Canton Intermediate School

"Together Everyone Achieves More"

Continuous Improvement Plan
2011-2012

Purpose of Continuous Improvement Plan

The purpose of the Canton Intermediate Continuous Improvement Plan is to provide a comprehensive overview of major school goals and priorities. This plan includes the school and district mission statements, description of Canton Intermediate School, school and program goals, school priorities, and professional development plans for the 2010-2011 school year. This plan was developed with input from all constituents; staff, students, parents/guardians, administrators, and community members. This continuous plan is intended to improve student achievement and enhance the learning environment for all students at Canton Intermediate School.

Charting our Course

Our Vision

Opening Minds

Transforming Lives

As a leader among schools in Connecticut and a source of pride in the community, the Canton Public Schools shape the future of its students by *opening minds* and *transforming lives* through creative and innovative programs.

Our Mission

The Canton Public Schools unite with families and the community to provide challenging educational experiences and opportunities that develop the intellectual, physical, social and emotional potential of our students.

Our mission is to prepare productive, tolerant and responsible citizens with the character and independence to embrace and contribute to the world.

Together We Make a Difference

We commit ourselves to using innovative as well as research-based ideas to:

- promote high student achievement
- practice focused educational leadership
- make sound financial choices

We accept this challenge and invite our stakeholders to join us in transforming this vision into reality.

Our Values

Individually and collectively the Community, Families, Faculty, and the Canton Board of Education hold these values for themselves and for the children they serve**.**

All children deserve an educational environment where they are:

… valued for themselves as unique individuals

… treated with love, respect, and care by their educators and peers

… guided and taught to challenge themselves in ways that stretch them as individuals

…provided a safe environment in which to learn, take risks, and excel

All children shall have the benefit of:

…high quality resources

…exposure to varied opportunities to inspire all the various aspects of their academic, intellectual, and social interests

…a community that understands the value of its supportive role in ensuring the tradition of a strong educational legacy for each generation of students

All children are entitled to a childhood.

Mapping Our Route

Strategic Issues and Goals

Key Drivers of Success:

District-Wide Communication that is informative, timely, and responsive

- Develop a District-wide comprehensive and interactive Communication Plan that is clear and concise and facilitates collaboration for the purpose of strengthening all stakeholder relationships.
- Create an integrated process map that enables staff and administrators to track the status of initiatives within their building as well as across the system.
- Seek the most effective means of informing and connecting parents, K-12, to what is going on across the school system.

Leadership that builds, grows and inspires vision and commitment

- Develop an infrastructure that identifies pivotal leadership roles, defines competencies, and supports the execution of leadership initiatives.
- Utilize a structured process for setting expectations and evaluating leaders.
- Formalize a leadership development program.

Teaching, learning, and assessment practices that promote development, innovation, and accountability for students and teachers

- Launch the *Teacher Evaluation and Continuous Professional Growth Plan* for teachers. Assess and evaluate its effectiveness in producing high student achievement and excellence in teaching.
- Design and pilot alternative assessments for students that reflect students' learning styles, interests and achievement, and go beyond traditional State testing.
- Engage and train more teachers in peer mentoring and coaching relationships that will expand their skills for the purpose of enriching their students' experience.
- Provide and prepare teachers to offer students mentoring opportunities K-12.

Curriculum that is relevant, rigorous, well coordinated, and effectively communicated

- Continue to support the refinement and implementation of curriculum that is rigorous, accessible to all, and aligned with local, state, and national standards and frameworks as detailed in Canton's School Improvement document.
- Research, pilot, and evaluate programmatic structures for the purpose of creating different methods of scheduling, assessing students, and delivering instruction.
- Review and integrate the topics that address "globalization needs" throughout Canton's curriculum, K-12. (Learning and Innovation Skills, Life and Career Skills, Information, Media and Technology Skills)

Management of Resources that maximizes financial assets and encourages human growth

Financial

- Continue to develop cost projection models and utilize those forecasters currently in use.
- Examine possible solutions to alleviate space issues (…especially at Cherry Brook Primary).
- Explore potential revenue producing programs.
- Continue to make progress towards implementing master plans already developed for technology and athletic fields.
- Continue to explore sharing and/or partnering internal and external services with other school districts and the Town of Canton.

Human

- **C**ontinue to recruit, support, and retain highly-qualified and diverse administration, faculty, and staff who are curious, willing to experiment, and who can contribute to the district's creative potential.
- Develop a professional growth and continuous improvement plan for administrators.

Culture and climate that is rooted in ownership, commitment and generosity

- Identify the behaviors needed in order to support a positive and productive environment, for which the entire school community is accountable.

Canton Intermediate School Mission:

The Canton Intermediate School Community:

- Develops the whole individual;
- Fosters mutual respect, support and tolerance;
- Challenges and nurtures students to become enthusiastic, lifelong learners for a rapidly changing world.

Canton Intermediate School Major Goals:

- Develop student skills and knowledge to the maximum potential.
- Assist students to recognize the components, value and practice of leading a healthy life style.
- Create an awareness of the importance of community and community service.
- Create a school culture that accepts responsibility for actions and recognizes how actions affect others.

Background Information about Canton Intermediate School

Why do students like going to Canton Intermediate School? The positive energy, enthusiasm, sense of community, goodwill, and quality of life at Canton Intermediate School can be felt throughout our school. Canton Intermediate School has tremendous students, an outstanding staff, involved parents/guardians, and an excellent reputation. The school calendar is filled with cultural, social, and academic events to add a balanced offering of programs to students' lives. Canton Intermediate School has a long tradition of academic excellence and an atmosphere of nurturing staff and community support. Canton Intermediate was awarded the 2010 Connecticut Association of Schools Exemplary School Climate Award.

During the 2010-2011 school year, Canton Intermediate School provided a strong comprehensive program for our students. Canton Intermediate School continued to use the Responsive Classroom model. Students participated in a daily morning meeting in their classrooms. In a secure environment, students built community, increased their investment in the problems of others and improved academic and social skills including cooperation, assertion, responsibility, empathy and self-control. Each week our students were exposed to character themes to instill a positive sense of self and others. Our staff continues to study this model as we believe it leads to safe, challenging and joyful classrooms.

The commitment that the staff has for the children of Canton Intermediate School is commendable and admirable. Each classroom creates a rich educational environment which includes a communication-based classroom arrangement that personifies the importance of student achievement. Constant reflection, team effort, shared vision, and commitment to excellence is what makes Canton Intermediate School a unique school.

As our school mission states, the Canton Intermediate School community continues to develop the whole individual; fosters mutual respect, support and tolerance; and challenges and nurtures students to become enthusiastic, lifelong learners for a rapidly changing world. Canton Intermediate School partners with a sister school in Tanzania. The purpose of this Sister School partnership is dedicated to giving children a better understanding of the country in which they live, to provide the opportunity for students of different backgrounds to form relationships with one another, and to enhance cross-racial and cultural connections and understandings. This program presents children with a chance to exchange letters, drawings and cultural items with students from a different school. In addition, students have the opportunity to work with each other collaboratively on academic assignments such as poetry writing. Through this program, children at both schools learn about cultural similarities and differences, forge intercultural friendships and become exposed to the needs and lives of other children. Some of the specific activities in this program are: letter writing between students; explaining and describing the ways in which students and their families celebrate a variety of holidays; explorations of local cultural and historical sites. This partnership will continue for the 2011-2012 school year.

