

Burlington School District Action Plan

School: Edmunds Elementary School
Grade Levels: K-5 Year: 06-07

Faculty Adoption Date: November 1, 2006
School Board Approval Date:
Parent Input Process:

Evaluation Summary of Previous Plan

Burlington School District Action Plan

FOCUS AREA: ENGLISH LANGUAGE ARTS

Evaluation of Previous Year's Goals

We increased our percentage of students who meet or exceed the standard in second grade reading as measured by the spring DRA test results from 78% to 91%. This exceeded our goal in literacy.

Needs identified by Data and Statement of Current Performance Level

60% of EES 5th graders are "proficient" or "proficient with distinction" in writing as measured by the NECAP test results of fall 2005.

Between 71-81% of 3rd-5th graders are "proficient" or "proficient with distinction" in reading as measured by the NECAP test results of fall 2005.

Goals for Improved Student Performance

Increase the percentage of 5th grade students who are "proficient" or "proficient with distinction" in writing as measured by the NECAP test results of fall 2007 to at least 75%.

Increase the percentage of 3rd-5th grade students who are "proficient" or "proficient with distinction" in reading as measured by the NECAP test results of fall 2007 to at least 78-88%.

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

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

Step: 1

Who is Responsible: Grade K-2 teachers

Timeline: by Dec.

Description: Creating a map of the year that aligns writing workshop with reading workshop.

Using the map to align reading and writing units of study.

Writing mini-lessons to support units.

Evaluation Measure: Compare work samples over time; increase in end of the year portfolio scores; increase POA/DRA scores.

Outcome: Increase the percentage of students in 2nd grade who meet or exceed the standard in second grade reading as measured by the DRA test results to 95%.

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

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

Step: 2

Who is Responsible: Kindergarten teachers

Timeline: all year

Description: Implement "Foundations" - phonics/handwriting; students learn how to form each letter of the alphabet and how to name and make the corresponding sound. Implement the KLP - kindergarten literacy program.

Evaluation Measure: Students using the sound letter connection in their writing and their handwriting. Observation and conference records taken while students "read/retell".

Outcome: Increase the percentage of students in 2nd grade who meet or exceed the standard in second grade reading as measured by the DRA test results to 95%.

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

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

Step: 3

Who is Responsible: Grade 3-4 Teachers

Timeline: all year

Description: Teachers will increase instruction using short written responses to information text.

Evaluation Measure: NECAP results in IT in 2007-2008 for 4th & 5th graders.

Burlington School District Action Plan

Outcome: Increase the percentage of 5th grade students who are "proficient" or "proficient with distinction" in writing as measured by the NECAP test results of fall 2007 to at least 75%.

Burlington School District Action Plan

FOCUS AREA: MATHEMATICS

Evaluation of Previous Year's Goals

Data from the October 2005 NECAP in grades 3-5

Needs identified by Data and Statement of Current Performance Level

Current data from October 2005 NECAP

Between 63-73% of 3rd-5th graders are "proficient" or "proficient with distinction" in math as measured by the NECAP test results of fall 2005.

K-5 teachers need continued professional development on teaching to "the understanding of mathematical concepts" and grade level expectations.

Goals for Improved Student Performance

Increase the number of students scoring in the top two levels combined by 5% (68%-758) as measured by the October 2007 NECAP in mathematics

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

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

Step: K-5: Professional development will be provided K-5 teachers to develop units of study, framed by the UbD design, to address the grade expectations in K-5 mathematics. The units of study will be integrated into the Mathland curriculum.

Who is Responsible: District Math Teacher Leader, K-5 Curriculum Coordinator, District VMI teachers

Timeline: Beginning June 2006 and continuing throughout the 2007 school year.

Description: Units of study will be created to address the state standards/grade expectations and the Burlington K-5 math curriculum. The units of study will be integrated into our current Mathland program.

Evaluation Measure: The number of juried units of study completed and available

Outcome: Math units of study will be available in each school library which meet UbD criteria (juried) to be shared districtwide.

