

Canton Intermediate School



Continuous Improvement Plan 2016-2017 School Year

Kevin J. Hanlon, Principal

I. Introduction: Purpose of the Continuous Improvement Plan Process

The Continuous Improvement Plan (CIP) Process at Canton Intermediate School (CIS) is critical to the continued success of our already strong school. This year's plan began last spring when the school's leadership team met to assess our progress on last year's improvement plan and crafted the main areas of focus for this year's plan. The plan has been further influenced and shaped by the implementation of the new District Strategic Coherence Plan, results from the baseline assessment data provided through the first administration of the Smarter Balanced (SBAC) summative assessment, and the use of a new rubric for teachers as part of the educator evaluation plan. We firmly believe that all students at CIS can perform at high levels, and this plan captures the important adult and student efforts aimed at helping each student continue to grow in meaningful ways.

The purpose of the CIP plan, then, is to help identify and communicate

- Progress on previous year's goals
- Current school theory of action
- Current school goals
- Other key school priorities

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 and Philosophy

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

School 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

IV. School Description

Nestled between the traffic, shopping, and development of Route 44 and the quaint village of Collinsville sits a school where the positive energy, enthusiasm, sense of community, goodwill, and quality of life are noticeable as soon as you walk through the doors. Canton Intermediate School has tremendous students, an outstanding staff, involved parents/guardians, and an excellent reputation. This year our school services 403 students in grades 4 through 6 with a continued mission to develop the whole individual; foster mutual respect, support and tolerance; and challenge and nurture students to become enthusiastic, lifelong learners for a rapidly changing world.

Sit down in a class and chat with one of our students and you will find that, with a smile, he or she will be able tell you not only what they are doing, but why they are doing it and what it might mean for them in real world. They will tell you about Immigration Day, The Civil War Unit, and Nature's Classroom. They will talk about music or art, or simply an adult in the building who has helped them. They will be able to show you so much of their learning that can be found not only in their notebooks and binders, but also on their chrome books and online classroom communities.

The evolving structure of the school is designed to meet the developmental needs of students at this age while providing an academic environment that seeks to support the highest level of student achievement in each area of instruction. We provide a continuum of instructional design from elementary teaching partnerships in fourth and fifth grade to a middle school-like team approach in sixth grade. In every classroom in the school, there is also a noticeable and meaningful shift to creating a digital learning environment for students that is changing in positive ways the opportunities we have to keep students engaged in important work.

We firmly believe in the importance of a strong partnership between home and school. From attendance at concerts, conferences, and writer's celebrations to daily or weekly check-ins between teachers and parents to an incredibly active, supportive, and involved PTO, our partnership between home and school is strong and growing. Over the past few years our PTO has campaigned to provide much of the technology we use including SMART Boards and chrome books, as well as many enrichment opportunities for our students. Additionally, the PTO has focused on making sure the organization and their events are accessible to all of families of the Canton Schools.

Canton Intermediate School is fortunate to have all of the ingredients necessary to be an outstanding school, and the commitment to continuously improve to better meet the needs of ALL of its students.

V. Description of School-Based Leadership Teams

A key component to the success of CIS comes from the involved leadership of the faculty and staff. Below is a list of the various leadership teams within the building.

Leadership Team: The purpose of this team is to help identify and drive the continuous improvement process for the school. This team includes all of the **grade level leaders**, the Math/Science Coordinator, Language Arts Consultant, School Counselor, and representatives from our unified arts faculty, special education faculty, and the EAC. The team meets on a regular basis throughout the year, and will also engage in some key summits to help develop and maintain areas of focus for our school.

PBIS: This year CIS is in Year three of PBIS implementation. The purpose of the PBIS Committee is to identify, teach, and reinforce positive behaviors throughout the school to develop and maintain a positive school climate. The committee includes representation from grade level teachers, special education, related services, non-certified staff, and parents as well as includes the district SRBI Coordinator and School Principal. The work of this committee relates specifically to one of the school theory of action statements. This group will also serve as our **Safe School Climate Committee**.

Academic Team: The Math/Science Coordinator, Language Arts Consultant, STEM Coordinator and the Principal work together on a regular basis (weekly) to review implementation of core curriculum, instructional practices and related assessments. This group also reviews supports for students who are struggling as well as those who need enrichment. This team also coordinates with the district SRBI Coordinator, the Staff Developer from Columbia University's Teachers College, and the CREC Math consultant on each of their work with the school.

Quality Council: Sub-committees of our quality council meet on a regular basis to work on areas important to the overall quality of the school. The committees that are active this year include Health and Wellness, Cultural Enrichment, and Kids Care.

Instructional/Grade Level Teams: These teams work collaboratively to discuss curriculum, assessment results and track student data with their grade level to enhance their instructional knowledge to perform student performance. Each grade level team is comprised of all the classroom teachers, the special education teacher, Language Arts Consultant, Math/Science Coordinator, STEM Coordinator and Principal. The teams meet two to three times per week. In sixth grade, the meetings are split between whole grade level meetings, Blue/Yellow team meetings, and instructional area meetings. Twice a month the teams follow a formal **Data Team** meeting agenda on a specific area of focus.

Student Intervention Team: Comprised of representatives from academic support services, PBIS Team, related services, and counseling services, the student intervention team identifies specific goals, strategies, and support recommendations for students who are struggling academically, behaviorally, or emotionally. The team utilizes individual and group data to help make informed decisions on the appropriate goals and supports for students. The team meets weekly, and students involved in the process are reviewed at least every six to eight weeks.

Safety Committee: This 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, a parent, a police officer, and the district's Director of Security.

Innovation Team: This representative team meets monthly to explore promising new practices with a focus on *Student-Centered Learning**, inquiry instruction, digital tools and resources, and STEM/STEAM practices.

VI. Results and Outcomes of 2015-16 Continuous Improvement Plan

Theory of Action for 2015-16

If we elevate the level of how teachers engage students in rigorous and relevant learning **then** student achievement relative to Canton's Community of Expectations (Effective Communication and Problem Solving) will improve.

Highlighted Outcomes

- Continued to transition to a robust Digital Learning Environment as referenced in the District Strategic Coherence Plan by training and implementing practices related to: Google Classroom, Google Drive, SMART Board resources/lessons, portfolio web publishing, online lessons/practice (Study Island, Odyssey Ware, IXL Math), coding, digital media (text, audio, video), Skyped read alouds
- Provided professional development with a CREC staff developer for the following areas of mathematics practices at the district and school level: Posing purposeful questions, mathematical discourse, and mathematical representations
- Focused teacher supervision and observation around three key areas related to instruction for active learning as indicated in the educator evaluation document

If we define our school wide expectations, teach the expectations to students, positively reinforce students for their efforts/performance, **provide targeted interventions and supports to students who struggle to meet expectations on a regular basis**, **then** our school climate will reflect a positive learning environment for students and staff.

Highlighted Outcomes

- Implemented the following with students: Respect campaign, fill your bucket/give back campaign, Star Card graphs and goals, and Chromebook expectations
- Planned and implemented the following with adult teams: Monthly data review, revision of discipline referral process, revision of support referral process and planned for future supports with PBIS Team and PTO

Student Data - Goals

School Goal #1: Students will improve their learning in the areas of reading and writing (English/Language Arts)

Measures

- SBAC Summative Assessment in English/Language Arts (ELA)
- SBAC Interim Assessments in ELA
- Student reading levels
- Scholastic Reading Inventory (SRI)
- Published writing pieces
- On-demand writing assessment

SMART Goal

By June of 2016, the percent of students in grades 4-6 scoring at least a 3 (grade level) or better on the SBAC ELA summative assessment will be as follows:

Cohort (Grade)	Baseline results from Spring 2015	Goal for Spring 2016	Results for Spring 2016
	% of students at/above level 3		
2024 (4)	80	83	71
2023 (5)	67	80	77
2022 (6)	76	83	79

School Goal #2: Students will improve their learning in the area of Mathematics

Measures

- SBAC Summative Assessment in Mathematics
- SBAC Interim Assessments in Mathematics
- Scholastic Math Inventory (SMI)
- Grade level unit assessments
- Math performance tasks

SMART Goal

By June of 2016, the percent of students in grades 4-6 scoring at least a 3 (grade level) or better on the SBAC Math summative assessment will be as follows:

Cohort (Grade)	Baseline results from Spring 2015	Goal for Spring 2016	Results for Spring 2016
	% of students at/above level 3		
2024 (4)	82	85	70
2023 (5)	51	66	60
2022 (6)	50	65	67

School Goal #3: Students will improve their learning in the area of Science

Measures

- Science CMT
- Fall and Winter Science CMT pre-assessment
- Grade level unit assessments
- Science performance tasks

SMART Goal

By March of 2016, 83% of students in grade five will score goal or advanced (4 or 5) on the Science Connecticut Mastery Test.

Results: 81% of students in grade five will score goal or advanced (4 or 5) on the Science Connecticut Mastery Test.

School Priorities

- CIS deferred process to complete the update to the mission and vision of the school until 2016-17.
- Related to the Goal five of the District Strategic Coherence Plan, educators will identify goals related to refining strategies to promote community engagement and communication to support student success
- The district Social Studies Committee developed a draft Strategic Plan to address curriculum needs relative to the Connecticut Elementary and Secondary Social Studies Framework
- PowerSchool: Continue to refine our practices relative to using PowerSchool as our grading and report card software.

VII – Theory of Action, 2016-17

The following causal statements are designed to express the core professional work of faculty and staff at Canton Intermediate School this year in support of improving learning for ALL students. This theory of action is significantly influenced by the district strategic coherence plan, the application of rubric for teaching practices contained in our educator evaluation document, implementation of a new math program, application of *Student-Centered Learning* practices* and *Canton's Community of Expectations for Learning**, and continued development of best practices relative to promoting a positive school climate through PBIS.

