



**California Department of Education
2016 California Gold Ribbon Schools Program
Elementary School Application: Part A**



37680230114009

County-District-School (CDS) Code – 14 digits

San Diego

County Name

Chula Vista Elementary School District

District Name

Wolf Canyon Elementary

School Name *(If your school is selected for honors, this school name will be engraved on the award plaque.)*

1950 Wolf Canyon Loop

Mailing Address

Chula Vista

City

91913

Zip Code

619-482-8877

Area Code and Phone Number Ext.

619-482-7766

Area Code and Fax Number

debra.mclaren@cvesd.org

Principal's E-mail Address



I certify that I have reviewed the information contained in this application and, to the best of my knowledge, it is complete and accurate. I further certify that:

- The Office for Civil Rights does not have any outstanding findings of civil rights statute violations by the school or district that may affect the school;*
- There are no pending lawsuits by the Department of Justice against the district alleging that the school, or the district as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clauses; and*
- The school or district is addressing or has addressed any identified areas of noncompliance under federal or state laws and regulations.*

Debra McLaren

Principal's Name

Principal's Signature

11/19/15
Date

Francisco Escobedo

District Superintendent's Name

Superintendent's Signature

11/19/15
Date

School Information

1. Current school enrollment: 856
2. Which category best describes where your school is located?
 Urban Suburban Rural
3. Does your school receive Title I funding? Yes No
 If yes, indicate type of services: School-wide Targeted Assistance
4. What is your school calendar? Traditional Year-round Modified
5. Is your school a charter school? Yes No
6. Number of full-time and part-time staff members in each of the categories below:

	Full-time Staff	Part-time Staff
Administrators	<u>2</u>	_____
Classroom teachers	<u>39</u>	_____
Counselors	_____	_____
Credentialed librarians	_____	<u>1</u>
Nurses	_____	<u>1</u>
Psychologists	_____	<u>1</u>
Technology/media specialists or technicians	_____	<u>1</u>
Paraprofessionals	<u>11</u>	_____
Campus resource officers	<u>0</u>	_____
Other staff (<i>specify</i>) <u>Office staff/Clerical</u>	<u>2</u>	<u>2</u>
Total staff	_____	<u>6</u>

Directions to Your School

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San Diego

County

Chula Vista Elementary School District

District

Wolf Canyon Elementary

School

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Zip Code

Debra McLaren

Principal

619-482-8877

(Area Code) Phone Number Ext.

San Diego

Name and Location of the Nearest Airport

805

Major Freeway Access

Provide detailed travel directions indicating the surface streets that lead to your school. Please do not submit directions or a map generated by an Internet Web site.

Our school is located approximately 30 minutes southeast of the San Diego airport. Upon exiting airport, follow signs for 5 South. Take 5 South to 94 East. Then take 805 South. Exit on Olympic Parkway, traveling eastward. Turn right on La Media, Left on Birch, right on Magdalena, left on Wolf Canyon Loop.

School Overview

Wolf Canyon Elementary is on the "FAST Track"—Fine Arts, Science and Technology. Our goal is to provide rich academic experiences for our students through the arts, science and technology. We believe students have many different learning styles. We also believe that each child is a person of great worth and deserves excellence in every aspect of their educational experience. Learning does not only happen in the head, it happens in the heart. The Wolf Canyon motto "Responding to the Call of Excellence for All" is at the heart of everything we do.

Wolf Canyon Elementary opened in July 2007 as the 44th school in the Chula Vista Elementary School District. The school was built in 2007 and is located in the Otay Ranch community of Chula Vista, California, a middle class socio-economic area with approximately 18% of students qualifying for free or reduced meals.

One of Wolf Canyon's strengths is its diversity. Over 30% of Wolf Canyon's 856 students come from homes where languages other than English are spoken. English Learners make up 17% of our student population. In addition, over 30% of our students are from military-connected families. With 31% student mobility, we have one of the most mobile student populations in the district.

Guided instruction is the strategy focus and practice that drives teaching and learning in all content areas, and the California State Standards are the framework for all academic instruction. In the 2014-2015 school year Wolf Canyon began developing an understanding of the Next Generation Science Standards (NGSS) and for the 2015-2016 school year, this is the content focus for our school.

