

Canon-McMillan SD

District Level Plan

07/01/2015 - 06/30/2018

District Profile

Demographics

1 N Jefferson Ave
Canonsburg, PA 15317
(724)746-2940
Superintendent: Michael Daniels
Director of Special Education: Rebecca Meyers

Planning Process

The Canon-McMillan School District will begin the comprehensive planning process in August 2013. Each of our eleven schools will complete a needs assessment that includes data and system analysis. The 2013-2014 school level improvement plans will follow the SLP model within the online tool for comprehensive planning. In addition we will gather district wide information and data. Draft examples of the district profile and core foundations will be entered in November & December of 2013. This information will be reviewed and edited by the comprehensive planning committee.

The comprehensive planning committee will be made up of individuals from the community, parents, district level administration, school level administration and staff members. The committee will begin meeting in February 2014. The committee will review and revise the district profile, school level accomplishments and challenges, identify patterns, and prioritize district level concerns.

The committee will identify root causes for the identified challenges. The priority challenges will have draft goals developed. A team of district administrators will be assembled. This committee will serve as our steering committee, taking the work of the larger comprehensive planning committee and finalizing one to three goals for the district.

The action plan process will articulate our goals. These desired long-range conditions will be supported by a host of district and school level strategies. We understand the selection of strategies relative to our strengths and weaknesses is strategic and achievement targets must be considered.

Overall, this process encompasses a coordinated planning system that will make the boundaries between all State mandated plans transparent. In this manner, the future will hopefully hold the goals of Chapter 4, Teacher Induction, Student Services, Professional Development, Educational Technology Planning and Special Education Planning as a seamless integration of effort, vision and goals.

Mission Statement

The mission of the Canon-McMillan School District, in partnership with the community, is to teach, to challenge, to motivate, and to support all students to maximize their full individual potential.

Vision Statement

The vision of the Canon-McMillan School District is to graduate all students with effective collaboration skills, the knowledge to utilize resources, and a passion for lifelong learning which are imperative for success in an emerging global society.

Shared Values

The following shared values illustrate the philosophies and practices of the Canon-McMillan School District:

“We believe

- in providing progressive, collaborative, and comprehensive student-centered learning experiences.”
- the continuation of rigorous and relevant standards-based curricula, will increase student achievement.”
- the integration of data-informed expectations, decisions and applications will increase student achievement.”
- in the development of active, ethical, and compassionate citizens of strong character.”
- in community engagement, integration, and the sharing of resources in an effort to achieve high levels of student performance in school and beyond.”
- in partnering with the community to support all students in reaching their full potential.”
- in fostering an environment that encourages creative and critical thinking.”
- all students should utilize their resources and experiences to maximize their educational experience.”
- our schools must prepare our students for college and careers.”
- in ensuring the safety of our staff and students.”
- in challenging students to maximize their full potential.”

Educational Community

The Canon-McMillan School District includes Canonsburg Borough, Cecil Township and North Strabane Township. The district is diverse, covering 57 square miles of urban, suburban and rural areas. Several areas within the district have been identified as one of the fastest growing in the state. Since 2004 district enrollment has increased by over 800 students. With an upward trending enrollment of over 5000 students, the district currently educates its students in seven elementary schools housing grades K-4; two intermediate schools with grades 5-6; a middle school with grades 7-8 and a high school with grades 9-12. The district is served by approximately 580 faculty, staff and administrators. The enrollment increase has impacted our class sizes and available classrooms in several schools.

All 328 teachers employed in the district were considered highly qualified in 2013 and have an average of 13 years experience. Parent organizations are an active part of the district, providing special programs and support for the students.

Students have access to a number of advanced placement courses offered at our high school. In all, 17 courses are currently available with plans to expand. Eligible students in grades 7-8 participate in advanced Language Arts and Math courses. In grades K-6 identified gifted and talented students are serviced in a pull out program 1 time a week. The district is also a member of the Western Area Career and Technical Center. They offer programs in mechanics, carpentry, culinary arts, cosmetology, electronics, health care, HVAC, masonry, mechatronics, welding, and more. Our district offers in house specialized programming for students with disabilities. We have autistic support, life skills, therapeutic emotional support, as well as inclusionary programming at all levels.