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

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

Step: 2 Implementation of the VMI Phase II Grant

Who is Responsible: District Math Teacher Leader, K-5 Curriculum Coordinator, teachers who have completed Phase I of VMI

Timeline: Beginning August 2006 to plan for implementation. A math content course will be offered to Burlington teachers in the spring of 2007 and continue through the summer of 2007

Description: Up to 30 teachers will participate in the 6 credit math content course offered by the VMI staff. The course will be co-taught by a local mathematician, district math teacher leader, and district VMI graduates. Follow up and mentoring will be embedded into the school day.

Evaluation Measure: Number of Burlington teachers who complete of the course, reflections, and observations

Outcome: With increased math content knowledge, teachers will teach for understanding of the "big mathematical ideas" at their grade level

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

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

Step: 3 School based support to K-5 teachers by the District Math Teacher Leader

Burlington School District Action Plan

Who is Responsible: District Math Teacher Leader and Elementary Principals

Timeline: 2006-2007 school year

Description: The District Math Teacher Leader will work in partnership with all 6 elementary schools to develop and implement school-based action plans. Action plans will be based on data, including the NECAP, the K Interview and Grade 1 and 2 local math assessments.

Evaluation Measure: Completion and implementation of school-based action plans; Oct 2007 NECAP results for each school

Outcome: An action plan that is used school-wide to increase the number of students scoring in levels 3 and 4 on the 2007 NECAP mathematics assessment.

Burlington School District Action Plan

FOCUS AREA: SCIENCE

Evaluation of Previous Year's Goals

K-5: Science curriculum is being taught in grades K-5, but, as a District, we have not taken the time needed to ensure teachers understand and apply the new GEs for science. The one area of science which was specifically addressed in the past year was using texts related to science topics in Grades K-5 for work on improving reading comprehension of informational text.

Needs identified by Data and Statement of Current Performance Level

The State NECAP in Science will be piloted at the end of Grade 4, spring 2007 and officially administered statewide the spring of 2008. Burlington teachers must prepare their students for this assessment as well as become more familiar with the state standards and grade expectations in science.

Goals for Improved Student Performance

- Ø Increase K-5 teacher understanding of the Vermont Science Standards and Grade Expectations
- Ø Design 1 or more science units per grade level, based on the VT Science Standards and Grade Expectations, using the Understanding by Design framework
- Ø Revise and reformat the Burlington K-5 Science Curriculum so that it better aligns with the Grade Expectations, is user-friendly, and includes updated Enduring Understandings and Essential Questions
- Ø Begin to build teacher leader capacity in each elementary school by including one teacher per building on a Science Leadership Team that will meet 3 days per year for professional development and planning purposes.

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

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

Step: K-5 teachers will work in grade level groups during the half-day release days and inservice days to plan one or more units at their grade level (including assessments) through a backward design process/UbD. A Science Leadership Team of teachers representing K-5 will work with the Science Consultant throughout the year to help to plan the professional development session to ensure that they meet teacher needs, and to facilitate communication between administration, the Consultant, the K-5 Curriculum Coordinator and teachers.

Who is Responsible: K-5 Curriculum Coordinator

Timeline: June 2006-June 2007

Description: The Science Leadership Team will draft Enduring Understandings for science by grade level and share with colleagues during the 1st early release day. Grade level groups will continue to work through out the school year to develop units of study.

Evaluation Measure: Number of juried units of study completed

Outcome: The K-5 Science curriculum will be re formatted to align with grade expectations and teachers will have an increased understanding of the GEs at their grade level. Units of study based on the GEs for science at each grade level will be completed

Burlington School District Action Plan

FOCUS AREA: PARENT INVOLVEMENT

Evaluation of Previous Year's Goals

Needs identified by Data and Statement of Current Performance Level

Currently we have an active parent group that works with teachers to create enrichment activities for the students. Each year we have about 25% of the school population leave and new families come in and take their place. This requires that we are constantly looking for ways to better our communication with families. We have a faculty that includes several members who are part time. As the school has grown it has become increasingly important to put more formal lines of communication in place so that all staff know what is going on.

Goals for Improved Student Performance

Pilot the new report cards K-5 to increase effective communication with parents.