Canton Intermediate School participates in the Capitol Region Education Center's Program Choice. Program Choice is part of the statewide Open Choice program that allows urban students to attend public schools in nearby suburban towns. Program Choice is intended to improve academic achievement; reduce racial, ethnic and economic isolation; and provide a choice of educational programs for public school students.

Parents/guardians are encouraged to participate in the education of their children through individual discussions with the appropriate teacher(s) and/or Principal, through participation as volunteers, and/or through participation in the PTO (Parent Teacher Organization). Canton Intermediate School emails home a monthly newsletter at the very beginning of each month. Additionally, we have a web page-- www.cantonschools.org/cis and conferences in November and March.

The Canton Intermediate School PTO has a strong and committed membership of highly supportive parents/guardians. The PTO raised a total of $8000 for a mobile lab, $5000 for a new sound system in the gymnasium, $500 for staff shirts, and over $5,000 for other needs. During the 2010-2011 school year the PTO sponsored community events such as Student Welcome Back BBQ, Yankee Candle Sale, Family Night at local venues, Boo Bash Halloween Night, Staff/Student Basketball Game, Basket Raffle, Book Fair, and a Hawaiian Night. Canton Intermediate School parents/guardians are known for being deeply involved in everyday school life. They participate in field trips, help with special events/activities, and serve as speakers and mentors.

Quality Council at Canton Intermediate School is comprised of parents/guardians, teachers, staff members, and the Principal. The Quality Council meets one or two times a month depending on the topic that is being discussed. During the past five years Quality Council has looked at issues such as homework, school morale, standards based report cards, and most recently, the social/emotional well being of children and providing cultural enrichment activities for our students. This school year Quality Council has the charge to continue to work in seven sub committees: School Wellness, Community Service, Art and Culture, Social and Emotional well-being of students, Enrichment, ECO Council and Human Relations Council.

A Principal Coffeehouse was held each month. This was an opportunity for parents/guardians to meet with the Principal ten times during the year with no set agenda. No appointment was necessary, but it was not a time to speak about individual student concerns.

The School Improvement Process at Canton Intermediate School is taken very seriously. Each spring and fall, with input from teachers, staff, students, parents/guardians, and community members, our school develops an improvement plan structured around specific Strategic Objectives that were developed by the Canton Board of Education. A Needs Assessment was given to staff to elicit their opinions on the strengths and weaknesses of our school. The staff of Canton Intermediate School is committed to improving instruction and assessment of student comprehension.

There has been a true push for Data Driven Decision Making the past five years at Canton Intermediate School. The entire staff worked hard to improve student performance/outcomes. We continued to analyze CMT scores and other assessments of children across disciplines; grouped students based on data; analyzed data and identified strengths and weaknesses within the curriculum; implemented a Data Warehouse System for individual student scores; gave school-wide assessments; identified strengths and weaknesses of children; developed strategies to work with children (teacher, child study, tutoring program, PPT, SAT and many others); and implemented standard based report cards. One of our major focuses for the year was to decrease the achievement gap between our minority and white students. We are proud that we met growth in this area.

Canton Intermediate School continues to score well and improve over time on the Connecticut Mastery Tests. Our in-house criterion referenced assessments also indicate that our students are progressing well in all areas. Canton Intermediate School is a Data Driven Decision Making School and will continue to look at data to make all decisions.

Canton Intermediate School Theory of Action

We are comprised with a set of values and principles that are deliberately incorporated into a school community which maintains, increases, creates cultures and climates that foster student achievement based on individual differences; then all stakeholders within the school community will possess and display a commitment to best practice, teaching innovation, determined optimism, and expected higher performance that results in continual improvements in student achievement.

Action Steps:

- We will participate and regularly engage in Professional Learning Communities that focus on teaching to the individual differences of students.
- We will analyze data and develop individual student plans to help decrease the student achievement gap.
- We will engage in Instructional Rounds as an Administrative Team to examine instructional practices meeting the individual differences of students.
- We will participate in professional development as a staff that educates us on teaching to individual differences.

Evidence of Progress

- Decrease the student achievement gap on all informal and formal student data.

Staff Members Involved

- District Administrative Team, Coordinators, Leadership Team, all staff

Meetings

- Professional Learning Community Meetings (Data, Child, Student Intervention, Team, Leadership, Staff, CPG and others)

Area: **School Based Data Team SMART Goal**

Grade 4

The percentage of students scoring at the goal level or higher on CMT Math for the year 2011 will be: 70% (3_{rd} grade percentage) to 80%
The percentage of students scoring at the advanced level on CMT Math for the year 2011 will be: 34% (3_{rd} grade percentage) to 44%

The percentage of students scoring at the goal level or higher on CMT Reading for the year 2011 will be: 71% (3_{rd} grade percentage) to 80%
The percentage of students scoring at the advanced level on CMT Reading for the year 2011 will be: 23 % (3_{rd} grade percentage) to 33%

The percentage of students scoring at the goal level or higher on CMT Writing for the year 2011 will be: 72% (3_{rd} grade percentage) to 80%T
The percentage of students scoring at the advanced level on CMT Writing for the year 2011 will be: 21% (3_{rd} grade percentage) to 31%

Grade 5

The percentage of students scoring at the goal level or higher on CMT Math for the year 2011 will be: 84% (4th grade percentage) to 87%
The percentage of students scoring at the advanced level on CMT Math for the year 2011 will be: 39% (3_{rd} grade percentage) to 44%

The percentage of students scoring at the goal level or higher on CMT Reading for the year 2011 will be: 82% (4th grade percentage) to 85%
The percentage of students scoring at the advanced level on CMT Reading for the year 2011 will be: 28 % (3_{rd} grade percentage) to 38%

The percentage of students scoring at the goal level or higher on CMT Writing for the year 2011 will be: 78% (4th grade percentage) to 83%
The percentage of students scoring at the advanced level on CMT Writing for the year 2011 will be: 31% (3_{rd} grade percentage) to 41%

Grade 6

The percentage of students scoring at the goal level or higher on CMT Math for the year 2011 will be: 90% (5th grade percentage) to 93%
The percentage of students scoring at the advanced level on CMT Math for the year 2011 will be: 50% (3_{rd} grade percentage) to 55%

The percentage of students scoring at the goal level or higher on CMT Reading for the year 2011 will be: 90% (5th grade percentage) to 93%
The percentage of students scoring at the advanced level on CMT Reading for the year 2011 will be: 41 % (3_{rd} grade percentage) to 50%

The percentage of students scoring at the goal level or higher on CMT Writing for the year 2011 will be: 91% (5th grade percentage) to 94%
The percentage of students scoring at the advanced level on CMT Writing for the year 2011 will be: 51% (3_{rd} grade percentage) to 55%

BOE STRATEGIC THEME: Teaching, Learning, and Assessment

Implementation and Monitoring Plan

The focus of our work in data teams and grade level teams will center around increasing student achievement in all areas of the CMT. Staff will be supported by our Language Arts Consultant, Math and Science Coordinator, and our Staff Developer from Columbia University Teachers College.

Priorities/Action Steps	**Person Responsible**	**Date To Be Completed**	**Outcome**
Will review trends in data teams, PLCs and grade level teams in all areas that are tested on the CMT, both from school and standardized assessments.	Grade Level Teams	June 2012	

Professional Development Priorities	**Person Responsible**	**Date To Be Completed**	**Outcome**
Provide time for staff to continue to learn the function and role of data teams.	Grossman/Team Leader	June 2012	
Provide time for staff to analyze data and develop SMART goals to help increase student achievement.	Grossman/Team Leader	June 2012	
Provide the opportunity for staff to share effective instructional practices to help advance instruction.	Grossman/Team Leader	June 2012	
Continue to provide staff the instruction to assist in the implementation of data walls.	Grossman/Team Leader	June 2012	

Goal Area: **Reading and Writing** All students will demonstrate continuous progress toward meeting the Canton Intermediate School's reading and writing standards. The intent of this goal is to move all students toward high standards in key areas of the curriculum as measured by the CMT and local standards.

BOE STRATEGIC THEME: Teaching, Learning, and Assessment

Implementation and Monitoring Plan

The focus of our work in reading and writing this year will center around partnerships and book clubs with an emphasis on moving toward independence. Staff will be supported by our Language Arts Consultant and our Staff Developer from Columbia University Teachers College. The Principal and teachers will continue to monitor, collect, and analyze student data.

Priorities/Action Steps	Person Responsible	Date To Be Completed	Outcome
Grade level teams will review trends in data teams for reading and writing performances, both from criterion-based assessments and Connecticut Mastery Test.	Grossman/Silverio/Grade Level Teams	June 2012	
Grade level data teams will examine student reading and writing data at the beginning of the year. Staff will compile a list of students who are not meeting grade level standards.	Grossman/Silverio/Grade Level Teams	June 2012	
Continue to revise formal assessments and incorporate assessments and applicable standards into WebGrader.	Grossman/Silverio/Grade Level Teams	June 2012	
Work closely with new classroom teachers to effectively incorporate Reading and Writing Workshop models of teaching in the classroom.	Grossman/Silverio	June 2012	
Staff will continue to implement the Columbia Reading and Writing Workshop. The CIS Language Arts Consultant will provide ongoing professional development and instructional support for staff through modeling, coaching, sharing of resources and collaborative planning of instruction.	Grossman/Silverio	June 2012	
Staff will continue to focus on reading partnerships and book clubs with emphasis on moving toward independence. Columbia Reading and Writing Workshop staff developer will work with teachers/staff a minimum of 7 days. Focus will be on implementing new units of study in Writing Workshop, developing and implementing relevant writing minilessons, and aligning the writing curriculum with Common Core State Standards.	Grossman/Silverio	June 2012	
Staff will continue to implement whole class and small group reading lessons targeting all CMT reading strands using Nancy	Silverio	March 2012	

Boyles RTI Reading Comprehension lessons and resources.			
All students will continue to be leveled in the fall and spring using the Fountas and Pinnel leveling system.The Language Arts Consultant will work with tutors and teachers to re-level any tutored students who require an update on their reading level in December/January.	Silverio	September 30, 2011 May 31, 2012	
All staff will be trained in SRBI model as it pertains to struggling readers and struggling writers. Clarify with tutors the three tier process and the goals for tutors and students in each tier.	Grossman/Silverio	June 2012	.
A before and after school tutorial program will be implemented for identified students in Tiers II and III of the SRBI Model. Develop appropriate reading and/or writing goals for identified students in the SRBI process, monitor and report student progress to SIT team.	Grossman/Silverio	June 2012	
The Lexia Reading program will be utilized as part of the before and after school tutorial program to improve the reading performance of struggling readers.	Grossman/Silverio	June 2012	
The Read Naturally Live Program will be implemented as a reading intervention program to improve the fluency and comprehension of struggling readers.	Grossman/Silverio	Sept 2011-June 2012	
The Language Arts Consultant will meet monthly with Reading/LA Specialists at CBPS to improve communication for the 3rd to 4th grade transitions.	Silverio	CBPS monthly: Sept 2011-June 2012	
The Language Arts Consultant will meet quarterly with the Reading/LA Specialist at CMS to improve communication for the 6th to 7th grade transitions.	Silverio	CMS quarterly: Sept., Dec. 2011 & March 2012	
Implement Saturday CMT Academy for those students who are falling below grade level and those interested in the area of reading.			
The staff will implement the Language Arts calendars as planned and follow the designated timelines.	Silverio	June 2012	
The Language Arts Consultant will update the curriculum mapper with the current Language Arts calendars.	Silverio	June 2012	

Professional Development Priorities	Person Responsible	Date To Be Completed	Outcome
Provide time for staff to develop SMART goals, study data, and reflect on what worked and what didn't work.	Grossman/Silverio	June 2012	
Provide time to communicate with ancillary and tutored staff to meet SRBI goals. Meet weekly with SRBI tutors to plan and review progress monitoring lessons and assessments for SRBI students in the SIT process.	Grossman/Silverio	June 2012	
Continue staff development through Teachers College, Columbia University, focusing on achieving independence through reading and writing partnerships and book clubs.	Grossman/Silverio	June 2012	
Work closely with the Enrichment Committee to improve the process of Independent Writing Projects and incorporate activities to motivate students to participate.	Grossman/Silverio		
Provide time for teachers to refine and reflect on the use of differentiated instruction in the classroom.	Grossman/Silverio	June 2012	
Provide the opportunity for staff to share effective instructional practices to help advance literacy.	Grossman/Silverio	June 2012	
Reflect on the success of summer reading post card incentives and revise as needed. Organize summer book swap.	Silverio	June 2012	

Goal Area: **Mathematics** All students will demonstrate continuous progress toward meeting the Canton Intermediate School's mathematics standards. The intent of this goal is to move all students toward high standards in key areas of the curriculum as measured by the CMT and local standards.
BOE STRATEGIC THEME: Teaching, Learning, and Assessment

Implementation and Monitoring Plan

The focus of our work in mathematics this year will center around developing differentiated lessons to meet all students' needs. Staff will be supported by our K-6 Math and Science Coordinator. The Principal and teachers will continue to monitor, collect, and analyze student data.

