



School Improvement Plan

Cannonsburg Elementary School

Rockford Public Schools

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Introduction

The SIP is a planning tool designed to address student achievement and system needs identified through the school's comprehensive needs assessment (CNA). Additionally, the SIP provides a method for schools to address the school improvement planning requirements of Public Act 25 of the Revised School Code and the Elementary and Secondary Education Act (ESEA) as applicable.

Executive Summary

Introduction

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning.

The purpose of the Executive Summary (ES) is to provide a school with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the school community will have a more complete picture of how the school perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school to reflect on how it provides teaching and learning on a day to day basis.

Description of the School

Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?

Cannonsburg Elementary School serves 200 students in kindergarten through fifth grade. The principal of Cannonsburg is Mike Westgate. Cannonsburg has 9 full time classroom teachers, a resource room teacher, reading specialist, and teachers for music, physical education and art. There is a psychologist, a speech teacher, a social worker, an occupational therapist, and a physical therapist on staff, as well as a gifted and talented program. We have a wonderful library where we promote literacy and learning.

Technology enhances our curriculum and all students receive instruction in our school's computer lab, as well as with iPads in each classroom. Cannonsburg also has one of the two Classrooms of the Future where the district pilots different technologies. The 4th grade students are taught using different forms of technology.

We are a base-funded district so there are many schools in the county and state with significantly more per pupil funding. Still, we are very proud of our student performance and our assessment scores are competitive, often surpass district averages, and far surpass county and state averages. We are blessed to have significant community support which makes it a joy to be a part of the Cannonsburg community.

Cannonsburg Elementary is fully accredited by AdvanceED, formerly the North Central Association of School and Colleges. All Rockford Public Schools are Blue Ribbon Exemplary Schools, with Cannonsburg receiving its state and national awards in 2001.

School's Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.

Vision Statement

The vision of Cannonsburg Elementary is to provide the teaching and learning environment which will ensure that all students will have the academic and social skills and strategies to be successful lifelong learners.

Mission Statement

The mission of Cannonsburg Elementary School is to provide opportunities for all students to achieve personal success and develop lifelong positive attitudes toward learning.

We believe the education of a child is a cooperative effort among staff, parents, the student and the community. Our commitment to lifelong learning is with an emphasis placed on developing well-rounded learners by focusing on essential academic, physical, social and emotional skills. We strive for a safe and inviting environment.

Notable Achievements and Areas of Improvement

Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.

Cannonsburg has been recognized as a Rewards school by the State of Michigan for 2010-11 & 2012-13. We have had three Odyssey of the Mind World Champions teams. The teams first won districts, state, and took 1st, 2nd and 3rd place at the World Finals in the past three years. They have also won the Odyssey Angel award for their community service project. They partnered with the community's senior citizens home. First they spent time with them doing crafts and playing games. They then raised money to purchase iPads for the Seniors. The students taught them how to email their family, made Facebook pages, and how to play various games.

Cannonsburg's School Improvement goals are in reading, math, science and writing. We based our goals on a recent analysis of our state and local assessment data.

Additional Information

Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.

NA

Improvement Plan Stakeholder Involvement

Introduction

The responses should be brief, descriptive, and appropriate for the specific section. It is recommended that the responses are written offline and then transferred into the sections below.

Improvement Planning Process

Improvement Planning Process

Describe the process used to engage a variety of stakeholders in the development of the institution's improvement plan. Include information on how stakeholders were selected and informed of their roles, and how meetings were scheduled to accommodate them.

The process to involve stakeholders was to select students from the upper and lower elementary classroom teachers. These teachers have been involved in district committees. Our Special Ed/Resource teacher helped with appropriate assessment. I also selected a parent who is involved in our PTC and the district parent group. They were asked if they would be interested to be part of the committee. The stakeholders meet six times a year. The meetings are during the day. The teachers are able to get a guest teacher for the day. We conduct the meetings when the teachers are available.

Describe the representations from stakeholder groups that participated in the development of the improvement plan and their responsibilities in this process.

The teachers that have been selected have been involved in district committees. Our Special Ed/Resource teacher helped with appropriate assessment. I also selected a parent who is involved in our PTC and the district parent group. They were asked if they would be interested to be part of the committee. The six members represent the district committee they are on, and are responsible to write the goal and activity for their subject, such as Math, Reading, Writing, Science and Social Studies. They bring the ideas to the group and we work through the process together as a committee.

Explain how the final improvement plan was communicated to all stakeholders, and the method and frequency in which stakeholders receive information on its progress.

The final improvement plan is given to the staff and parents of the school. We have committee meetings at least six times a year and give a report to the stakeholders at each step of the process.

School Data Analysis

Introduction

The School Data Analysis (SDA) is a diagnostic tool intended to facilitate rich and deep collaborative discussions among staff members about school data. The SDA can serve as a guide to determine a school's strengths and challenges as well as directions for improvement based on an analysis of data and responses to a series of data - related questions in content areas. This data collection and analysis process should include the identification of achievement gaps as well as reflections on possible causes for these gaps. This diagnostic represents the various types of data that should be continuously collected, reviewed, analyzed and evaluated. Completion of the SDA is one piece of a school's comprehensive needs assessment process.

Demographic Data

Demographic data is data that provides descriptive information about the school community. Examples may include enrollment, attendance, grade levels, race/ethnicity, gender, students with disabilities, English learners, socio-economic status, graduation rate, suspensions/expulsions, etc.

Student Demographic Data

1. In looking at the three year trend in student enrollment data, what challenges have been identified?

Cannonsburg's school population has had insignificant fluctuation over the course of the school year. It is not enough to impact staff.

Student Demographic Data

2. In looking at the three year trend in student attendance data, what challenges have been identified?

Cannonsburg's student attendance is at least 95% each day, unless we have an outbreak during the flu season.

Student Demographic Data

3. In looking at the three year trend in student behavior data (discipline referrals, suspensions and expulsions), what challenges have been identified?

Due to the implementation of PBIS at Cannonsburg during the 2014/15 school year, discipline referrals dropped 51%.

Student Demographic Data

4. What action(s) could be taken to address any identified challenges with student demographic data?

The district has an Inter-School Boundary Study committee currently that will address this issue.

Teacher/School Leader(s) Demographic Data

5. As you review the number of years of teaching and administrative experience of the school leader(s) in your building, what impact might this have on student achievement?