Continue to work with parents on the Diversity Committee to enhance communication.

Continue to work with parents on the Enrichment Committee which decides school-wide assemblies.

Continue to encourage parents to be active members of the school community.

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

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

Step: Pilot the new report cards K-5 to increase effective communication with parents.

Who is Responsible: Classroom teachers

Timeline: 3 times per year

Description: A committee of district teachers has been working on putting together a new report card that more closely reflects what schools are teaching. Additionally, it has been designed to make it easier to read and to understand.

Evaluation Measure: The parent survey will ask how effective the new report cards are in terms of usefulness in understanding how this child is doing in school.

Outcome: The new district report card will enhance communication efforts with parents.

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

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

Step: 2

Who is Responsible: Communications committee

Timeline: by May

Description: Creating a New Hire pamphlet to welcome and inform.

Creating a Communication Buddy system to assure that part time people and others are informed.

Creating a system for reporting on Faculty meetings.

Evaluation Measure: May Faculty Survey.

Outcome: The full and part-time faculty at EES feel more in touch with whatever is happening in the building. No one feels out of the loop of communication.

Burlington School District Action Plan

FOCUS AREA (OTHER CURRICULAR): TECHNOLOGY

Evaluation of Previous Year's Goals

Will be based on student work collection (June 2006) and Teacher Survey (May 2006).

Needs identified by Data and Statement of Current Performance Level

Although examples of student work at the elementary and middle school level show increasing integration of technology, reviews of teacher reported competency in technology and reviews of professional development staff logs of work with teachers show sporadic and scattered growth. In some classrooms students do significant technology work integrated with their curriculum, while in other classrooms time is spent using technology in ways that do not appear to be aligned with either the technology grade expectations nor specific content standards. Anecdotal reports indicate that not every teacher has a technology goal.

Goals for Improved Student Performance

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

Step: Each teacher will complete one Technology GCE activity in each grade 3-8, integrated into their curriculum.

Who is Responsible: Each curriculum teacher grade 3-8.

Timeline: May 2007

Description: Working in collaboration with the technology professional development staff, each teacher will complete one classroom unit that includes a curriculum standard and a technology standard.

Evaluation Measure: •Collection of Teacher Integrated Technology Curriculum Units.

- Examples of student work showing performance.
- Survey of teacher curricular use of technology aligned with Technology GCE.

Outcome: (to be determined in May 2007)

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

Step: Each teacher will continue to have a technology goal in alignment with the state Technology GCE or national technology literacy standards (see NETS for Teachers).

Who is Responsible: Each teacher.

Timeline: by May 2007

Description: Constant change in technology and its impact on students requires that teachers continually improve their skills.

Evaluation Measure: Teacher technology professional development goals will be integrated into the evaluation process at the building level, and the results will be summarized at the building level by each principal.

Outcome: (to be determined in May 2007)

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

Step: Administrators will support teacher technology goals work.

Who is Responsible: Each Administrator.

Timeline: by May 2007

Burlington School District Action Plan

Description: Support for technology goals includes modeling by administrator, support for professional development opportunities, and support for the essential conditions for technology implementation in schools.

Evaluation Measure: Principal report on teacher technology goals; Survey questions on leadership support of technology integration.

Outcome: (to be determined in May 2007)

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

Step: Technology hardware will be integrated in core curriculum classrooms in grades 3-8.

Who is Responsible: Technology Director.

Timeline: by May 2007

Description: Access to technology is an essential condition for effective use in the curriculum. It is not sufficient for students to have scheduled pull-out time in a lab setting; effective learning requires that key learning tools are available whenever they are needed. Providing a critical mass of technology hardware for each core classroom will allow students access to these tools on an immediate and as-needed basis.

Evaluation Measure: Number of regular classrooms with 3+ CPU

Outcome: (to be determined in May 2007)

Other Accomplishments this school year

Burlington School District Action Plan

FOCUS AREA: SCHOOL CLIMATE

Evaluation of Previous Year's Goals

Needs identified by Data and Statement of Current Performance Level

Clear expectations for an orderly learning environment while on school grounds.

Goals for Improved Student Performance

See individual action step.