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.*

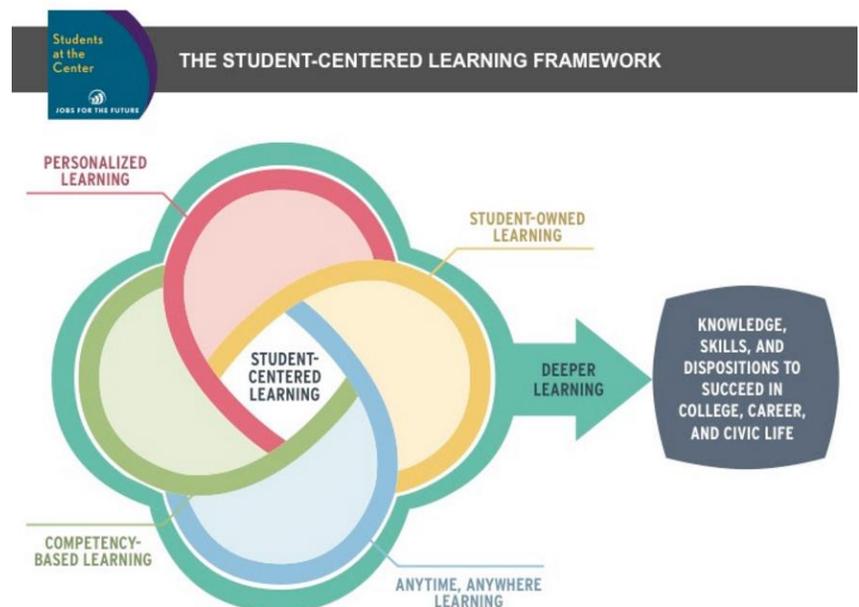
Action Steps

- Implement the Bridges Math program in grades 4 and 5
- Utilize reading and writing progressions (Columbia) in conjunction with our new report card to have students work towards mastery of key concepts and skills. (*Competency Based Learning*)
- Continue to explore and utilize a robust set of digital tools, apps, and software to aid in the shift to *Student-Centered Learning* practices*
- Provide a set of common experiences for students and teachers in our Collab Lab (Innovation Lab) that focus on key aspects of *Canton's Community of Expectations for Learning**
- Provide training in various co-teaching models of instruction to better support all students including those identified with disabilities
- Utilize our newly developed Innovation Team to create experiences in our Collab Lab (Innovation Lab) that connect the *Student-Centered Learning Framework* and *Canton's Community of Expectations for Learning**
- Provide a common introduction to the *Student-Centered Learning Framework* and *Canton's Community of Expectations for Learning** to all certified staff (August/September)
- Conduct school visits/walkthroughs/rounds with administrators, teachers, and students to identify promising *Student-Centered Learning* practices in the district
- Utilize the *Student-Centered Learning Framework* as one anchor point for each committee involved in curriculum work (eg. District Science Committee and District Math Committee)
- Identify and send certified faculty to outside professional development related to *Student-Centered Learning* practices.

Canton Community of Expectations

All Canton Students will graduate ready for college, career, and life success as demonstrated by the ability for:

- Rigorous, critical and logical reasoning
- Innovative thinking for authentic problem solving
- Effective communication and collaboration
- Community engagement and socially responsible citizenship



*If we define our school wide expectations, teach the expectations to students, positively reinforce students for their efforts/performance, provide targeted interventions and supports to students who struggle to meet expectations on a regular basis, **then** our school climate will reflect a positive learning environment for students and staff.*

Action Steps

- Create three sub committees of our PBIS group to better focus on this year's work
 - Celebrators (Boosting Moral and Celebrating Successes)
 - Crunchers (Data Analysis)
 - Creators (Campaigns, Initiatives etc.)
- Continue professional development (year III) utilizing CREC consultation
- Implement tier II and tier III interventions for students who struggle to meet expectations on a regular basis
- Engage in weekly and monthly cycles of reviewing referral data to plan lessons targeted on student need
- Embed the teaching of digital citizenship as part of the PBIS process

*If we continuously work to improve our communication and engagement with families **then** the students at CIS and in Canton will be fully supported to meet Canton's Community of Expectations for Learning*.*

- Provide multiple parent meetings and forums to communicate with parents regarding the newly implemented Bridges Math program
- CIS Report card
 - Implement an updated report card to improve communication to parents and students about student performance and progress
 - Provide parent orientation to the updated report cards via two PTO/Parent Advisory Council (PAC) meetings
- Host three PTO/PAC meetings in Hartford
- Continue to increase use of news and social media to communicate and engage families

VIII – School Goals

A key driver to this year’s school goals were the results of the initial administration of the SBAC summative assessment in Mathematics and English/Language Arts. The results give the school a starting point from which to build for continuous improvement.

School Goal #1: Students will improve their learning in the areas of reading and writing (English/Language Arts)

Measures

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- SBAC Interim Assessments in ELA
- Student reading levels
- Scholastic Reading Inventory (SRI)
- Published writing pieces
- On-demand writing assessment

SMART Goal

By June of 2017, the percent of students in grades 4-6 scoring at least a 3 (grade level) or better on the SBAC ELA summative assessment will be as follows:

Cohort (Grade)	Baseline results from Spring 2016	Goal for Spring 2017
	% of students at/above level 3	
2025 (4)	77	83
2024 (5)	71	80
2023 (6)	77	83

Strategies

- Utilize reading and writing progressions (Columbia) in conjunction with our new report card to have students work towards mastery of key concepts and skills. (*Competency Based Learning*)
- Use the data team process to continually analyze student work, identify and implement instructional strategies, and monitor student progress
- Utilize the SBAC Interim Assessments as a means to monitor student growth
- Provide continued professional development through the Teachers College Reading and Writing Project staff developer. The focus of development this year will be responsive teaching through small group work, raising the level of agency and independence, and effectively utilizing digital tools
- Continue to transition to a robust Digital Learning Environment as referenced in the District Strategic Coherence Plan and in accordance with our technology survey (Bright bytes) feedback
- Focus teacher supervision and observation around our continued shift to *Student-Centered Learning** practices