Cannonsburg has an experienced staff and leadership that positively impacts student achievement on a daily basis.

Teacher/School Leader(s) Demographic Data

6. As you review the number of years of teaching experience of teachers in your building, what impact might this have on student achievement?

Cannonsburg has an experienced teaching staff that positively impacts student achievement.

Teacher/School Leader(s) Demographic Data

7. As you review the total number of days for school leader absences and note how many were due to professional learning and /or due to illness, what impact might this have on student achievement?

Leadership at Cannonsburg was consistently present and visible.

Teacher/School Leader(s) Demographic Data

8. As you review the total number of days for teacher absences due to professional learning and/or illness, what impact might this have on student achievement?

Cannonsburg has not had a large number of teacher absences that have impacted student achievement.

Teacher/School Leader(s) Demographic Data

9. What actions might be taken to address any identified challenges regarding teacher/school leader demographics?

N/A

Process Data

Process data is information about the practices and procedures schools use to plan, deliver and monitor curriculum, instruction and assessment.

10. In reviewing the results of the School Systems Review or the Interim Self Assessment/Self Assessment, what strands/standards/indicators stand out as strengths?

Purpose and Direction stand out as a strength due to a systematic process for review, revision and communication of the school's purpose.

11. In reviewing the results of the School Systems Review or the Interim Self Assessment/Self Assessment, what strands/standards/indicators stand out as challenges?

A continuing challenge lies in the technology infrastructure resources which do not meet the needs of all stakeholders.

12. How might these challenges impact student achievement?

Students may not benefit from the time and use of technology, which could benefit them in academics.

13. What actions could be taken and incorporated into the School Improvement Plan to address these challenges from the School Systems Review or the Interim Self Assessment/Self Assessment.

The district has passed a bond issue which included technology upgrades and pilots are in place testing different LMS's and devices to enhance education and student achievement.

14. How do you ensure that students with disabilities have access to the full array of intervention programs available i.e. Title I, Title III, Section 31a, IDEA, credit recovery, extended learning opportunities?

Through the screening/testing process student needs are identified and provided accommodations through an IEP, 504, Student Assistance Team plan, etc.

15. Describe the Extended Learning Opportunities that are available for students and in what grades they are available?

Through Community Education, many enrichment programs are offered in summer school and beyond.

16. What is the process for identifying students for Extended Learning Opportunities and how are parents notified of these opportunities?

Cannonsburg parents received a school and district newsletter and daily emails telling them about their child's learning opportunities.

17. What evidence do you have to indicate the extent to which the state content standards are being implemented with fidelity i.e. horizontal and vertical alignment, in all content courses and grade levels?

Regular grade level meetings and professional development across grade level discussions.

18. How does your school use health survey/screener results (i.e. MIPHY) to improve student learning? Answer only if you completed a health survey/ screener.

N/A

Achievement/Outcome Data

Achievement/outcome data tell us what students have learned. These include classroom-level, benchmark, interim and formative assessment data as well as summative data such as standardized test scores from annual district and state assessments. If the school completed the Student Performance Diagnostic for the AdvancED External Review, please insert 'See Student Performance Diagnostic' in each text box.

19a. Reading- Strengths

Response to Intervention and reading workshop with an emphasis on informational text are our strengths.

19b. Reading- Challenges

Staffing - Cannonsburg does not have a reading specialist.

19c. Reading- Trends

Discovery Ed data shows an increase in reading comprehension and fluency. Student achievement data shows this as a strength.

19d. Reading- Summary

Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.

Strategies and resources will be used to increase student achievement.

20a. Writing- Strengths

Common instructional focus is a strength of our writing program.

20b. Writing- Challenges

Grammar and mechanics are a challenge due to the fact that it is not part of the Lucy Calkins curriculum.

20c. Writing- Trends

Our students need to grow in the area of details and rewrites.

20d. Writing- Summary

Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.

Implementation of the common instructional framework - Gradual Release of Responsibility and Comprehension Toolkits were implemented. Curriculum maps were created with scope and sequence outlined with timelines for instruction.

21a. Math- Strengths

Base Ten and mathematical operations.

21b. Math- Challenges

Geometry and fractions.

21c. Math- Trends

Historically geometry and fractions are a challenge and mathematical operations are a strength.

21d. Math- Summary

Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.

The Chicago Math curriculum is being updated to include the CCSS.

22a. Science- Strengths

Plants and organisms.

22b. Science- Challenges

The Battle Creek Science kits aligning with the state and national standards.

22c. Science- Trends

State moving the standards to the national levels of expectations. Being able to train our teachers to know what should be taught at what grade level.

22d. Science- Summary

Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.

All teachers will continue to enhance the existing implementation of the Comprehension Toolkit in order to increase proficiency.

23a. Social Studies- Strengths

History and community service Standards.

23b. Social Studies- Challenges

Aligning with the state and national standards. Our area of weakness is economics at the lower grade levels.

23c. Social Studies- Trends

The teachers are using online resources such as Time for Kids and Social Studies Weekly to make sure the standards are covered. We also use the Comprehension Toolkits to increase proficiency in reading informational text.

23d. Social Studies- Summary

Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.

It will be addressed by enhancing the existing implementation of the Comprehension Toolkits in order to increase proficiency in the area of reading comprehension across all content areas.

Perception Data

Perception data is information collected that reflects the opinions and views of stakeholders. If the school completed the Stakeholder Feedback Diagnostic for the AdvancED External Review, please insert 'See Stakeholder Feedback Diagnostic' in each text box for survey feedback already collected from students, parents and staff.

24a. Student Perception Data

Which area(s) indicate the overall highest level of satisfaction among students?

The overall highest level of satisfaction among students is our reading curriculum. Each classroom has the up-to-date reading workshop curriculum which covers all reading levels and genres. The teachers are able to use this resource for all subject areas. The students especially have learned how to do research with the informational text.

24b. Student Perception Data

Which area(s) indicate the overall lowest level of satisfaction among students?

Writing, due to fact the district is just starting to implement the Lucy Calkins curriculum for informational text. As they become more familiar with the expectation, they will become better writers.

24c. Student Perception Data

What actions will be taken to improve student satisfaction in the lowest area(s)?

Each grade level will be implementing a curriculum map so the students will be able to understand the expectations at each level. The teachers will be receiving additional training.

25a. Parent/Guardian Perception Data

What area(s) indicate the overall highest level of satisfaction among parents/guardians?

The community climate of the building. The families feel welcome and a part of their child's education. The parents are involved in the day to day operations of the school. They have good relationships with the staff and students. We have more than enough volunteers whenever the teachers are doing a classroom project.

25b. Parent/Guardian Perception Data

What area(s) indicate the overall lowest level of satisfaction among parents/guardians?

Technology; they would like to see the students have more opportunities using technology during the school day.

25c. Parent/Guardian Perception Data

What actions will be taken to improve parent/guardian satisfaction in the lowest area(s)?

The district passed a bond and the technology will be updated. Several pilots are going on throughout the district at all grade levels to make sure the district purchases just what the students will need to improve their educational opportunities.

26a. Teacher/Staff Perception Data

What area(s) indicate the overall highest level of satisfaction among teachers/staff?

The fact that they have input in the school improvement plan. Each year as a staff we review the plan from the previous year and decide together as a staff what we need to do to make things even better. The basis for our plan is to review our assessment data so we are giving our students the resources they need to succeed.

26b. Teacher/Staff Perception Data

What area(s) indicate the overall lowest level of satisfaction among teachers/staff?

Technology. They would like to offer the students more online and applications opportunities and using more updated equipment. The teachers have a high level of knowledge when it comes to what is available for the students and they get discouraged when they don't have the tools to use to implement programs.

26c. Teacher/Staff Perception Data

What actions will be taken to improve teacher/staff satisfaction in the lowest area(s)?

The recently passed bond will give the teachers the resources they need to help the students.

27a. Stakeholder/Community Perception Data

What area(s) indicate the overall highest level of satisfaction among stakeholders/community?

The community is extremely supportive of the school district. The highest level of satisfaction is with the high quality of education our students receive. Our assessment scores are always above the state and national levels.

27b. Stakeholder/Community Perception Data

What area(s) indicate the overall lowest level of satisfaction among stakeholders/community?

Some members of the community feel our class sizes are too large and would like to see lower class sizes.

27c. Stakeholder/Community Perception Data

What actions will be taken to improve the level of stakeholder/community satisfaction in the lowest area(s)?

Due to budget cuts from the state level it is difficult to make some needed changes, but the administration works diligently to make it happen, especially for lower elementary.

Summary

28a. Summary

Briefly summarize the strengths and challenges identified in the four kinds of data-demographic, process, achievement/outcomes and perception.

Strengths in our demographics are the support we get from our parents. We have a low percentage of free and reduced lunch students. Our assessment scores are above the state and national standards due to our outstanding teaching staff.

28b. Summary

How might the challenges identified in the demographic, process and perception data impact student achievement?

The demographic impacts student achievement by the resources provided.

28c. Summary

How will these challenges be addressed in the School Improvement Plan's Goals, Measurable Objectives, Strategies and Activities for the upcoming year? For Priority Schools, which of these high need areas will inform the Big Ideas and the Reform/Redesign Plan?

The challenges will be addressed by adding an intervention plan in Math and Reading. As a rewards school we purchased iPads for our teachers to use with students to enhance their ability to use online resources in the curriculum areas the students needed.

School Additional Requirements Diagnostic

Introduction

This diagnostic contains certification requirements for Michigan schools. This diagnostic must be completed by all schools.

School Additional Requirements Diagnostic

Label	Assurance	Response	Comment	Attachment
1.	Literacy and math are tested annually in grades 1-5.	Yes	Cannonsburg students take the Michigan M-Step test. They are also tested on the Discovery Ed test. We also do district assessments. http://www.rockfordschools.org/Resources/PDF/RPSCURRICULUM/Copy%20of%20District%20Breakdown.pdf Cannonsburg's and the district's MEAP assessments are found at this web site.	

Label	Assurance	Response	Comment	Attachment
2.	Our school published a fully compliant annual report. (The Annual Education Report (AER) satisfies this). If yes, please provide a link to the report in the box below.	Yes	http://www.rockfordschools.org/Resources/PDF/RPS/AER%20District%208-15-12II.pdf Rockford Public Schools' Annual Education Report can be found at the above link.	

Label	Assurance	Response	Comment	Attachment
3.	Our school has the 8th grade parent approved Educational Development Plans (EDPs) on file.	Yes	The Parent Educational Development Plan is part of our Parent Involvement Policy.	

Label	Assurance	Response	Comment	Attachment
4.	Our school reviews and annually updates the EDPs to ensure academic course work alignment.	Yes	The district reviews our Educational Plan annually to ensure academic course work alignment to the state and national standards.	

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Label	Assurance	Response	Comment	Attachment
5.	The institution complies with all federal laws and regulations prohibiting discrimination and with all requirements and regulations of the U.S. Department of Education. It is the policy of this institution that no person on the basis of race, color, religion, national origin or ancestry, age, gender, height, weight, marital status or disability shall be subjected to discrimination in any program, service or activity for which the institution is responsible, or for which it receives financial assistance from the U.S. Department of Education. References: Title VI of the Civil Rights Act of 1964, Section 504 of the Rehabilitation Act of 1973, The Age Discrimination Act of 1975, The Americans with Disabilities Act of 1990, Elliott-Larsen prohibits discrimination against religion.	Yes	The district policy on prohibiting discriminations is found on this web site. http://www.rockfordschools.org/?i=HumanResourcesCRC Doug VanderJagt Assistant Superintendent of Human Resources 350 N. Main Rockford, MI 49341 616-863-6321	

Label	Assurance	Response	Comment	Attachment
6.	The institution has designated an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities. If yes, list the name, position, address and telephone number of the employee in the comment field.	Yes	Doug VanderJagt Assistant Superintendent of Human Resources 350 N. Main Rockford, MI 49341 616-863-6321	

Label	Assurance	Response	Comment	Attachment
7.	The institution has a School-Parent Involvement Plan (that addresses Section 1118 activities) that is aligned to the District's Board Policy. If yes, please attach the School-Parent Involvement Plan below.	Yes	I have attached the School-Parent Involvement Plan for Rockford Public Schools.	

Label	Assurance	Response	Comment	Attachment
8.	The institution has a School-Parent Compact. If yes, please attach the School-Parent Compact below.	Yes	I have attached our Parents/Guardian involvement Policy which includes our Parent Compact.	

