

**Canton Middle School
Continuous Improvement Plan
2016 – 2017**



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I. Introduction: Purpose of the Continuous Improvement Plan

The purpose of the Continuous Improvement Plan is to organize a systematic and comprehensive blueprint for strengthening the academic program offered by Canton Middle School. By establishing goals and priorities, along with corresponding action steps, we set ourselves on a course of steady growth that is responsive to a variety of indicators related to our school. The establishment of this plan involves an examination of the progress from the previous year along with the development of a theory of practice to direct the path of the school. Finally, the Continuous Improvement Plan will identify the major school goals for the current school year along with crucial school priorities.

This Continuous Improvement Plan has been aligned with the Vision, Mission and Goals of the Canton Public School's Strategic Coherence Plan, *Raising the Bar*, and seeks to leverage areas that will positively impact student performance and progress.

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 Core Beliefs

Mission Statement

CANTON MIDDLE SCHOOL is a safe, caring community where every student is welcomed, challenged and supported during this unique transitional time from childhood to adolescence, from elementary school to high school. Working within learning teams, our school community seeks success for all students in our changing world. Together with parents and the community, **CANTON MIDDLE SCHOOL** is committed to:

- **NURTURING** multiple styles of learning through a rigorous, interdisciplinary curriculum while holding all students to high standards
- **ENCOURAGING** individual and group responsibility
- **DEVELOPING** independent thinkers who value continuous learning
- **INSPIRING** students by providing the opportunity to explore a variety of academic, creative and social experiences
- **PROMOTING** respect and acceptance for all in a multicultural society and an awareness of the value of service to others

IV. School Description

Canton Middle School is organized to serve the educational needs of Canton's early adolescents during this important academic, social and emotional period of development. The school is divided into three interdisciplinary teams each comprised of core academic teachers who work together to coordinate the curriculum, organize time and best serve the needs of the 85 – 100 students on each team. Each student is a member of an Advisory that meets daily. Advisory creates small communities within each team to support students' educational and developmental needs.

Personnel

- There are currently 281 students enrolled – 140 in grade 7 and 141 in grade 8. This is a decrease of 4 students from 2015-16.
- There are 19 full time middle school teachers, one part-time middle school teacher, and 10 teachers who have assignments in both the middle and high school. There is one teacher who has assignments in both the middle and intermediate school and one teacher who has assignments in the intermediate, middle and high school. In addition, there are 6 Department Chairs who supervise faculty in both the middle and high school.
- Two full-time tutors (one in math and one in Language Arts) provide services to regular education students in need of support. A para-educator is assigned to the Library-Media Center. This year there are 7 special education para-educators in the middle school.

- Canton Middle School also shares a non-certified technology integration specialist with the high school.

V. Description of School-Based Leadership Teams

A number of committees representing all stakeholders of Canton Middle School meet regularly to work towards continuous improvement in the areas of academic progress, positive school culture, school safety and student support.

There are three **Interdisciplinary Teams** with each including a teacher from the core academic areas of social studies, science, math, and English. Special education and Spanish teachers also participate in these Interdisciplinary Teams. Team teachers meet four times per week to examine student progress data and develop intervention strategies, plan Advisory and team activities, and plan for technology integration. Each Interdisciplinary Team has a Team Leader. **Team Leaders** meet with the principal twice per month to represent their teams on school-wide issues and activities.

Five **Department Chairs** supervise and direct curricula for social studies, science, English, special education and mathematics for grades 7-12. This group, along with the K-12 music supervisor and the 7-12 World Language Coordinator, meet with the principal once per month to coordinate the development of curriculum, instruction and assessment for the middle school. Department Chairs hold two department meetings per month with the teachers in their departments. For the past two years we were able to structure our schedule to allow for a block of time once per week for content area colleagues to work collaboratively.

Our **Student Intervention Team (SIT)** is comprised of our school psychologist, school counselor, principal, reading consultant and district Scientifically Research Based Intervention (SRBI) Coordinator. The school psychologist and school counselor meet weekly with our Interdisciplinary Teams and also meet once per week as a SIT team to review student data, develop student intervention plans, coordinate communication with families and monitor student progress.