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

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

Step: 1

Who is Responsible: Committee of EES teachers.

Timeline: By May 2007

Description: Develop clear rules and consequences. Consistent enforcement of rules before, during and after school.

Evaluation Measure: Quiet, controlled movement. Not using “I didn’t know” as an excuse or “I thought it was okay.” Less tattling. Students know the rules. Teachers know and enforce the rules. Calmer lunchroom.

Outcome: We will have a more orderly learning school environment.

Burlington School District Action Plan

FOCUS AREA: DIVERSITY AND EQUITY

Evaluation of Previous Year's Goals

Needs identified by Data and Statement of Current Performance Level

To better identify students who are at risk for school failure due to social, emotional or academic reasons. To serve the needs of a larger proportion of this population.

Goals for Improved Student Performance

See individual action steps.

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

Step: 1

Who is Responsible: Committee of EES teachers.

Timeline: October 1

Description: Teachers identify social/emotional/academic at-risk students.

Evaluation Measure: All students meeting academic standards. All students meeting social success indicators (Responsive Classroom – CARES).

Outcome: We will better identify students who are at risk for school failure due to social, emotional or academic reasons.

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

Step: 2

Who is Responsible: Committee of EES teachers.

Timeline: By mid-November.

Description: A team-based intervention plan will be in place for each student and shared with families at conferences.

Evaluation Measure: All students meeting academic standards. All students meeting social success indicators (Responsive Classroom – CARES).

Outcome: We will better serve the needs of students who are at risk for school failure due to social, emotional or academic reasons.

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

Step: 3

Who is Responsible: Committee of EES teachers.

Timeline: By May 2007

Description: To gather data from other Vermont schools and behavioral specialists on their approaches and the support services they provide for students with serious behavioral problems.

Evaluation Measure: List of different approaches and services used in Vermont for these students.

Outcome: We will better serve the needs of students who are at risk for school failure due to social, emotional or academic reasons.

Burlington School District Action Plan

FOCUS AREA: PROFESSIONAL DEVELOPMENT

Needs identified by Data and Statement

The District needs a professional development plan that continues to improve student achievement. This plan will provide teachers with the tools to differentiate instruction, map the curriculum by grade level and content area, develop assessments to guide instruction, engage students in learning to promote higher order transfer tasks and application of knowledge as required on the NECAP and other assessments. It will also help integrate many of the initiatives with an overall framework, Understanding by Design. Data sources include research on “best practice” in improving student achievement as well as state, local and classroom assessments and reports from Curriculum Study Groups.

Current Performance Level

A District curriculum is written for all K-12 content areas. Many initiatives and past professional development has expanded teachers’ instructional strategies repertoire. A framework to help educators continue to collaborate with one another and articulate the “big ideas and deep conceptual understanding” in the Vt. Standards and Grade Expectations is needed.

The District needs to support K-12 teachers in using a framework that will help integrate and coordinate the improvement of curriculum design, instruction, assessment for ongoing improved student achievement. The June 2006 Professional Development Institute will provide teachers and administrators with 3 days of professional development on Understanding by Design, a framework that addresses the goals identified in the needs statement above.

Goals for Improved Student Performance

To continue with the development and implementation of a K-12 professional development plan that informs curriculum, assessment and instruction in order to improve student achievement.

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

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

Step: Curriculum Study Groups will focus their collaborative work during the 3 early release days and the June 2007 Professional Development Institute on using curriculum mapping to plan instruction for the school year and the UbD framework to develop “units of study” that focus on the identified standards/grade level expectations. (See Science Plan for K-5 teachers)

Who is Responsible: Curriculum Coordinators and K-12 Facilitators

Timeline: 2006-2007 School Year

Description: Professional development provided by Heidi Hayes Jacobs (Curriculum Mapping in September, 2006; June, 2007 Heidi Hayes Jacobs and Jay McTighe for the 2007 Institute (Integrating UbD and Curriculum Mapping) Other in state consultants as needed will support Curriculum Study Groups throughout the school year.

Evaluation Measure: K-12 curriculum maps and units of study based on grade expectations will be created and piloted.

Outcome: