donated funds and time in getting it up and running. (See evidence 9b.1 Sign designed and donated by PTA, desks constructed by PTA, walls designed by a parent from PTA)

- Our Parent Teacher Association also provides funds for STEM resources in our STEM Lab. This past year they purchased a 3-D Printer for our school which our students have enjoyed and was showcased in our "Machines That Help Us" exhibit during STEM Night at our school. (See evidence 9b.2 Picture of 3D Printer)

- Restaurants around town support our school financially by donating 20-25% of the proceeds of dinners that they host for our school each year, which helps provide consumable materials for hands-on STEM activities and classes. (See evidence 9b.3 Pictures of Zupas Restaurant Night Social Media Reminder)

- A community greenhouse business provided plants, ground cloth, and bark, much of it donated, to beautify the front of our school which our Strategic Communications Committee deemed important in encouraging families to attend our school. Parents, students, and community neighbors *not* attending the school stepped in to make this project happen. (See evidence 9b.4 picture of beautification night)

- Business donations to our school Foundation Budget for STEM funds for our school. (See evidence 9b.5 records of our STEM Foundation funds)

- Brigham Young University provides free dance concerts for our students (the past couple of years have been a virtual performance due to the pandemic). This is provided through a very proactive member of our community and supporter of our school. (See evidence 9b.6 Invitation to BYU dance performance)

- Businesses and academic supporters around our community provided time and materials at our Canyon Crest STEM Night hosted at our school on October 7,2021.

Students showcased their STEM work during this event. (See evidence 9b.7 emails of STEM invitations for STEM Night)

- Our Provo and Orem City Police Officers and our School Resource Officer support our school in many ways. They help support and encourage positive student behavior as well as building positive relationships with our students by holding the Provo City Police Olympics with our sixth grade students. (See evidence 9b.8 picture of Provo Police Olympics) One of the Orem City Police Officers called the First Responders to send our students off on their Christmas break with a siren parade during the 2020 pandemic. The students loved it, but the neighbors were concerned! (See evidence 9b.9 pictures of the Christmas Police department parade) Our officers also share career path opportunities with our students. (See evidence 9b.10 picture of Officer in classroom)

- Parents and business partners (many of them parents of Canyon Crest students) provide Junior Achievement lessons around business skills, financial literacy, and entrepreneurship. This has been a huge success this year at our school. (See evidence 9b.11 picture of Jr. Achievement lesson being taught)

9C: Staff Establishes and Maintains Partnerships

Self-Assessed Score: 3

Narrative: **9c. Staff Establishes and Maintains Partnerships**

Canyon Crest celebrates and utilizes many partnerships with universities, district alliances, and businesses. We are fortunate to be positioned between two great universities - Brigham Young University and Utah Valley University. We work closely in different capacities with both educational institutions, as well as others around the state. We are also centered around multiple technology businesses and industries, and other businesses. We also take advantage of district and local elementary and high school resources.

- Canyon Crest Staff members are participating in STEM + Arts research with Brigham Young University. They gather together often with the research director and the school district Science coordinator to collaborate and create lessons. The goal is to integrate STEM into their lessons and collect evidence to share with the research members. We share lessons and pictures via BoxDrop. We meet for STEM Book Study often to discuss strategies that we can use in our classrooms. (See evidence 9c.1 BYU STEM + Arts Research Partnership)

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- Utah Valley University invites our Canyon Crest students to participate in their engineering program. It is targeted for pre-freshmen who are interested in Science, Technology, Engineering, and Math. This program runs during the summer with high achieving challenges. (See evidence 9c.2 Website UVU Partnership STEM Prep) Our school also partners with Utah Valley University in our student teacher and intern programs. This provides Canyon Crest with additional support in our classrooms, as well as helps with practical training for prospective teachers who are entering the educational field. (See evidence 9c.3 UVU Internship information)

- Our Spanish Dual Language Immersion students participate in the Annual Spanish Spelling Bee and Language Talent Competition directed by Weber State University. The students compete with other Spanish DLI school programs around the state. We take what we have learned and try to improve our own program from these experiences. (See evidence 9c.4 Website Weber State Spanish Spelling Bee Competition)

- Our school partners with the Provo Police Olympics every year to allow our sixth graders to participate in the Olympics activity where they use and demonstrate their knowledge of different subjects through exercises. They compete against other schools in the community and are led by the Provo Police Department. This opportunity allows students to have a positive experience with our community police department, and some of our students are developing interests in law enforcement as careers. (See evidence 9c.5 Picture of Provo Police Olympics)

