Canton Public Schools

Cherry Brook Primary School

Continuous Improvement Plan 2024 - 2025

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Canton Public Schools

Vision of a Graduate

Vision of the Canton Public School Graduate

CREATIVE THINKER
I can
- Demonstrate curiosity and interest
- Generate and explore innovative ideas and solutions
- Take chances with the possibility of failure
- Respond to outcomes with adaptability and resilience

COMMUNICATOR
I can
- Seek opportunities to share with those with different perspectives
- Listen, speak, and write respectfully with my audience in mind
- Choose appropriate methods of communication
- Utilize a variety of media

COLLABORATOR
I can
- Contribute my ideas toward a common goal
- Promote discussion and respond in ways that lead to positive outcomes
- Listen to and consider different perspectives
- Adapt and compromise with others

CRITICAL THINKER
I can
- Examine existing assumptions or beliefs
- Identify and define problems or tasks
- Develop open-ended questions to drive learning
- Seek and evaluate information from a variety of viewpoints or sources
- Synthesize information in order to draw conclusions
- Determine strengths and challenges through self-reflection and feedback

COMPASSIONATE CITIZEN
I can
- Be kind
- Empathize with the needs of others
- Act with integrity
- Understand the local, national, and global impact of my actions
- Contribute my time, talents, knowledge and resources to benefit others
- Take ownership of my academic, civic, and social responsibilities

CBPS Continuous Improvement Plan 2024-2025

Board Goal #1: Student Growth and Achievement
Improve student achievement through rigorous, supportive instruction to ensure students are college and career ready.

ELA

School Goal: Cherry Brook Primary School students will engage in ELA curriculum that is rigorous and relevant to their needs and will demonstrate academic growth and achieve levels of proficiency or higher on benchmark assessments.

Achievement Goal: Increase the *Dynamic Indicators of Basic Literacy Skills* (DIBELS) composite scores in grades k-3 from the fall '24 to spring '25.

- **CBPS Goal 1.1:** 100% of the students who met the fall '24 DIBELS benchmark composite score will be at their prospective grade level's benchmark composite score by May '25.
- **CBPS Goal 1.2:** Of the 167 k-3 students who did not meet the fall '24 DIBELS composite benchmark score for their prospective grade level 85% of these students will have made growth by at least one proficiency band by May '25.

ELA Standard: All CBPS students will be able to read and comprehend complex literary texts and informational texts independently and proficiently.
CCSS.ELA-LITERACY.CCRA.R.10

Action Steps	Person(s) Responsible	Timeline	Resources/Finances	Evidence/Measurements
1. Continue collaborative partnership with the Science of Reading (SOR) Affinity group.	Principal, Literacy Consultants, Literacy Team, SOR Mentors, Central Office	Sept. - June	Time, Science of Reading tools/resources, progress monitoring data (DIBELs)	Number of meetings attended, resources, progress monitoring data.
2. Continue with SOR district site visits and collaboration.	Principal, Literacy Consultants, Central Office, Literacy Team	Sept. - June	SOR Resources, allotted time, team meetings	Site visits and utilizing SOR resources.
3. Utilize Science of Reading resources and implement strategies.	Principal, Literacy Consultants, Certified Teachers, Reading Tutors	Sept. - June	SOR Resources, allotted time, team meetings	Utilization of SOR resources.
4. Launch new state approved ELA curriculum (Benchmark Advance).	Principal, Literacy Consultants, Certified Teachers (k-3 pilot), Reading Tutors	Jan. - June	Funding (GF, Grants) curriculum resources, allotted time, team meetings	Curriculum implementation (checklist/calendars), feedback, student achievement data.
5. Partner with The Hill For Literacy and Benchmark Advance to support ELA curriculum launch.	Principal, Central Office, Literacy Consultants, Certified Staff, Reading Tutors	Sept. - June	Allotted time, team meetings	Number of meetings, resources, student achievement data.

6. Engage in professional learning on High Quality Instruction (HQI) and implement & utilize HQI resources.	Principal, Coordinators, Certified & Non-Certified Staff	Sept. - June	HQI Resources, allotted time, consultation meetings with EdAdvance	Utilization of HQI resources, student achievement data.