School Goal #2: Students will improve their learning in the area of Mathematics

Measures

- SBAC Summative Assessment in Mathematics
- SBAC Interim Assessments in Mathematics
- Bridges unit assessments
- Number Corner assessments
- Sixth grade unit assessments
- Sixth grade summative assessment (pre and post)
- Math performance tasks

SMART Goal

By June of 2016, the percent of students in grades 4-6 scoring at least a 3 (grade level) or better on the SBAC Math summative assessment will be as follows:

Cohort (Grade)	Baseline results from Spring 2016	Goal for Spring 2017
	% of students at/above level 3	
2025 (4)	82	85
2024 (5)	70	82
2023 (6)	60	70

Strategies

- Implement the Bridges Math program in grades 4 and 5
- Use the data team process to continually analyze student work, identify and implement instructional strategies, and monitor student progress
- Administer, score, and give feedback on SBAC-like online assessments
- Utilize the SBAC Interim Assessments as a means to monitor student growth
- Explore Math programs for grades 6 through 8 (Middle School Math Committee)
- Utilize performance task rubric to accurately identify student current level of performance and define specific areas of growth for each student
- Continue to transition to a robust Digital Learning Environment as referenced in the District Strategic Coherence Plan and in accordance with our technology survey (Bright bytes) feedback
- Focus teacher supervision and observation around our continued shift to *Student-Centered Learning** practices

School Goal #3: Students will improve their learning in the area of Science

Measures

- Science CMT
- Fall and Winter Science CMT pre-assessment
- Grade level unit assessments
- Science performance tasks

SMART Goal

By March of 2016, the 83% of students in grade five will score goal or advanced (4 or 5) on the Science Connecticut Mastery Test.

Baseline Data for SMART Goal: 5% of students in grade five scored at least “goal” on the Science pre-assessment administered at the end of September this year.

Strategies

- K-12 STEM coordinator will work collaboratively with teachers on instructional strategies especially as they relate to inquiry based practices
- Utilize the Collab Lab (Innovation Lab) to support Science instruction.
- Administer a curriculum pre-assessment in the fall of 2016 and winter of 2017
- Utilize pre-assessment results and unit assessment scores as part of a data team progress to monitor student performance relative to science throughout the year
- Implement pacing guide checks for both Science and Social Studies Curriculum
- Utilize Study Island as a supplemental source of instruction and practice for students
- Continue to work with the district Science Committee on aligning the Science Curriculum in preparation of the Next Generation Science Standards

IX. Other School Priorities

- Related to the District Strategic Coherence Plan, Canton Intermediate School will finalize a process to update the mission and vision of the school
- Implement elements of the World Language Strategic Plan that relate to Spanish and World Language instruction at CIS
- The district Library/Media Specialists will continue to work to finalize and implement a Strategic Plan
- The district Social Studies Committee will continue the work to align our curriculum with the Connecticut Elementary and Secondary Social Studies Framework (Finalize Strategic Plan as well as write and implement units)
- Pilot a tech skills checklist in each of the grade levels

X. Professional Development Plan

The information below contains the major planned professional development for the year. In addition to what is listed below, grade levels, departments, and committees meet on a regular basis

August

- PBIS Year III introduction
- District overview of *Student-Centered Learning** and *Canton's Community of Expectations for Learning**

September

- School and teacher goal setting
- Columbia staff development
- Bridges Math training

October

- PBIS Team training (CREC)
- Columbia staff development
- School based professional development on *Student-Centered Learning** and *Canton's Community of Expectations for Learning**

November

- School based professional development on *Student-Centered Learning** and *Canton's Community of Expectations for Learning**
- Enriching the Present... Shaping the Future... Giving Back to the Community: District-wide Professional Development at CIS

December

- PBIS Team training (CREC)
- Columbia staff development

January

- School based professional development on *Student-Centered Learning** and *Canton's Community of Expectations for Learning**
- Bridges Math training

February

- School based professional development on *Student-Centered Learning** and *Canton's Community of Expectations for Learning**

March

- PBIS Team training (CREC)

April

- Columbia staff development

May

- Curriculum planning for 2017-18
- Columbia staff development