Priorities/Action Steps	**Person Responsible**	**Date To Be Completed**	**Outcome**
Create a committee to review the Common Core State Standards and the impact on the curriculum in Canton. Align the curriculum with these standards.	Deltano/K-6 teachers	June 2012	
Will review trends in data teams in Math performances, both from school assessments and the Connecticut Mastery Test (CMT) with a major focus being Strand 11, 15, 16 and 25 of the CMT.	Grossman/Deltano/Grade Level Teams	June 2012	
Grade level data teams will examine student data at the beginning of the year. Staff will compile a list of students who are not meeting grade level standards.	Grossman/Deltano/Grade Level Teams	September 2011	
Grade level data and child study teams will assess student growth with formal summative and informal formative assessments several times a year.	Grossman/Deltano/Grade Level Teams/Kaufman/Pierce	June 2012	
Work with Principal and teachers to implement Power School Inform to track data and determine curriculum and student needs.	Grossman/Deltano/Grade Level Teachers/Legere	June 2012	
Identify and support students in need of math interventions through the SRBI process. Small group Tier II and Tier III support will be given daily before and after school.	Grossman/Deltano/Grade Level Teams/Kaufman/Pierce	June 2012	
Progress monitoring will be done to determine effectiveness of instruction and need for continued support.	Grossman/Deltano/Grade Level Teams/Kaufman/Pierce	June 2012	
K-6 Math and Science Coordinator will implement ongoing professional development and instructional support for staff through modeling, coaching, sharing of resources and collaborative planning of instruction.	Deltano	June 2012	
K-6 Math and Science Coordinator will work closely with one teacher at each grade level per unit to create differentiated activities for each lesson in Everyday Math grades 4 and 5 and Connected Math grade 6.	Grossman/Deltano/Grade Level Teams	June 2012	

Continue to integrate more problem-solving techniques similar to the Columbia Workshop into the area of mathematics with the focus being on written reports of Strand 25 (Integrated Tasks) of the Connecticut Mastery Test.	Grossman/Deltano/Grade Level Teams	June 2012	
6th Grade level Team will continue with problem solving lessons collaboratively and using Math Forum. Patrick Allen will continue to train the team in this area.	Grossman/Deltano/Allen/6th Grade Team	June 2012	
Continue to provide opportunities for enrichment for children who are highly proficient in mathematics using problem solving strategies related to current unit objectives by grade level.	Grossman/Deltano/Legere/Grade Level Teachers	June 2012	
Continue to review and revise assessments and standards incorporated into Web Grader.	Grossman/Deltano/Grade Level Teams	June 2012	
Review math assessments with each grade level team.	Grossman/Deltano/Grade Level Team	June 2012	
Continue Family Math Game Night using games taught in the Everyday Mathematics Curriculum.	Deltano	October 2011	
Implement Saturday CMT Academy for those students who are falling below grade level and those interested in the area of mathematics.	Grossman/Deltano	February 2012	

Professional Development Priorities	**Person Responsible**	**Date To Be Completed**	**Outcome**
Provide time for staff to work with K-6 Math and Science Coordinator to work on problem solving techniques.	Deltano/Grade Level Teachers	June 2012	
Provide time for staff to create more assessments for new math standards.	Deltano/Grade Level Teachers	June 2012	
Provide time for teachers to talk about differentiated instruction.	Deltano/Grade Level Teachers	June 2012	
Provide the opportunity for staff to share effective instructional practices to help advance student comprehension.	Deltano/Grade Level Teachers	June 2012	
Provide professional development to tutors in SRBI and the use of Tier I, Tier II and Tier III instructional support.	Deltano/Grade Level Teachers	June 2012	

Goal Area: **Science** All students will demonstrate continuous progress towards meeting the Canton Intermediate School's science/standards. The intent of this goal is to move all students toward high standards in key areas of the curriculum as measured by the CMT and local standards.
BOE STRATEGIC THEME: Teaching, Learning, and Assessment

Implementation and Monitoring Plan

The focus of our work in science this year will center around continuing to prepare our students for the Science CMT. Staff will be supported in this initiative by our K-6 Math and Science Coordinator. In social studies, staff will begin to look at the current social studies curriculum across grade levels. The Principal and teachers will continue to monitor, collect, and analyze student data in both of these areas.

Priorities/Action Steps	Person Responsible	Date To Be Completed	Outcome
Data teams review trends of science performances from school assessments and continue to prepare each grade for the Science Connecticut Mastery Test.	Grossman/Deltano/Grade Level Teams	June 2012	
Grade level data teams will examine student data at the beginning of the year. Staff will compile a list of students who are not meeting grade level standards.	Grossman/Deltano/Grade Level Teams	June 2012	
Grade level data and child study teams will assess student growth with formal and informal assessments several times a year.	Grossman/Deltano/ Grade Level Teams/ Kaufman/Pierce	June 2012	
Continue a redesigned approach to science and social studies with 3 teachers at grades 4 and 5 teaching science and 3 teachers teaching social studies. Allows for better professional development and use of resources.	Grossman/Deltano/Grade Level Teams	June 2012	
K-6 Math and Science Coordinator will implement ongoing professional development and instructional support for staff through modeling, coaching, sharing of resources and collaborative planning of instruction.	Deltano	June 2012	
Review and revise assessments and standards into Web Grader.	Grossman/Deltano/Grade Level Teams	June 2012	
Incorporate the new curriculum calendar for both science and social studies which enables the curriculum to be taught in a more direct manner.	Grossman/Deltano/Grade Level Team	June 2012	
Continue to align the curriculum maps for science to the newly released state guidelines (GLEs) and continue to prepare our students for Science CMT in 2011. (Practice Examinations)	Grossman/Deltano/Grade Level Team	June 2012	
Continue ICER by having students create inventions, classify	Deltano/Legere	February 2012	

collections, perform experiments and research science topics of interest to them.			
Increase non-fiction collection, especially in the area of science; will be expanded to include leveled books that correlate with the science curriculum.	Deltano	June 2012	
Establish a committee to begin revising the current social studies curriculum.	Grossman	June 2012	
Implement Saturday CMT Academy for those students who are falling below grade level and those interested in the area of science.	Grossman/Deltano	February 2012	
Continue to offer Robotics Clubs to meet after school for a period of 8-10 weeks to enhance the students' knowledge of science, technology, engineering and math, including a girls only club to increase the number of girls who are exposed to STEM activities.	Deltano	June 2012	

Professional Development Priorities	**Person Responsible**	**Date To Be Completed**	**Outcome**
Provide time for staff to work with K-6 Math and Science Coordinator and professional development resources to build on teachers' knowledge of curriculum taught at each grade level monthly.	Deltano/Grade Level Teachers	June 2012	
Provide time for staff to work with K-6 Math and Science Coordinator to revise science assessments.	Deltano/Grade Level Teachers	June 2012	
Provide time for staff to continue to work on Science and Social Studies Curriculum Calendars.	Deltano/Grade Level Teachers	June 2012	
Provide time for teachers to talk about differentiated instruction.	Deltano/Grade Level Teachers	June 2012	
Provide the opportunity for staff to share effective instructional practices to help advance student comprehension.	Deltano/Grade Level Teachers	June 2012	

Goal Area: **Social Studies** All students will demonstrate continuous progress towards meeting the Canton Intermediate School's social studies/standards. The intent of this goal is to move all students toward high standards in key areas of the curriculum as measured by the CMT and local standards. **BOE STRATEGIC THEME: Teaching, Learning, and Assessment**

Implementation and Monitoring Plan

The focus of our work in science this year will center around continuing to prepare our students for the Science CMT. Staff will be supported in this initiative by our K-6 Math and Science Coordinator. In social studies, staff will begin to look at the current social studies curriculum across grade levels. The Principal and teachers will continue to monitor, collect, and analyze student data in both of these areas.

