

# Burlington School Action Plan

School: Barnes

Grade Levels: K-5 Year: 06-07

Faculty Adoption Date:

School Board Approval Date:

Parent Input Process: Submitted to PTO November 10, 2006

## **Evaluation Summary of Previous Plan**

It is difficult to evaluate our progress toward last year's goals given the intensive needs of our English Language Learners and our special education students. These students are required to take standardized assessments that are insufficient to measure the progress of these students. Often the scores are reported as meeting the standard or not meeting the standard. Not surprisingly, most of these students do not meet the standard. However, all students at Barnes have made progress as documented by running records, text levels, reading first data, work samples, I.E.P. progress reports, and observations.

Teachers continue to use on-going embedded assessment data to drive their instruction and many of the programmatic goals of our last year's action plan have been met. These include using literacy support teams, KLP, book groups, intervention and supplemental support, grade level teaming, classroom visitations, use of technology, and on-going embedded professional development.



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Continue participating in all Reading First professional development opportunities including coaching, classroom visitations, LLI, book groups, planning retreats, etc.

Evaluation Measure: Evidence of new learning and strategies implemented in classrooms as noted by reading coach and principal. Sharing of information at staff meetings and in grade level teams.

Outcome: Increased student achievement, increased teacher knowledge and implementation of strategies, cohesive instructional strategies across grade levels and up through the grades.

### **Other Accomplishments this school year**

At Barnes we will continue the Houghton Mifflin core reading components in grades K-% to provide access to grade level text and instruction in vocabulary and comprehension strategies.

We will continue the Foundations program K-3 and investigate Words their Way as a possible spelling program for grades 4/5.

Continue Reader's and Writer's workshop in grades K-5 working towards greater consistency in understanding and implementing the components of a balanced literacy program.

Use literacy support team to support instruction of low achieving students.

Utilize literacy content specialist and reading coach for strategies to teach inferring, summarizing, conferring, and using text to support written analysis.

Offer training once a month to para professionals on a topic related to literacy instruction.

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### **FOCUS AREA: MATHEMATICS**

#### **Evaluation of Previous Year's Goals**

Last year teachers worked with Penny Stearns and created a plan for instruction of mathland in mixed grade level classrooms. This plan included identifying units in which the grade level overlapped and identifying strategies for differentiated instruction, supplemental skills work, and math intervention strategies. A Math Intervention Program was piloted in the Spring of 2006 in which 15 - 18 students received small group instruction in basic skill areas as identified by a pre-assessment. Post assessment indicated that all students made gains in at least one skill area despite the short implementation time.

#### **Needs identified by Data and Statement of Current Performance Level**

44% of students met or exceeded the standard on the grade 1 math test.

44% of students met or exceeded the standard on the grade 2 math test

40% of students met or exceeded the standard on the math portion of the NECAP

#### **Goals for Improved Student Performance**

Increase % of students meeting or exceeding the standard on the grade 1 and 2 math assessment to 65%.

Increase % of students meeting or exceeding the standard on the math portion of the NECAP to 55%

#### **Action Steps – for each step include Step; Who; Timeline; Description, Evaluation Measure.**

##### **Outcome will be entered at the completion of the yearly plan.**

**Step:** continue to implement the mathland program with fidelity.

Who is Responsible: staff

Timeline: 06-07school year

Description: to the extent possible, given our mixed grade classrooms, implement the mathland curriculum with fidelity, supplementing as needed to ensure that students receive a balanced math program.

Evaluation Measure: evidence of mathland implementation will include end of unit tests and portfolio problems collected and placed in students' math folders at every grade level.

Outcome: increased student achievement in math

#### **Action Steps – for each step include Step; Who; Timeline; Description, Evaluation Measure.**

##### **Outcome will be entered at the completion of the yearly plan.**

**Step:** Implement math intervention program

Who is Responsible: Paula Bowen/Penny Stearns

Timeline: Sept. - April

Description: continue pilot of the math intervention program targeting students in grades 2- 4 in need of supplemental instruction in basic skill areas.

Evaluation Measure: pre/post assessment

Outcome: improved student performance in basic skill areas, improved assessment results in math

#### **Action Steps – for each step include Step; Who; Timeline; Description, Evaluation Measure.**

##### **Outcome will be entered at the completion of the yearly plan.**

**Step:**

Who is Responsible:

Timeline:

Description:

Evaluation Measure:

Outcome:

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**Action Steps – for each step include Step; Who; Timeline; Description, Evaluation Measure.  
Outcome will be entered at the completion of the yearly plan.**

**Step:** create two UbD units in math at each grade level

Who is Responsible: teachers/Penny Stearns

Timeline: Feb/Mar

Description: teachers will utilize four staff meetings to work with Penny Stearns on developing two UbD math units to share with colleagues

Evaluation Measure: completed units

Outcome: increased student understanding of math concepts, increased teacher knowledge of math concepts, improved assessments, collection of UbD units available to all teachers.

### **Other Accomplishments this school year**

Continue to ensure that at least one hour per day is dedicated to math instruction. Investigate and identify programs that have been successful in high poverty schools to supplement math instruction.

# Burlington School Action Plan

## **FOCUS AREA: SCIENCE**

### **Evaluation of Previous Year's Goals**

#### **Needs identified by Data and Statement of Current Performance Level**

No data available

Goals for Improved Student Performance

Focus on addressing the science topics identified at each grade level through the curriculum mapping process using backward design for unit design.

**Action Steps – for each step include Step; Who; Timeline; Description, Evaluation Measure.**

**Outcome will be entered at the completion of the yearly plan.**

**Step:** Staff will attend all district sponsored professional development in science

Who is Responsible: staff

Timeline: 06-07 school year

Description:

Evaluation Measure: creation of science units using the UbD process

Outcome: teachers will have a greater understanding of the science curriculum at each grade level as well as the backward design process for unit planning.

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### **FOCUS AREA: PARENT INVOLVEMENT**

#### **Evaluation of Previous Year's Goals**

#### **Needs identified by Data and Statement of Current Performance Level**

Climate survey shows high level of satisfaction with school safety, approachability of staff, staff expectations for all students, and communication with school staff.

#### **Goals for Improved Student Performance**

Increase opportunities for parent and community involvement in school-wide projects.

#### **Action Steps – for each step include Step; Who; Timeline; Description, Evaluation Measure.**

##### **Outcome will be entered at the completion of the yearly plan.**

**Step:** Hold community dinners four times a year to showcase student work, and encourage parent/community interaction with school

Who is Responsible: PTO, principal, SSP, staff

Timeline: 06-07 school year

Description: see above

Evaluation Measure: community dinners happen at least four times during the school year

Outcome: increased parent/community involvement and awareness, opportunities to showcase student work, positive community image

#### **Action Steps – for each step include Step; Who; Timeline; Description, Evaluation Measure.**

##### **Outcome will be entered at the completion of the yearly plan.**

**Step:** Family Reading Night

Who is Responsible: PTO, principal, PIC

Timeline: 06-07 school year

Description: Evening or Saturday Event at which families can participate in reading activities and "earn" books to take home.

Evaluation Measure: reading night evaluations

Outcome: Families and students will have a positive experience at school in which reading is the focus.

Increased parent involvement in student literacy activities.

#### **Other Accomplishments this school year**

Continue other activities including regular awards assemblies, concerts, Spring carnival, etc. Plan open house for prospective Barnes families in March.

Monthly article for North Avenue News to inform parents of activities/events at Barnes.

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### **FOCUS AREA: SCHOOL CLIMATE**

#### **Evaluation of Previous Year's Goals**

#### **Needs identified by Data and Statement of Current Performance Level**

Staff survey indicated strong staff desire for additional opportunities to recognize student success.

#### **Goals for Improved Student Performance**

Increased sense of pride and motivation to achieve.

#### **Action Steps – for each step include Step; Who; Timeline; Description, Evaluation Measure.**

**Outcome will be entered at the completion of the yearly plan.**

**Step:** Create success wall

Who is Responsible: staff

Timeline: 06-07 school year

Description: dedicate a wall in school building on which exemplary student work can be displayed

Evaluation Measure: success wall in place by end of year

Outcome: increased student recognition

#### **Action Steps – for each step include Step; Who; Timeline; Description, Evaluation Measure.**

**Outcome will be entered at the completion of the yearly plan.**

**Step:** Student generated awards and award criteria

Who is Responsible: teachers/students

Timeline: 06-07 school year

Description: students will generate the award categories for our school-wide recognition assemblies and create rubrics to describe award criteria

Evaluation Measure: award categories and rubrics defined

Outcome: increased student understanding of and investment in quarterly awards

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### **FOCUS AREA: DIVERSITY AND EQUITY**

#### **Evaluation of Previous Year's Goals**

#### **Needs identified by Data and Statement of Current Performance Level**

#### **Goals for Improved Student Performance**

We will be following the district action plan for this area.

#### **Other Accomplishments this school year**

Implement Reading to End Racism for the second year.

Continue to work closely with the district's Director of Diversity and Equity

Honor the student diversity at Barnes in many ways including through our schoolwide reading program, student projects, and community outreach.

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## **FOCUS AREA: PROFESSIONAL DEVELOPMENT**

### **Needs identified by Data and Statement**

### **Current Performance Level**

### **Goals for Improved Student Performance**

We will follow the district action plan for this area

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## **FOCUS AREA: SAFE AND DRUG FREE SCHOOLS**

### **Evaluation of Previous Year's Goals**

### **Needs identified by Data and Statement of Current Performance Level**

### **Goals for Improved Student Performance**

We will follow the district action plan for this area.