- Through our district Robotics Competition, each Canyon Crest class team submits their own robot which they design, build, troubleshoot, and program. Objects with different properties are placed around the target. The students must analyze and determine through scientific questioning how to design a robot that can acquire various objects by:
  1. Utilizing troubleshooting strategies to resolve hardware and software issues in a logical order.
  2. Designing and illustrating algorithms to efficiently solve complex problems by utilizing pseudocode and/or other descriptive methods.
  3. Annotating programs in order to document their use and improve readability, testing, and debugging.
  4. Annotating programs in order to document their use and improve readability, testing, and debugging. (See evidence 9c.6 Picture of district Robotics Competition)

- Our district STEM and After-school Programs Coordinators have been very instrumental in helping enrich our STEM program. They have assisted in helping us prepare for our school STEM Nights, STEM Fair, after-school STEM activities, teaming with us in preparation for STEM designation, and various other needs and requests we have as they share their strengths with our school. We are fortunate to have such talented individuals with whom we can draw from within our own district. We also enjoy sharing

ideas and strengths of various STEM elementary schools within our district. (See evidence 9c.7 picture of STEM Team)

- Teachers at Canyon Crest draw from the resources available to us in the community to tie learning into real-world experiences and careers. A few examples of classroom presentations from educational and community partnerships are: Sub Zero Ice Cream demonstration (See evidence 9c.8 SubZero freezing demonstration), BYU chemistry professor (See evidence 9c.9 picture of BYU Chemistry professor), and professional programmers' virtual live presentation (See evidence 9c.10 picture of programmers in classroom). This year we partnered with BYU Junior Nutrition Academy, a college team who teaches basic nutrition principles through simple games and activities weekly during lunch and recess. They also created a bulletin board around the health necessity of drinking water daily. (See evidence 9c.11 BYU Nutrition Academy communication and Nutrition Bulletin Board)

10A: Reflection on Community Strengths and Weaknesses Identified in the STEM School Designation Process

Self-Assessed Score: 3

Narrative: **10a. Reflection on Community Strengths and Weaknesses**

At the beginning of the 2019-20 school year at Canyon Crest, new administration was brought into the school. At that time, we were virtually non-existent in STEM. Few classes had a full set of classroom chromebooks although, for many years, our school district had offered a Chromebook Learning Initiative for each teacher through a grant that also provided a classroom set of chromebooks. Our parent community was frustrated with the lack of academic challenge for their children, and our district and local school administrators listened to the concerns of the parents and teachers. It was apparent that a large portion of the needs and desires were for a more focused STEM program within the school. School staff, administrators, and parents set out to help provide this opportunity for students at Canyon Crest.

In the 2019-20 school year, with the implementation of several new leadership teams consisting of teachers, parents, and district and school administration, we outlined the following STEM course-of-action that has improved our school in becoming a school dedicated to STEM learning. The outline that was put in place is as follows:

2019-20 school year STEM implementations:
   a) All teachers trained in Learning Initiative (by 2020-2021 school year) and each classroom equipped with a chromebook for every student. Teachers and students learn the capabilities of a virtual classroom.
   b) Administrator and STEM Coordinator trained in STEM for Administrators through the STEM Action Center

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      c)   More fully focused and dedicated as a STEM school in both traditional English and Spanish immersion classes
      d)   Teachers expected to integrate STEM more fully in instruction
      e)   Teachers trained in code.org
      f)   Robotics purchased and teachers trained in robotics
      g)   Space Lab constructed

2020-21 school year STEM implementations:
      a)   Space Lab missions begin with core standards integrated
      b)   STEM Lab developed and staffed with an experienced STEM teacher
      c)   Improve parent involvement and communication around STEM
      d)   Implementation of Into Math program
      e)   Continued teacher training in SeEd and Blended Learning

2021-22 school year STEM implementations:
      a)   STEM Night for families
      b)   School-wide STEM Friday Hour implementation
      c)   More student involvement in STEM fairs and robotics competitions
      d)   More focus on STEM After-school classes
      e)   STEM Designation submitted by Jan. 17, 2022

Amidst the onslaught of the pandemic and school closures, which have only enhanced and expanded our STEM opportunities through new virtual learning programs, we have been committed to meeting our goals. To date, our goals continue to be met and we are dedicated to ensuring that STEM remains embedded in our core program, regardless of changes in leadership or faculty members. The foundation of our STEM program has been established. Our current **5 year plan** 2021-2026 (see 10b for detailed plan) outlines **sustainability** to keep our program moving forward and teachers and students updated in the newest and best STEM practices. Our staff is committed, our students are committed, and our community is committed.