Priorities/Action Steps	**Person Responsible**	**Date To Be Completed**	**Outcome**
Implement a redesigned approach to science and social studies with 3 teachers at grades 4 and 5 teaching science and 3 teachers teaching social studies. Allows for better professional development and use of resources.	Grossman/ /Grade Level Teams	June 2012	
Incorporate assessments and standards into Web Grader.	Grossman/ Grade Level Teams	June 2012	
Continue to align the curriculum maps for Social Studies.	Grossman/ /Grade Level Team	June 2012	
Priorities/Action Steps (Cont'd)	**Person Responsible**	**Date To Be Completed**	**Outcome**

Professional Development Priorities	**Person Responsible**	**Date To Be Completed**	**Outcome**
Provide time for staff to continue to work on Social Studies Curriculum Calendars.	Grossman/Grade Level Teachers	June 2012	
Provide time for teachers to talk about differentiated instruction.	Grossman/Grade Level Teachers	June 2012	
Provide the opportunity for staff to share effective instructional practices to help advance student comprehension.	Grossman/Grade Level Teachers	June 2012	

Goal Area: **Technology** All students will demonstrate continuous progress toward meeting the Canton Intermediate School's technology standards. The intent of this goal is to move all students toward high standards in key areas of the curriculum as measured by the state and local standards.
BOE STRATEGIC THEME: Teaching, Learning, and Assessment

Implementation and Monitoring Plan

The focus of our work in technology this year will center around continuing to incorporate technology into daily instructional practices. This initiative will be supported by our Technology Integration Specialist.

Priorities/Action Steps	**Person Responsible**	**Date To Be Completed**	**Outcome**
Implement the use of AlphaSmart responder system to allow students to actively participate in quizzes, prompts and tests.	Grossman/Buckle/Dauria	June 2012	
Continue to incorporate Internet research techniques across all three grades, with a focus on research tools, effective website evaluation techniques, and online safety protocols.	Buckle/Grade Level Teams	June 2012	
Continue to incorporate MIMIO into instructional practices. Increase differentiation of MIMIO technology between grade levels, tailoring specific lessons to reach all types of learner.	Buckle/Grade Level Teams	June 2012	
To continue to monitor the implementation of Standard Score (Webgrader). To assist leadership teams in incorporating curriculum into Standard Score (Webgrader) and refining standards input in previous years.	Grossman/Buckle	June 2012	
Participate on Data Teams. Assist in the development of building a community focused on data driven decision making. Continue to train all teachers to utilize Microsoft Excel as an analytical tool for data.	Grossman/Buckle	June 2012	
Continue to address grade 4 typing skills using Type to Learn 4.	Buckle/Grade 4 Team	June 2012	
To maintain before school typing program.	Buckle/Farmer	June 2012	
Technology Integration Specialist will implement ongoing professional development and instructional support for staff through modeling, coaching, sharing of resources and collaborative planning of instruction.	Buckle	June 2012	
Technology will be used to support differentiated instruction.	Buckle/Grade Level Teams	June 2012	
To incorporate the use of the mobile computer lab into all subjects in particular Spanish and Career Cruising in Guidance.	Grossman/Buckle/Traub/ Kaufman	June 2012	
Continue to develop and integrate lessons integrating art and	Buckle/Beaudoin	June 2012	

technology.			
Incorporate Power School Inform into the Data Driven Decision Making process.	Grossman/Legere/Deltano/ Buckle/ Silverio/Tech Team	June 2012	
Continue to expose students to technology in a broad spectrum including: the use of video and digital photography, weblogs and teacher web pages, Internet based research, and web quests.	Buckle/Grade Level Teams	June 2012	

Professional Development Priorities	**Person Responsible**	**Date To Be Completed**	**Outcome**
Provide time for staff to work with Technology Integration Specialist to incorporate technology into lessons.	Buckle/Grade Level Teachers	June 2012	
Provide time for teachers to talk about differentiated instruction.	Buckle/Grade Level Teachers	June 2012	
Provide the opportunity for staff to share effective instructional practices to help advance technology in the classroom.	Buckle/Grade Level Teachers	June 2012	

Goal area: **Enrichment** All students will demonstrate continuous progress in meeting their highest abilities through the enrichment program. The intent of this goal is to push students to work at their highest potential. **BOE STRATEGIC THEME: Teaching, Learning, and Assessment**

Implementation and Monitoring Plan

The focus of our work in the enrichment program this year will be to add more rigors to all areas of the curriculum. Staff will be supported by our Enrichment Specialist.

Priorities/Action Steps	**Person Responsible**	**Date To Be Completed**	**Outcome**
Continue to integrate more problem solving techniques similar to the Columbia Workshop into the area of mathematics with the focus being on written reports of Strand 25 (Integrated Tasks) of the Connecticut Mastery Test.	Althen/Deltano	June 2012	
Provide differentiated activities (Math Enrichment Folders) for each unit in Everyday Math grades 4 and 5 and Connected Math grade 6.	Althen/Deltano	June 2012	
Continue to provide opportunities for enrichment for children who are highly proficient in mathematics each week in every math class for 20-30 minutes.	Althen	June 2012	
Provide opportunities for enrichment for the identified talented and gifted students weekly for 1.5 hours.	Althen	June 2012	
Provide school wide enrichment opportunities with a myriad of enrichment activities (Smarty Pants Bulletin Board).	Althen	June 2012	
Provide Type III (in-depth) enrichment opportunities for grades 5 and 6 (Independent Study).Type III Investigations allow students to choose an area of study that interests them and to become actual investigators of real problems or topics by using appropriate methods of inquiry. Independent Study begins in October and ends in May.	Althen	June 2012	
Provide school wide enrichment opportunities. a. ICER b. National Geography Challenge c. Invention Convention d. Language Club	Deltano/Althen/Traub	June 2012	
Continue ICER by having students create inventions, classify collections, perform experiments and research science topics of interest to them. ICER is provided for grades 4-6 with a heavy emphasis on getting 4th graders involved.	Deltano/Althen	February 2012	
Provide technology opportunities for the students who are identified as	Althen	June 2012	

talented and gifted through work with the Stock Market Game and the InvestWrite Competition.			
Provide multi-cultural exposure for the students who are identified as talented and gifted through a pen pal experience with students from Thailand.	Althen/Legere	June 2012	
Develop a writing enrichment program for 6th grade students through independent writing project each week in every class for 15 min.	Althen/Classroom teachers	June 2012	
Expand after school club options potentially utilizing high school volunteers to facilitate groups (chess, scrabble, math etc.)	Althen/Grossman	June 2012	
Professional Development Priorities	**Person Responsible**	**Date To Be Completed**	**Outcome**
Establish a school store through the combined efforts of enrichment specialist and PTO. Offering students the opportunity to manage a business.	Althen/Grossman/ PTO		
Develop a program that will provide opportunities for enrichment for children in 4th grade who are highly proficient in reading (once a week each classroom 15 min.). This program will correlate with the Common Core State Standards and the 4th calendar.	Althen/Silverio	June 2012	
Continue to lead The Enrichment Council to discuss enrichment opportunities for CIS.	Althen/Halsey	June 2012	
Provide time for teachers to discuss differentiated instruction and enrichment within their classrooms at team meetings.	Althen	June 2012	
Continue to meet with K-6 Math and Science Coordinator to provide more opportunities for differentiation and enrichment within our school.	Deltano/Althen	June 2012	