7. Literacy development practices:
   a. Literacy consultant(s) coaching cycles with certified teachers related to Heggerty (K-1), Fundations (K-3)
      i. Focuses: curriculum planning, implementation (lessons, small group instruction)
   b. Literacy consultants coaching and mentoring of literacy tutors
	Literacy Consultants, Literacy Tutors	Sept. - June	Heggerty & Fundations resources, allotted team time, team meetings, schedule	Number of coaching cycles

8. Data analysis practices:
   a. Implementation of the Datawise Process to support the administration and planning of:
      i. DIBELS (K-3)
      ii. Fundations (K-3)
      iii. Heggerty (K-1)
   b. Analyze and interpret building-based literacy data related to Heggerty (k-1), Fundations (k-3), DRA (k-3)
   c. Analyze and interpret DIBELS data specifically:
      ● Kindergarten: LNF, PSF
      ● First Grade: NWF, WRF, ORF
      ● Second Grade: ORF, MAZE
      ● Third Grade: ORF, MAZE
	Principal, Teachers (General Ed. & SPED), Literacy Consultants, Tutors, Paras	Sept. - June	Heggerty & Fundations resources, allotted team time, team meetings, schedule
			
			DIBELS, Fundations, and Heggerty administration tools, progress monitoring tools, allotted team time, team meetings, schedule
				Student achievement data.

9. Implementation Universal Screeners to Measure Student Achievement Growth.	Curriculum Coordinators, Teachers (General Ed. & SPED), Literacy Tutors, Para	Sept., Jan., May	Allotted time to administer and review achievement growth. DIBELS & STAR administration tools, allotted time, team time, schedule	Administration Schedule, Student achievement data.

10. Implementation of SBAC Grade 3 IABs	Curriculum Coordinators, 3rd Grade Teachers (General Ed. & SPED)	Sept. - June	IAB administration tools, allotted time, team time, schedule of IABs	Administration Schedule, Student achievement data. **Fall 2023 DIBELS Proficiency Levels:** ● K: 50% at goal ● 1st: 65% at goal ● 2nd: 52% at goal ● 3rd: 75% at goal **Spring 2024 DIBELS Proficiency Levels:** ● K: 81% at goal ● 1st: 80% at goal ● 2nd: 70% at goal ● 3rd: 81% at goal **Fall 2024 DIBELS Proficiency Levels:** ● K: 61% at goal Letter Naming ● K: 88% at goal Phoneme Segmentation ● 1st: 60% at goal ● 2nd: 63% at goal ● 3rd: 58% at goal **2024 Smarter Balance Assessment (SBA) Overview/Results** **ELA:** 51% of grade 3 students scored either a L3 or L4 on the 2024 ELA SBAC Assessment. An increase from 49% in 2023.

Board Goal #1: Student Growth and Achievement
Improve student achievement through rigorous, supportive instruction to ensure students are college and career ready.
Math

School Goal: Cherry Brook Primary School students will engage in a Math curriculum that is rigorous and relevant to their needs and will demonstrate academic growth and achieve levels of proficiency or higher on benchmark assessments.

Achievement Goal 1.1: Increase *STAR Math* scaled scores in grades 2 & 3 from the fall '24 to spring '25.

- **CBPS Goal 1.1a:** 100% of the grade 2 & 3 students who scored in the *At/Above* band on the Fall 2024 STAR Math Universal Screener will be in the *At/Above* band in on the May 2025 STAR Math Universal Screener.
- **CBPS Goal 1.1b:** 85% of the 95 grade 2 & 3 students not in the *At/Above* band on the Fall 2024 STAR Math Universal Screen will demonstrate at least one year's worth of growth relative to their STAR Grade Equivalent (GE) score by May 2025.

Achievement Goal 1.2: Students in grades K & 1 will demonstrate growth on the Universal Screener for Number Sense (USNS) by May 2025.