Label	Assurance	Response	Comment	Attachment
9.	The School has additional information necessary to support your improvement plan (optional).	Yes	http://www.rockfordschools.org/Resources/PDF/RPS/CAN%20SIP.pdf School Improvement Plan http://www.rockfordschools.org/Resources/PDF/RPSCURRICULUM/2011-12AYPStatus9-26-12.pdf State AYP report	

2016-17 Cannonsburg School Improvement Plan

Overview

Plan Name

2016-17 Cannonsburg School Improvement Plan

Plan Description

Goals Summary

The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All students at Cannonsburg Elementary School will become proficient in the area of science.	Objectives: 1 Strategies: 2 Activities: 6	Academic	\$0
2	All students at Cannonsburg Elementary School will become proficient in the area of social studies.	Objectives: 1 Strategies: 2 Activities: 6	Academic	\$0
3	All students at Cannonsburg Elementary School will become proficient in the area of writing.	Objectives: 1 Strategies: 1 Activities: 3	Academic	\$0
4	All students at Cannonsburg Elementary School will become proficient in the area of reading.	Objectives: 1 Strategies: 2 Activities: 6	Academic	\$1500
5	All students at Cannonsburg Elementary will become proficient in the area of math (numbers and operations).	Objectives: 1 Strategies: 2 Activities: 6	Academic	\$0
6	RTI services will be expanded to include 1st and 2nd grade students.	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$0
7	Staff will continue to organize a systematic agenda of activities to boost increase positive feeling tone and character education for students and staff.	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0

Goal 1: All students at Cannonsburg Elementary School will become proficient in the area of science.

Measurable Objective 1:

85% of Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in content reading comprehension in Science by 06/10/2022 as measured by state assessments.

Strategy 1:

District Strategy - Cannonsburg will participate in the implementation of a Common Instructional Framework with emphasis on the Gradual Release of Responsibility Model along with all the Rockford Public Schools.

Our teachers will also continue to enhance the existing implementation of Comprehension Toolkits in order to increase proficiency in the area of reading comprehension across all content area.

Category: Other - Instructional practices

Research Cited: Cannonsburg will use the research: Fisher, D. and N. Frey, "Better Learning Through Structured Teaching: A Framework for the Gradual Release of Responsibility."

We will also use our MEAP and Discovery Ed Data to show increased proficiency in our Science scores.

Tier: Tier 1

Activity - Getting Ready: Science	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Cannonsburg Elementary School

<ul style="list-style-type: none"> - The district will provide building principals with an introductory kickoff for building meetings reviewing expected instructional practices and rationale and vision for the 2016/17 GRR focus areas. - All RPS certified staff will participate in professional development focused on embedding instructional technology to further support best practices and student achievement. - The district will provide certified staff targeted professional development around the critical components of Gradual Release of Responsibility with emphasis on three district focus areas: Purposeful Collaboration, Purposeful Teaching, and Purposeful Learning. - The district will support the professional growth of classroom learning lab and GRR module facilitation team. 	Getting Ready	Tier 1	Getting Ready	08/29/2016	06/09/2017	\$0	Other	Building principal and lead teacher will identify necessary Comprehension Tool Kits needed in areas and address at the building level. District need areas will be identified through building principal communication and addressed as necessary
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Activity - Implementation: Science	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<ul style="list-style-type: none"> - Using the district PD calendar, RPS will partner with KISD and local specialists to deepen the knowledge of GRR focus areas; building on teachers' choice for professional growth. - The district will administer multiple surveys throughout the year to assess teacher knowledge and focus targeted GRR PD efforts. - The district will offer instructional technology training and support opportunities throughout the school year. - The district will organize yearlong book studies for all certified staff around the following four books: <ul style="list-style-type: none"> o Choice Words: How Our Language Affects Children's Learning – Peter Johnston o Academic Conversations: Classroom Talk that Fosters Critical Thinking and Content Understandings - Jeff Zweiers o Comprehension Through Conversation: The Power of Purposeful Talk in the Reading Workshop – Maria Nichols o Productive Group Work: How to Engage Students, Build Teamwork, and Promote Understanding – Nancy Frey and Doug Fisher - The district will increase the utilization of classroom learning labs to support GRR focus areas across all subjects and grade levels. 	Implementation	Tier 1	Implement	08/29/2016	06/09/2017	\$0	Other	Teachers will continue to implement the Comprehension Toolkits strategy across all content areas. Principal will identify necessary Comprehension Tool Kits in the needed areas.

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Activity - Monitoring: Science	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<ul style="list-style-type: none"> - Staff will be surveyed after each professional development session. - Building principals will monitor the application of Gradual Release of Responsibility implementation by using the teacher evaluation process. - A district GRR team will review data and input to make preparations to promote best instructional practices in preparation for the 2017/18 school year. 	Monitor	Tier 1	Monitor	08/29/2016	06/09/2017	\$0	Other	Building Teachers and the assistance of Building Administrator

Strategy 2:

District Strategy 2 - All teachers will continue the implementation of Writer's Workshop.

Category: Other - Instructional practices

Research Cited: M-STEP and Discovery Ed Data

Tier: Tier 1

Activity - Getting Ready: Science	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A district committee was established in the area of writing. Lucy Calkin's units of study kits for K-5 teachers, resource room and reading interventionist were researched and purchased. Curriculum maps were created with scope and sequence outlined with suggested timelines of instruction. Four and a half hours of professional development were offered in 2013-2014. K-5 teachers completed a survey about questions and concerns.	Getting Ready	Tier 1	Getting Ready	09/08/2015	06/10/2016	\$0	Other	Building Teachers and assistance of Building Administrator

Activity - Implementation: Science	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use and validate the Lucy Calkins units of study kits as a resource for instruction. Teachers will adjust and align curriculum maps. Three hours of professional development were scheduled over the course of 2014-2015 to strengthen and further target implementation.	Implementation	Tier 1	Implement	08/29/2016	06/09/2017	\$0	Other	Building Teachers and assistance from Building Administrator

Activity - Monitoring: Science	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

Cannonsburg Elementary School

The district writing committee will survey staff for continued questions, concerns and comments. Pre and post on demand writing assessments will be given in narrative, informational and opinion writing. Informational writing scores will be collected to drive school improvement goals.	Monitor	Tier 1	Monitor	08/29/2016	06/09/2017	\$0	General Fund	Building Teachers and assistance from Building Principal
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Goal 2: All students at Cannonsburg Elementary School will become proficient in the area of social studies.

