



**Cherry Brook Primary School
Continuous Improvement Plan
2016 – 2017**

Andrew Robbin, Principal

I. Introduction: Purpose of the Continuous Improvement Plan Process

The purpose of the Continuous Improvement Plan is to provide an overview of the development, implementation and execution of our school goals and priorities for the 2016-2017 school year. The Continuous Improvement plan will explain how Cherry Brook is striving for each student to be as successful as possible and sharing our own efforts to improve. This will assist in creating a supportive network surrounding our students so they are successful. The Continuous Improvement Plan provides the direction for our improvement process and helps maintain the cohesiveness of our community by sharing that unified purpose in a comprehensive, reflective manner.

Our school goals and priorities for the 2016-2017 school year were developed by analyzing student data from past years, reflecting on the gains made from last year's Continuous Improvement Plan, responding to district and state mandates, analysis of student, parent and staff surveys and discussing our strengths and needs at Cherry Brook. The purpose of our goals is to enhance the learning experience for all students at Cherry Brook. It also allows us to direct our energies towards a common purpose and establish a cooperative, community working together for student success. Our school priorities are a combination of past initiatives that we are continuing along with a look ahead towards future areas of improvement. Developing these priorities consisted of looking at school trends and seeing how the individual fits in as part of the whole. Under the premise of creating positive memories, we examined how we can have students feel valued and more connected to the school.

All goals and priorities were aligned with the district plan to create a cohesive plan for students PK – 12. The following goals and priorities were adopted by the school with specific action steps developed by grade level teams in conjunction with the Academic Specialists and Principal.

II. District Vision and Mission

Charting our Course

Our Vision: Opening Minds ... Transforming Lives

As a leader among schools and a source of pride in our community, the Canton Public Schools enrich the present and shape the future of its students by opening minds and transforming lives.

Our Mission

Our mission is to prepare independent, productive, respectful and responsible citizens who contribute to an ever changing world. We pursue continuous improvement while honoring our strong educational legacy and traditions. We unite with families and the community to provide challenging educational experiences that promote the intellectual, physical, social and emotional potential of our students.

We Believe:

- All students will successfully master Canton's Community Expectations for Learning
- All students benefit from high quality resources and experiences that foster intellectual, physical, social and emotional growth
- All students flourish in a safe and healthy learning environment that values differences while respecting cultures, abilities and perspectives
- All children are entitled to a childhood

Mapping Our Route

Strategic Issues and Goals

Goal One: Enhance Canton’s Community Expectations for Learning to ensure they are reflective of our values and educational priorities and are aligned Pre-K-12.

Indicators of Success:

- A clear set of Community Expectations for Learning are committed to throughout the system, are aligned with appropriate, locally approved standards and ensure student success in life, learning and work beyond school.
- A common language, shared set of standards, and aligned curriculum resources contain the key understandings and concepts that are essential for all children as part of the Community Expectations for Learning.
- Dedication to continuous improvement of student achievement is prevalent throughout the system.
- Family/school partnerships are working to support the Community Expectations for Learning.

Goal Two: Implement a comprehensive plan to complete the transition to a digital learning environment that promotes a culture of proficient, responsible and innovative utilization for students, staff and families.

Indicators of Success:

- All students and staff have ready access to tools for digital learning and the skills and resources they need to use them effectively.
- Professional learning supports the meaningful transition to digital learning and rewards instructional innovation and meaningful student engagement.
- Students acquire and demonstrate age-appropriate digital learning and citizenship skills as part of the Pre-K-12 instructional program.
- All students thrive in a safe learning environment for digital learning.

- Digital learning resources are used in a way that align with and support our Community Expectations for Learning.

Goal Three: Refine the assessment system to capture and share meaningful performance data that informs the continuous improvement of teaching, learning and student performance.

Indicators of Success:

- Well-developed multiple measures of student achievement for all Community Expectations for Learning are in use and reported regularly.
- Testing and accountability are balanced with the importance of quality instructional time and the health and well-being of students.
- Formative assessments that are integrated within instruction to maximize learning are predominate.
- Effective measures for student engagement in, and accountability for, learning are in place.
- Integrated feedback throughout the year to professionals and students to enhance their learning.

Goal Four: Enhance the capacity of district staff to support every child’s achievement of the Community Expectations for Learning

Indicators of Success:

- Professional dialogue is focused on student learning within a culture of innovation and growth.
- Professional learning at all levels is systematic, progressive, and aligned with district learning priorities.
- Rich and varied professional learning opportunities are extended to all district staff.
- Shared responsibility for professional learning is embraced by all members of the learning community.

Goal Five: Develop/refine strategies for community engagement and communication to support student success.

Indicators of Success:

- Community engagement in student learning and events is strong, consistent, and supportive.
- Clear, regular, and reliable communication of appropriate information in multiple locations and formats.
- Parents believe that engagement is open, meaningful and welcoming.
- Shared learning opportunities in the Canton community have been sustained or increased.
- Communication emanating from students (i.e. student-student, student - community) is frequent and meaningful.

III. School Mission Statement and Philosophy

We are honored to have the opportunity to educate the children at Cherry Brook Primary School, providing each child with positive, lifelong memories of their elementary education experience.

By sharing a commitment to nurture students so they are engaged learners and productive community members, we strive to ensure student growth and success while celebrating the happiness of childhood.

*In order to accomplish our mission, we believe that **students learn best when ...***

- inspired to love learning.
- valued for their unique talents and individuality.
- presented with opportunities where perseverance is required to overcome challenges.
- critical thinking and problem solving skills are applied academically and socially.
- individual goals are designed based on interests and learning styles.
- held accountable for their learning and actions.
- nurtured in a safe environment that promotes curiosity, confidence and self-reflection.
- different perspectives are welcomed and appreciated.
- positive peer interactions are developed and fostered.
- families and schools unite to develop a collaborative, supportive network.
- a sense of community extends beyond school.
- provided with purposeful resources to enhance their experiences.
- play, fun, and creativity are valued as integral parts of the childhood experience.

IV. School Description

Cherry Brook Primary School is a Pre-kindergarten to Grade 3 school containing approximately 455 students. Nestled in the lovely hills of Canton, we actively support students in their learning, academic and social development.

Students at Cherry Brook tend to be very successful. Each day students are excited to come to school and their smiles are prevalent throughout the day. Students make good behavioral and academic choices and are enthusiastic about their learning. Our staff is very dedicated to insure their success and students know the adults care about them. Using our in-house assessments, at the end of last year approximately 80% of our students were “at-goal” for reading using the DRA in grades K - 3. Our 3rd grade students had 82% of students at goal in math and 75% at goal in literacy on our school’s administration of the Smarter Balanced Assessment. Past accomplishments have led us to be recognized in the state of Connecticut as a “School of Distinction” in two categories – Highest Progress and Highest Overall Performance. All of this data was examined in determining our school goals and priorities for the 2016-2017 school year.

At Cherry Brook School, we believe that developing the whole child within a supportive culture is the cornerstone of our success. We take the time to support students academically along with providing strong social skills, emotional support and teach students how to be productive community members. Our hallways and classrooms are filled with vibrant individuals that celebrate our learning and growth each day. As a school, we make sure to celebrate our community bonds through all school meetings, spirit days and many school specific activities throughout the year.

Another element to our positive culture is that we continue to build partnerships between home and school. There are many ways that we help create a home environment that encourages and supports learning. All parents have opportunities to learn about our school through our Curriculum Nights, weekly school newsletters, parent e-mail lists and PTO meetings. These meetings are designed to inform parents about their child’s education and ways to help their students at home. Additionally, individual classroom teachers have their own methods of communicating with parents including newsletters, web sites, telephone and email contacts.

Parents frequently volunteer in our school. Many teachers utilize parents as helpers so that parents can see how students work in the classroom, and also to gain their assistance with other students. Parents continue to be instrumental in helping our school by “leveling libraries”, preparing and copying materials, volunteering to assist at recess and lunch and helping with our courtyard and communication plan. Our PTO is very involved and plans enrichment programs and provides financial support to our school. These events range from academic contributions (i.e. cultural enrichment activities, literacy and technology donations) to family-bonding events (i.e. Children’s Fair, Winter Festival and Game Night) that promote fun, learning experiences for our school.

V. Description of School-Based Leadership Teams

At Cherry Brook, we are very fortunate to have a number of teams that work collaboratively to support our students. Below is a listing of those teams, including a brief description of their purpose, the membership and how often the teams meet.