Based on the evidence in our STEM Designation process, our STEM and Leadership Teams (STEM Leadership Team, Teacher Leader Team, School Community Council, Strategic Communications Team, PTA) have given input and identified two major **strengths** in our community: (See evidence 10a.1 photo and minutes of STEM Leadership Team)

      1)   Our community has a school-wide vision and commitment of STEM as evidenced in:
         ●   Teacher awareness of STEM practices has become significantly higher
         ●   Teachers embed STEM instruction into daily learning for their students
         ●   Continued STEM training is provided to teachers with support from school and district administrators

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- STEM equipment and resources are a priority and school administration is committed to providing updated and new equipment as needed to enhance our STEM program

2)   Community desire and involvement in STEM have increased dramatically over the past 3 years. Stakeholders play an active role in decision-making and implementations of STEM programs.
- Teachers, administrators, and members of the community collectively collaborate around STEM
- Leadership teams (PTA, SCC, SCT, STEM Team, Teacher Leaders) are involved in making decisions around curriculum, STEM practices, and resources

Areas of **weakness** in our program:

1. Although we utilize partnerships throughout our school year, we see the potential of building deeper relationships with partners throughout our community. We can do this by:

- Working with business/community partners to showcase student work in their business or elsewhere in the community and support publicity around student STEM learning.
- Increasing knowledge and visibility of STEM in our school through partners. We can increase more business partnerships through the Junior Achievement program.
- Sharing student success by displaying student STEM work offsite.
- Continuing to encourage community partners to participate in our school activities such as STEM Night, STEM fairs, etc.

2. Classroom instruction is predominantly student-centered and all students are asked to have the competence to think in complex ways and apply the knowledge and skills they have acquired in all classes.Increase students' learning through critical thinking and processing skills. This includes considering alternative arguments or explanations, making predictions, interpreting their experiences, analyzing data, explaining their reasoning, and supporting their conclusions with evidence.

- Teacher training and use of Depths of Knowledge Levels 3 and 4; embedded in lesson plans
- Professional development around student-centered and assessment capable learners
- Continued collaboration around 21st Century skills and Career Readiness
- Increase student input and decision-making throughout the school around student STEM learning

3. The STEM Leadership Team meets yearly to review and identify STEM elements to ensure that strong STEM practices are maintained and supported despite changes in school faculty and leadership.

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10B: Development of a Five-Year Plan Addressing Goals and Benchmarks as well as Plans for Sustainability

Self-Assessed Score: 3

Narrative: **10b. Five-year Plan:**

Based on the evidence in our STEM Designation process, our **multiple stakeholders** in our STEM and Leadership Teams (STEM Leadership Team, Teacher Leader Team, School Community Council, Strategic Communications Team, PTA) have given input and identified two major strengths and weaknesses in our program. Plan as follows:

Canyon Crest Strengths:
1)   Our community has a school-wide vision and commitment of STEM as evidenced in:
   ● Teacher awareness of STEM practices has become significantly higher
   ● Teachers embed STEM instruction into daily learning for their students
   ● Continued STEM training is provided to teachers with support from school and district administrators
   ● STEM equipment and resources are a priority and school administration is committed to providing updated and new equipment as needed to enhance our STEM program

2)   Community desire and involvement in STEM have increased dramatically over the past 3 years. Stakeholders play an active role in decision-making and implementations of STEM programs.
   ● Teachers, administrators, and members of the community collectively collaborate around STEM
   ● Leadership teams (PTA, SCC, SCT, STEM Team, Teacher Leaders) are involved in making decisions around curriculum, STEM practices, and resources

Canyon Crest areas of weakness:
1) Although we utilize partnerships throughout our school year, we see the potential of building deeper relationships with partners throughout our community. We can do this by:
   ● Working with business/community partners to showcase student work in their business or elsewhere in the community and support publicity around student STEM learning.
   ● Increasing knowledge and visibility of STEM in our school through partners. We can increase more business partnerships through the Junior Achievement program.
   ● Sharing student success by displaying student STEM work offsite.
   ● Continuing to encourage community partners to participate in our school activities such as STEM Night, STEM fairs, etc.

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2)   Classroom instruction is predominantly student-centered and all students are asked to have the competence to think in complex ways and apply the knowledge and skills they have acquired in all classes.Increase students' learning through critical thinking and processing skills. This includes considering alternative arguments or explanations, making predictions, interpreting their experiences, analyzing data, explaining their reasoning, and supporting their conclusions with evidence.

- Teacher training and use of Depths of Knowledge Levels 3 and 4; embedded in lesson plans
- Professional development around student-centered and assessment capable learners
- Continued collaboration around 21st Century skills and Career Readiness
- Increase student input and decision-making throughout the school around student STEM learning

3)   The STEM Leadership Team meets yearly, using the STEM designation rubric to review and identify STEM elements to ensure that strong STEM practices are maintained and supported despite changes in school faculty and leadership.