Goal Area: **Visual Arts** All students will demonstrate continuous progress toward meeting the Canton Intermediate School's visual arts standards. The intent of this goal is to move all students toward high standards in key areas of the curriculum as measured by the state and national visual arts standards.
BOE STRATEGIC THEME: Teaching, Learning, and Assessment

Implementation and Monitoring Plan

The focus of learning in visual arts this year will center around the key state content standards and connections to other curriculum areas.

Priorities/Action Steps	**Person Responsible**	**Date To Be Completed**	**Outcome**
Continue to develop and implement lessons allowing students to select and apply different media, techniques and processes to best communicate their thoughts, feelings and experiences.	Beaudoin	June 2012	
Continue to develop and implement lessons that stress the understanding and use of the elements and principles of design allowing students to improve their ability to communicate artistically as well as evaluate the work of others.	Beaudoin	June 2012	
Continue to further learning in art history, including criticism and aesthetic through experiences in and outside of the classroom including fourth grade field trip to Hill-Stead Museum, Farmington, CT.	Beaudoin	June 2012	
Continue to showcase student work at our annual art show and within the community (exhibits at local banks and Canton Public Library).	Beaudoin	June 2012	
Continue to develop lessons making connections between the visual arts and other disciplines and daily life.	Beaudoin	June 2012	
Continue to develop and implement lessons integrating art and technology including implementing digital portfolios for all grades.	Beaudoin	June 2012	
Continue to bring culturally enriching experiences to the students to supplement, enhance and expand upon the current curriculum of our school. Programs will be supported by CIS's PTO.	Beaudoin	June 2012	
Continue to work with Visual Arts Data Team striving for continual growth with student learning.	Beaudoin	June 2012	
Develops plans for a new courtyard with an arts based focus	Beaudoin/Grossman	June 2012	

Professional Development Priorities	**Person Responsible**	**Date To Be Completed**	**Outcome**
Continue to stay current and expand knowledge on current exhibits and installations.	Beaudoin	June 2012	
Attend workshops and conferences with art education connections that will have a direct impact on instruction.	Beaudoin	June 2012	

Goal Area: **Health and Physical Education** All students will demonstrate continuous progress in meeting their highest abilities through the health and physical education program. The intent of this goal is based on the premise that the quality and productivity of a student's life can be enhanced through participation in a comprehensive, sequential health and physical education system that promotes physical, mental, emotional, and social well-being. It means teaching children how to apply new knowledge and to become lifelong learners. The concept of lifelong learning is as relevant to health and physical education as it is to other areas.
BOE STRATEGIC THEME: Teaching, Learning, and Assessment

Implementation and Monitoring Plan

The focus of our work in health and physical education is to promote a healthy lifestyle.

Priorities/Action Steps	**Person Responsible**	**Date To Be Completed**	**Outcome**
Students will engage in fitness and wellness related activities and understand the benefits that these activities provide. Students will participate in events such as Hoops for Heart to further raise awareness of the importance of overall wellness.	LaRock	June 2012	
Students will be exposed to a wide variety of health enhancing experiences, including, but not limited to: sports based activities; fitness related component exercises; team building activities; and adventure education elements. This wide variety of experiences will help students to become lifelong learners and participants in fitness and wellness.	LaRock	June 2012	
School staff will be provided with a variety of opportunities to develop and maintain their personal fitness and wellness.	LaRock	June 2012	
Students will participate in the new 3rd generation Connecticut Physical Fitness Assessment. These assessments will provide valuable data to students, parents and physical educators. Implement data walls to help students analyze their own growth over time.	LaRock	June 2012	
The school Wellness Council will be charged with providing a variety of wellness activities for students, parents and staff.	Wellness Council	June 2012	
Offer school staff the opportunity to be trained in CPR, First Aid, and AED.	LaRock/Buckle	June 2012	
Investigate ways to continue to develop the Crisis Intervention Training Program.	Core Team	June 2012	
Incorporate cooperative activities in all units of instruction to further develop students who are efficient and productive group members.	LaRock	June 2012	

Professional Development Priorities	**Person Responsible**	**Date To Be Completed**	**Outcome**
Research and attend workshops that further enhance the use of data .	LaRock	June 2012	

Goal Area: **Music Education** The Music Department will continue to develop our students' ability to create, perform and respond to music at their highest level in a safe and nurturing environment. Students will be challenged to always work at a high level in key areas of the curriculum as measured by the state and national music standards.

BOE STRATEGIC THEME: Teaching, Learning, and Assessment

Implementation and Monitoring Plan

The primary focus of our work in all three phases of music instruction: classroom, instrumental, and vocal music, will be to establish a music data team that will design assessment tools that are aligned to State and National Standards. Various data strands will be used to improve instructional effectiveness focusing on skill development and knowledge acquisition. Student participation and retention data gathered will assist us in identifying how to utilize our resources efficiently and effectively.

Priorities/Action Steps	**Person Responsible**	**Date To Be Completed**	**Outcome**
Determine what types of data should be gathered.	Music Staff	June 2012	
Decide which specific skills and knowledge need to be assessed.	Music Staff	June 2012	
Review results of both short and long term assessments in order to adjust instruction.	Music Staff	June 2012	
Continue to formalize connections to the general curricula to deepen meaning.	Music Staff	June 2012	
Continue to provide opportunities for student performances at the school and in the community-at-large.	Music Staff	June 2012	

Professional Development Priorities	**Person Responsible**	**Date To Be Completed**	**Outcome**
Continue to meet as a K-12 music department to focus on identifying skills and knowledge necessary to continue student growth.	Scavone	June 2012	
Coordinate the design of assessments appropriate to the developmental level thereby impacting instructional effectiveness.	Scavone	June 2012	
Develop the department web pages in order to provide improved communication with students and parents.	Scavone	June 2012	
Identify strengths and areas in need of improvement regarding student participation and retention both at CIS and while transitioning into CMS.	Scavone	June 2012	

Goal Area: <u>Comprehensive School Counseling</u> All students will be part of a comprehensive school counseling program designed to support and enhance student achievement and success by assisting students to acquire critical skills in the academic, career, and personal/social aspects of student development. Through proactive prevention and intervention measures, we assist students in overcoming barriers to learning, to make strong connections with educational opportunities in school, and ensure that every child learns in a safe, healthy and supportive environment.