Measurable Objective 1:

85% of Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in informational text in Social Studies by 06/10/2022 as measured by state assessments.

Strategy 1:

District Strategy - Cannonsburg will participate in the implementation of a Common Instructional Framework with emphasis on the Gradual Release of Responsibility Model along with all the Rockford Public Schools.

Our teachers will also continue to enhance the existing implementation of Comprehension Toolkits in order to increase proficiency in the area of reading comprehension of social studies informational text.

Category: Other - Instructional practices

Research Cited: Cannonsburg will use the research from Fisher, D. and Frey, "Better Learning Through Structured Teaching a Framework for the Gradual Release of Responsibility."

We will also use our MEAP and Discovery Ed Data to show our increased proficiency in the area of reading comprehension of social studies informational text.

Tier: Tier 1

Activity - Getting Ready: Social Studies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
- Existing reading and writing strategies will remain ongoing. - District social studies team members will be identified and a calendar of meeting times will be established with the purpose of reviewing curriculum alignment, future content standard transition steps, and M-STEP achievement data with a focus on the 5th grade GAN claim of Discourse.	Getting Ready	Tier 1	Getting Ready	08/29/2016	06/09/2017	\$0	Other	Building Teachers and assistance from Building Administrator

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Activity - Implementation: Social Studies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<ul style="list-style-type: none"> - Teachers will further implement district reading and writing strategies. - District team members will collaborate to in identify curriculum priority areas and action plans to address them. - Teachers will participate in professional development including part of two half day sessions in the fall and winter and content greatest areas of need as identified and organized by the district team. 	Implementation	Tier 1	Implement	08/29/2016	06/09/2017	\$0	Other	Building Teachers and assistance from Building Administrator
Activity - Monitoring: Social Studies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<ul style="list-style-type: none"> - District team recommendations will be made for future programming. - Student achievement data will be reviewed in overall proficiency and the identified Greatest Areas of Need Claims on M-STEP. 	Monitor	Tier 1	Monitor	08/29/2016	06/09/2017	\$0	Other	Building Teachers and assistance from Building Administrator

Strategy 2:

District Strategy 2 - All teachers will continue the implementation of Writer's Workshop.

Category: Other - Instructional practices

Research Cited: M-STEP & Discovery Ed Data

Tier: Tier 1

Activity - Getting Ready: Social Studies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<ul style="list-style-type: none"> - The district writing team will review previous implementation with a focus on writing in all content areas. Emphasis areas include: Lucy Calkins Units of study, accurate scope and sequence in curriculum maps with corresponding assessments, and revised report card language. 	Getting Ready	Tier 1	Getting Ready	08/29/2016	06/09/2017	\$0	Other	Building Teachers and assistance from Building Administrator
Activity - Implementation: Social Studies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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- Continue the use of L. Calkins Units of Study Kits as resource for instruction. - Adjust and Align Curriculum Maps to include pre and post assessments that provide formative and summative data. - Learning Lab opportunities for staff members to strengthen and further target implementation. - Continued professional development time, possibly during district ½ day PD to strengthen teachers' understanding of assessment administration, rubric scoring, data collection and disaggregation, and using data to drive their writing instruction.	Implementa tion	Tier 1	Implement	08/29/2016	06/09/2017	\$0	Other	Building Teachers and assistance from Building Administrat ors
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Activity - Monitoring: Social Studies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsibl e
- The team will survey staff for continued questions, concerns and comments. - Pre and Post "On Demand" writing assessments will be given in narrative, informational, and opinion writing. Writing scores will be collected to drive school improvement goals; data will be collected through teachers' grade book and report cards.	Monitor	Tier 1	Monitor	08/29/2016	06/09/2017	\$0	Other	Building Teachers and assistance from Building Administrat or

Goal 3: All students at Cannonsburg Elementary School will become proficient in the area of writing.

Measurable Objective 1:

85% of Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in writing in English Language Arts by 06/10/2022 as measured by state assessments.

Strategy 1:

District Strategy - Cannonsburg will participate in the implementation of a Common Instructional Framework with emphasis on the Gradual Release of Responsibility Model along with all the Rockford Public Schools.

We will continue the implementation of Writer's Workshop, using the Lucy Caulkins writing curriculum. Research: Calkins, L. & Pessah, L. (2008) A Principal's Guide to Leadership in the Teaching of Writing.

Category: Other - Instructional practices

Research Cited: Cannonsburg will use the research from Fisher, D. and Frey, "Better Learning Through Structured Teaching a Framework for the Gradual Release of Responsibility," along with our MEAP and Discovery ED Data.

Tier: Tier 1

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Activity - Getting Ready: Writing	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
- The district writing team will review previous implementation with a focus on writing in all content areas. Emphasis areas include: Lucy Calkins Units of study, accurate scope and sequence in curriculum maps with corresponding assessments, and revised report card language.	Getting Ready	Tier 1	Getting Ready	08/29/2016	06/09/2017	\$0	Other	Building Teachers & assistance from Building Administrator
Activity - Implementation: Writing	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
- Continue the use of L. Calkins Units of Study Kits as resource for instruction. - Adjust and Align Curriculum Maps to include pre and post assessments that provide formative and summative data. - Learning Lab opportunities for staff members to strengthen and further target implementation. - Continued professional development time, possibly during district ½ day PD to strengthen teachers' understanding of assessment administration, rubric scoring, data collection and disaggregation, and using data to drive their writing instruction.	Implementation	Tier 1	Implement	08/29/2016	06/09/2017	\$0	Other	Building Teachers and assistance from Building Administrator
Activity - Monitoring: Writing	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
- The team will survey staff for continued questions, concerns and comments. - Pre and Post "On Demand" writing assessments will be given in narrative, informational, and opinion writing. Writing scores will be collected to drive school improvement goals; data will be collected through teachers' grade book and report cards.	Monitor	Tier 1	Monitor	08/29/2016	06/09/2017	\$0	Other	Building Teachers and assistance from Building Administrator

Goal 4: All students at Cannonsburg Elementary School will become proficient in the area of reading.

Measurable Objective 1:

85% of Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in reading in English Language Arts by 06/10/2022 as measured by state assessments.

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Strategy 1:

District Strategy: Reading - All Cannonsburg teachers will continue to enhance the existing implementation of Comprehension Toolkits in order to increase proficiency in the area of reading comprehension across all content areas

Category: Other - Instructional practices

Research Cited: Cannonsburg will use the research from Fisher, D. and Frey, "Better Learning Through Structured Teaching a Framework for the Gradual Release of Responsibility."

Tier: Tier 1

Activity - Getting Ready: Reading	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
- New elementary teachers will be provided Comprehension Took Kit materials and training.	Getting Ready	Tier 1	Getting Ready	08/29/2016	06/09/2017	\$0	General Fund	Classroom and resource room teachers, with the support of building administrator and reading specialist

Activity - Implementation: Reading	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
- Teachers will continue to implement the Comprehension Tool Kits strategies across all content areas. - The district will increase the utilization of classroom learning labs to support best reading instruction practices across all content areas.	Implementation	Tier 1	Implement	08/29/2016	06/09/2017	\$0	General Fund	Classroom and resource room teachers, with the support of building administrator and reading specialist.

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Activity - Monitoring: Reading	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
- Building principals will monitor using walk-through observations, monthly checklists, and the teacher evaluation process. - Formative and summative student achievement data will be reviewed with specific focus on the GAN claim of "Research and Inquiry."	Monitor	Tier 1	Monitor	08/29/2016	06/09/2017	\$0	General Fund	Classroom and resource room teachers, with the support of building administrator and reading specialist

Strategy 2:

Building Strategy : Reading - All teachers will implement technology-based strategies to increase proficiency in reading comprehension.

Category: Other - Instructional practices

Tier: Tier 1

Activity - Getting Ready: Reading	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will participate in an in-service training for our LMS.	Getting Ready	Tier 1	Getting Ready	08/29/2016	06/09/2017	\$500	Other	Building Teachers and assistance from Building Administrator

Activity - Implementation: Reading	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will participate in the selection and implementation of grade level appropriate apps. in the area of reading comprehension.	Implementation	Tier 1	Implement	08/29/2016	06/09/2017	\$500	Other	Building Teachers and assistance from Building Administrator

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Activity - Monitor: Reading	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Building administrator will oversee the selection and implementation of technology applications.	Monitor	Tier 1	Monitor	08/29/2016	06/09/2017	\$500	Other	Building Teachers and assistance from Building Administrator

Goal 5: All students at Cannonsburg Elementary will become proficient in the area of math (numbers and operations).

Measurable Objective 1:

85% of Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in numbers and operations in Mathematics by 06/10/2022 as measured by state assessments.

Strategy 1:

District Strategy: Math - All teachers will participate in the implementation of EM4, a CCSS based curriculum.

Category: Other - Instructional practices

Research Cited: Cannonsburg will use the research from Fisher, D and Frey, "Better Learning Through Structured Teaching: A Framework for the Gradual Release of Responsibility."

Tier: Tier 1

Activity - Getting ready: Math	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
- Establish a district team to further review of current curriculum maps, PBL and the EDM4 program implementation.	Getting Ready	Tier 1	Getting Ready	08/29/2016	06/09/2017	\$0	General Fund	Classroom and resource room teachers, with the support of building administrator

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Activity - Implementation: Math	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<ul style="list-style-type: none"> - Based on the district team's findings, further revise curriculum maps outlining a scope and sequence of EM4 as well as pursue an action plan to address the content area GAN. - Teachers will participate in professional development as part of two half day sessions around content greatest areas of need as identified and organized by the district team in the fall and winter. 	Implementation	Tier 1	Implement	08/29/2016	06/09/2017	\$0	General Fund	Classroom and resource room teachers, with the support of building administrator

Activity - Monitoring: Math	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<ul style="list-style-type: none"> - The district team will review implementation fidelity as well as staff input to determine future planning. - Student achievement data will be reviewed in the identified Greatest Areas of Need Claims on Discovery Education and M-STEP. 	Monitor	Tier 1	Monitor	08/29/2016	06/09/2017	\$0	General Fund	Classroom and resource room teachers, with the support of building administrator

Strategy 2:

Building Strategy: Math - All teachers will participate in the enhancement of the implementation of using manipulatives Problem Based Learning in order to increase proficiency in the area of Math.

Category: Other - Instructional practices

Tier: Tier 1

Activity - Getting Ready: Math	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>A district math committee will set professional development dates and content. Write the math maps and pacing guides to include sections on using PBL with each unit and/or where appropriate.</p>	Getting Ready	Tier 1	Getting Ready	08/29/2016	06/09/2017	\$0	Other	Classroom and resource room teachers

Activity - Implementation: Math	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teachers will participate in the district-provided professional development and then implement the math Project-Based Learning during instruction.	Implementa tion	Tier 1	Implement	08/29/2016	06/09/2017	\$0	Other	Classroom teachers
Activity - Monitoring: Math	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsibl e
Teachers will complete a PD survey and administrators will monitor using walk-through observations, monthly checklists and the teacher evaluation process. Student achievement data will be reviewed in the identified Greatest Areas of Need Strands. Teachers will implement one Project-Based Learning unit per trimester after the training.	Monitor	Tier 1	Monitor	08/29/2016	06/09/2017	\$0	Other	Classroom teachers

Goal 6: RTI services will be expanded to include 1st and 2nd grade students.

Measurable Objective 1:

A total of 60 First and Second grade students will demonstrate a proficiency All RPS elementary schools will continue to implement a Response to Intervention model in order to identify and assist students that need additional assistance. in Mathematics by 06/09/2017 as measured by - Student achievement data will be reviewed during according to the district scheduled RTI calendar and 2016/17 Discovery Education and M-STEP results. - Staff will be surveyed after each professional development session..

Strategy 1:

RTI services will be expanded to include 1st and 2nd grade students. - - All district 1st and 2nd grade teachers will participate in professional development around math RTI instruction supported by classroom learning lab participation and the district RTI calendar and practices.

Category: Mathematics

Research Cited: Rtl

Tier: Tier 1

Activity - RTI services will be expanded to include 1st and 2nd grade students.	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsibl e
- All district 1st and 2nd grade teachers will participate in professional development around math RTI instruction supported by classroom learning lab participation and the district RTI calendar and practices.	Academic Support Program	Tier 1		08/29/2016	06/09/2017	\$0	General Fund	Classroom teachers

Goal 7: Staff will continue to organize a systematic agenda of activities to boost increase positive feeling tone and character education for students and staff.