- **CBPS Goal 1.2a:** 85% of students in kindergarten will score in the proficient band relative to standard K.C.C. (Counting and Cardinality) on the Spring 2025 USNS.
- **CBPS Goal 1.2b:** 85% of students in kindergarten will score in the proficient band relative to standard K.OA.A (Operations and Algebraic Thinking) on the Spring 2025

USNS.
- **CBPS Goal 1.2.c:** 80% of students in first grade will score in the proficient band relative to standard 1.NBT (Numbers & Base Ten) on the Spring 2025 USNS.
- **CBPS Goal 1.2.d:** 90% of students in first grade will score in the proficient band relative to standard 1.OA (Operations and Algebraic Thinking) on the Spring 2025 USNS.

Math Standard: Make sense of problems and persevere in solving them. **CCSS.MATH.PRACTICE.MP1**

Action Steps	Person(s) Responsible	Timeline	Resources/Finances	Evidence/Measurements
1. Engage in professional learning on High Quality Instruction (HQI) and implement & utilize HQI resources.	Principal, Teachers (General Ed. & SPED), Coaches, Tutors, Paras	Sept. - June	HQI Resources, allotted time, consultation meetings with EdAdvance	Number of meetings & Utilizing HQI resources
2. Math consultant coaching cycles with certified teachers related to math curriculum: a. Focuses: curriculum planning, implementation (lessons, small group instruction, number corner) ○ Coaching Targets ■ **Kindergarten:** Mental Math, counting & # ID, subitizing ■ **Grade 1:** Vocabulary, Number Corner, counting, equal sign, mental math within 20 (+/-), Fluency, subitizing, problem solving ■ **Grade 2:** Vocabulary,Fluency, Problem Solving ■ **Grade 3:** Vocabulary, IABs, problem solving, BTC work	Principal, Coordinators, Certified & Non-Certified Staff (tutors)	Sept. - June	Bridges Math resources, allotted team time, team meetings, schedule	Number of coaching cycles & team meetings
b. Math consultant coaching and mentoring of math tutors	Math Consultant, math tutors	Sept. - June	Bridges Math resources, allotted team time, team meetings, schedule	Number of coaching cycles & team meetings
3. Data analysis practices: a. Implementation of the Datawise Process to support the administration and planning of: i. USNS ii. STAR Math iii. Bridges Assessments	Principal, Teachers (General Ed. & SPED), Math Consultant, Tutor	Sept. - June	USNS, STAR, Bridges, IAB administration tools, progress monitoring tools, allotted team time, team meetings, schedule	Team Meetings

				Universal Screener for Number Sense:
iv. IABs (grade 3 only)				**Kindergarten:** ● Fall 2023: 70% Proficient ● Fall 2024: 61% Proficient
b. Analyze and interpret building-based math data related to USNS/Bridges (k-1), STAR Math/Bridges (2-3), SBAC IABs (3)				
c. Analyze and interpret the following Math CCSS specifically: ● Kindergarten: K.CC, K.NBT ● First Grade: 1.OA, 1.NBT	Principal, Teachers (General Ed. & SPED), Math Consultant, Tutor	Sept. - June	Data meetings, team meetings, allotted time, schedule	**First Grade:** ● Fall 2023: 56% Proficient ● Fall 2024: 76% Proficient **2023/2024 STAR Math Screening Overview:**
4. Analyze and interpret USNS/STAR Math data specific to: ○ USNS (K - 1) ○ STAR Math (2 -3)	Math Consultant, Teachers (General Ed. & SPED), Math Tutors, Para	Sept., Jan., May	USNS & STAR administration tools, allotted time, team time, schedule	**Grade 2 (Fall 2023):** ~ 12% Level 4 ~ 22% Level 3 ● 34% At/Above ~ 38% Level 2 ~ 28% Level 1 ● 67% Below
5. Implementation of USNS and STAR Assessments.	Math Consultant, Teachers (General Ed. & SPED), Math Tutors, Para	Sept., Jan., May	USNS & STAR administration tools, allotted time, team time, schedule	**Grade 2 (Fall 2024):** ~ 26% Level 4 ~ 26% Level 3 ● 52% At/Above ~ 21% Level 2 ~ 27% Level 1 ● 48% Below
6. Implementation of SBAC Grade 3 IABs	Math Consultants, 3rd Grade Teachers (General Ed. & SPED)	Sept. - June	IAB administration tools, allotted time, team time, schedule of IABs	**Grade 3 (Fall 2023):** ~ 21% Level 4 ~ 34% Level 3 ● 55% At/Above ~ 24% Level 2 ~ 20% Level 1 ● 44% Below **Grade 3 (Fall 2024):** ~ 24% Level 4 ~ 25% Level 3 ● 49% At/Above ~ 27% Level 2 ~ 26% Level 1 ● 53% Below