The District's 2012-2013 School Performance Profile included the following enrollment statistics:

- 23% Economically Disadvantaged
- 14% Special Education
- Less than 1% English Language Learners
- 10% Minority
- 4% Gifted
- .001% Homeless

The Canon-McMillan School District has a low dropout rate of .003%.

The development of Southpointe, a mixed residential and commercially zoned area within the district has not only attracted new industry and housing; it has allowed the district to form new partnerships. These partnerships provide financial support, job shadowing, and project based learning opportunities. Our

district is currently working with several companies with the hope to add additional ones in the near future. We have also forged a great relationship with our local emergency responders. We currently have partnerships with Canonsburg Borough, Cecil Township and North Strabane Township for daily police walkthroughs and a full time officer in our High School & Middle School.

Over the past decade lower taxes and the development of dozens of housing plans have contributed to our growth. Most recently the Marcellus Shale natural gas drilling boom has brought more people to our area. Because this industry is new to our region, it brought 75% of its workforce from outside the state. It has also had a positive economic impact on the region. The beneficiaries include land owners, manufacturers, suppliers, government, service businesses, employees, and others.

Our community has a rich history with strong connections to their cultural heritage. We are very proud of our successful alumni and sports teams. To honor those individuals and their contributions a Hall of Honor was created. Three new members are inducted annually by the living members of the hall.

Planning Committee

| Name | Role |
|------------------|---|
| Stefanie Ambrose | Elementary School Teacher - Regular Education |
| Amy Barbarino | Instructional Coach/Mentor Librarian |
| Melissa Bayne | Parent |
| Mark Bonus | Parent |
| Shelley Brose | Administrator |
| Makenzie Buhman | Elementary School Teacher - Regular Education |
| Scott Chambers | Administrator |
| Ellen Cicconi | Parent |
| Maureen Corwin | Business Representative |
| Allison Dagen | Parent |
| Michael Daniels | Administrator |
| Jennifer Davis | Parent |
| Crystal Deming | Community Representative |
| Diane Eannace | Parent |
| Lori Freeze | Secondary School Teacher - Regular Education |
| Beth Georgeou | Parent |
| Michael Hall | Community Representative |
| Matt Harding | Administrator |
| Sue Harouse | Parent |
| Justin Heckman | Instructional Technology Director/Specialist |

| | |
|-------------------|---|
| Maureen Helinski | Board Member |
| Kristi Hilbert | Parent |
| Janene Jost | Parent |
| Wendy Kelly | Middle School Teacher - Regular Education |
| Tiffany Kolarcik | Elementary School Teacher - Regular Education |
| Grace Lani | Student Curriculum Director/Specialist |
| Tammie Laur | Elementary School Teacher - Regular Education |
| Pete Lucas | Community Representative |
| Joni Mansmann | Administrator |
| Becky Meyers | Elementary School Teacher - Special Education |
| Lorien Moyer | Administrator |
| Jodi Newman | Parent |
| Wendy Plank | Parent |
| Susan Poore | Community Representative |
| Charlene Rinehart | Elementary School Teacher - Regular Education |
| Trisha Rone | Parent |
| Cindy Rose | Parent |
| Joel Ross | Business Representative |
| Karen Rubican | Ed Specialist - School Counselor |
| Paul Scarmazzi | Board Member |
| Sarah Shue | Elementary School Teacher - Special Education |
| Tracie Sohyda | Ed Specialist - School Counselor |
| Betsy Somerville | Special Education Director/Specialist |
| Thomas Theodore | Administrator |
| Michelle Tomicek | Administrator |
| Nina Unitas | Administrator |

District Level Plan

Action Plans

Goal #1: Establish a district system that fully ensures consistent implementation of standards aligned curricula across all schools for all students.

Related Challenges:

- Establish a district system that fully ensures staff members in every school use standards aligned assessments to monitor student achievement and adjust instructional practices.
- Establish a district system that fully ensures high quality curricular assets (e.g. model curricula, learning progressions, units, lesson plans, and content resources) aligned with state standards and fully accessible to teachers and students.

Indicators of Effectiveness:

Type: Annual

Data Source: Curriculum Guides

Specific Targets: Revise curriculum guides to support and align with the Pennsylvania Core Academic Standards & applicable National Standards.

Type: Interim

Data Source: Textbook Approval

Specific Targets: Content specific curriculum committees will review, pilot, and recommend materials and resources that support and align with the Pennsylvania Core Academic Standards. Approved National Standards will be used in the absence of PA Core.

Type: Annual

Data Source: Planned Instruction

Specific Targets: Review of weekly lesson plans.

Type: Annual

Data Source: State Assessments

Specific Targets: Analyze School and District Performance Profile

Strategies:

Curriculum Review

Description:

- Establish a CMSD annual curriculum review cycle that captures all content areas taught within the K-12 instructional program.
- Condense the cycle to conduct an interim review of priority areas.
- Utilize department leaders and curricular committees to review and revise curriculum guides.
- Recommend resources and materials to support revisions to the curriculum.

SAS Alignment: Standards, Assessment, Curriculum Framework, Instruction, Materials & Resources

Planning and Instruction

Description:

- Inservice and training for all new resources and materials
- Professional development on the four domains of Charlotte Danielson's Framework for Teaching
- Student Learning Objectives (SLO Model)

SAS Alignment: Instruction, Standards, Assessment, Materials & Resources

Student Achievement

Description:

- Review and revise common assessments in state tested content areas. (Benchmark Assessments)
- Analyze grade level and department assessment data to gauge the effectiveness of instructional practices.

- Analyze student assessment data to prescribe interventions and enrichment.

SAS Alignment: Assessment, Instruction

Implementation Steps:

Establish a new interim Curricular Review/Writing Cycle

Description:

To ensure alignment to new PA Core, an abbreviated curriculum review must be condensed into an abbreviated time period.

The curriculum review and alignment to new state standards will be conducted by the following departments:

- K - 12 Mathematics, K -12 English Language Arts, 7 - 12 Social Studies, K - 12 Music, K - 12 Library, Science - 9th grade Science, Business- 9th grade 21st Century Skills, K - 12 Guidance during 2014 - 2015
- Remaining K - 12 Science, K - 4 Social Studies, and Business courses, 5 - 12 Technology Education, 7 - 12 Family and Consumer Science during 2015 -2016
- K - 12 Art, 6 - 12 World Languages, K - 12 Health and Physical Education during 2016 -2017.

Evidence of Implementation:

- Abbreviated review completed by summer of each school year listed above
- Full curriculum guides will be developed at the end of each review process by teachers and aligned to state and applicable standards

Start Date: 6/16/2014 **End Date:** 8/31/2017

Program Area(s): Professional Education

Supported Strategies:

- Curriculum Review

Create a District Curriculum Committee

Description:

Engaging Department Chairs, teachers and K - 12 administrators in a curriculum committee will ensure a timely review of curriculum, allow educators to discuss and compare their department's curricular expectations, identify resources needed to support curricular goals, and ensure lessons are aligned to approved standards. This committee will collaborate to create the new district curriculum cycle set to be implemented after the interim process of curriculum review/writing has been accomplished.

Evidence of Implementation:

- Curriculum Committee Meetings
- Development of District Curriculum Cycle

Start Date: 4/30/2017 **End Date:** 8/1/2017

Program Area(s): Professional Education

Supported Strategies:

- Curriculum Review

Identify and secure standards aligned resources to support curriculum

Description:

Review of textbooks, supplemental materials and resources will be conducted by grade level and department and prioritization of needs will be identified.

Evidence of Implementation:

- Textbooks purchased, aligned to new state standards
- Resources aligned to curriculum and state standards incorporated into daily aligned lessons

Start Date: 6/1/2014 **End Date:** 6/30/2018

Program Area(s): Professional Education, Educational Technology

Supported Strategies:

- Curriculum Review
- Planning and Instruction

Provide Professional Development on newly acquired resources

Description:

Teachers will participate in training of new materials identified to supplement instruction, to include textbooks, online textbook interfaces.