BOE STRATEGIC THEMES: Culture and Climate; Teaching, Learning and Assessment

Implementation and Monitoring Plan

The focus of our work will be on the newly released standards for CT Comprehensive School Counseling Program from the Connecticut State Department of Education and CSCA.

Priorities/Action Steps	Person Responsible	Date To Be Completed	Outcome
Implement ongoing lessons addressing improving individual academic performance, peer relationships, decision making and problem solving skills, and knowledge of the world of work	Kaufman	June 2012	
Create and implement new curriculum units utilizing new technology and Career Cruising to assist Grade 5 and Grade 6 students in exploring personal learning styles, interests, skills, and cultural awareness.	Kaufman	June 2012	
Continue to improve new 21st century skills: critical thinking, creativity, self-direction and leadership, essential professional skills of teamwork, time management, interpersonal skills, and cultural awareness.	Kaufman	June 2012	
Develop procedures in initiating individual electronic Student Success Plans to investigate the ability to provide individual or group counseling as determined by needs in the student population.	Kaufman	June 2012	
To provide individual and small group counseling and incorporate new groups on an as- needed basis determined by the needs of the students.	Kaufman	June 2012	
To provide crisis intervention and make referrals as necessary.	Kaufman	June 2012	
Work with the Quality Council Health/Wellness Committee to coordinate Red Ribbon Week.	Kaufman	June 2012	
To provide conflict resolution and peer mediations and possibly student training.	Kaufman	June 2012	
Provide ongoing consultation on the SRBI Process/interventions for the Student Intervention and Child Study Teams	Kaufman	June 2012	

To consult with teachers, families, and other professionals.	Kaufman	June 2012	
To provide transition act such as orientation, new student luncheons, etc.	Kaufman	June 2012	
To coordinate new Red Ribbon Week activities for drug prevention.	Kaufman	June 2012	
To continue to provide consultation and strategies for student growth and achievement utilizing the SRBI Model.	Kaufman	June 2012	

Professional Development Priorities	**Person Responsible**	**Date To Be Completed**	**Outcome**
Compile suicide prevention information packets and present to staff during grade level meetings	Kaufman	June 2012	
Continue to staff informed of 504 legislation, implementation, and provide consultation to stakeholders.	Kaufman	June 2012	
Remain current and expand knowledge of CT Comprehensive School Counseling Program standards particularly developing electronic Student Success Plans.	Kaufman	June 2012	
Attend workshops and conferences that have a direct impact on student development, student achievement, and respectful school climate.	Kaufman	June 2012	

Goal Area: **Library Media** All students will demonstrate continuous progress toward meeting the Information and Technology Literacy standards. The intent of this goal is to move all students toward high standards in key areas of the curriculum as measured by state and local standards. **BOE Theme: Teaching, Learning and Assessment**

Implementation and Monitoring Plan

The focus of our work in library this year will be continuing to develop the 21st century skills necessary to access and evaluate information for a set purpose as well as promote reading for pleasure. All students will be encouraged to become independent, competent, responsible users of information and technology.

Priorities/Action Steps	**Person Responsible**	**Date To Be Completed**	**Outcome**
Begin to develop a professional collection which will assist those beginning teachers with their TEAM initiatives.	Conway/Grossman	June 2012	
Continue to incorporate lessons in media literacy where students are evaluating information and media messages.	Conway	June 2012	
Work in conjunction with the public library to continue to foster a community of readers by constantly reviewing, purchasing and promoting current titles to support curriculum and interest.	Conway	June 2012	
Expose students in grades 4, 5 and 6 to the Big 6 steps to research.	Conway	June 2012	
Work with teachers to create opportunities which align with the Information & Technology Literacy standards.	Conway	June 2012	
Continue to investigate and communicate with district Library Media Specialists vocabulary and techniques in order to deliver a systematic approach across the grade levels K-12.	Conway	June 2012	
Implement book club opportunities throughout the year for 5th and 6th grade.	Conway	June 2012	
Keep parents and teachers informed of updated library intitiatives such as extension of ebooks, author day, etc.	Conway	June 2012	
Update list of materials which we own at specific levels in order to provide guidance for students needing books at specific levels.	Conway	June 2012	

Professional Development Priorities	**Person Responsible**	**Date To Be Completed**	**Outcome**
Seek out opportunities to enhance the use of digital resources in library instruction.	Conway	June 2012	
Seek out and attend a state conference pertaining to library/ reading	Conway	June 2012	

Goal Area: **World Language** All students, regardless of learning styles, achievement levels, race/ethnic origin, socioeconomic status, home language, or future academic goals, have the opportunity to study the Spanish language. **BOE Theme: Teaching, Learning and Assessment**

Implementation and Monitoring Plan

The focus of our work in World Language this year will be to utilize Rosetta Stone's natural approach to language acquisition using an immersion process with the Spanish language. Students will work independently and at their own pace, with a teacher helping students set goals and work through road blocks. There are opportunities for students to work in small conversation groups with other students studying Spanish.

Priorities/Action Steps	**Person Responsible**	**Date To Be Completed**	**Outcome**
Implement Spanish as the World Language for 6th grade students.	Grossman/Traub	June 2012	
Implement Rosetta Stone Spanish program that will allow students: • Advanced speech recognition technology which guides students to more accurate pronunciation • Contextual Formation™ which engages students in lifelike conversations that let them produce spoken or written sentences from words and phrases they learn • Adaptive Recall™ which schedules reviews at appropriate intervals to test new language knowledge and ensure retention.	Grossman/Traub		

Professional Development Priorities	**Person Responsible**	**Date To Be Completed**	**Outcome**
Learning the Rosetta Stone Software Program through webinars	Traub/Buckle	June 2012	

Goal Area: **School Culture/Climate** : All students will demonstrate continuous progress toward meeting the newly developed State of Connecticut School Climate Standards. **BOE Theme: Teaching, Learning and Assessment**

Implementation and Monitoring Plan

The focus of our work will be to analyze how the school community constituents feel they are treated within our school.

Priorities/Action Steps	**Person Responsible**	**Date To Be Completed**	**Outcome**
Implement the new state guidelines on bullying	Grossman	June 2012	
Establish a Human Relations Council that will represent the diversity of our student population that will meet throughout the year.	Grossman	June 2012	
Establish a Volunteer Book Club using the book, The Respectful School written by William Preble.	Grossman/Kaufman	June 2012	
Begin to implement the new state standards on school climate: 1. The school community has a shared vision and plan for promoting, enhancing and sustaining a positive school climate. 2. The school community sets policies specifically promoting (a) the development and sustainability of social, emotional, ethical, civic and intellectual skills, knowledge, dispositions and engagement, and (b) a comprehensive system to address barriers to learning and teaching and reengage students who have become disengaged. 3. The school community's practices are identified, prioritized and supported to (a) promote the learning and positive social, emotional, ethical and civic development of students, (b) enhance engagement in teaching, learning, and school-wide activities; (c) address barriers to learning and teaching and reengage those who have become disengaged; and (d) develop and sustain an appropriate operational infrastructure and capacity building mechanisms for meeting this standard. 4. The school community creates an environment where all members are welcomed, supported, and feel safe in school: socially, emotionally, intellectually and physically. 5. The school community develops meaningful and engaging practices, activities and norms that promote social and civic responsibilities and a commitment to social justice.	Grossman/Kaufman	June 2012	

Professional Development Priorities	Person Responsible	Date To Be Completed	Outcome
Professional Development for staff on suicide prevention.	Grossman/Kaufman	June 2012	
Attend state conferences on bullying and school climate	Grossman	June 2012	

Goal Area: **Additional School Improvement Priorities** All students will demonstrate continuous progress toward meeting the additional school priorities. The intent of this goal is to move all students toward high standards in key areas of the curriculum as measured by the state and local standards.

BOE STRATEGIC THEMES: District Wide Communication; Curriculum and Programmatic Structures; Teaching, Learning and Assessment; Leadership; Culture and Climate

Implementation and Monitoring Plan

The focus of our work will be in a wide area of initiatives. These initiatives will be supported by the Principal and other constituents of the school community.

Priorities/Action Steps	**Person Responsible**	**Date To Be Completed**	**Outcome**
Continue to provide ongoing professional development for all staff which aligns to school goals, curriculum and instruction, and data.	Grossman	June 2012	
Continue to work with the special education staff on student achievement growth over time.	Grossman/Special Education Staff	June 2012	
Continue to work with staff on implementing Scientific Research Based Intervention Strategies (RTI-Response to Intervention) to improve student achievement.	Grossman/Legere/Pierce/ Kaufman/Holbrook	June 2012	
Continue to develop School Leadership Team, work with grade level teams, and Quality Council.	Grossman	June 2012	
Work with PTO Board to build on past successes of this organization.	Grossman/Abbott	June 2012	
Integrate Human Relations Council into Quality Council that will meet monthly to analyze a variety of issues affecting our school and environment.	Grossman/Perotti/Halsey	June 2012	
Continue to improve student transition between CBPS and CIS.	Grossman/Robbin/ Deltano/Silverio	June 2012	
Support teachers during the second year of the new Continuous Growth Plan.	Grossman/Deltano/Silverio	June 2012	
Professional Support Staff (School Counselor, School Psychologist, and Social Worker) will provide students and grade level team's continuous education in the areas of respect and bullying.	Pierce/Kaufman/Devito	June 2012	
Quality Council will work in six subcommittees: MCP – Maintaining Current Programs; Cultural/Arts Social/Emotional; CSI - Community Service Initiative;	Grossman/Golis/Silverio	June 2012	

HWI - Health/Wellness Initiative; ECO- Environment; and Enrichment.			
Participate in the Connecticut Association of Schools Unified Sports Program. Canton Intermediate School will host state event.	Grossman/Special Education Staff	June 2012	
Implement an after school tutoring program in the areas of Language Arts and Mathematics that focuses on students who are in the Student Intervention process.	Grossman/Silverio/Deltano	June 2012	
Continue to implement Student Intervention software programs such as Lexia to monitor student progress.	Grossman/Silverio/Deltano	June 2012	
Continue to integrate curriculum across disciplines.	Grade Level Teams	June 2012	
Participate in the Connecticut Association of Schools Geno's Reading Team Program.	Grossman/Silverio	June 2012	
Continue with our Sister School Partnership with a school in Tanzania.	Buckle/Allen	June 2012	
Student Advisory Council will continue to work with Principal to examine student feelings regarding Canton Intermediate School.	Grossman/Futterleib	June 2012	
Continue a Family to Family Support Program for Program Choice parents/guardians/students.	Grossman/Deltano/James	June 2012	

Canton Intermediate School
2011-2012
Professional Development Activities

The purpose of professional growth plans and professional development at Canton Intermediate School is to provide visionary leadership to the education community by influencing the focus, scope, and quality of professional teaching practice by establishing a common core of teaching knowledge, skills and dispositions essential for all educators and, thereby, ensuring that standards-based practice and professional growth enhance student learning. The topics below are subject to change and some dates are to be determined depending on need.

August 25, 2011 (Thursday)
District Day
Sharing Day

August 27, 2011 (Friday)
Data Driven Decision Making
Web Grader/Powerschool
CIS Staff Time

August 30, 2010 (Monday)
Data Driven Decision Making
Web Grader/Powerschool
CIS Staff Time

October 11, 2011
Full Day
Writing Calendars/ Common Core Standards

December 7, 2011
Early Release
Professional Learning Communities (PLC's) for Social Studies/Science

January 13, 2012
Early Release
Math Calendars/Common Core Standards

May 16, 2011
Early Release
Language Arts Calendars/Common Core Standards

Canton Intermediate School Connecticut Mastery Test 2011
Comparison by Year Report

Grade 3

Grade	Math	Reading	Writing
3rd Grade 2011	70.7 % Goal 87.9 % Proficient	71.4 % Goal 82.1 % Proficient	72.1 % Goal 88.6.1 % Proficient

Grade 4

Grade	Math	Reading	Writing
3rd Grade 2010	74.8 % Goal 93.7 % Proficient	74.4 % Goal 89.6 % Proficient	70.3 % Goal 89.1 % Proficient
4 Grade 2011	84.7 % Goal 97.7 % Proficiency	82% Goal 93% Proficiency	78.6 % Goal 94.7 Proficiency
Increase or Decrease Over Previous Year	**9.9 % increase**	**7.6 % increase**	**8.3 % increase**

Grade 5

Grade	Math	Reading	Writing
3rd Grade 2009	86 % Goal 94.6 % Proficient	83.6 % Goal 95.3 % Proficient	84.6 % Goal 91.9 % Proficient
4th Grade 2010	90 % Goal 96.9 % Proficient	90 % Goal 96.9 % Proficient	85.5 % Goal 99 % Proficient
5th Grade 2011	90 Goal 96.2 Proficiency	90.2 % Goal 94.7 % Proficiency	91.5 % Goal 99 % Proficiency
Increase or Decrease Over Previous Year	**0%**	**.2 % increase**	**6 % increase**

Grade 5 Science

Grade	Science
5th Grade 2010	78 % Goal 93 % Proficient
5th Grade 2011	85.2 % Goal

	96.3 % Proficiency
Increase or Decrease Over Previous Year	**7.2 % Increase**

Grade 6

Grade	Math	Reading	Writing
3rd Grade 2008	78.7 % Goal 92.6.9% Proficient	66.2% Goal 80.1 Proficient	81.6 % Goal 91.9 % Proficient
4th Grade 2009	78.6 % Goal 96.2 % Proficient	81.6 % Goal 94.4 % Proficient	78 % Goal 93.9 % Proficient
5th Grade 2010	84.4 % Goal 96.9% Proficient	85.7% Goal 93.7 Proficient	83.3 % Goal 97.7 % Proficient
6th Grade 2011	88.4 % Goal 98.4 % Proficiency	93.5 % Goal 97.6 % Proficiency	80.3 % Goal 95.5 % Proficiency
Increase or Decrease Over Previous Year	**4 % increase**	**7.8 % increase**	**3 % decrease**