The engagement of parents in supporting student achievement is vital to our school's success. We have established programs that encourage parent involvement and participation school wide. Parents participate through the SSC (School Site Council), ELAC (English Learner Advisory Council), and the PTA. Curriculum Night, Parent Forums, and resources posted on the school blog, wolfcanyontimberwolves.org, provide parents with opportunities to learn more about school instructional programs and events. Parents are actively recruited to participate in the decision making process at the school site and the district level.



California Department of Education
 2016 California Gold Ribbon Schools Program
 Elementary School Application: Part B



Wolf Canyon Elementary

Model Program/Practice Summary

1. Name of Model Program/Practice:

Quarterly Collaborative Progress Monitoring to Drive Differentiated Instruction

2. How long has this Model Program/Practice been in place?

- Less than 2 years 2-4 years 5-8 years 8+ years

3. What is the Target Area? *(Choose at least one area.)*

Target Areas:

- Career Technical Education
- Chronic Absenteeism and Dropout Prevention
- Civic Education Awareness
- Closing the Achievement Gap
- Education Supports
- Nutrition and Physical Activity/Education
- Parent and Community Involvement
- Science, Technology, Engineering, and Mathematics
- Use of Technology
- Visual and Performing Arts

4. What are the target populations? *(Check all that apply.)*

Race/Ethnicity Subgroups:

- American Indian or Alaskan Native
- Asian
- Black or African American
- Filipino
- Hispanic or Latino

(Continued on next page)

Wolf Canyon Elementary

- Native Hawaiian or Pacific Islander
- White
- Two or More Races

Other Student Groups:

- Socioeconomically Disadvantaged
- English Learners
- Students with Disabilities
- At-Risk Students (Academic, Social, Emotional, Behavioral, or Health)
- Other (*specify*) GATE

5. What strategies are used to implement the Model Program/Practice? (*Check all that apply.*)

Strategies:

- School Climate
- Small Learning Communities
- Parent Involvement
- Data-Driven Decision Making
- Health Support
- Social/Emotional/Behavioral Support
- Professional Development
- Other (*specify*)

6. How is your Model Program/Practice referenced in your district's LCAP? [Refer to the State Priorities listed in Education Code (ED) sections 52060 and 52066. Charter schools must address priorities in EC Section 5206(d).]

Note: When completing the Model Program/Practice Narrative, your response needs to provide clarifying explanation on **how your implementation** of the Model Program/Practice **at your school site is *distinguished*** from the district's model.

Our model program is aligned to Chula Vista Elementary School District's LCAP Goal Six: *Students in all grades (including all targets such as Low Income, English Learners (ELs), homeless and Foster Youth) will demonstrate increased proficiency on state and District assessments.*

Model Program/Practice Narrative

Model Program/Practice Name: Quarterly Collaborative Student Monitoring to Drive Differentiated Instruction

1. Description of the Model

When Wolf Canyon opened in 2007, this newly constructed school welcomed staff and students from many other schools. The staff recognized a need to get to know every student individually, both personally, and in terms of academic achievement. The team understood the importance of ensuring no students fall through the cracks, and that all students make adequate progress.

In order to meet the goal of success for every student, Wolf Canyon developed a common school-wide assessment calendar, and implemented a collaborative quarterly student monitoring process. Although the monitoring process is used for both English Language Arts and Math, this narrative will focus on the practice as it is applied to reading. At Wolf Canyon, we know that high-quality reading instruction lays the foundation for all other learning. We also understand that children who are not reading at grade level by third grade are four times less likely to graduate high school by age nineteen than proficient readers (Annie E Casey Foundation, 2012). Figure 1 shows the common assessments used at Wolf Canyon to measure students' abilities in the area of reading.

	BPST	High Frequency Word List	Phonemic Awareness Assessment	DRA	Accelerated Reader	Fluency	Level Set
Kindergarten	X	X	X	X			
First Grade	X	X	X	X	X	X	
Second Grade				X	X	X	X
Third Grade				X	X	X	X
Fourth Grade				X	X	X	X
Fifth Grade				X	X	X	X
Sixth Grade				X	X	X	X

figure 1

A collaborative monitoring system was developed wherein each individual teacher meets quarterly with the principal to discuss each student's academic progress. At the first monitoring period at the end of the first quarter of the school year, each classroom teacher schedules a 45-minute meeting with the principal to review assessment data for the entire class. As each child's scores on common assessments are discussed, the principal records student data in the monitoring binder. Figure 2 shows the monitoring data sheet. The entry for each student includes her name, photo, IEP status, CELDT level, program participation, and scores on assessments. Then the teacher and principal develop learning goals for the student as well as instructional strategies to achieve those goals.