				2024 Smarter Balance Assessment (SBA) Overview/Results **Math:** 67% of grade 3 students scored either a L3 or L4 on the 2024 Math SBAC Assessment. An increase from 55% in 2023.
Strategies: ● Building based team meetings structured and focused on: curriculum, data and instructional strategies.	Principal, Teachers, coaches, tutors	Sept. - June	Team meeting schedule, agenda, data resources	Schedule and progress notes.
● Work with the Child Study and Student Intervention Team to create student goal support for students with a Tier II,III goal.	Principal, Teachers, coaches, tutors	Sept. - June	Team meeting schedule, agenda, intervention support, intervention materials/tools	Student review meetings, progress notes
● Monitor student achievement data using a variety of assessments (screener/diagnostic, informal, formal, observational).	Teachers, coaches	Sept. - June	Team meeting schedule	Student review meetings
● Professional development and coaching cycles	Principal, Teachers, coaches	Sept. - June	Meeting time with teachers	Coaching agendas/notes
● Provide tutors/paras with time to deepen instructional repertoire to support students receiving Tier II/Tier III or individualized support	Principal, General/SPED Teachers, Tutors, Paras	Sept. - June	Meeting time with coaches/teachers	Schedule, progress notes, student review meetings
● Share and create student exemplars and examples when looking at grade level expectations.	Grade level teams	Grade Level Meetings	Time	Notes/artifacts
● Use the current benchmark assessments to analyze areas of growth for the grade level and individual classrooms.	Coaches, Grade level teams	Grade Level Meetings	Time	Forefront, STAR, LinkIt Reports
● Create grade level goals based on current data.	Coaches, Grade level teams	Ongoing	Time	Grade level notes
● Faculty time dedicated to data discussions and sharing best practices.	Principal	Monthly	Time	Staff feedback, grade level notes
● Continue to build instruction capacity focused on SOR, Fundations, Heggerty, & Bridges Math	Literacy Consultant, Coaches, Teachers, Principal	Professional Development Schedule	Literacy Consultant, ELA & Math Coaches and guidance	SOR, PD, Workshops

● Continue implementation of play-based initiative k-1 　○ Building-based PD 　○ Provide authentic learning activities	Library Media Specialist, Math Coach, K-1 Teachers, Principal	Professional Development Schedule	Time, play-based learning resources	Workshops, PD

Board Goal #2: Partnerships and Community Engagement
Enhance communication pathways for students, staff, and the community in order to build responsive, supportive connections for all.

School Goal: Cherry Brook Primary School will develop and foster a communication plan to engage families and stakeholders for the purpose of gathering input, providing information, and increasing transparency which will cultivate and support student learning.

Achievement Goal: Maintain and increase favorable ratings (year over year) based on Cherry Brook/CPS survey data. (I.E., Panorama)

- **CBPS Goal 1.1a: Greater than 90%** of survey data related to partnerships and community engagement in the favorable rating band.