Instructional/Grade Level Teams work collaboratively to discuss curriculum, assessment results and track student data with their grade level to enhance their instructional knowledge to improve student achievement. Each grade level team is comprised of all the classroom teachers, the special education teacher, Language Arts Consultant, Math Instructional Specialist and Principal. The entire team meets once per week all together. The classroom teachers also meet 1 – 2 other times a week on their own. The special education team meets weekly and the specialists (music, art, PE, Health) meets monthly.

Each team has a **Grade Level Leader**. The grade level leader is responsible for planning the agenda and structure of the grade level team meetings. The Grade Level Leaders meet as a full group monthly with the principal to plan school events and discuss how to improve our school. In addition, each of the grade level leaders meet individually with the principal 1 – 2 times a month.

Each week, there is a formal meeting of the **Academic Leadership Team** to examine the instruction and learning that is occurring in each of the classroom and student support (i.e. tutoring). At this time, we analyze data, examine classroom practices and make appropriate accommodations for student learning and professional development. The Academic Leadership Team is comprised of the principal, Language Arts Consultant and Math Instructional Specialist. Depending on the topic, other staff members are included.

Quality Council meets monthly and is comprised of school staff and parents. In the past, Quality Council has spearheaded such initiatives as maintaining a positive school climate and leading our transition to standards based progress report. Our major topic continues to be maintaining a positive atmosphere based on our student survey of increasing kindness as we have merged this team with our **Positive Behavioral Interventions and Strategies (PBIS)**. Quality Council also assists as part of our **Safe School Climate Team**.

The **PTO's** mission is to extend and enrich opportunities for the CBPS students. This includes creating fun events such as the Fun Run, Book Fair, Children's Fair, Cherry Brook Nights Out and other events for families. In addition, the PTO raises funds to help share costs with bus field trips, assemblies and other school enriching committees. This past year, the PTO raised enough money to purchase and install a playground at our school. Our goals this year are to promote family activities.

Each Tuesday afternoon, the **Student Intervention Team** meets to analyze student performance and develop learning and behavioral plans with the classroom teachers. This is done by analyzing data and brainstorming strategies. The SIT team also looks at grade level data to determine any trend that needs to be addressed. Members of the SIT team are the principal, Academic Leadership Team, Social Worker, School Psychologist, Speech Language Pathologist and SRBI Coordinator.

The **Safety Committee** meets quarterly to review our district's safety plan and procedures and analyze those processes at the school. We also discuss potential concerns and how best to meet those needs. The Safety Committee is comprised of the Principal, selected staff members, two parents and the district's Director of Security.



**Cherry Brook Primary School
Continuous Improvement Plan
2015 – 2016
Results**

VI - Results of 2015 – 2016 Continuous Improvement Plan

Theory of Action

A “Theory of Action” is a guiding principle that leaders develop and subsequently use to help in making decisions that will improve an organization. A strong theory of action consists of a hypothesis comprised of an if/then statement that will produce important results within the teaching and learning process. A theory of action is a work in progress that may be revised based on data collected and feedback. This year’s theory of action is a continuation of last year’s theory as we continue to strive to improve as a school.

My Theory of Action for Cherry Brook was:

If we utilize the results of standards-aligned assessments to implement specific, timely instruction for individual students to reach a clear goal, then student learning will improve.

As mentioned in the start of the year CIP, we’ve worked hard to align a variety of assessments that coincide with the standards set by our units of studies to help teachers continue to be better informed to meet students’ needs. We’ve aligned assignments to match our instructional units and the Common Core State Standards (CCSS). This has taken a significant amount of effort and time as we’ve had to learn the curricula, understand the standards, create rubrics, calibrate our expectations and then analyze student work.

We have used these instructional artifacts to track data. This in turn helps teachers be better prepared to group students through strategy lessons to meet each individual’s needs. Currently, we have grown at creating and aligning assessments with our instruction in a more authentic manner. We’ve had deeper discussions as to what the standards are and how we can measure it using students’ daily work. We still need to work on breaking it down for individual instruction. We’ve seen a greater use of differentiating instruction to better personalize student learning along with the integrated use of technology. I plan on revising the Theory of Action for 2016 – 2017 to better meet this need.

The remaining Continuous Improvement Plan details what actions were taken and future steps.

School Goals

Goal #1: Students will improve their learning in the area of reading (Coincides with Board of Education Goal: Enhance Canton’s Community of Expectations for Learning **and** Transition to digital learning environment **and** Refine the assessment system **and** Enhance the capacity of district staff.)

Measures:

- Percentage of students meeting goal on DRA2 (K – 3rd Grade)

Smart Goals / Results:

- Kindergarten DRA Specific Goal: 70% of Kindergarten students will be at goal or higher as measured by the end-of-the-year DRA. (Historic Average of 67% at goal)
 - Results: 88% of Kindergarten students are at goal or higher.
- 1st Grade Specific DRA Goal: 67% of 1st Grade students will be at goal or higher as measured by the end-of-the-year DRA. (Cohort improvement 2%)
 - Results: 77% of 1st Grade students are at goal or higher.
- 2nd Grade Specific DRA Goal: 81% of 2nd Grade students will be at goal or higher as measured by the end-of-the-year DRA. (Cohort improvement of 1%)
 - Results: 83% of 2nd Grade students are at goal or higher.
- 3rd Grade Specific DRA Goal: 81% of 3rd Grade students will be at goal or higher as measured by the end-of-the-year DRA. (Maintain cohort; historically, 3 – 5% drop due to written component added in 3rd grade DRA)
 - Results: 84% of 3rd Grade students are at goal or higher.
- Grades 1 -3 will improve their DRA scores by 3% based on fall data.
 - Grade 1 students improved from 61% to 77% (a total of 16%) from their Fall DRA scores to their Spring DRA scores.
 - Grade 2 students improved from 72% to 83% (a total of 9%) from their Fall DRA scores to their Spring DRA scores.
 - Grade 3 students improved from 73% to 84% (a total of 11%) from their Fall DRA scores to their Spring DRA scores.

Improvement of students reaching state benchmarks as measured by the classroom teacher using the DRA from the fall to the spring.

Grade	Fall		Spring		Improvement	
	Number of Students at goal	Percentage at goal	Number of Students at goal	Percentage at goal	Gain students	Percentage increase
K	46*	44%*	93	88%	+47	+44%
1	54	61%	69	77%	+15	+16%
2	78	72%	90	83%	+12	+9%
3	83	73%	97	84%	+14	+11%

*Note: Kindergarten fall results are based on winter DRA benchmarks.

Cohort improvement at goal as measured by the DRA:

Completing Grade Level	% at Goal at end of Kindergarten	% at Goal at end of 1 st grade	% at Goal at end of 2 nd Grade	% at Goal at end of 3 rd Grade
15 - 16				
3 rd Grade	73%	75%	81%	84%
2 nd Grade	81%	80%	83%	n/a
1 st Grade	65%	77%	n/a	n/a
Kindergarten	88%			

Notes: - Due to the nature of the DRA2, other factors may contribute to data results shown such as a timing element starting at Level 14 and written component starting at Level 28 that did not take place previously. This would impact the end of goal in 2nd grade and all of 3rd grade data.

Action Steps Taken:

- Continued to implement newly published Reader’s Workshop Units
- Continued to build literature resources appropriate to students’ reading levels to support all curricula areas including modifying how students have access to classroom libraries
- Better aligned with curricula, assessments and standards
- Better use of assessments to inform instruction
- Incorporated SRBI intervention within reading
- Enhanced implementation of a standards based progress report
- Utilized state given reading survey to focus professional development for teachers for phonics and phonemic awareness
- Shared strategies with parents on the Common Core State Standards and assessment relating to teaching and learning and the progress report
- Increased collaboration amongst classroom teachers and Language Arts Consultant around all units
- Implemented Columbia assessments and performance tasks into units.
- Incorporated technology and on-line resources within language arts. Examples:
 - Used Google Classroom/Docs for students to use on-line assessment for multiple choice and typed answers such as former reading comprehension tests.
 - Used ChromeBooks for daily work and support of writing assignments
 - Integrated RAZ-kids and Storia, on-line reading enhancement programs, for students to use at school and at home
 - Increased weekly media block for all grades.
- Established data team goals relating to DRA (K – 3) based on previous year data.
 - Kindergarten DRA Specific Goal: *70% of Kindergarten students will be at goal or higher as measured by the end-of-the-year DRA. (Historic Average of 67% at goal)*
 - 1st Grade Specific DRA Goal: *67% of 1st Grade students will be at goal or higher as measured by the end-of-the-year DRA. (Cohort improvement 2%)*
 - 2nd Grade Specific DRA Goal: *81% of 2nd Grade students will be at goal or higher as measured by the end-of-the-year DRA. (Cohort improvement of 1%)*
 - 3rd Grade Specific DRA Goal: *81% of 3rd Grade students will be at goal or higher as measured by the end-of-the-year DRA. (Maintain cohort; historically, 3 – 5% drop due to written component added in 3rd grade DRA)*