The first quarter monitoring process is carried out over a period of three days. After meeting with all teachers, the principal reviews the monitoring binder, and develops the school's *At-Risk List* based on the data. The *At-Risk List* shows all students in the school not meeting the quarterly grade level benchmarks, their present levels, and key data such as English Learner status, Student Study Team history, participation in Special Education, socio-economic status, GATE status, etc. All teachers receive a copy of the *At-Risk List*.

Individual monitoring meetings are held again near the end of Quarter 2 and Quarter 3. At these meetings, progress is reviewed for students on the *At-Risk List*, newly arrived

students, and any student who is not meeting grade level benchmarks or making adequate progress. The *At-Risk List* is then updated and distributed to all teachers.

Through this process, we monitor student progress to maximize student achievement, ensuring that *each child* makes adequate progress, including students with disabilities, English Learners, GATE, foster, and low-income students. We identify student strengths and areas of need, and then set goals for students and determine appropriate interventions to address those needs. As teachers compile student achievement data to share during quarterly monitoring meetings, they become intimately familiar with their students' data, enabling them to notice patterns in the data. For example, teachers are able to identify students who can be grouped together for targeted, small group guided instruction based on similar learning needs. The collaborative nature of this process, and the importance of dialogue between teacher and principal in this monitoring process cannot be over-emphasized. It is through this monitoring dialogue that we create an individualized learning plan for every student at the school. At the same time, social-emotional and behavioral challenges are addressed and interventions are tailored to meet individual student needs. Interventions include referrals to support services such as counseling, home visits, and Student Study Team referrals.

Wolf Canyon's collaborative monitoring is linked to the Chula Vista Elementary School District's LCAP Goal 6: *Students in all grades (including all targets such as Low Income, English Learners (ELs), homeless and Foster Youth) will demonstrate increased proficiency on state and District assessments.* Our monitoring process addresses the following actions described in this LCAP goal, offering a tested model for data-informed differentiated instruction: 1.) Provide rigorous/balanced literacy program in ELA/ELD for all students; 2.) Provide training in strategies to ensure rigorous, differentiated instruction for Gifted and Talented Education (GATE) students, and 3.) Support ELs by working with each site to analyze data and monitor progress in order to provide timely interventions for language development and academic growth.

INSTRUCTIONAL PLAN FOR TARGETED STUDENTS			
READING			
2014-2015			
Student Name		What student can do	Instructional Plan for Accelerated Growth
<div style="border: 1px solid black; width: 80px; height: 80px; margin: 0 auto; display: flex; align-items: center; justify-content: center;"> Student Photo </div>	GATE RSP ELL SED LSH Foster Goal 1 _____ Goal 2 _____ Goal 3 _____ Goal 4 _____ CELDT Level _____	DRA _____ Fluency WPM _____ LM _____	

figure 2

2. Implementation & Monitoring of the Model

Building an effective school-wide monitoring process requires careful planning and coordination. The district's substitute availability calendar must be obtained and reviewed in order to provide coverage for teachers to meet with the principal. During monitoring meetings, every second counts, so teachers must come prepared with accurate data for students. Professional development in administering the school's common assessments is essential to ensure validity of the data. Grade level teams work together to develop benchmarks, data-collection tools, look at student data, and share instructional strategies.

One of the most valuable aspects of the monitoring process is the specificity of targeted interventions we develop as a result. In looking at several data points related to student achievement in reading, the team is able to see patterns and gaps in learning. By looking at data, and discussing reading behaviors, the teacher and principal gain a complete picture of each child as a reader. Student scores are compared to Wolf Canyon's *Reading Benchmarks Chart* (Figure 3) to identify strengths and next steps. Goals are developed in the five areas of reading: phonemic awareness, phonics, fluency, comprehension, and vocabulary. For example, a student whose DRA level meets benchmark, but whose Lexile score is below grade level may require targeted work in non-fiction reading strategies, since the Lexile is determined by performance on non-fiction reading tasks.

Wolf Canyon's collaborative monitoring process is one part of an ongoing, iterative professional development system. Monitoring conversations help deepen teachers' understanding of the reading process, and the use of data to strategically target interventions. In addition, administrators use the *At-Risk List* to guide classroom observations. The principal observes small group guided instruction of at-risk students, with special attention to English Learners. Administrators and teacher leaders model guided instruction for newer staff. Patterns and needs identified during the monitoring process are addressed in the school's ongoing professional development meetings, through sharing of successful strategies by each grade level, reading and discussion of education research, and workshops.

Student monitoring data is used to drive instruction throughout the Language Arts block. The morning schedule at Wolf Canyon is structured to provide time for one-on-one and small group guided instruction every day. From 9:00-9:30, reading conferences are held with individual students, with a focus on at-risk students. From 9:30-10:30 (9:30-11:00 for upper grades), all classrooms are engaged in small group guided instruction in reading. This consistent structure ensures that interventions prescribed during student monitoring are implemented daily.

	DRA Midyear (December)	Lexile Level	Fountas & Pinnell	DRA EOY	Fountas & Pinnell	AR Level
K	3-4	NA	A - D	6 - 12	E - F	NA
1	12 - 20	190L - 530L	G - I	20 - 24	I - L	NA
2	24 - 26	420L - 650L	M, N	26 - 30	O, P	2.75 - 5.14
3	30 - 34	520L - 820L	P, Q	34 - 40	Q, R	2.75 - 5.14
4	40 - 44	740L - 940L	S, T	44 - 50	U, V	4.97 - 7.03
5	50 - 54	830L to 1010L	V, W	54 - 60	X, Y	4.97 - 7.03
6	60 - 64	925L - 1185L	Y, Z	64 - 70	Z	7.00 - 9.98

figure 3

Parent engagement is integral to student success. Student monitoring occurs at the end of each quarter, prior to parent-teacher conferences and report card distribution. During conferences, monitoring data, goals, and strategies are discussed with parents. Wolf Canyon staff use student data to offer specific, parent-friendly suggestions for helping at home. Parents in the primary grades receive the *Wolf Canyon Reading Handbook for Parents*, which the principal created to offer parents suggestions to help children develop as readers. Parents are trained in and encouraged to use the parent accounts available from Achieve3000 and Accelerated Reader. Teachers note that because they are able to provide parents with very specific suggestions to help students at home, there is a high level of compliance. In addition, parents are involved during the school day; at the end of the first quarter, parent volunteers are

recruited and trained to provide targeted reading tutoring to second grade students on the *At-Risk List*.

3. Results of the Model/Pupil Outcomes

The collaborative student monitoring process is key to Wolf Canyon's academic success, including our progress in closing the achievement gap. Through the use of common assessments, monitoring, and targeting instruction, our students consistently outperform their district counterparts. Seventy-two percent of Wolf Canyon students met or exceeded standards on the 2015 CAASPP ELA, compared to 54% for the district and 44% for the state. Data for subgroups show progress in closing the achievement gap. Thirty-five percent of Wolf Canyon's English Learners met or exceeded standards on CAASPP ELA, compared to 25% of the district's English Learners. Sixty-five percent of low-income students at Wolf Canyon met or exceeded standards, while 43% of district students did the same. In addition, Wolf Canyon students surpassed the district average in Local Measure Reading assessments. On the 2015 CVESD District Local Measures in Reading for grades K and first, 76% of Wolf Canyon students met grade level standard, compared to 71% for the district. For grades 2nd-6th, Chula Vista's Local Measure is the Achieve3000 Level Set test, which measures Lexile. Fifty-two percent of Wolf Canyon students were on or above grade level, compared to 36% for the district. These data are especially significant considering Wolf Canyon's high student mobility rate of 31%. Despite this high mobility, and its large population, Wolf Canyon is a close-knit, warm, and supportive school community.

Staff members report that the collaborative student monitoring process builds a sense of community responsibility for each child in grades K-6th. One teacher described it this way: "I feel like I'm not alone in this endeavor. I'm in charge of these 31 kids, but I have support coming from my principal and the entire team." Through student monitoring and creating the *At-Risk List*, the principal gets to know the students, and is able to be a true partner in the educational process.

Our school district has adopted rigorous achievement standards in reading, as measured by the Achieve3000 program. As a district and as a school, we believe that improving Lexile scores will ensure our students are prepared for college and career. By carefully examining our students' Lexile data, we are able to adjust instruction to help students maximize academic gains. Administrators, teachers, students, and parents all know each student's current Lexile, as well as their short term and long-term Lexile goals. In addition, through individual reading conferences held with each student, teachers and students develop personalized reading goals and objectives.

Developing as strong readers is essential to students' success in all other academic areas, and to ensuring they are prepared for college and career. With 32 million illiterate adults in the United States (Statistic Brain, 2015), high-quality literacy instruction must be our priority. At Wolf Canyon, our collaborative student monitoring process is a valuable tool for helping *all* students achieve their goals.

References

The Annie E. Casey Foundation. (2012). Double jeopardy: How third grade reading skills and poverty influence high school graduation. Baltimore, MD: Author. Retrieved from www.aecf.org

Statistic Brain Research Institute. (2015). Illiteracy rates. Retrieved from <http://www.statisticbrain.com/number-of-american-adults-who-cant-read/>



California Department of Education
 2016 California Gold Ribbon Schools Program
 Elementary School Application: Part A



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**California Department of Education
2016 California Gold Ribbon Schools Program**

**Elementary School Application: Part C
Exemplary Arts Education Application**



In order to apply for special honors in Arts Education, a school must first qualify as a California Gold Ribbon School. A separate application is required for that purpose.

If the school elects to apply for special honors in Arts Education (AE), the school must complete the additional AE Application: Part C. While information contained in the Gold Ribbon Secondary School Application, Part A is shared, Part C of the AE Application must stand on its own.

San Diego Chula Vista Elementary Wolf Canyon Elementary
County District School

Arts Education Demographics

1. Hours/week of direct Arts instruction spaces

	<u>Hours/week</u>
Dance:	
Music:	32.5
Theatre:	
Visual Arts:	32.5
Total hours:	65

2. Number of students currently enrolled in your Arts program and school wide at each grade level: Complete all grade levels appropriate to your school site

	<u>Number of Students In Arts</u>	<u>Number of Students School-wide</u>
Pre-K:		
Grade K:	120	120
Grade 1:	135	135
Grade 2:	121	121
Grade 3:	118	118
Grade 4:	125	125
Grade 5:	110	110
Grade 6:	125	125
Total Students:	854	854

3. Percent of students in your Arts program and school-wide by race/ethnicity based on current year data:

	<u>Percent of Students in Arts Program</u>	<u>Percent of Students School-wide</u>
American Indian/Alaska Native:	.12 %	.12 %
Asian:	3.4 %	3.4 %
Black or African American:	7.6 %	7.6 %
Filipino:	33.2 %	33.2 %
Hispanic or Latino:	30.6 %	30.6 %
Native Hawaiian/Pacific Islander:	.70 %	.70 %
White:	16.3 %	16.3 %
Two or More Races:	7.3 %	7.3 %
Total:	<u>100.0 %</u>	<u>100.0 %</u>

(Continued on next page)

Wolf Canyon Elementary

Arts Education Synopsis

Vision Statement from School or District Arts Plan

Chula Vista Elementary School District's vision statement reads, "CVESD believes Visual and Performing Arts provides a pathway to view the world, create meaning, develop minds, and supports college and career readiness." Wolf Canyon's exemplary arts program is making this vision a reality.

Wolf Canyon Elementary School of the Arts, Science and Technology seeks to apply the California Content Standards through innovative instruction that integrates curriculum and student learning with the vast world of mass communication. Challenging students with the task of establishing a deeper connection to and purpose for learning is key. The ultimate goal of Wolf Canyon Elementary School is to encourage learning-in-action and explore exciting new ways to support student achievement in the core curriculum. Wolf Canyon is truly answering the call of excellence in education for all.