Action Steps	Person(s) Responsible	Timeline	Resources/Finances	Evidence/Measurements
1. Events hosted throughout the school year	Principal, Teachers	Sept.-June	Scheduled Events, Time, Location, Funds	Attendance to events, parent/staff feedback
2. Focused Principal Coffee Hours: topics focused around school-based needs, attendance, curriculum, and social-emotional learning, coordinators	Principal	Sept.-June	Scheduled Events	Attendance to events, parent feedback
3. Maintain and continue formal and informal communication between home and school focused on academics, social/emotional well being and classroom/school community (I.E. CBPS Gazette, Weekly Classroom Newsletter/Update)	Principal, Teachers	Sept.-June	Various communication platforms	Teacher communication (email, classroom newsletters, conference sign-up)
4. Work with the school leadership team and specialists to plan and schedule in-school-based events (I Wonder Night, Math Night, Art Show, Music Events, etc…)	Principal, Teachers	Sept.-June	Meeting times, location, time, funds	Staff/parent feedback, surveys, Panorama Survey
5. Work with grade level leaders and teams to continue to think about building opportunities to engage parents within the school building. (Students run math night, writing, science, etc…)	Principal, Teachers, Parents. Students	Sept.-June	Meeting times	Teams pick an opportunity or night to host a student run event.
6. Continue to collaborate and support the Cherry Brook Parent Teacher Organization (PTO)	Principal, Teachers, PTO	Sept.-June	Meeting times	PTO Events, staff/parent feedback
7. Visitations to local preschools and daycares (kindergarten transition)	Principal, Kinder team leader, PPS Staff	April - June	Time, schedule, communication	Number of site visits
8. Collaboration with CREC and Open Choice Liaison	Principal, CREC Liaison and Open Choice Liaison	Sept.-June	Meeting times	Meetings

CBPS Continuous Improvement Plan 2024-2025

Board Goal #3: Financial Sustainability and Efficient Operations
Maintain a strong financial management structure to ensure financial sustainability to maximize financial resources available.

School Goal: Cherry Brook Primary School will adopt and maintain a long-term sustainable financial budget and operations process which aligns to building and district level goals while addressing and supporting the needs of students, staff, and families.

Achievement Goal: Submission of the 2024-2025 school-based budget will not require significant (greater than 5-10% reductions).

Action Steps	Person(s) Responsible	Timeline	Resources/Finances	Evidence/Measurements
1. Work with all stakeholders within Canton Public Schools to ensure a budget that reflects and supports the needs of CBPS.	Principal, Coaches, Teachers, PPS Dept., Custodial	2024-2025 school year	Time	Submission of 24/25 school-based budget
2. Work with all stakeholders within Canton Public Schools to adopt a financial management process that will foster long-term financial sustainability.	Principal, Coaches, Teachers, PPS Dept., Custodial, District Colleagues	2024-2025 school year	Time, Protocols, Meeting Agendas, Survey	Submission of 24/25 school-based budget, checklist of wants/needs
3. Monitor enrollment and class sizes to ensure appropriate learning environments and staffing.	Principal	2024-2025 school year	Current enrollment data and longitudinal projections	Observation of appropriate class size and needs
4. Maintain open communication with grade level leaders, teachers (Gen.&SPED), specialists, coaches, non-certified staff (paras, secretaries, etc…), building and grounds dept. and district level colleagues to ensure a supportive learning environment for students.	Principal, Coaches, Teachers	2024-2025 school year	Time, meeting schedule, checklist of needs/wants	Summary of meeting notes, list of needs/wants, accomplishments
5. Continue to review and analyze student achievement data to ensure adequate resources and support are in place.	Principal, Coaches, Teachers, Tutors	Ongoing (Fall, Winter, Spring)	Formative Data, Summative Data, Universal Screening Data, Intervention Data, Forefront Reports	Data Reports ● Formative ● Summative ● Universal Screener ● Benchmark ● Intervention Data ● Intervention Caseload ● Student Intervention Data
6. Study and create a long-term plan for flexible classroom environments conducive to learning. (Space meetings) (Modular)	Principal, Central Office, Town Office	Ongoing	Funding, Time, Meeting Schedule	Completion project

7. Work with the Superintendent of Building and Grounds and the business office to maintain a five year plan of Capital Improvements and other necessary building improvements.	Principal, Central Office, Town Office	Ongoing	Funding, Time	Completion of projects
8. Collaboration with Head Custodian	Principal, Head Custodian	Ongoing	Meeting time	Meetings and project completion

Board Goal #4: Learning Environment and Belonging
Foster a safe and positive learning environment in which students and adults engage in order to develop compassionate, resilient citizens of a local and global world.

School Goal: Cherry Brook Primary School will establish and maintain a process where all staff and students will be connected and engage in learning opportunities which will foster and support the social and emotional needs of students and staff.

Achievement Goal: As compared to the 2022-2023 school year there will be a decrease in student IRF forms and disciplinary actions.

