

# Burlington School District Action Plan

School: J.J. Flynn Elementary School  
Grade Levels: K-5 Year: 2006-2007

Faculty Adoption Date: Oct. 10, 2006  
School Board Approval Date:  
Parent Input Process: Nov.1, 2006 PTO meeting

## **Evaluation Summary of Previous Plan**

NECAP results indicate significant needs:

WRITING, especially writing short, constructed responses.

30% of the students tested met the standard.

Analysis of subgroups indicates a significant discrepancy between males and females (11% to 41%) meeting the standard.

READING scores indicate that 51-78% met the standard (grades 5&3) with the significant discrepancy of 18 points in SES subgroups.

MATH scores indicate that between 55 and 71% of Flynn students met the standard with a thirty point discrepancy between SES subgroups.

Much work needs to be done in the area of writing and in narrowing the gap between subgroups

Aspects of the previous plan recommended a parent information component that received positive feedback and a paraeducator training plan that increased understanding of the curriculum.

## Burlington School District Action Plan

### **FOCUS AREA: ENGLISH LANGUAGE ARTS**

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

Goals did not directly target writing as an area of need. Focus on home-school connection generated a "Reading Information Day" that was well attended by parents. Feedback indicates need to refine and repeat the information day. Need for para training was addressed during and after school and with a training by Jane Miller in August.

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

READING scores indicate that 51-78% met the standard (grades 5&3) with the significant discrepancy of 18 points in SES subgroups.

NECAP results indicate significant needs in WRITING, especially writing constructed responses. 30% of the students tested met the standard.

Analysis of subgroups indicates a significant discrepancy between males and females (11% to 41%) meeting the standard.

Writing constructed responses on demand.

Students need to develop stamina for reading and writing.

In the subcategory of extended response, Flynn students scored 4.9 out of 12 possible points, clearly an area of need.

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

To improve the score in short response by thirty points

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

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

**Step:** School-wide discussion about on-demand constructed response.

Who is Responsible: Bonnie Ayer and Literacy Steering Committee

Timeline:

Sep 12 is the introduction and decision for school wide writing prompt

Oct. 23 is the week of implementation

Nov. 1 is the first school-wide meeting to process the results.

Nov. 28 the literacy steering committee will meet to plan the next step.

Description: Assign a schoolwide, on-demand, constructed response at the Sep 12 faculty meeting.

Ask grade levels to create a template for the prompt.

Implement concurrently during the week of Oct. 23.

Use the Nov. 1 in-service to share and discuss the results. with Marty Gephart, state writing consultant.

Utilize the writing instruction expertise of Marty Gephart to guide our next steps

Evaluation Measure: NECAP, local writing assessments and developments of classroom rubrics

Outcome: Move from 30 to 50% meeting the standard

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

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

**Step:** Reading Information Day

Who is Responsible: Classroom teachers, Martha O'Connell

Timeline:

Nov. 7 is staff meeting to prepare

Nov. 9 evening presentation

Nov. 10 Reading Information Day

## Burlington School District Action Plan

Description: Teachers coordinate instruction so that mini-lessons about "partner reading" occur on Nov. 10. Parents are invited to attend the classroom mini-lesson and become partner readers with their children. Bookmarks for discussion prompts are prepared in three languages (Bosnian, Vietnamese and French) so that parents and children can practice meaningful discussions about the text at school and then at home. Two other opportunities will inform parents about partner reading, an early morning power point during breakfast and an evening presentation on Nov. 9.

Evaluation Measure: Parent feedback forms

Outcome: Improving parent comfort and input into the reading process. When parents understand and can participate with their children we expect children's scores in reading comprehension to rise.

## Burlington School District Action Plan

### **FOCUS AREA: MATHEMATICS**

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

Goals of understanding and utilizing the rubric for problem solving were instituted in classrooms. Building stamina and independence continues to be a goal.

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

MATH scores indicate that between 55 and 71% of Flynn students met the standard with a thirty point discrepancy between SES subgroups.

Teachers identify power standards to set priorities rather than "cover" all areas of the math curriculum with a broad brush approach.

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

Needs to differentiate instruction for all students.

**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: Bonnie Ayer

Timeline: Jan-Feb

Description:

Use four faculty meeting times for grade level discussions of mathematics and UbD.

Review the UbD process as it applies to math.

Ask Penny Stearns to facilitate.

Evaluation Measure: Assessments built into a unit design, NECAP results

Outcome: Improve percentage of students meeting the standard for math on the NECAP for all cohorts:

Grade 3 from 60 to 70

Grade 4 from 71 to 81

Grade 5 from 55 to 65

# Burlington School District Action Plan

## **FOCUS AREA: SCIENCE**

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

Science assessment pilot results indicated a need to focus on Organisms and Environment

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

no data

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

Assessments will include on demand short responses, the same need identified in the NECAP writing results. Teachers will develop units of study cognizant of the demands of the Science NECAP.

### **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: Teachers  
grade level meetings, finish by June 2007.

Timeline: During district in-service and

#### Description:

With the district decision to assign areas of study for each grade level, teachers are in position to develop UbD units.

Teachers of like grade levels will develop different units with peers across the district so that content knowledge within the building is maximized

Evaluation Measure: Unit assessments

Outcome: Unit assessment evidence will indicate a standard

## 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**

95% of parents attend parent conferences

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

Increase the potency of student reading at home by training parents to become "reading partners."

**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: Bonnie Ayer

Timeline: Nov. 13, 2006

Description: Reading Information Day

Evaluation Measure: parent feedback forms

Outcome: Parents will attend Readers' Workshop on Nov. 10 when all teachers K-5 will instruct students in how to read with a partner. Teachers will instruct on how to use bookmarks for discussion prompts to promote comprehension.

## Burlington School District Action Plan

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

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

Grade level meetings are 30 minutes weekly (except fifth) and three times a year for one half day to plan and coordinate instruction using UbD as a guide.

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

Further develop professional learning communities to move toward an expanded use of data  
Add another component of REsponsive Classroom to move the school toward the whole school ideal.

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

Provide grade level meeting time for teachers to continue planning and coordination while adding the data team concept to their task.

**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: Bonnie Ayer

Timeline: ongoing

Description: Regular grade level meetings

Evaluation Measure: Each grade level will select one unit of study or GE to hone in on assessment data in the format of a data team. They will devise a feedback loop for kids and a reteach or intervention schedule for selected skills.

Outcome: Improve differentiated instruction techniques and account for all learners.

**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: Flynn Council

Timeline:

Description: Students will come into the school and go directly to the gym sitting in random order by class. Students will greet each other, have a "Morning Message" from the principal and sing three songs together before going to their regular classrooms.

Begin the year with a weekly "whole school morning meeting."

Evaluation Measure: Anecdotal reports from teachers and students

Outcome: Increase the power of belonging to the Flynn School community

## 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**

#### **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:** Reading to End Racism

Who is Responsible: Lashawn Sell and Liane Couture

Timeline: Date TBA

by Ms. Sells

Description: School wide day set aside for members of the community to visit classrooms and present a read aloud and discussion around a text that focuses on equity issues.

Evaluation Measure: anecdotal

Outcome: Continue an open discussion about equity and diversity issues among children

# Burlington School District Action Plan

## **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**

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

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

**Step:** Safe routes to School

Who is Responsible: PTO liaison Jim Holway and volunteer coordinator nancy Winn

Timeline: Week of Oct. 2-6

Description: Parents organize to create "walking school buses" for neighborhoods so that children walk to school in a safe group.

Evaluation Measure: Self report. Over 300 children participated.

Outcome: Increase exercise