Wolf Canyon's arts program began when the school opened in 2007. We are proud of the many opportunities for arts education afforded to our students. All Wolf Canyon students attend weekly visual art and music classes taught by full time, credentialed, highly qualified teachers. In addition, all Wolf Canyon kindergarten, second and fourth grade students participate in theatrical productions that incorporate visual arts, drama, music, dance, and technology. Outside of class time, students have many opportunities for creative expression to choose from, including several arts clubs: Glee, recorder, guitar, and cinematography club.

Wolf Canyon Elementary

School Programs and Processes

Theme 1 – Program Administration and Accountability

The arts are part of Wolf Canyon's DNA. Since Wolf Canyon opened in 2007, the arts have been part of our school vision. Our students are on the "FAST" track: Fine Arts, Science, and Technology. This focus was developed collaboratively through community conversations prior to the school's opening. Our administration and stakeholders strongly believe in the transformative power of visual and performing arts, and the need to establish and maintain high-quality arts programs in schools.

The arts are integrated into the curriculum at Wolf Canyon. In kindergarten, second, and fourth grades, students produce elaborate musicals, which are project-based and integrate many curricular areas. Our school boasts a Glee club, recorder club, guitar club, and a cinematography club. All 854 students participate in visual arts and music instruction every week. Our music teacher also teaches in the Opus program, an extra-curricular program of the San Diego Youth Symphony. Thirty-eight Wolf Canyon students play strings in the Opus ensemble.

Wolf Canyon's arts program began with support from community and business partners. When we opened, we received a grant from Taylor Guitars to purchase guitars, as well as a grant from the Chula Vista Arts Council to help fund our annual grade-level musicals. At that time, Wolf Canyon also hired two part time music teachers. When Wolf Canyon applied for and received the VH-1 "Save the Music" grant beginning in 2014-15, we hired a full time music teacher as required by the grant. Due to a high level of support for the arts from our parents, our PTA was able to raise sufficient funds to pay for the full time music teacher. Beginning in the 2015-16 school year, Chula Vista Elementary School District's LCAP has included funding for VAPA teachers at all schools. With this funding, Wolf Canyon was able to add a full time visual arts teacher to our VAPA program.

Wolf Canyon dedicates two classrooms to its arts program. The music program includes both vocal and instrumental music. The school obtained string instruments through the VH-1 grant as well as guitars from Taylor Guitar. Students in grades K through sixth, including Special Day Classes, attend forty minutes each of music and visual arts classes weekly.

Theme 2 – Curriculum and Instruction

Wolf Canyon's arts curriculum is based on the California VAPA standards, addressing the five strands: artistic perception; creative expression; historical and cultural context; aesthetic valuing; and connections, relations, and applications. Student learning is primarily project-based. Projects emphasize problem solving, student collaboration and creative thinking; every lesson is an informal performance opportunity for either groups or individuals. In addition, each year, kindergarten and second grade put on musicals complete with sets and costumes and all students participate. The fourth grade team works with all students to create and produce an original musical theater presentation.

VAPA teachers at Wolf Canyon collaborate with each other, as well as with their counterparts in the district. During district-wide VAPA meetings, teachers from each discipline meet to discuss standards-based arts instruction, as well as cross-curricular application, community resources, and professional development opportunities. This opportunity to share best practices has resulted in strengthened VAPA instruction throughout the district. Due to Wolf Canyon's contributions at these meetings, music teachers at several schools now use Kodaly hand signs, "do-re-mi-fa-so-la-ti" pitch matching, and Orff methodology for rhythmic patterns. Many schools have adopted variations of Wolf Canyon's B# Music Awards and whole note rewards for classroom management. Students are motivated with activities such as "Recorder Karate".

Every grade level is taught music theory and notation through a variety of developmentally appropriate techniques. Students engage in collaboration, problem solving, and creative thinking through group work, music games, puzzles and music making. Students apply their music reading knowledge by developing instrumental skills on recorder in grades three and four, and string instruments in grades five and six.

All visual art lessons are comprised of author studies, looking and analyzing art pieces including historical context and meaning, introduction to art vocabulary, and use of the elements of art and principles of design. The 21st century skills promoted in art class are: creativity, imagination, critical thinking, analyzing art, innovation, personal expression, collaborations, and use of written and oral communication. Students are given opportunities to demonstrate their skills informally through art projects completed in class, and formally through a variety of platforms. These include art contests, creating masks for the second grade musical, a computer generated tessellation project, and art week projects.

Wolf Canyon's teachers understand the importance of integrating VAPA standards with other content areas. Our visual arts and music teachers incorporate history, math, and science into their lessons. For example, each Visual Arts lesson includes an introduction to an artist, art movement, or art technique through read-alouds, independent reading, or shared reading. Reading standards for informational texts are incorporated within those reading activities.

Grade level project-based annual productions exemplify curriculum integration with the arts. For example, second grade's project this year integrates social studies with art as student performers take their audience on a musical journey around the world, visiting six countries to learn about their music and other cultural elements. Each year, the fourth grade class stages a play that is completely student produced, from writing the script and songs, to creating sets, costumes, and special effects through technology.

Wolf Canyon's arts program has evolved over the years through a collaborative effort among teachers, administration, parents, and community. Student performances draw standing-room-only crowds. Our PTA raised over \$40,000 to fund the music program during the 2014-2015 school year.

In addition to Wolf Canyon's two full time arts teachers, many of our staff members are artists themselves who share their talents with the school community. Our principal is a former professional opera singer and music teacher, and other staff members have backgrounds in

music, drama, and visual arts. Our music teacher is also a professional musician who shares her talents with students as part of her instructional practice.

Wolf Canyon's young artists frequently engage in creative problem solving and collaboration. For example in grades three and four, rhythm reading of eighth, sixteenth, and quarter note combinations is approached as a collaborative "code breaking" challenge. This promotes higher-level thinking, and collaboration. Grades five and six become familiar with dotted rhythms, rests and syncopation through "seats are beats", a chair game that incorporates collaborative problem solving with aural rhythm dictation. Students frequently work in groups on composition challenges and practice their compositions for performance in class.

The projects students create in visual art class employ high-level creative processes with opportunities for students to express themselves through their art pieces using symbolism, colors, shapes, etc. They are also given opportunities to have group discussions responding to questions about their art such as: What is the mood your art represents? What do the colors mean? What would you change? What do you like best about your art pieces? What do you appreciate about another classmate's art?

Theme 3 – Assessment

In our VAPA classrooms, tasks are developed using standards-based criteria. Formative and summative assessments are implemented during each unit. During lessons, teachers check for understanding and progress in learning techniques and skills.

Peer assessment plays a significant role in instruction. Constructive criticism is encouraged during the performance aspect of lessons. Teachers ask probing questions and guide the use of appropriate musical and visual arts terminology for providing feedback on performances. This ensures that students are applying discipline-specific vocabulary and terminology accurately and appropriately. During formal end of topic assessments, students complete peer assessments, which allows them to practice evaluating art, while also serving as a formative assessment to check for understanding of terminology through application. Students are provided sentence frames to help them provide appropriate and respectful suggestions and critique.

The California Visual and Performing Arts standards and the National Arts Standards are used to guide lesson planning for our VAPA program. Meanwhile the California State Standards, California Social Studies Standards, and Next Generation Science Standards are also integrated into the VAPA curriculum.

Our VAPA teachers provide frequent and ongoing feedback to students during arts lessons. Teachers use observational data to adjust instruction, content, approach and delivery depending upon the needs of the students. Students are involved in creating rubrics for peer assessment. In collaboration, the class decides what should be included, and how to determine if the criteria are being met. We work to ensure students are aware of how to improve their work.

Theme 4 – Professional Learning

Wolf Canyon's VAPA teachers participate in site-based staff development along with rest of the certificated staff. This year, our professional development has centered on the Next Generation Science Standards, and inquiry-based lesson design following the "Five E Model": engage, explore, explain, elaborate, evaluate. In addition, we have engaged in reading and discussion of education research on best practices in Common Core literacy instruction.

Professional development in arts for VAPA teachers is provided through community resources and also through the CVESD VAPA resource teacher. VAPA teachers meet regularly with their peers from other schools (see Theme 2, paragraph 2).

Wolf Canyon's VAPA teachers also take advantage of local and national professional learning opportunities outside of our district. Our music teacher attended the Mega Arts conference in October 2015, as well as the Conn-Selmer Institute, a three-day conference in Indiana in June 2015. At this conference, she was recognized with the VH1 Save the Music Educator of the Year award.