- CBPS Goal 1.1a: The amount of student IRF forms for the 23-24 school year will be less than prior school year.
- CBPS Goal 1.1b: The amount of staff incident reports for the 23-24 school year will be less than prior school year.

School Climate Standard 1: The school community has a shared vision and plan for promoting, enhancing and sustaining a positive school climate.

Action Steps	Person(s) Responsible	Timeline	Resources/Finances	Evidence/Measurements
1. Continue to refine PBIS practices	Principal, Committee Members,Teachers	Ongoing	Time	Schedule of meeting times, professional development, school activities
2. Provide all staff with ongoing professional learning opportunities which focus on student social and emotional well-being with a focus on learning environment, belonging and SEL practices.	Social Workers, School Psychologist,	Ongoing	Time, Access to training opportunities, SEL Curriculum	Checklist of staff who've completed training
3. All students and staff will actively participate in SEL curriculum implemented by the CBPS School Social Worker Team.	Principal, Teachers, SIT Team, CBPS Social Workers	Ongoing	Time, SEL Curriculum	Number of SEL lessons completed by CBPS Social Worker Team
4. Continue development and training of certified staff with the implementation of DESSA.	Principal, PPS Dept. Assistant Superintendent Director of PPS Director of Family Engagement	Ongoing	Time	Completion of training
5. Continue development of CBPS culture/climate team.	Principals, staff	Ongoing	Time, surveys	Dedicated time for the committee to meet with agenda, next steps, goals completed, student and staff referrals (decrease)

6. Create opportunities of recognition for celebrations and success	Principal, staff, central office, board of education	Ongoing	Time, schedule events	Number of recognitions (student/staff)

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Board Goal #5: Embracing Equity
Strive to create an inclusive and culturally responsive learning environment that celebrates diversity, fosters a sense of belonging, and prepares students for a global society.
School Goal: Cherry Brook Primary School will recognize and celebrate our unique identities by creating a welcoming culture and inclusive environment that reflects and supports diversity of the student, staff, and community population.

Action Steps	Person(s) Responsible	Timeline	Resources/Finances	Evidence/Measurements
1. Reestablishing CBPS Equity Team and collaboration with district equity team members.	Principal, past equity team members, new volunteer members	Ongoing	Monthly Meetings	Schedule of meeting times, PD, Activities for Staff
2. Implement High Quality Instruction strategies to support equitable practices.	Principal, staff	Ongoing	Meeting time	Schedule of meeting times, PD, Activities for Staff
3. Continued collaboration with Open Choice Liaison	Principal, Liaison	Ongoing	Meeting time	Meetings
4. Analyze subgroup data through the equity lens (meet with director of PPS)	Principal, CBPS Equity Team	Ongoing	Meeting time	Activities, projects to support equity
5. Recognize and bring awareness to staff and students about being kind, being safe and being responsible to all.	Principal, staff, students	Ongoing	Time, accolades	Accolades/announcements

CBPS Continuous Improvement Plan 2024-2025

Board Goal #6: Workforce Development
Continuously invest in the development of a skilled staff through hiring, retention, and development in order to promote continuous growth.

School Goal: Cherry Brook Primary School will actively provide meaningful professional learning opportunities that will foster our recruitment practices, develop our employees, and retain employees to support continuous improvement.

Action Steps	Person(s) Responsible	Timeline	Resources/Finances	Evidence/Measurements
1. Hire both certified and non-certified staff so vacancies are filled.	Principal, Central Office	Ongoing	Time, Funding	Fully staffed building with no vacancies
2. Training staff to visit, screen, and support transition from PK/Daycares to Kindergarten.	Principal, Central Office	Ongoing	Time	Fully staffed building with no resignations
3. Retain both certified and non-certified staff.	Central Office, Principal, Coaches, Team Leaders	Ongoing	Time	Development of a professional learning plan, survey (feedback on targets/topics)
4. Create and implement a collaborative series of professional development opportunities for **all** staff (certified and non-certified) connected to High Quality Instruction.	Principal, Central Office, Consultants	Ongoing	Time	Workshops
5. Non-certified staff will build their repertoire of skills around supporting individual student needs (Quantum).	Principal, PPS Office, non-certified staff, Quantum staff	Ongoing	Time	Workshops