Canton Middle School's principal and school psychologist both participate in the combined **Canton Middle School and Canton High School Safety Committee**. This group is responsible for reviewing school safety and crisis response plans and making improvements to ensure student and staff safety.

Elected student officers and other student representatives on **Student Council** meet once per week to plan student activities to improve school culture and build camaraderie among the

student body. The Student Council also works in collaboration with the principal to plan Veterans Day activities and fundraising events.

The Parent Teacher Organization (PTO) includes a group of dedicated parents and guardians who contribute to the success of Canton Middle School by serving as an advisory group for the principal, disseminating school information to the larger family community, and raising funds to enhance the educational program. The PTO meets once per month and welcomes new members at any time during the school year.

The School Leadership Committee meets monthly and includes school staff, parents, and students. The mission of the School Leadership Committee is to strengthen our school culture by studying data related to school culture, including our behavioral data and the results of our school climate survey, and organizing initiatives to ensure a positive school culture for all students.

VI. Summary of 2015-16 Goals and Progress Made

Canton Middle School Theory of Action – 2015-2016

If I support teachers to develop and analyze a variety of student performance data that is aligned with the Common Core State Standards and 21st Century Learning Standards then teachers will strengthen curriculum, instruction and assessment to improve student achievement.

Highlighted Outcomes:

- Our English department administered the Scholastic Reading Inventory three times over the course of the year. With each administration, there was an analysis of student performance and implementation of targeted reading strategies based upon the data.
- Our mathematics department administered the Scholastic Mathematics Inventory three times over the course of the year; this was the first year for the administration of this assessment. This data, along with data from the Smarter Balanced Assessment and classroom performance, was analyzed in order to identify student strengths and weaknesses. Students received targeted intervention in specific areas through math lab tutoring and the use of the Odysseyware software program before school, during math lab, and after school.
- All teachers established Student Learning Objectives through the Teacher Evaluation system. These goals required teachers to establish goals based on their review of baseline student performance data related to Common Core State Standards and 21st Century Learning skills. Teachers worked together and tracked student performance throughout the year and developed instructional strategies to improve student learning.

- Under the leadership of our PBIS Team (Positive Behavioral Intervention and Supports), our school continued to utilize the School-Wide Information System to track individual and school-wide behavior patterns. The analysis of this data allowed our staff to identify positive trends to acknowledge and reinforce with students. At the same time, our staff was able to determine areas in need of additional instruction for groups of students and individual students.

Goal #1: Students will improve their learning in the areas of reading and writing.

(Coincides with the Board of Education Goal: Enhance Canton’s Community Expectations for Learning to ensure they are reflective of our values and educational priorities and are aligned Pre-K-12).

Measures:

- Smarter Balanced Summative Assessment in English/Language Arts.
- Scholastic Reading Inventory.
- Smarter Balanced Interim Assessments in English Language Arts.
- Document Based Questions in social studies.

Smart Goals:

- By June of 2016:
 - 82% of 7th grade students will score a 3 or 4 on the Smarter Balanced Summative Assessment in English Language Arts.
 - 80% of 8th grade students will score a 3 or 4 on the Smarter Balanced Summative Assessment in English Language Arts.

Current Grade	Baseline Spring 2015	Target for Spring 2016
	<i>Percent of students at or above Level 3</i>	
7 th	75	82
8 th	72	80

Results:

- By June of 2016:
 - 72% of 7th grade students performed at or above goal on the Smarter Balanced Summative Assessment in English Language Arts.
 - 71% of 8th grade students performed at or above goal on the Smarter Balanced Summative Assessment in English Language Arts.

Note: It is important to note that the 2015 and 2016 administrations of the ELA Smarter Balanced Assessment did not assess skills in the same manner; the 2016 administration did not include a separate writing assessment.

Goal #2: Students will improve their learning in the area of mathematics. *(Coincides with the Board of Education Goal: Enhance Canton’s Community Expectations for Learning to ensure they are reflective of our values and educational priorities and are aligned Pre-K-12).*

Measures:

- Smarter Balanced Summative Assessment in mathematics.
- Smarter Balanced Interim Assessments in mathematics.
- Scholastic Math Inventory.
- Common grade level math assessments.