- Based on fall DRA data each grade level *will improve the amount of students reaching goal on their DRA scores from fall to spring by at least 3%.*

Major Next Steps: (To be worked on with the 2016 – 2017 Continuous Improvement Plan)

- Continue to implement published and revised Reader’s Workshop Units
- Continue to build literature resources appropriate to students’ reading levels to support all curricula areas including modifying how students have access to classroom libraries
- Better alignment with curricula, assessments and standards
- Better use of assessments to inform instruction
- Incorporate more SRBI intervention within reading
- Enhance implementation of a standards based progress report
- Share strategies with parents on the Common Core State Standards and assessment relating to teaching and learning and the progress report
- Increase collaboration amongst classroom teachers and Language Arts Consultant around all units
- Implement Columbia assessments and performance tasks into units.
- Incorporate technology and on-line resources within language arts. Examples:
 - Use Google Classroom/Docs for students to use on-line assessment for multiple choice and typed answers such as former reading comprehension tests.
 - Availability of ChromeBooks for daily work and support of writing assignments
 - Integration of RAZ-kids and Storia, an on-line reading enhancement program, for students to use at school and at home
 - Monthly meetings with Technology Specialist and Media Specialist for each team to enhance use of technology within the classroom.
 - Increase weekly media block for all grades.
- Revise, establish and implement a word study program for grades 1 and 2 to generate consistency and fidelity for the grade levels.
- Revise a word study program for kindergarten.
- Establish data team goals relating to DRA (K – 3) based on previous year data.
 - Kindergarten DRA Specific Goal: *72% of Kindergarten students will be at goal or higher as measured by the end-of-the-year DRA. (Historic Average of 69% at goal)*
 - 1st Grade Specific DRA Goal: *88% of 1st Grade students will be at goal or higher as measured by the end-of-the-year DRA. (Maintain Cohort)*
 - 2nd Grade Specific DRA Goal: *79% of 2nd Grade students will be at goal or higher as measured by the end-of-the-year DRA. (Cohort improvement of 2%)*
 - 3rd Grade Specific DRA Goal: *83% of 3rd Grade students will be at goal or higher as measured by the end-of-the-year DRA. (Maintain cohort; historically, 3 – 5% drop due to written component added in 3rd grade DRA)*
 - *Grades 1 -3 will improve their DRA scores by 5% based on fall data.*

Goal #2: Students will improve in the area of writing. (Coincides with Board of Education Goal: Enhance Canton’s Community of Expectations for Learning **and** Transition to digital learning environment **and** Refine the assessment system **and** Enhance the capacity of district staff.)

Measures

- On-demand writing pieces for narrative, informational and opinion texts
- Process writing pieces for narrative, informational and opinion texts.

Smart Goals / Results

Note: This is the 2nd year we’ve had data for writing. Goals are based on cohort but with a new process, historical averages may be a better indicator.

- 60% of kindergarten students will be at goal as measured by students’ final independent writing sample.
 - Results: 93% of kindergarten students were at goal.
 - Note: 74% of kindergarten students were at goal in 14 – 15.
- 77% of 1st grade students will be at goal as measured by students’ final independent writing sample (Cohort improvement of 3%)
 - Results: 78% of 1st grade students were at goal.
 - Note: 91% of 1st grade students were at goal in 14 – 15.
- 92% of 2nd grade students will be at goal as measured by students’ final independent writing sample (Cohort improvement of 1%)
 - Results: 75% of 2nd grade students were at goal.
 - Note: 72% of 2nd grade students were at goal in 14 – 15.
- 78% of 3rd grade students will be at goal as measured by students’ final independent writing sample (Cohort improvement of 6%)
 - Results: 80% of 3rd grade students were at goal.
 - Note: 90% of 3rd grade students were at goal in 14 – 15.

Improvement of students reaching benchmarks as measured by the classroom teacher using the Columbia Writing Progression from the fall to the spring.

Grade	Fall		Spring		Improvement	
	Number of Students at goal	Percentage at goal	Number of Students at goal	Percentage at goal	Gain students	Percentage increase
K	0	0%	98	93%	98	93%
1	1	1%	69	78%	68	77%
2	0	0%	83	75%	83	75%
3	15	13%	88	80%	73	67%

Action Steps Taken:

- Developed writing data goals for each grade level (See above)

- Continued to implement Writer’s Workshop Units
- Better aligned curricula, assessments and standards
- Better use of assessments to inform instruction
- Continued to calibrate scoring with student writing
- Created strategy groups based on writing samples
- Continued to use Columbia Writing Progression for analysis and school-wide scoring system
- Shared strategies with parents on the Common Core State Standards and assessment relating to teaching and learning and the progress report
- Increased collaboration amongst classroom teachers and Language Arts Consultant around all units
- Balanced the use of Columbia assessments, performance tasks and Smarter Balance resources for assessments
- Incorporated more technology within language arts, particularly use of ChromeBooks and Google platform.
- Refined the assessment process to be more authentic by using daily work.

Major Next Steps: (To be worked on with the 2016 – 2017 Continuous Improvement Plan)

- Development of writing data goals for each grade level:
 - By the end of the 2016 – 2017 school year, each grade level will meet the following results per grade level:
 - 83% of kindergarten students will be at goal as measured by students’ final independent writing sample (Traditional average 83%)
 - 83% of 1st grade students will be at goal as measured by students’ final independent writing sample (Maintain cohort improvement. Historical Average 84%)
 - 78% of 2nd grade students will be at goal as measured by students’ final independent writing sample (Cohort improvement of 3%. Historical average 74%)
 - 78% of 3rd grade students will be at goal as measured by students’ final independent writing sample (Cohort improvement of 3%. Historical average 85%)
- Continue to implement Writer’s Workshop Units
- Better align curricula, assessments and standards
- Better use of assessments to inform instruction
- Calibrate scoring with student writing across writing styles
- Create strategy groups based on writing samples
- Continue to use a scoring system to gain accurate information on student writing based on Columbia Writing Progression.
- Share strategies with parents on the Common Core State Standards and assessment relating to teaching and learning and the progress report
- Increase collaboration amongst classroom teachers and Language Arts Consultant around all units

- Implement Columbia assessments and performance tasks into units
- Examine Smarter Balance resources for inclusion for assessments
- Incorporate more technology within language arts, particularly use of ChromeBooks and Google platform.
- Refine the assessment process to be more authentic by using daily work.

Goal #3: Students will treat each other with kindness (Coincides with Board of Education Goal: Enhance Canton’s Community of Expectations for Learning and Enhance the capacity of district staff and Community engagement and communication.)

Measures / Indicators of Success

- Student Survey
- Implementation of Positive Behavior Interventions and Support
- Completion of Mission Statement

Smart Goals / Results

As measured by the end of the year student survey, CBPS students will continue to maintain 95%+ results from the student survey question, “Are students kind to you at Cherry Brook Primary School?”

Survey Results: 83% of students responded favorably to “Students are kind to each other.” The decline could be attributed to the change of the focus question as students are being asked to generalize experience rather than just their interactions. This was a change we made to past surveys but were unable to do so this year.

Action Steps Taken:

- Continued common expectations for student behavior
- Cultivated a shared vision as to expectations through mission statement
- Began year 1 of PBIS implementation
- Continued use of Responsive Classroom

Major Next Steps: (To be worked on with the 2016 – 2017 Continuous Improvement Plan)

- Revise our shared vision as to expectations through mission statement
- Begin year 2 of PBIS implementation including new school expectation, matrices of expected behavior and office referral slips
- Continue use of Responsive Classroom

Goal #4: Students will improve their learning in the area of math (Coincides with Board of Education Goal: Enhance Canton’s Community of Expectations for Learning and Transition to digital learning environment and Refine the assessment system and Enhance the capacity of district staff.)

Measures:

- Curriculum unit check-ins (This consists of a pre-test, mid-unit check-in and end of unit assessment)

Action Steps Taken:

- Continued to implement and revise math units K – 3.
- Aligned with curricula, assessments and standards
- Used assessments to inform instruction
- Incorporated SRBI intervention within math
- Enhanced implementation of a standards based progress report
- Shared strategies with parents on the Common Core State Standards and assessment relating to teaching and learning and the progress report
- Increased collaboration amongst classroom teachers and Math Specialist around all units
- Incorporated technology and on-line resources within math.
- Used data team process to analyze student work, identify and implement instructional strategies and monitor student progress
- Provided continued professional development with CREC Math Consultant
- Continued to implement recommendations from the district math committee

Major Next Steps: (To be worked on with the 2016 – 2017 Continuous Improvement Plan)

- Implement the Bridges Mathematics program in K – 3.
- Align Bridges with progress reports
- Use assessments to inform instruction
- Incorporate SRBI intervention within math
- Share strategies with parents on mathematics instruction focusing on Bridges
- Increase collaboration amongst classroom teachers and Math Specialist around all units
- Incorporate technology and on-line resources within math
- Used data team process to analyze student work, identify and implement instructional strategies and monitor student progress
- Provide continued professional development with Math Consultant
- Continue to implement recommendations from the district math committee
- Examine assessment results for possible data teams

Action Plan – Goal: *Students will improve in the area of reading.*

<i>Strategies (what adults will do)</i>	<i>Measures / Smart Goals</i>	<i>People responsible</i>
<ul style="list-style-type: none"> ○ Continue to implement newly published Reader’s Workshop Units ○ Continue to build literature resources appropriate to students’ reading levels to support all curricula areas including modifying how students have access to classroom libraries ○ Better alignment with curricula, assessments and standards ○ Better use of assessments to inform instruction ○ Incorporate SRBI intervention within reading ○ Enhance implementation of a standards based progress report ○ Utilize state given reading survey to focus professional development for teachers ○ Share strategies with parents on the 	<p>Measures</p> <ul style="list-style-type: none"> ○ Percentage of students meeting goal on DRA2 (K – 3rd Grade) <p>Smart Goals:</p> <ul style="list-style-type: none"> ○ Kindergarten DRA Specific Goal: <i>70% of Kindergarten students will be at goal or higher as measured by the end-of-the-year DRA.</i> (Historic Average of 67% at goal) <ul style="list-style-type: none"> ○ Results: 88% of Kindergarten students are at goal or higher. ○ 1st Grade Specific DRA Goal: <i>67% of 1st Grade students will be at goal or higher as measured by the end-of-the-year DRA.</i> (Cohort improvement 2%) <ul style="list-style-type: none"> ○ Results: 77% of 1st Grade students are at goal or higher. ○ 2nd Grade Specific DRA Goal: <i>81% of 2nd Grade students will be at goal or higher as measured by the end-of-the-year DRA.</i> (Cohort improvement of 1%) <ul style="list-style-type: none"> ○ Results: 83% of 2nd Grade students are at goal or higher. ○ 3rd Grade Specific DRA Goal: <i>81% of 3rd Grade students will be at goal or higher as measured by the end-of-the-year DRA.</i> (Maintain cohort; historically, 3 – 5% drop due to written component added in 3rd grade DRA) <ul style="list-style-type: none"> ○ Results: 84% of 3rd Grade students are at goal or higher. ○ <i>Grades 1 -3 will improve their DRA scores by 3% based on fall data.</i> <ul style="list-style-type: none"> ○ Grade 1 students improved from 61% to 77% (a total of 16%) from their Fall DRA scores to their Spring DRA scores. ○ Grade 2 students improved from 72% to 83% (a total of 9%) from their Fall DRA scores to their Spring DRA scores. ○ Grade 3 students improved from 73% to 84% (a total of 11%) from their Fall DRA scores to their Spring DRA scores. <p>Improvement of students reaching state benchmarks as measured by</p>	<p>Language Arts Consultants, Para-educators, Tutors, Special Education Teachers, Classroom Teachers, Principal, Professional Developer from Columbia University, SRBI Coordinator</p>

Common Core State Standards and assessment relating to teaching and learning and the progress report

- Increase collaboration amongst classroom teachers and Language Arts Consultant around all units
- Implement Columbia assessments and performance tasks into units.
- Incorporate technology and on-line resources within language arts.

Examples:

- Examine Digital Library resources
- Use Google Classroom/Docs for students to use on-line assessment for multiple choice and typed answers such as former reading comprehension tests.
- Use ChromeBooks for daily work and support of writing assignments
- Integrate RAZ-kids and Storia, on-line reading enhancement programs, for students to use at school and at home
- Increase weekly media block for all grades.

the classroom teacher using the DRA from the fall to the spring.

Grade	Fall		Spring		Improvement	
	Number of Students at goal	Percentage at goal	Number of Students at goal	Percentage at goal	Gain students	Percentage increase
K	46	44%	93	88%	+47	+44%
1	54	61%	69	77%	+15	+16%
2	78	72%	90	83%	+12	+9%
3	83	73%	97	84%	+14	+11%

Note: Kindergarten fall results are based on winter DRA benchmarks.

Cohort improvement at goal as measured by the DRA:

Completing Grade Level	% at Goal at end of	% at Goal at end of 1 st grade	% at Goal at end of 2 nd Grade	% at Goal at end of 3 rd Grade
15 - 16 Kindergarten	73%	75%	81%	84%
3 rd Grade	81%	80%	83%	n/a
2 nd Grade	65%	77%	n/a	n/a
1 st Grade	88%			

Notes: - Due to the nature of the DRA, other factors may contribute to data results shown such as a timing element and written component starting at Level 28 that did not take place previously. This would impact the end of goal in 2nd grade and all of 3rd grade data.

- Establish data team goals relating to DRA (K – 3) and DRP (2nd and 3rd Grade) based on previous year data.

Action Plan – Goal: *Students will improve their learning in the area of writing.*

<i>Strategies (what adults will do)</i>	<i>Measures / Smart Goals</i>	<i>People responsible</i>
<ul style="list-style-type: none"> ○ Development of writing data goals for each grade level: <ul style="list-style-type: none"> ○ By the end of the 2015 – 2016 school year, each grade level will meet the following results per grade level: <ul style="list-style-type: none"> ▪ 60% of kindergarten students will be at goal as measured by students’ final independent writing sample (Traditional average (1 year) – 59%) ▪ 77% of 1st grade students will be at goal as measure by students’ final independent writing sample (Cohort improvement of 3%) ▪ 92% of 2nd grade 	<p>Measures</p> <ul style="list-style-type: none"> ○ On-demand writing pieces for narrative, informational and opinion texts ○ Process writing pieces for narrative, informational and opinion texts. <p>Smart Goals</p> <p><i>Note: This is the 2nd year we’ve had data for writing. Goals are based on cohort but with a new process, historical averages may be a better indicator.</i></p> <ul style="list-style-type: none"> ○ 60% of kindergarten students will be at goal as measured by students’ final independent writing sample (Traditional average (1 year) – 59%) <ul style="list-style-type: none"> ○ Results: 93% of kindergarten students were at goal. ○ Note: 74% of kindergarten students were at goal in 14 – 15. ○ 77% of 1st grade students will be at goal as measured by students’ final independent writing sample (Cohort improvement of 3%) <ul style="list-style-type: none"> ○ Results: 78% of 1st grade students were at goal. ○ Note: 91% of 1st grade students were at goal in 14 – 15. ○ 92% of 2nd grade students will be at goal as measured by students’ final independent writing sample (Cohort improvement of 1%) 	<p>Language Arts Consultants, Para-educators, Tutors, Special Education Teachers, Classroom Teachers, Principal, Professional Developer from Columbia University, SRBI Coordinator</p>

- students will be at goal as measured by students' final independent writing sample (Cohort improvement of 1%)
 - 78% of 3rd grade students will be at goal as measure by students' final independent writing sample (Cohort improvement of 6%)
- Continue to implement Writer's Workshop Units
- Better alignment curricula, assessments and standards
- Better use of assessments to inform instruction
- Continue to calibrate scoring with student writing
- Create strategy groups based on writing samples
- Continue to use Columbia Writing Progression for analysis and school-wide scoring system
- Share strategies with parents on the Common Core State Standards and assessment relating to teaching and

- Results: 75% of 2nd grade students were at goal.
- Note: 72% of 2nd grade students were at goal in 14 – 15.
- 78% of 3rd grade students will be at goal as measured by students' final independent writing sample (Cohort improvement of 6%)
 - Results: 80% of 3rd grade students were at goal.
 - Note: 90% of 3rd grade students were at goal in 14 – 15.

Improvement of students reaching benchmarks as measured by the classroom teacher using the Columbia Writing Progression from the fall to the spring.

Grade	Fall		Spring		Improvement	
	Number of Students at goal	Percentage at goal	Number of Students at goal	Percentage at goal	Gain students	Percentage increase
K	0	0%	98	93%	98	93%
1	1	1%	69	78%	68	77%
2	0	0%	83	75%	83	75%
3	15	13%	88	80%	73	67%

<p>learning and the progress report</p> <ul style="list-style-type: none"> ○ Increase collaboration amongst classroom teachers and Language Arts Consultant around all units ○ Balance the use of Columbia assessments, performance tasks and Smarter Balance resources for assessments ○ Incorporate more technology within language arts, particularly use of ChromeBooks and Google platform. 		
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Action Plan – Goal: *Students will treat each other with kindness.*

<i>Strategies (what adults will do)</i>	<i>Measures / Smart Goals</i>	<i>People responsible</i>
<ul style="list-style-type: none"> ○ Continue common expectations for student behavior ○ Cultivate a shared vision as to expectations through mission statement ○ Begin year 1 of PBIS implementation ○ Continue use of Responsive Classroom 	<p>Measures</p> <ul style="list-style-type: none"> ○ Student Survey ○ Implementation of Positive Behavior Interventions and Support ○ Completion of Mission Statement <p>Smart Goals</p> <p>As measured by the end of the year student survey, CBPS students will continue to maintain 95%+ results from the student survey question, “Are students kind to you at Cherry Brook Primary School?”</p> <p>Survey Results: 83% responded favorably.</p>	<p>Quality Council, Para-educators, Tutors, Special Education Teachers, Classroom Teachers, Principal, School Support Staff, SRBI Coordinator, PBIS Committee</p>

Action Plan – Goal: *Students will improve their learning in the area of math.*

<i>Strategies (what adults will do)</i>	<i>Measures</i>	<i>People responsible</i>
<ul style="list-style-type: none"> ○ Continue to implement and revise math units K – 3. ○ Better alignment with curricula, assessments and standards ○ Better use of assessments to inform instruction ○ Incorporate SRBI intervention within math ○ Enhance implementation of a standards based progress report ○ Share strategies with parents on the Common Core State Standards and assessment relating to teaching and learning and the progress report ○ Increase collaboration amongst classroom teachers and Math Specialist around all units ○ Incorporate technology and on-line resources within math. Examples: <ul style="list-style-type: none"> ○ Examine Digital Library resources ○ Use Google Classroom/Docs for students to use on-line assessment for multiple choice and typed responses ○ Use data team process to analyze student work, identify and implement instructional strategies and monitor student progress ○ Provide continued professional development with CREC 	<p>Measures</p> <ul style="list-style-type: none"> ○ Curriculum unit check-ins (This consists of a pre-test, mid-unit check-in and end of unit assessment) 	<p>Math Instructional Specialist, Para-educators, Tutors, Special Education Teachers, Classroom Teachers, Principal, CREC consultant, SRBI Coordinator</p>

<p>Math Consultant</p> <ul style="list-style-type: none">○ Continue to implement recommendations from the district math committee		
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IX. Priorities

- Continue to utilize assessments to implement Mastery Based Progress Report based on Common Core State Standards *Coincides with Board of Education Goal(s): Enhance Canton's Community of Expectations for Learning **and** Transition to digital learning environment **and** Refine the assessment system **and** Enhance the capacity of district staff.*) In addition to another successful year of implementation, there have been minor revisions made to the Progress Report for further improvements. This includes improved formatting, eliminating duplicate standards and aligning the progress report to the upcoming Bridges Math Program for 16 – 17.
- Implement Full Day Kindergarten. *(Coincides with Board of Education Goal(s): Enhance Canton's Community of Expectations for Learning **and** Transition to digital learning environment **and** Refine the assessment system **and** Enhance the capacity of district staff **and** Community engagement and communication.)* We have had a successful implementation of Full Day Kindergarten. Further information can be found in the Board of Education Report from April 26, 2016
- Continue to institute inquiry-based science instruction. *(Coincides with Board of Education Goal(s): Enhance Canton's Community of Expectations for Learning **and** Transition to digital learning environment **and** Refine the assessment system **and** Enhance the capacity of district staff.)* Continued to enhance our science program by improving past practices while integrating more STEM work through the media block and 3rd grade science.
- Continue the Enrichment Program. *(Coincides with Board of Education Goal(s): Enhance Canton's Community of Expectations for Learning **and** Transition to digital learning environment **and** Refine the assessment system **and** Enhance the capacity of district staff **and** Community engagement and communication.)* Using the media block, enrichment work was utilized through STEM and technology. We were able to utilize the Google platform, coding and integrating units of study through our work for all grades. We also revamped ICER to have more of a STEM emphasis including changing the “C” to creative computing. Over 100 students participated with several going to the Invention Convention. Successful past practices of chemistry labs, Gifts of Love community engagement and multi-media projects were replicated.
- Reorganize and expand the media block for grades 1 – 3 to focus more on specific district standards and technical skills including STEM. *(Coincides with Board of Education Goal(s): Enhance Canton's Community of Expectations for Learning **and** Transition to digital learning environment **and** Refine the assessment system **and** Enhance the capacity of district staff.)* In addition to the changes noted above, more time was given for 1st grade. We hope to expand kindergarten next year as well.
- Integrate the use of personal technology for students *(Coincides with Board of Education Goal(s): Enhance Canton's Community of Expectations for Learning **and** Transition to digital learning environment **and** Enhance the capacity of district staff.)* We are able to

increase the amount of personal technology used throughout the days. Successful practices were:

- Used Google Classroom/Docs for students to use on-line assessment for multiple choice and typed answers such as former reading comprehension tests and presentations.
 - ChromeBooks available for daily work and support of writing assignments
 - Integrated of RAZ-kids and Storia, on-line reading enhancement programs, for students to use at school and at home
 - Increased media block for all grades.
 - Math support: Xtra Math, Adaptive Minds
 - Used of authentic sources for science and social studies research
 - Analyzed and shared worthiness/validity of resources
 - Google classroom used to transition on-line assignments and on-line assessments
 - Results collected, analyzed and presented for students and teachers
 - Integration of coding into instruction.
- Continue to implement a systematic Student Intervention Team process to have more in-depth focus on students with appropriate strategies for improvement in their learning in a simplified manner while keeping it consistent with all Canton Schools and the SRBI process. *(Coincides with Board of Education Goal(s): Enhance Canton’s Community of Expectations for Learning **and** Enhance the capacity of district staff.)* Our SIT team continues to function effectively as we monitor progress and work to insure student success.
 - Continue to establish model classrooms for teachers to observe and learn from each other including formalized “teaming”. *(Coincides with Board of Education Goal(s): Enhance Canton’s Community of Expectations for Learning **and** Enhance the capacity of district staff.)* With support from our Teacher’s College Staff Developer, teachers more actively engaged in watching each other model small group lessons throughout the year.
 - Implement and use district’s revised Teacher Performance Evaluation and Continuous Professional Growth Plan *(Coincides with Board of Education Goal(s): Enhance Canton’s Community of Expectations for Learning **and** Enhance the capacity of district.)* In addition to another year of supervising staff, we spent time learning the new rubrics and developing common understanding and practices to improve instruction.
 - Continue our Unified Sports and Young Athletes program *(Coincides with Board of Education Goal: (Coincides with Board of Education Goal(s): Enhance Canton’s Community of Expectations for Learning **and** Community engagement and communication.)* Approximately 50 students participated in Unified Sports.
 - Continue a school culture that celebrates students’ accomplishments. *(Coincides with Board of Education Goal(s): Enhance Canton’s Community of Expectations for Learning **and** Community engagement and communication.)*

- Organize activities that promote students' empathy for others. *(Coincides with Board of Education Goal(s): Enhance Canton's Community of Expectations for Learning **and** Community engagement and communication.)*
- Incorporate methods to teach students to have more environmental friendly habits. *(Coincides with Board of Education Goal(s): Enhance Canton's Community of Expectations for Learning **and** Community engagement and communication.)* Earth week was enhanced with outside programs and teachers make "clean" walks to collect excess litter.
- Continue Quality Council's communication plan for more effective communication using technology *(Coincides with Board of Education Goal(s): Enhance Canton's Community of Expectations for Learning **and** Community engagement and communication.)* Including past practices of weekly emails, teachers developed new websites using google along with the school's migration to QScend.
- Promote school-related family events to increase families' connections to Cherry Brook. *(Coincides with Board of Education Goal(s): Enhance Canton's Community of Expectations for Learning **and** Community engagement and communication.)*
- Continue to implement the Wellness Policy focusing on healthy food choices, non-food celebrations and having recess prior to lunch. *(Coincides with Board of Education Goal(s): Enhance Canton's Community of Expectations for Learning **and** Community engagement and communication.)*
- Train more staff members in CPR and First Aid. *(Coincides with Board of Education Goal(s): Enhance Canton's Community of Expectations for Learning **and** Enhance the capacity of district staff.)*
- Continue to find ways to maximize physical space in the building to support students' learning and utilize all resources including our outdoor learning center. *(Coincides with Board of Education Goal(s): Enhance Canton's Community of Expectations for Learning.)*

Professional Development Plan

The information below contains the planned professional development that we accomplished for the year. At Cherry Brook, we try to have the content for professional development come from the staff based on student data and best instructional practices. In addition to the professional development times, we also worked on our school goals and priorities during staff meetings and team meeting. Also, all Teacher Evaluation goals are embedded with our school goals and success was tracked through student performance.