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Measurable Objective 1:

demonstrate a behavior Staff will continue to organize a systematic agenda of activities to boost increase positive feeling tone and character education for students and staff. by 06/09/2017 as measured by - Identified benchmarks will be reviewed by building committees at grade reporting timelines throughout the school year and shared with staff at building meetings. - Building principals will collaborate to share building data, practices, and ideas for inc.

Strategy 1:

Capturing Kids Hearts - - Building committees will review the data from the CKH and PBIS audits and establish action plans to further escalate positive student behavior and overall increased positive culture. Benchmarks of implementation and progress will be established.

- Building principals will collaborate to build increased consistency and effectiveness among all buildings.

Category: School Culture

Research Cited: Capturing Kids Hearts

Tier: Tier 1

Activity - Positive Culture	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Activities promoting positive behavior - PBIS	Behavioral Support Program	Tier 1	Implement	08/29/2016	06/09/2017	\$0	General Fund	Principal and School Social Worker

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Other

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Implementation: Reading	All teachers will participate in the selection and implementation of grade level appropriate apps. in the area of reading comprehension.	Implementation	Tier 1	Implement	08/29/2016	06/09/2017	\$500	Building Teachers and assistance from Building Administrator
Getting Ready: Social Studies	- Existing reading and writing strategies will remain ongoing. - District social studies team members will be identified and a calendar of meeting times will be established with the purpose of reviewing curriculum alignment, future content standard transition steps, and M-STEP achievement data with a focus on the 5th grade GAN claim of Discourse.	Getting Ready	Tier 1	Getting Ready	08/29/2016	06/09/2017	\$0	Building Teachers and assistance from Building Administrator
Getting Ready: Social Studies	- The district writing team will review previous implementation with a focus on writing in all content areas. Emphasis areas include: Lucy Calkins Units of study, accurate scope and sequence in curriculum maps with corresponding assessments, and revised report card language.	Getting Ready	Tier 1	Getting Ready	08/29/2016	06/09/2017	\$0	Building Teachers and assistance from Building Administrator
Implementation: Social Studies	- Teachers will further implement district reading and writing strategies. - District team members will collaborate to in identify curriculum priority areas and action plans to address them. - Teachers will participate in professional development including part of two half day sessions in the fall and winter and content greatest areas of need as identified and organized by the district team.	Implementation	Tier 1	Implement	08/29/2016	06/09/2017	\$0	Building Teachers and assistance from Building Administrator

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Getting Ready: Math	A district math committee will set professional development dates and content. Write the math maps and pacing guides to include sections on using PBL with each unit and/or where appropriate.	Getting Ready	Tier 1	Getting Ready	08/29/2016	06/09/2017	\$0	Classroom and resource room teachers
Implementation: Social Studies	<ul style="list-style-type: none"> - Continue the use of L. Calkins Units of Study Kits as resource for instruction. - Adjust and Align Curriculum Maps to include pre and post assessments that provide formative and summative data. - Learning Lab opportunities for staff members to strengthen and further target implementation. - Continued professional development time, possibly during district ½ day PD to strengthen teachers' understanding of assessment administration, rubric scoring, data collection and disaggregation, and using data to drive their writing instruction. 	Implementation	Tier 1	Implement	08/29/2016	06/09/2017	\$0	Building Teachers and assistance from Building Administrators
Getting Ready: Writing	- The district writing team will review previous implementation with a focus on writing in all content areas. Emphasis areas include: Lucy Calkins Units of study, accurate scope and sequence in curriculum maps with corresponding assessments, and revised report card language.	Getting Ready	Tier 1	Getting Ready	08/29/2016	06/09/2017	\$0	Building Teachers & assistance from Building Administrator
Getting Ready: Science	<ul style="list-style-type: none"> - The district will provide building principals with an introductory kickoff for building meetings reviewing expected instructional practices and rationale and vision for the 2016/17 GRR focus areas. - All RPS certified staff will participate in professional development focused on embedding instructional technology to further support best practices and student achievement. - The district will provide certified staff targeted professional development around the critical components of Gradual Release of Responsibility with emphasis on three district focus areas: Purposeful Collaboration, Purposeful Teaching, and Purposeful Learning. - The district will support the professional growth of classroom learning lab and GRR module facilitation team. 	Getting Ready	Tier 1	Getting Ready	08/29/2016	06/09/2017	\$0	Building principal and lead teacher will identify necessary Comprehension Tool Kits needed in areas and address at the building level. District need areas will be identified through building principal communication and addressed as necessary

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Monitoring: Writing	<ul style="list-style-type: none"> - The team will survey staff for continued questions, concerns and comments. - Pre and Post "On Demand" writing assessments will be given in narrative, informational, and opinion writing. Writing scores will be collected to drive school improvement goals; data will be collected through teachers' grade book and report cards. 	Monitor	Tier 1	Monitor	08/29/2016	06/09/2017	\$0	Building Teachers and assistance from Building Administrator
Monitoring: Social Studies	<ul style="list-style-type: none"> - District team recommendations will be made for future programming. - Student achievement data will be reviewed in overall proficiency and the identified Greatest Areas of Need Claims on M-STEP. 	Monitor	Tier 1	Monitor	08/29/2016	06/09/2017	\$0	Building Teachers and assistance from Building Administrator
Implementation: Science	<ul style="list-style-type: none"> - Using the district PD calendar, RPS will partner with KISD and local specialists to deepen the knowledge of GRR focus areas; building on teachers' choice for professional growth. - The district will administer multiple surveys throughout the year to assess teacher knowledge and focus targeted GRR PD efforts. - The district will offer instructional technology training and support opportunities throughout the school year. - The district will organize yearlong book studies for all certified staff around the following four books: <ul style="list-style-type: none"> o Choice Words: How Our Language Affects Children's Learning – Peter Johnston o Academic Conversations: Classroom Talk that Fosters Critical Thinking and Content Understandings - Jeff Zweiers o Comprehension Through Conversation: The Power of Purposeful Talk in the Reading Workshop – Maria Nichols o Productive Group Work: How to Engage Students, Build Teamwork, and Promote Understanding – Nancy Frey and Doug Fisher - The district will increase the utilization of classroom learning labs to support GRR focus areas across all subjects and grade levels. 	Implementation	Tier 1	Implement	08/29/2016	06/09/2017	\$0	Teachers will continue to implement the Comprehension Toolkits strategy across all content areas. Principal will identify necessary Comprehension Tool Kits in the needed areas.
Monitoring: Social Studies	<ul style="list-style-type: none"> - The team will survey staff for continued questions, concerns and comments. - Pre and Post "On Demand" writing assessments will be given in narrative, informational, and opinion writing. Writing scores will be collected to drive school improvement goals; data will be collected through teachers' grade book and report cards. 	Monitor	Tier 1	Monitor	08/29/2016	06/09/2017	\$0	Building Teachers and assistance from Building Administrator

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Implementation: Writing	<ul style="list-style-type: none"> - Continue the use of L. Calkins Units of Study Kits as resource for instruction. - Adjust and Align Curriculum Maps to include pre and post assessments that provide formative and summative data. - Learning Lab opportunities for staff members to strengthen and further target implementation. - Continued professional development time, possibly during district ½ day PD to strengthen teachers' understanding of assessment administration, rubric scoring, data collection and disaggregation, and using data to drive their writing instruction. 	Implementation	Tier 1	Implement	08/29/2016	06/09/2017	\$0	Building Teachers and assistance from Building Administrator
Monitor: Reading	Building administrator will oversee the selection and implementation of technology applications.	Monitor	Tier 1	Monitor	08/29/2016	06/09/2017	\$500	Building Teachers and assistance from Building Administrator
Monitoring: Math	Teachers will complete a PD survey and administrators will monitor using walk-through observations, monthly checklists and the teacher evaluation process. Student achievement data will be reviewed in the identified Greatest Areas of Need Strands. Teachers will implement one Project-Based Learning unit per trimester after the training.	Monitor	Tier 1	Monitor	08/29/2016	06/09/2017	\$0	Classroom teachers
Implementation: Science	Teachers will use and validate the Lucy Calkins units of study kits as a resource for instruction. Teachers will adjust and align curriculum maps. Three hours of professional development were scheduled over the course of 2014-2015 to strengthen and further target implementation.	Implementation	Tier 1	Implement	08/29/2016	06/09/2017	\$0	Building Teachers and assistance from Building Administrator
Monitoring: Science	<ul style="list-style-type: none"> - Staff will be surveyed after each professional development session. - Building principals will monitor the application of Gradual Release of Responsibility implementation by using the teacher evaluation process. - A district GRR team will review data and input to make preparations to promote best instructional practices in preparation for the 2017/18 school year. 	Monitor	Tier 1	Monitor	08/29/2016	06/09/2017	\$0	Building Teachers and the assistance of Building Administrator

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Getting Ready: Science	A district committee was established in the area of writing. Lucy Calkin's units of study kits for K-5 teachers, resource room and reading interventionist were researched and purchased. Curriculum maps were created with scope and sequence outlined with suggested timelines of instruction. Four and a half hours of professional development were offered in 2013-2014. K-5 teachers completed a survey about questions and concerns.	Getting Ready	Tier 1	Getting Ready	09/08/2015	06/10/2016	\$0	Building Teachers and assistance of Building Administrator
Implementation: Math	Teachers will participate in the district-provided professional development and then implement the math Project-Based Learning during instruction.	Implementation	Tier 1	Implement	08/29/2016	06/09/2017	\$0	Classroom teachers
Getting Ready: Reading	All teachers will participate in an in-service training for our LMS.	Getting Ready	Tier 1	Getting Ready	08/29/2016	06/09/2017	\$500	Building Teachers and assistance from Building Administrator

General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Getting ready: Math	- Establish a district team to further review of current curriculum maps, PBL and the EDM4 program implementation.	Getting Ready	Tier 1	Getting Ready	08/29/2016	06/09/2017	\$0	Classroom and resource room teachers, with the support of building administrator
Monitoring: Math	- The district team will review implementation fidelity as well as staff input to determine future planning. - Student achievement data will be reviewed in the identified Greatest Areas of Need Claims on Discovery Education and M-STEP.	Monitor	Tier 1	Monitor	08/29/2016	06/09/2017	\$0	Classroom and resource room teachers, with the support of building administrator

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Monitoring: Reading	- Building principals will monitor using walk-through observations, monthly checklists, and the teacher evaluation process. - Formative and summative student achievement data will be reviewed with specific focus on the GAN claim of "Research and Inquiry."	Monitor	Tier 1	Monitor	08/29/2016	06/09/2017	\$0	Classroom and resource room teachers, with the support of building administrator and reading specialist
Implementation: Math	- Based on the district team's findings, further revise curriculum maps outlining a scope and sequence of EM4 as well as pursue an action plan to address the content area GAN. - Teachers will participate in professional development as part of two half day sessions around content greatest areas of need as identified and organized by the district team in the fall and winter.	Implementation	Tier 1	Implement	08/29/2016	06/09/2017	\$0	Classroom and resource room teachers, with the support of building administrator
RTI services will be expanded to include 1st and 2nd grade students.	- All district 1st and 2nd grade teachers will participate in professional development around math RTI instruction supported by classroom learning lab participation and the district RTI calendar and practices.	Academic Support Program	Tier 1		08/29/2016	06/09/2017	\$0	Classroom teachers
Positive Culture	Activities promoting positive behavior - PBIS	Behavioral Support Program	Tier 1	Implement	08/29/2016	06/09/2017	\$0	Principal and School Social Worker
Getting Ready: Reading	- New elementary teachers will be provided Comprehension Took Kit materials and training.	Getting Ready	Tier 1	Getting Ready	08/29/2016	06/09/2017	\$0	Classroom and resource room teachers, with the support of building administrator and reading specialist

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Monitoring: Science	The district writing committee will survey staff for continued questions, concerns and comments. Pre and post on demand writing assessments will be given in narrative, informational and opinion writing. Informational writing scores will be collected to drive school improvement goals.	Monitor	Tier 1	Monitor	08/29/2016	06/09/2017	\$0	Building Teachers and assistance from Building Principal
Implementation: Reading	<ul style="list-style-type: none"> - Teachers will continue to implement the Comprehension Tool Kits strategies across all content areas. - The district will increase the utilization of classroom learning labs to support best reading instruction practices across all content areas. 	Implementation	Tier 1	Implement	08/29/2016	06/09/2017	\$0	Classroom and resource room teachers, with the support of building administrator and reading specialist.