Smart Goal:

- By June of 2016, 65% of 7th and 8th grade students will score a 3 or 4 on the Smarter Balanced Summative Assessment in mathematics.

Current Grade	Baseline Spring 2015	Target for Spring 2016
	<i>Percent of students at or above Level 3</i>	
7 th	50	65
8 th	51	65

Results:

- By June of 2016:
 - 62% of 7th grade students scored a 3 or 4 on the Smarter Balanced Summative Assessment in mathematics.
 - 62% of 8th grade students scored a 3 or 4 on the Smarter Balanced Summative Assessment in mathematics.

Goal #3: Students will improve their learning in the area of science. *(Coincides with the Board of Education Goal: Enhance Canton’s Community Expectations for Learning to ensure they are reflective of our values and educational priorities and are aligned Pre-K-12).*

Measures:

- Science Connecticut Mastery Test.
- Common assessments in science classes.

Smart Goal:

By March of 2016, 87% of 8th grade students will score goal or advanced (4 or 5) on the Science Connecticut Mastery Test.

Baseline:

75.9% of this student cohort scored goal or advanced (4 or 5) on the Science Connecticut Mastery Test in grade 5 (2013).

Results:

By March of 2016, 81% of 8th grade students scored goal or advanced (4 or 5) on the Science Connecticut Mastery Test.

Goal #4: Students will improve their digital learning. *(Coincides with Board of Education Goal: 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).*

Measures:

- Brightbytes survey data.
- Student responses on the School Climate Survey.
- Student behavior data gathered from SWIS (School-Wide Information System).

Smart Goal:

By June of 2016, Canton Middle School students will score at the proficient level for digital citizenship skills on the spring administration of the Brightbytes survey.

Baseline:

Canton Middle School students scored at the emerging level for digital citizenship skills on the Brightbytes survey administered in the spring of 2015.

Results:

By June of 2016, Canton Middle School students scored at the proficient level for digital citizenship skills as measured by the Brightbytes survey.

School Priorities:

- Restructured our system for identifying students for supports through SRBI (Scientifically Research Based Interventions) and expanded the variety of interventions that can be offered based on need. The Student Intervention Team (SIT) met regularly throughout the year to examine current practices and to identify key data points that should be included in a systematic analysis of student progress. Interdisciplinary teams were provided with updated training with our protocol for SRBI and were given more ownership over the process at the teacher level.

- Strengthened our connections with families by promoting community engagement and communication to support students. All teachers established formal goals targeting their communication with families regarding progress. We also expanded the content of our weekly family newsletter, *The CMS Scene*, to include more regular reporting of happenings in different content areas, clubs and teams.
- Explored opportunities for students to have more ownership over their learning through student-led conferences. Our 7th grade interdisciplinary team piloted the student-led conference along with a digital portfolio in the spring of 2016. Our parent, student and teacher stakeholders assessed this process throughout and provided recommendations.
- Maintained and strengthened our positive school culture through the CMS Way – our PBIS program (Positive Behavioral Intervention and Supports). In addition, built a common purpose across our school around the themes from our Summer Reading *Pay It Forward*. The CMS Quality Council led the school in a study of our results from the spring 2015 School Climate Survey. All students examined this data during Advisory meetings and shared their analyses with the Quality Council. Quality Council utilized this feedback from the entire school to develop strategies for improving school culture where needed. Ultimately, this resulted in two school-wide events including Superintendent Case’s *Kindness in Motion* grant challenge and our spring *Day of Service* where every student and staff member participated in service activities.

**Canton Middle School
Continuous Improvement Plan
2016 – 2017
Goals and Priorities**

VII. Theory of Action Statement with Introduction

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.

My theory of action for Canton Middle School is:

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

VIII. Goals for 2016-17 with Action Steps and Timeline

Goal #1: Students will improve their learning in the area of reading.
(Coincides with the Board of Education Goal: Enhance Canton's Community Expectations for Learning to ensure they are reflective of our values and educational priorities and are aligned Pre-K-12).

Measures:

- Smarter Balanced Summative Assessment in English/Language Arts.
- Scholastic Reading Inventory.
- Smarter Balanced Interim Assessments in English Language Arts.

Smart Goals:

- By June of 2017:
 - 82% of 7th grade students will score a 3 or 4 on the Smarter Balanced Summative Assessment in English Language Arts.
 - 80% of 8th grade students will score a 3 or 4 on the Smarter Balanced Summative Assessment in English Language Arts.

Current Grade	Baseline Spring 2016	Target for Spring 2017
	<i>Percent of students at or above Level 3</i>	
7 th	77	82
8 th	72	80

Strategies:

- All English teachers, special education teachers and our reading consultant will continue to participate in professional development through Columbia University's Teachers

College Reading and Writing Project. The workshop model is designed to provide student-centered instruction in both reading and writing.

- Expand the availability of leveled reading materials for students in classroom libraries.
- Examine student performance data on the Smarter Balanced Summative Assessment with an analysis of the three claims of Reading, Listening and Research/Writing.
- Compare student performance data on the Smarter Balanced Summative Assessment with student performance data on the Scholastic Reading Inventory (SRI).
- Review classroom performance in both English and social studies on reading, writing, listening and research tasks.
- Develop entrance criteria for students who are not performing at goal to work with our reading consultant and/or Language Lab tutor.
- Develop a 30-day reading intervention course for students identified as needing intensive assistance.
- Continue the support provided by our reading consultant to classroom teachers with a focus on strengthening reading and writing across the curriculum. Our reading consultant will continue to assist in the development of leveled text materials for social studies and science classrooms.
- Support teachers' ability to utilize student performance data to inform classroom instructional practices.
- Continue to integrate the use of digital learning strategies within the English and social studies classrooms.
- Provide a block of time each week for English teachers to work together collaboratively during their professional day.

Goal #2: Students will improve their learning in the area of mathematics. *(Coincides with the Board of Education Goal: Enhance Canton's Community Expectations for Learning to ensure they are reflective of our values and educational priorities and are aligned Pre-K-12).*

Measures:

- Smarter Balanced Summative Assessment in mathematics.
- Smarter Balanced Interim Assessments in mathematics.
- Scholastic Math Inventory.
- Common grade level math assessments.

Smart Goal:

- By June of 2017:
 - 71% of 7th grade students will score a 3 or 4 on the Smarter Balanced Summative Assessment in mathematics.
 - 67% of 8th grade students will score a 3 or 4 on the Smarter Balanced Summative Assessment in mathematics.

Current Grade	Baseline Spring 2016	Target for Spring 2017
	<i>Percent of students at or above Level 3</i>	
7 th	66	71
8 th	62	67

Strategies:

- Examine student performance data on the Smarter Balanced Summative Assessment with an analysis of the three claims of Concepts and Procedures, Problem Solving and Modeling & Data Analysis, and Communicating Reasoning.
- Provide a fall and a spring testing block to administer the Scholastic Math Inventory to all middle school students.
- Compare student performance data on the Smarter Balanced Summative Assessment with student performance data on the Scholastic Math Inventory (SMI).
- Review classroom performance in mathematics.
- Continue using entrance criteria for students who are not performing at goal to work with our Math Lab tutor and/or to receive a higher level of mathematics intervention.
- Utilize the Odysseyware software to provide targeted intervention to students.
- Continue to strengthen teachers’ ability to utilize student performance data to inform classroom instructional practices.
- Continue to integrate the use of digital learning strategies within the mathematics classrooms.
- Continue to provide a block of time each week for mathematics teachers to work together collaboratively during their professional day. Teachers will implement additional opportunities for student-centered learning in the mathematics classroom.

Goal #3: Students will improve their learning in the area of science. *(Coincides with the Board of Education Goal: Enhance Canton’s Community Expectations for Learning to ensure they are reflective of our values and educational priorities and are aligned Pre-K-12).*

Measures:

- Science Connecticut Mastery Test.
- Common assessments in science classes.