Five-year Plan and Goals:

2021-22

1. Continued structured training for teachers and students around 21st Century and Career Readiness Skills, and a plan for moving forward with this goal for the upcoming years.
   a. Professional Development for teachers about 21st Century Skills and Career Readiness
   b. STEM Coordinator sends out weekly communication highlighting a 21st Century Skill
   c. Teacher Leadership Team incorporates 21st Century Skills into Restorative Practices professional development
   d. ROAR core values acronym taught with 21st Century Skills as a focus
   e. 21st Century and Career Readiness posters around the school
   (To be completed by May 2022)
2. Meet with our district STEM coordinator to determine professional development for teachers in coding and robotics. Give robots a purpose!!!
   (To be completed by May 2022)
3. Submit STEM designation application.
   (To be completed by January 17, 2022)

2022-23

1. Create a new school mission statement with all stakeholders incorporating 21st Century Skills and Career Readiness goals.

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(To be completed by May 2023)
2. Build relationships with business partnerships throughout the community. Share student STEM work in businesses as a thank you for their support. Communicate that funding is used for STEM learning and resources at Canyon Crest.
   (Ongoing, but begun by May 2023)
3. Professional Development addressing DOK levels of knowledge. Teachers collaborate in PLCs weekly to identify a DOK higher level question to be applied in student learning that week.
   (To be completed by May 2023; the effectiveness of our Professional Development will be measured by RISE data)
4. Utilize Student Council in decision making roles and gather input from students school wide. Meet with Student Council advisors to create a framework for implementation.
   (Ongoing, but begun by October 2022)
5. Using the STEM Designation Rubric, meet as a STEM Leadership Team, review and identify STEM elements to ensure that strong STEM practices are maintained and supported despite changes in school faculty and leadership.
   (To be completed by May 2023)

2023-24

1. Continue to strengthen relationships with business partnerships throughout the community. Discuss funding possibilities for STEM learning at Canyon Crest.
   (Ongoing, but begun by May 2024)
2. Continue developing 21st Century and Career Readiness professional development. Continue supporting DOK training and classroom implementation.
   (Ongoing, but completed by May 2024, he effectiveness of our Professional Development will be measured by RISE data)
3. Using the STEM Designation Rubric, meet as a STEM Leadership Team, review and identify STEM elements to ensure that strong STEM practices are maintained and supported despite changes in school faculty and leadership.
   (To be completed by May 2024)

2024-25

1. Increase community awareness through social media, etc. Continue to strengthen relationships with business partnerships throughout the community. Continue conversations about funding possibilities for STEM learning at Canyon Crest.
   (Ongoing, but begun by May 2025)
2. Professional development around student-centered learning and assessment capable learners. Continue developing 21st Century and Career Readiness professional development. Continue supporting DOK training and classroom implementation.
   (Ongoing, but completed by May 2025; he effectiveness of our Professional Development will be measured by RISE data)

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3. Using the STEM Designation Rubric, meet as a STEM Leadership Team, review and identify STEM elements to ensure that strong STEM practices are maintained and supported despite changes in school faculty and leadership.
(To be completed by May 2025)

2025-26

1. Continue community awareness through social media, etc. Continue to strengthen relationships with business partnerships throughout the community. Continue conversations about funding possibilities for STEM learning at Canyon Crest.
(Ongoing, but begun by May 2026)
2. Implement STEM classroom observations using the STEM Observation Tool. Professional development around student-centered learning and assessment capable learners. Continue developing 21st Century and Career Readiness professional development. Continue supporting DOK training and classroom implementation.
(Ongoing, but completed by May 2026; he effectiveness of our Professional Development will be measured by RISE data)
3. Using the STEM Designation Rubric, meet as a STEM Leadership Team, review and identify STEM elements to ensure that strong STEM practices are maintained and supported despite changes in school faculty and leadership. **(To be completed by May 2026)**

Canyon Crest School-wide Academic Goals in Math and Science:

2021-22 Science RISE scores: Increase current RISE score by 3% or better*
        Math RISE scores: Increase current RISE score by 3% or better*

2022-23 Science RISE scores: Increase current RISE score by 3% or better*
        Math RISE scores: Increase current RISE score by 3% or better*

2023-24 Science RISE scores: Increase current RISE score by 3% or better*
        Math RISE scores: Increase current RISE score by 3% or better*

2024-25 Science RISE scores: Increase current RISE score by 3% or better*
        Math RISE scores: Increase current RISE score by 3% or better*

2025-26 Science RISE scores: Increase current RISE score by 3% or better*
        Math RISE scores: Increase current RISE score by 3% or better*

(* Data goals will be reviewed and adjusted yearly with Leadership Teams when creating the School Improvement Plan)

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As stated in 10.a, to date our goals continue to be met and we are dedicated to ensuring that STEM remains embedded in our core program, regardless of changes in leadership or faculty members. The foundation of our STEM program has been established. Our current 5 year plan 2021-2026 outlines and ensures the **sustainability** to keep our program moving forward and teachers and students updated in the newest and best STEM practices without relying on any one individual or group of individuals. Our staff is committed, our students are committed, and our community is committed.