



Navigating Our Course At A Glance

Student Success

School Goal 1: In the Area of ELA Foundational Skills, Cannan will increase the number of students meeting grade level expectations by 10% in both QSI and ORF in grades 1-5. In the area of Math, 65% of Cannan students will meet their typical growth as measured by iReady diagnostic assessment. In the area of language, overall proficiency for EL students with current scores between 1-2.9 will increase by 1 point as determined by ACCESS data. EL students with a current score of 3 and above will increase by .5 points as determined by ACCESS data.

Improvement Strategies	Intended Outcomes	Status Check 1 Status	Status Check 2 Status
Targeted Interventions based on student needs.	Students will receive targeted instruction for at least 30 minutes daily during Cannan's Intervention/ Enrichment block.	11/21/23 Strong	2/8/24 Strong
Teachers will address the 4 Critical questions during PLC for reading and math.	Incorporating data driven instruction will increase student achievement school wide as measured by formative and summative assessments.	11/21/23 Strong	2/8/24 Strong

Adult Learning Culture

School Goal 2: Teachers will become more learner responsive by engaging in productive PLC conversations, co-teaching opportunities, analyzing data, reflecting and goal setting meetings. Teacher capacity & confidence for addressing students' needs will increase by 30 percentage points as measured by the Academic Opportunity section of the TNPT Insight survey.

Improvement Strategies	Intended Outcomes	Status Check 1 Status	Status Check 2 Status
Teachers will work collaboratively to solve the 4 Critical PLC Questions at their PLCS in order to plan instruction and support each other. 1 piece of student data to analyze collaboratively.	Using PLC guidance documents, teachers will analyze student data to plan, prepare, and review best instructional practices.	11/21/23 Strong	2/8/24 Strong



Teachers will implement a school-wide monthly language strategy that was modeled and practiced during Professional Development sessions.	Students will be able to participate in lessons using language strategies to build their proficiency in all four language domains (Speaking, Listening, Reading, and Writing).	11/21/23 Strong	2/8/24 Strong
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Connectedness

School Goal 3: Increase student capacity to manage emotions and make responsible decisions by implementing the Work Hard, Play Hard initiative. Students earning participation in the monthly Play Hard events will progressively increase throughout the school year. Growth will be measured by our Work Hard/Play Hard tracking system.

Improvement Strategies	Intended Outcomes	Status Check 1 Status	Status Check 2 Status
Build and reinforce classroom criteria to earn participation in the monthly Play Hard events.	Teachers and students will agree upon classroom criteria which must be met by students to participate in our monthly Work Hard Play Hard events.	11/21/23 Strong	2/8/24 Strong
Build teacher and student capacity in supporting students with responsible decision making and managing emotions through Sanford Harmony and Pure Edge curriculum.	Students will engage in weekly SEL lessons to build their capacity in responsible decision making and managing emotions.	11/21/23 Strong	2/8/24 At Risk
Administration will support teacher learning through feedback given during Learning Walks. Counselor will continue to support classroom emotions through guidance lessons.	Students will engage in bi-weekly guidance lessons led by the counselor and administration will provide feedback on SEL strategies used during learning walks.	11/21/23 Strong	2/8/24 Strong

Status Check 1

Student Success

School Goal 1: In the area of ELA Foundational skills, Cannan will increase the number of students meeting grade level expectations by 10% in both QSI and ORF in grades 1-5. In the area of Math, 65% of Cannan students will meet their typical growth as measured by iReady diagnostic assessments. In the area of language, overall proficiency for EL students with current scores between 1-2.9 will increase by 1 point as determined by ACCESS data. EL students with a



current score of 3 and above will increase by .5 points as determined by ACCESS data.		
Improvement Strategies	Intended Outcomes	Status Check 1 Status
Targeted Interventions based on student needs.	Students will receive targeted instruction for at least 30 minutes daily during Cannan's Intervention/ Enrichment block.	11/21/23 Strong
Teachers will address the 4 Critical questions during PLC for reading and math.	Incorporating data driven instruction will increase student achievement school wide as measured by formative and summative assessments.	11/21/23 Strong
Lessons Learned (Now)		
Strategy 1: Interventions occur daily in all grade levels and intervention logs are used to document progress.		
Strategy 2: Teachers are consistently meeting weekly in their grade level teams to collaborate and follow the PLC process for ELA and Math.		
Next Steps:		
Strategy 1: Interventions are running smoothly. Continue to monitor and address any scheduling needs.		
Strategy 2: Continue to use the PLC guidance documents to support lesson planning. Create a common assessment agenda to provide more focus during weekly grade level PLC meetings.		
Need:		
Strategy 1: Review intervention plan and logs during PLC every 6 weeks to review data and support teachers with making adjustments as needed.		
Strategy 2: Incorporate the common assessment agenda when complete.		