Smart Goal:

By March of 2017, 80% of 8th grade students will score goal or advanced (4 or 5) on the Science Connecticut Mastery Test.

Baseline:

71.5% of this student cohort scored goal or advanced (4 or 5) on the Science Connecticut Mastery Test in grade 5 (2014).

Strategies:

- Examine historical student performance data in science.
- Analyze the Science CMT results from 2016 to identify strengths and weaknesses of our science curriculum and our instructional strategies.
- Provide professional development focused on the Next Generation Science Standards.
- Provide opportunities for our K-12 STEM coordinator to work in consultation with our science teachers.
- Expand our Science Technology Engineering Art and Mathematics (STEAM) offerings as part of the STEAM Academy.
- Continue to provide an additional block of time for science teachers to work together collaboratively during their professional day to implement Next Generation Science Standards (NGSS) into 7th and 8th grade science curricula. NGSS focuses on student inquiry and is a student-centered approach to science instruction.

Goal #4: Students will improve their digital learning. *(Coincides with Board of Education Goal: 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).*

Measures:

- Brightbytes survey data.
- Student responses on the School Climate Survey.
- Student behavior data gathered from SWIS (School-Wide Information System).
- Integration of digital citizenship skills across the curriculum.
- Advisory lessons that target digital learning.

Smart Goal:

By June of 2017, Canton Middle School students will score at the advanced level for digital citizenship skills on the spring administration of the Brightbytes survey.

Baseline:

Canton Middle School students scored at the proficient level for digital citizenship skills on the Brightbytes survey administered in the spring of 2016.

Strategies:

- Examine results of the Brightbytes survey with students, staff and families.
- Continue to require that all students take Digital Citizenship I and Digital Citizenship II.

- The principal and school counselor will teach lessons in Digital Citizenship I and II during each Experiential rotation.
- Identify additional opportunities within the curriculum for digital citizenship integration.
- Provide specific professional development to all teachers around digital citizenship and strategies for providing more frequent instruction on these topics in all classes.
- Continue to provide professional development for teachers on the use of Google Classroom and other interactive electronic tools for student collaboration and critical thinking.
- Maximize the use of the 300 chromebooks that are available at Canton Middle School.
- Fully utilize the Innovation Lab for digital learning in all content areas.
- Encourage teachers to attend the Google Apps for Education Summit.

IX. School Priorities

- Strengthen student-owned learning through the implementation of digital portfolios and student-led conferences for all students; the portfolios will be developed throughout the year and the student-led conferences will take place in March.
- Establish a School Leadership Committee composed of parents, students and staff to continue the work of our PBIS Committee (Positive Behavioral Intervention and Supports) and our Quality Council. This committee will focus on maintaining positive school culture for all students.
- Examine the Canton Middle School Experiential program in terms of recent curricular trends and to provide a solid foundation for high school experiences.
- Involve representatives of all stakeholder groups in the process of revising Canton Middle School's mission and vision.

X. Professional Development Calendar

Throughout the Year:

- Monthly faculty meetings with professional development focus areas for each month.
- Department meetings (grades 7-12) take place twice each month where curriculum, instruction and assessments are reviewed.
- Middle school content colleagues meet once per week during the school day and once per month after school to work on curriculum and to calibrate assessments.
- Our Technology Integration Specialist meets on a regularly rotating schedule with both interdisciplinary and content area teams.

August

- Introduction of district and school goals with a focus on student-centered learning.
- Review of IEPs (Individualized Educational Plans) and Section 504 Plans.

September

- Introduction and examination of the new Educator Evaluation rubric.
- Teachers College Reading and Writing Project training.
- Early Release for Professional Development: departmental collaboration on student-centered learning.

October

- Departmental and teacher goal setting.

November

- District-wide Professional Development Day: *Enriching the Present...Shaping the Future...Giving Back to the Community.*

December

- Teachers College Reading and Writing Project training.

January

- Early Release for Professional Development; building day focused on school culture.
- Teachers College Reading and Writing Project training.

May

- Teachers College Reading and Writing Project training.