Evidence of Implementation:

- 100% of teachers with new materials fully trained in use of new materials and aligned to new standards
- Teachers effectively utilizing new materials appropriately
- Lesson plans reflect implementation of new material
- Classroom observation of materials in practice

Start Date: 8/21/2014 **End Date:** 6/30/2018

Program Area(s): Professional Education, Teacher Induction, Special Education, Educational Technology

Supported Strategies:

- Planning and Instruction

Incorporate specific professional development relating to Charlotte Danielson's Framework for Teaching

Description:

Act 82 requires the new teacher evaluation to comprise at least 50% from observational data aligned to Danielson's Teaching Framework. Teachers will require familiarity with the Framework and how it will be incorporated into the Teacher Effectiveness model.

Evidence of Implementation:

- delivery of professional development to include Danielson's Framework and researched based instructional strategies
- greater emphasis of Danielson's Framework into Induction Program
- creation of needs assessment to identify further professional development needed by administration and teachers
- Implementation of Act 82

Start Date: 4/1/2014 **End Date:** 6/10/2016

Program Area(s): Professional Education, Teacher Induction, Special Education

Supported Strategies:

- Planning and Instruction

Incorporate specific professional development relating to Student Learning Objectives (SLOs)

Description:

Act 82 requires the new teacher evaluation to be comprised of at least 20% teacher elective data. This area is validated through the Student Learning Objectives process (SLOs). Teachers will require familiarity with the requirements of creating, implementing, and data review of the SLO process and how it will be incorporated into the Teacher Effectiveness model.

Evidence of Implementation:

- delivery of professional development to include identifying areas of student growth, writing SLOs, and data analysis
- creation of needs assessment to identify further professional development needed by administration and teachers
- Implementation of Act 82

Start Date: 10/17/2014 **End Date:** 8/30/2016

Program Area(s): Professional Education, Special Education

Supported Strategies:

- Planning and Instruction

Revise district created benchmarks to align with new curriculum

Description:

Revision of our district created benchmarks is essential for proper alignment. Once aligned properly, teachers will be able to evaluate instruction and delivery. Data driven decisions will ensure the greatest student success. Benchmark assessments can be used for purposes of compacting curriculum and placement of new students.

Evidence of Implementation:

- Review of current benchmark (quarterly) assessments in ELA and mathematics
- Creation of new questions aligned to new state standards/curriculum
- Analysis of benchmark data to drive future instruction

Start Date: 8/27/2015 **End Date:** 6/30/2018

Program Area(s): Professional Education

Supported Strategies:

- Planning and Instruction
- Student Achievement

Goal #2: Establish a district system that fully ensures professional development is focused, comprehensive and implemented with fidelity.

Indicators of Effectiveness:

Type: Annual

Data Source: Professional Development Plan

Specific Targets: Create a focused and strategic 3 year professional development plan.

Strategies:*Professional Development Plan***Description:**

- Administer a professional development needs assessment survey.
- Identify specific areas of intense focus.
- Create a 3 year professional development plan.

SAS Alignment: None selected

Implementation Steps:*Create and administer a Professional Development Needs Assessment***Description:**

In order for new programs, practices and state initiatives to be implemented with integrity, district stakeholders should have input as to what training they would like to receive to ensure they are well trained for implementation. A needs assessment will be created by district administrators based on district initiatives and administered to all professional staff.

Evidence of Implementation:

- professional staff surveys will be collected and analyzed to set professional development topic priorities

Start Date: 6/1/2015 **End Date:** 6/30/2015

Program Area(s): Professional Education

Supported Strategies:

- Professional Development Plan

*Creation of a District Professional Development Plan***Description:**

The needs assessment for professional development will be analyzed and items will be prioritized based on specific areas of intense focus and a three year professional development plan will be created by a team of administrators.

Evidence of Implementation:

- Analysis of needs assessment, prioritization of needs
- 3 year Professional Development Plan developed and implemented

Start Date: 9/1/2015 **End Date:** 6/10/2018

Program Area(s): Professional Education

Supported Strategies:

- Professional Development Plan