Adult Learning Culture

School Goal 2: Teachers will become more learner responsive by engaging in productive PLC conversations, co-teaching opportunities, analyzing data, reflecting and goal setting meetings. Teacher capacity & confidence for addressing students' needs will increase by 30 percentage points as measured by the Academic Opportunity section of the TNPT Insight survey.

Improvement Strategies	Intended Outcomes	Status Check 1 Status
Teachers will work collaboratively to solve the 4 Critical PLC Questions at their PLCS in order to plan instruction and support each other. 1 piece of student data to analyze collaboratively.	Using PLC guidance documents, teachers will analyze student data to plan, prepare, and review best instructional practices.	11/21/23 Strong
Teachers will implement a school-wide monthly language strategy that was modeled and practiced during Professional Development sessions.	Students will be able to participate in lessons using language strategies to build their proficiency in all four language domains (Speaking, Listening, Reading, and Writing).	11/21/23 Strong

Lessons Learned (Now)

Strategy 1: Teachers are bringing student data/common assessments to their weekly meetings and are having productive conversations on student progress.

Strategy 2: ELlevation/GLAD strategies are shared school wide monthly and used in the classroom to support Tier 1 instruction.

Next Steps:

Strategy 1: Administration will continue to monitor and support teachers during the PLC process.

Strategy 2: Administration will continue to encourage and support the implementation of these strategies through our Learning Walk feedback protocol.

Need:



Strategy 1: Ensure teachers have a quarterly focus and know what piece of data should be brought to each PLC.

Strategy 2: More time is needed for teachers to share their experiences and results using the ELlevation/GLAD strategies with other grade level teams.

Connectedness

School Goal 3: Increase student capacity to manage emotions and make responsible decisions by implementing the Work Hard, Play Hard initiative. Students earning participation in the monthly Play Hard events will progressively increase throughout the school year. Growth will be measured by our Work Hard/Play Hard tracking system.

Improvement Strategies	Intended Outcomes	Status Check 1 Status
Build and reinforce classroom criteria to earn participation in the monthly Play Hard events.	Teachers and students will agree upon classroom criteria which must be met by students to participate in our monthly Work Hard Play Hard events.	11/21/23 Strong
Build teacher and student capacity in supporting students with responsible decision making and managing emotions through Sanford Harmony and Pure Edge curriculum.	Students will engage in weekly SEL lessons to build their capacity in responsible decision making and managing emotions.	11/21/23 Strong
Administration will support teacher learning through feedback given during Learning Walks. Counselor will continue to support classroom emotions through guidance lessons.	Students will engage in bi-weekly guidance lessons led by the counselor and administration will provide feedback on SEL strategies used during learning walks.	11/21/23 Strong

Lessons Learned (Now)

Strategy 1: Students and teachers have agreed upon classroom and school criteria which must be met for students to attend our Work Hard, Play Hard events.

Strategy 2: Every teacher has been provided the Sandford Harmony curriculum.



Strategy 3: Systems are in place for when and how teachers receive Learning Walk feedback. Our counselor provides bi-weekly guidance lessons to all grade levels.

Next Steps:

Strategy 1: Administration will continue to collect data on how many students are attending our monthly Work Hard, Play Hard events.

Strategy 2: Administration will continue to monitor the use of Sanford Harmony and pure edge curriculum.

Strategy 3: Administration will continue to monitor the Learning Walk process and ensure teachers are receiving feedback in a timely manner. Continue the use of a pacing guide for guidance lessons.

Need:

Strategy 1: Some students may have trouble meeting the Work Hard, Play Hard criteria each month and may need additional supports to be successful.

Strategy 2: Teachers need support in implementing the Sanford Harmony and Pure Edge curriculum on a regular basis.

Strategy 3: Find a way to determine if feedback from learning walks is being used in classrooms. Share guidance lesson pacing guide with teachers so they can better support students in the classroom.

Status Check 2

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Improvement Strategies	Intended Outcomes	Status Check 2 Status
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Teachers will address the 4 Critical questions during PLC for reading and math.	Incorporating data driven instruction will increase student achievement school wide as measured by formative and summative assessments.	2/8/24 Strong
Lessons Learned (Now)		
<p>Strategy 1: Students and teachers have agreed upon classroom and school criteria which must be met for students to attend our Work Hard, Play Hard events.</p> <p>Strategy 2: Every teacher has been provided the Sandford Harmony curriculum.</p> <p>Strategy 3: Systems are in place for when and how teachers receive Learning Walk feedback. Our counselor provides bi-weekly guidance lessons to all grade levels.</p>		
Next Steps:		
<p>Strategy 1: Interventions are running smoothly. Continue to monitor and address any scheduling needs.</p> <p>Strategy 2: Continue to use the PLC guidance documents to support lesson planning. Create a common assessment agenda to provide more focus during weekly grade level PLC meetings.</p>		
Need:		
<p>Strategy 1: Review intervention plan and logs during PLC every 6 weeks to review data and support teachers with making adjustments as needed.</p> <p>Strategy 2: Incorporate the common assessment agenda when complete.</p>		



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