Aug. 24 and 25, 2015 (Full Days)

Systematic Planning for School Improvement

During the two days, we accomplished:

- Examine district/school initiatives and new data including surveys
- Reviewed our shared vision for the school
- Began to develop a revised Mission Statement
- Developed future plans to enhance student achievement
- Adopted School Goals
 - o Students will improve their learning in reading
 - o Students will improve their learning in writing
 - o Students will treat each other with kindness
- Examine school wide data, class data and individual student data

October 9, 2015 (Early Release)

Whole Staff: Tamara Gloster presented a workshop on Posing Purposeful Questions. Ms. Gloster is an Educational Specialist with CREC and one of the leaders of the CREC Math Council. She hosts a Schoology page with updates and links for mathematics teachers throughout the state. Staff accomplished all of the following objectives to enhance mathematical instruction and increase student achievement:

- Understanding Posing Purposeful Questions
- Creating Open-Ended Questions
- Creating Parallel Questions

November 3, 2015 (Full Day)

District wide professional development: “Enriching the Present...Shaping the Future”

Staff participated in a variety of technology workshops to engage students more deeply in their learning by leveraging technology and personalizing their learning into the classroom.

January 15, 2016 (Early Release)

Whole Staff: Staff worked in grade level teams with expanded time on objectives within literacy, math, and/or technology.

May 27, 2016 (Early Release)

Bridges Math Implementation: Classroom teachers spent the day learning about the new Bridges Math Program to be implemented in 16 – 17.

June 10, 2016 (Full Day)

Bridges Math Implementation: Classroom teachers spent the second day learning about the new Bridges Math Program to be implemented in 16 – 17.



**Cherry Brook Primary School
Continuous Improvement Plan
2016 – 2017
Goals and Priorities**

VII – Theory of Action

A “Theory of Action” is a guiding principle that leaders develop and subsequently use to help in making decisions that will improve an organization. A strong theory of action consists of a hypothesis comprised of an if/then statement that will produce important results within the teaching and learning process. A theory of action is a work in progress that may be revised based on data collected and feedback.

This year the entire district has the same theory of action.

If we identify, support, develop, and elevate our Student-Centered Learning practices then student achievement and ownership relative to Canton's Community of Expectations for Learning will improve.

Students are the core of our instruction. By elevating our practices and focusing on the major components of student centered learning, children will be more readily engaged, instruction would be tailored to their learning styles which will yield deeper learning. At Cherry Brook we are fortunate to have in place the workshop model for literacy. This helps in developing the components of Student-Owned Learning and Personalized Learning. In addition, since we have worked at integrating standards into our mastery based progress report, we have clear student outcomes that demonstrate Competency Based Learning. With self-contained classrooms, we have opportunities for Anytime, Anywhere Learning. As we learn more about Bridges mathematics program, I'm confident this will help meet students' needs as well.

Our past theories of actions have all related to student centered learning. We've examined assessment practices and their tie-in with instruction, aligned work with standards and enhanced student learning by making curricular and instructional adjustments. To have a unified focus for the school and district will only augment our successes in the past.

The remaining Continuous Improvement Plan details what actions we will take and future steps.

VIII – School Goals

Goal #1: Students will improve their learning in the area of reading (Coincides with Board of Education Goal: Enhance Canton’s Community of Expectations for Learning and Transition to digital learning environment and Refine the assessment system and Enhance the capacity of district staff.)

Measures / Indicators of Success:

- Percentage of students meeting goal on DRA2 (K – 3rd Grade)

Smart Goals / Results:

- Kindergarten DRA Specific Goal: 72% of Kindergarten students will be at goal or higher as measured by the end-of-the-year DRA. (Historic Average of 69% at goal)
- 1st Grade Specific DRA Goal: 88% of 1st Grade students will be at goal or higher as measured by the end-of-the-year DRA. (Maintain Cohort)
- 2nd Grade Specific DRA Goal: 79% of 2nd Grade students will be at goal or higher as measured by the end-of-the-year DRA. (Cohort improvement of 2%)
- 3rd Grade Specific DRA Goal: 83% of 3rd Grade students will be at goal or higher as measured by the end-of-the-year DRA. (Maintain cohort; historically, 3 – 5% drop due to written component added in 3rd grade DRA)
- Grades 1 -3 will improve their DRA scores by 5% based on fall data.

Strategies:

- Continue to implement newly published Reader’s Workshop Units
- Continue to build literature resources appropriate to students’ reading levels to support all curricula areas including modifying how students have access to classroom libraries
- Better alignment with curricula, assessments and standards
- Better use of assessments to inform instruction
- Incorporate more SRBI intervention within reading
- Enhance implementation of a standards based progress report
- Share strategies with parents on the Common Core State Standards and assessment relating to teaching and learning and the progress report
- Increase collaboration amongst classroom teachers and Language Arts Consultant around all units
- Implement Columbia assessments and performance tasks into units.
- Incorporate technology and on-line resources within language arts. Examples:
 - Use Google Classroom/Docs for students to use on-line assessment for multiple choice and typed answers such as former reading comprehension tests.
 - Availability of ChromeBooks for daily work and support of writing assignments
 - Integration of on-line reading enhancement programs RAZ-kids and Storia for students to use at school and at home
 - Monthly meetings with Technology Specialist and Media Specialist for each team to enhance use of technology within the classroom.

- Increase weekly media block for all grades.
- Revise, establish and implement a word study program for grades 1 and 2 to generate consistency and fidelity for the grade levels.
- Revise a word study program for kindergarten.
- Establish data team goals relating to DRA (K – 3) based on previous year data.
 - Kindergarten DRA Specific Goal: *72% of Kindergarten students will be at goal or higher as measured by the end-of-the-year DRA. (Historic Average of 69% at goal)*
 - 1st Grade Specific DRA Goal: *88% of 1st Grade students will be at goal or higher as measured by the end-of-the-year DRA. (Maintain Cohort)*
 - 2nd Grade Specific DRA Goal: *79% of 2nd Grade students will be at goal or higher as measured by the end-of-the-year DRA. (Cohort improvement of 2%)*
 - 3rd Grade Specific DRA Goal: *83% of 3rd Grade students will be at goal or higher as measured by the end-of-the-year DRA. (Maintain cohort; historically, 3 – 5% drop due to written component added in 3rd grade DRA)*
 - *Grades 1 -3 will improve their DRA scores by 5% based on fall data.*

Goal #2: Students will improve in the area of writing. (Coincides with Board of Education Goal: Enhance Canton’s Community of Expectations for Learning and Transition to digital learning environment and Refine the assessment system and Enhance the capacity of district staff.)

Measures / Indicators of Success:

- On-demand writing pieces for narrative, informational and opinion texts
- Process writing pieces for narrative, informational and opinion texts.

Smart Goals / Results:

By the end of the 2016 – 2017 school year, each grade level will meet the following results per grade level:

- 83% of kindergarten students will be at goal as measured by students’ final independent writing sample (Traditional average 83%)
- 83% of 1st grade students will be at goal as measured by students’ final independent writing sample (Maintain cohort improvement. Historical Average 84%)
- 78% of 2nd grade students will be at goal as measured by students’ final independent writing sample (Cohort improvement of 3%. Historical average 74%)
- 78% of 3rd grade students will be at goal as measured by students’ final independent writing sample (Cohort improvement of 3%. Historical average 85%)

Strategies

- Development of writing data goals for each grade level:
 - By the end of the 2016 – 2017 school year, each grade level will meet the following results per grade level:
 - 83% of kindergarten students will be at goal as measured by students’ final independent writing sample (Traditional average 83%)
 - 83% of 1st grade students will be at goal as measured by students’ final independent writing sample (Maintain cohort improvement. Historical Average 84%)
 - 78% of 2nd grade students will be at goal as measured by students’ final independent writing sample (Cohort improvement of 3%. Historical average 74%)
 - 78% of 3rd grade students will be at goal as measured by students’ final independent writing sample (Cohort improvement of 3%. Historical average 85%)
- Continue to implement Writer’s Workshop Units
- Better align curricula, assessments and standards
- Better use assessments to inform instruction
- Calibrate scoring with student writing across writing styles
- Created strategy groups based on writing samples

- Continue to use a scoring system to gain accurate information on student writing based on Columbia Writing Progression.
- Share strategies with parents on the Common Core State Standards and assessment relating to teaching and learning and the progress report
- Increase collaboration amongst classroom teachers and Language Arts Consultant around all units
- Implement Columbia assessments and performance tasks into units
- Examine Smarter Balance resources for inclusion for assessments
- Incorporate more technology within language arts, particularly use of ChromeBooks and Google platform.
- Refine the assessment process to be more authentic by using daily work.

Goal #3: Students will treat each other with kindness (Coincides with Board of Education Goal: Enhance Canton’s Community of Expectations for Learning and Enhance the capacity of district staff and Community engagement and communication.)

Measures / Indicators of Success:

- Student Survey
- Implementation of Positive Behavior Interventions and Support
- Completion of Mission Statement

Smart Goals / Results:

- As measured by the end of the year student survey, CBPS students will continue to maintain 95%+ results from the student survey question, “Are students kind to you at Cherry Brook Primary School?”
- Targeted school climate improvement areas based on PBIS data team

Strategies:

- Revise our shared vision as to expectations through mission statement
- Begin year 2 of PBIS implementation including new school expectation, matrices of expected behavior and office referral slips
- Continue use of Responsive Classroom

Goal #4: Students will improve their learning in the area of math (Coincides with Board of Education Goal: Enhance Canton’s Community of Expectations for Learning and Transition to digital learning environment and Refine the assessment system and Enhance the capacity of district staff.)

Measures / Indicators of Success:

- Curriculum unit check-ins (This consists of a pre-test, multiple mid-unit check-in, end of unit assessment and quarterly Number Corner assessments)

Strategies:

- Implement the Bridges Mathematics program in K – 3.
- Increase the number of minutes of math taught daily from 60 minutes to 80 minutes.
- Align Bridges with progress reports
- Align intervention program with the Bridges Math Program
- Use assessments to inform instruction
- Incorporate SRBI intervention within math
- Share strategies with parents on mathematics instruction focusing on Bridges
- Increase collaboration amongst classroom teachers and Math Specialist around all units
- Incorporate technology and on-line resources within math
- Use data team process to analyze student work, identify and implement instructional strategies and monitor student progress
- Provide continued professional development with Math Consultant
- Continue to implement recommendations from the district math committee
- Examine assessment results for possible data teams
- Share resources with parents regarding math instruction
- Host parent nights specifically related to Bridges

The implementation plan for these goals will occur during weekly team meetings, staff meeting and professional development days. The professional development is designed by using a combination of examining student data, designing instruction based on students’ needs and utilizing assessments to accurately assess students’ achievement. This will be a collaborative effort among the principal, reading specialists, math/science specialist, media specialist, technology specialist, classroom teachers, special education staff and outside staff developers.

Action Plan – Goal: *Students will improve in the area of reading.*

<i>Strategies (what adults will do)</i>	<i>Measures / Smart Goals</i>	<i>People responsible</i>
<ul style="list-style-type: none"> ○ Continue to implement newly published Reader’s Workshop Units ○ Continue to build literature resources appropriate to students’ reading levels to support all curricula areas including modifying how students have access to classroom libraries ○ Better alignment with curricula, assessments and standards ○ Better use of assessments to inform instruction ○ Incorporate more SRBI intervention within reading ○ Enhance implementation of a standards based progress report ○ Share strategies with parents on the Common Core State Standards and assessment relating to teaching and learning and the progress report ○ Increase collaboration amongst classroom teachers and Language Arts Consultant around all units ○ Implement Columbia assessments and performance tasks into units. ○ Incorporate technology and on-line resources 	<p>Measures / Indicators of Success:</p> <ul style="list-style-type: none"> ○ Percentage of students meeting goal on DRA2 (K – 3rd Grade) <p>Smart Goals / Results:</p> <ul style="list-style-type: none"> ● Kindergarten DRA Specific Goal: <i>72% of Kindergarten students will be at goal or higher as measured by the end-of-the-year DRA. (Historic Average of 69% at goal)</i> ● 1st Grade Specific DRA Goal: <i>88% of 1st Grade students will be at goal or higher as measured by the end-of-the-year DRA. (Maintain Cohort)</i> ● 2nd Grade Specific DRA Goal: <i>79% of 2nd Grade students will be at goal or higher as measured by the end-of-the-year DRA. (Cohort improvement of 2%)</i> ● 3rd Grade Specific DRA Goal: <i>83% of 3rd Grade students will be at goal or higher as measured by the end-of-the-year DRA. (Maintain cohort; historically, 3 – 5% drop due to written component added in 3rd grade DRA)</i> ● <i>Grades 1 -3 will improve their DRA scores by 5% based on fall data.</i> 	<p>Language Arts Consultants, Para-educators, Tutors, Special Education Teachers, Classroom Teachers, Principal, Professional Developer from Columbia University, SRBI Coordinator</p>

<p>within language arts. Examples:</p> <ul style="list-style-type: none"> ○ Use Google Classroom/Docs for students to use on-line assessment for multiple choice and typed answers such as former reading comprehension tests. ○ Availability of ChromeBooks for daily work and support of writing assignments ○ Integration of on-line reading enhancement program RAZ-kids and Storia, for students to use at school and at home ○ Monthly meetings with Technology Specialist and Media Specialist for each team to enhance use of technology within the classroom. ○ Increase weekly media block for all grades. ○ Revise, establish and implement a word study program for grades 1 and 2 to generate consistency and fidelity for the grade levels. ○ Revise a word study program for kindergarten. ○ Establish data team goals relating to DRA (K – 3) based on previous year data. <ul style="list-style-type: none"> ○ Kindergarten DRA Specific Goal: <i>72% of Kindergarten students will be at goal or higher as measured by the end-of-the-year DRA. (Historic Average of 69% at goal)</i> ○ 1st Grade Specific DRA Goal: <i>88% of 1st Grade students will be at goal or higher</i> 		
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<p><i>as measured by the end-of-the-year DRA.</i> (Maintain Cohort)</p> <ul style="list-style-type: none"> ○ <i>2nd Grade Specific DRA Goal: 79% of 2nd Grade students will be at goal or higher as measured by the end-of-the-year DRA. (Cohort improvement of 2%)</i> ○ <i>3rd Grade Specific DRA Goal: 83% of 3rd Grade students will be at goal or higher as measured by the end-of-the-year DRA. (Maintain cohort; historically, 3 – 5% drop due to written component added in 3rd grade DRA)</i> ○ <i>Grades 1 -3 will improve their DRA scores by 5% based on fall data.</i> 		
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Action Plan – Goal: *Students will improve their learning in the area of writing.*

<i>Strategies (what adults will do)</i>	<i>Measures / Smart Goals</i>	<i>People responsible</i>
<ul style="list-style-type: none"> ○ Development of writing data goals for each grade level: <ul style="list-style-type: none"> ○ By the end of the 2016 – 2017 school year, each grade level will meet the following results per grade level: <ul style="list-style-type: none"> ▪ 83% of kindergarten students will be at goal as measured by students’ final independent writing sample (Traditional average 83%) ▪ 83% of 1st grade students will be at goal as measured by students’ final independent writing sample (Maintain cohort improvement. Historical Average 84%) ▪ 78% of 2nd grade students will be at goal as measured by students’ final independent writing sample (Cohort 	<p>Measures / Indicators of Success:</p> <ul style="list-style-type: none"> ○ On-demand writing pieces for narrative, informational and opinion texts ○ Process writing pieces for narrative, informational and opinion texts. <p>Smart Goals / Results: By the end of the 2016 – 2017 school year, each grade level will meet the following results per grade level:</p> <ul style="list-style-type: none"> ○ 83% of kindergarten students will be at goal as measured by students’ final independent writing sample (Traditional average 83%) ○ 83% of 1st grade students will be at goal as measured by students’ final independent writing sample (Maintain cohort improvement. Historical Average 84%) ○ 78% of 2nd grade students will be at goal as measured by students’ final independent writing sample (Cohort improvement of 3%. Historical average 74%) ○ 78% of 3rd grade students will be at goal as measured by students’ final independent writing sample (Cohort 	<p>Language Arts Consultants, Para-educators, Tutors, Special Education Teachers, Classroom Teachers, Principal, Professional Developer from Columbia University, SRBI Coordinator</p>

<p>improvement of 3%. Historical average 74%)</p> <ul style="list-style-type: none"> ▪ 78% of 3rd grade students will be at goal as measured by students' final independent writing sample (Cohort improvement of 3%. Historical average 85%) <ul style="list-style-type: none"> ○ Continue to implement Writer's Workshop Units ○ Better align curricula, assessments and standards ○ Better use assessments to inform instruction ○ Calibrate scoring with student writing across writing styles ○ Created strategy groups based on writing samples ○ Continue to use a scoring system to gain accurate information on student writing based on Columbia Writing Progression. ○ Share strategies with parents on the Common Core State Standards and assessment relating to teaching and learning and the progress report ○ Increase collaboration amongst classroom teachers and Language Arts Consultant around all units 	<p>improvement of 3%. Historical average 85%)</p>	
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<ul style="list-style-type: none">○ Implement Columbia assessments and performance tasks into units○ Examine Smarter Balance resources for inclusion for assessments○ Incorporate more technology within language arts, particularly use of ChromeBooks and Google platform.○ Refine the assessment process to be more authentic by using daily work.		
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Action Plan – Goal: <i>Students will treat each other with kindness.</i>		
<i>Strategies (what adults will do)</i>	<i>Measures / Smart Goals</i>	<i>People responsible</i>
<ul style="list-style-type: none"> ○ Revise our shared vision as to expectations through mission statement ○ Begin year 2 of PBIS implementation including new school expectation, matrices of expected behavior and office referral slips ○ Continue use of Responsive Classroom 	<p>Measures / Indicators of Success:</p> <ul style="list-style-type: none"> ○ Student Survey ○ Implementation of Positive Behavior Interventions and Support ○ Completion of Mission Statement <p>Smart Goals / Results:</p> <ul style="list-style-type: none"> ○ As measured by the end of the year student survey, CBPS students will continue to maintain 95%+ results from the student survey question, “Are students kind to you at Cherry Brook Primary School?” ○ Targeted school climate improvement areas based on PBIS data team 	<p>Quality Council, Para-educators, Tutors, Special Education Teachers, Classroom Teachers, Principal, School Support Staff, SRBI Coordinator, PBIS Committee</p>

Action Plan – Goal: *Students will improve their learning in the area of math.*

<i>Strategies (what adults will do)</i>	<i>Measures</i>	<i>People responsible</i>
<ul style="list-style-type: none"> ○ Implement the Bridges Mathematics program in K – 3. ○ Increase the number of minutes of math taught daily from 60 minutes to 80 minutes. ○ Align Bridges with progress reports ○ Align intervention program with the Bridges Math Program ○ Use assessments to inform instruction ○ Incorporate SRBI intervention within math ○ Share strategies with parents on mathematics instruction focusing on Bridges ○ Increase collaboration amongst classroom teachers and Math Specialist around all units ○ Incorporate technology and on-line resources within math ○ Use data team process to analyze student work, identify and implement instructional strategies and monitor student progress ○ Provide continued professional development with Math Consultant ○ Continue to implement recommendations from the district math committee ○ Examine assessment results for possible data teams ○ Share resources with parents regarding math instruction ○ Host parent nights specifically related to Bridges 	<p>Measures / Indicators of Success:</p> <ul style="list-style-type: none"> ○ Curriculum unit check-ins (This consists of a pre-test, multiple mid-unit check-in, end of unit assessment and quarterly Number Corner assessments) 	<p>Math Instructional Specialist, Para-educators, Tutors, Special Education Teachers, Classroom Teachers, Principal, CREC consultant, SRBI Coordinator</p>

IX. Priorities

- Continue to utilize assessments to implement Mastery Based Progress Report based on Common Core State Standards *Coincides with Board of Education Goal(s): Enhance Canton's Community of Expectations for Learning **and** Transition to digital learning environment **and** Refine the assessment system **and** Enhance the capacity of district staff.)*
- Continue to institute inquiry-based science instruction. *(Coincides with Board of Education Goal(s): Enhance Canton's Community of Expectations for Learning **and** Transition to digital learning environment **and** Refine the assessment system **and** Enhance the capacity of district staff.)*
- Continue the Enrichment Program. *(Coincides with Board of Education Goal(s): Enhance Canton's Community of Expectations for Learning **and** Transition to digital learning environment **and** Refine the assessment system **and** Enhance the capacity of district staff **and** Community engagement and communication.)*
- Reorganize and expand the media block for grades K – 3 to focus more on specific district standards and technical skills including STEM. *(Coincides with Board of Education Goal(s): Enhance Canton's Community of Expectations for Learning **and** Transition to digital learning environment **and** Refine the assessment system **and** Enhance the capacity of district staff.)*
- Integrate the use of personal technology for students *(Coincides with Board of Education Goal(s): Enhance Canton's Community of Expectations for Learning **and** Transition to digital learning environment **and** Enhance the capacity of district staff.)*
- Continue to implement a systematic Student Intervention Team process to have more in-depth focus on students with appropriate strategies for improvement in their learning in a simplified manner while keeping it consistent with all Canton Schools and the SRBI process. *(Coincides with Board of Education Goal(s): Enhance Canton's Community of Expectations for Learning **and** Enhance the capacity of district staff.)*
- Continue to establish model classrooms for teachers to observe and learn from each other. *(Coincides with Board of Education Goal(s): Enhance Canton's Community of Expectations for Learning **and** Enhance the capacity of district staff.)*
- Implement and use district's Teacher Performance Evaluation and Continuous Professional Growth Plan *(Coincides with Board of Education Goal(s): Enhance Canton's Community of Expectations for Learning **and** Enhance the capacity of district.)*
- Continue our Unified Sports and Young Athletes program *(Coincides with Board of Education Goal(s): Enhance Canton's Community of Expectations for Learning **and** Community engagement and communication.)*

- Continue a school culture that celebrates students' accomplishments. *(Coincides with Board of Education Goal(s): Enhance Canton's Community of Expectations for Learning **and** Community engagement and communication.)*
- Incorporate methods to teach students to have more environmental friendly habits. *(Coincides with Board of Education Goal(s): Enhance Canton's Community of Expectations for Learning **and** Community engagement and communication.)*
- Enhance communication plan for more effective partnerships by implementing Board of Education Communication Plan, in addition to the Quality Council plan. *(Coincides with Board of Education Goal(s): Enhance Canton's Community of Expectations for Learning **and** Community engagement and communication.)*
- Promote school-related family events to increase families' connections to Cherry Brook. *(Coincides with Board of Education Goal(s): Enhance Canton's Community of Expectations for Learning **and** Community engagement and communication.)*
- Train more staff members in CPR and First Aid. *(Coincides with Board of Education Goal(s): Enhance Canton's Community of Expectations for Learning **and** Enhance the capacity of district staff.)*
- Continue to find ways to maximize physical space in the building to support students' learning and utilize all resources including our outdoor learning center. *(Coincides with Board of Education Goal(s): Enhance Canton's Community of Expectations for Learning.)*

X. Professional Development Plan

The information below contains the planned professional development for the year. At Cherry Brook, we try to have the content for professional development come from the staff based on student data and best instructional practices. In addition to the professional development times, we also work on our school goals and priorities during staff meetings and team meeting. Also, all Teacher Evaluation goals are embedded with our school goals and success will be tracked through student performance. As a result, the professional development plan may change due to the needs of the teams along with new content learned.

Aug. 26 and 29, 2016 (Full Days)

Systematic Planning for School Improvement

During the two days, we were able to:

- Examine district/school initiatives and new data including surveys
- Review our shared vision for the school
- Develop future plans to enhance student achievement
- Adopt School Goals
- Examine school wide data, class data and individual student data

September 30, 2016 (Early Release)

Math Professional Development: Reflected on outcomes of Bridges Math Program for the first unit and prepared for the October units.

November 8, 2016 (Full Day)

District wide professional development: “Enriching the Present...Shaping the Future”

Staff will participate in a variety of technology workshops to engage students more deeply in their learning by leveraging technology and personalizing their learning into the classroom.

January 13, 2017 (Early Release)

Whole Staff: Staff will likely work in grade level teams with expanded time on objectives possibly including literacy, math, and/or technology.

May 26, 2017 (Early Release)

Planning for 2017 -2018

With the end of school rapidly approaching at this time, objectives will focus upon developing strong working groups and preparing the curriculum unit calendar for 2016-2017.

In addition to the professional development plans, grade level teams meet each week for approximately 90 minutes. This includes staff meeting time and seminar time. Major topics included are:

- Preview of all reading units
- Preview of all writing units
- Preview of all math units
- Review of all reading units
- Review of all writing units
- Review of all Language Arts data

- Review of all math units
- Data Teams
- Reviewing SLOs
- Technology integration
- Science planning
- Social Studies planning
- Child Study Teams
- PBIS Implementation