

Burlington School Action Plan

School: C.P. Smith

Grade Levels: K-5 Year: 2006-2007

Faculty Adoption Date: November 28, 2006

School Board Approval Date:

Parent Input Process: PTO Meetings and web site.

Evaluation Summary of Previous Plan

Our needs assessment with Mary Jane Shelly was completed. Recommendations were created and implemented. They included revamping our EST process and creating a new school wide discipline system that reflects the language and values of Responsive Classroom. We successfully involved our Bantu population in school events providing transportation and other resources. Home visits were conducted by the principal and ESL teacher to all Bantu families. Teachers created integrated technology goals for the year. We now have NECAP data to inform us about our student's learning needs in math and in literacy. We met or exceeded our goals for results on the DRA and POA.

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FOCUS AREA: ENGLISH LANGUAGE ARTS

Evaluation of Previous Year's Goals

We exceeded our goals in letter identification in Kindergarten.

We met our goal in sentence dictation in Kindergarten.

We exceeded our goal of P.O.A standard in first grade.

We exceeded our goal in D.R.A in second grade.

We met our goal of purchasing non- fiction text.

We used our Literacy Consultants, Jane Miller and Barb Hubbarb to inform our instruction in literacy.

Needs identified by Data and Statement of Current Performance Level

On the October 2005 NECAP, 72% of C.P. Smith students in grades 3-5 performed at "proficient with distinction" or "proficient" level, while 28% performed at "partially proficient" or "below proficient" level. In the area of writing, 5th grade students performed at 58% at "proficient with distinction" or "proficient" level, while 43% performed at "partially proficient" or "below proficient"

On the Spring 2006 DRA, grade 2, 87% achieved the standard with honors or achieved the standard. 13% did not meet the standard.

Spring, 2006 POA results for 1st graders show that 86% of the students met or exceeded the standard.

Spring, 2006 Kindergarten POA 95% met or exceeded the standard in letter ID.

Spring, 2006 Kindergarten POA 90% met or exceeded the standard in sentence dictation.

Goals for Improved Student Performance

In reading the Level 2 group will increase to a Level 3 so that the total number of students at the "proficient" or "highly proficient" level totals 80% as measured by the October 2007 NECAP. In writing the level 2 group will increase to a Level 3 so that the total number of students at the "proficient" or "highly proficient" level totals 65% as measured by the October 2007 NECAP.

Continue practices and supports that enable at least 90% of Kindergartners to meet or exceed the standard in letter identification and sentence dictation.

Continue practices and supports that enable at least 85% of 1st graders to meet or exceed the standard on the P.O.A. and the DRA.

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

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

Step: Kindergarten teachers will implement the Foundations Program.

Who is Responsible: Kindergarten teachers and support staff

Timeline: 2006-2007 school year

Description: The Foundations Program will be implemented to address the phonemic/phonetic foundation for K students.

Evaluation Measure: Kindergarten literacy assessment; Letter ID and sentence dictation.

Outcome: Increase 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.

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Step: Increase POA and DRA scores

Who is Responsible: District Reading Lead Teacher, special educators, Reading Recovery teacher, and classroom teachers. Timeline: 2006-2007 school year

Description: K, Grade 1 and 2 teachers with special educators and Reading Recovery teacher will monitor student progress as measured by the POA and intervene when needed for those students not making the expected progress.

Evaluation Measure: Spring 2007 DRA and POA results

Outcome: Increase in the number of students achieving 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: Provide professional development to teachers to create units of study based on the UBD framework.

Who is Responsible: District Reading Lead Teacher and UBD trainer (Lee Orlando)

Timeline: Jan. 07

Description: Units of study will be developed to address improved student performance in reading and writing.

Evaluation Measure: Students will increase achievement as measured by the unit assessment.

Outcome: Student achievement will improve and reading and writing units of study will be created.

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

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

Step: Use the Data Driven Decision Making process to analyze literacy data

Who is Responsible: Grade Level Teams

Description: Grade Level Teams will analyze K-5 literacy data using the six steps of DDDM

Evaluation Measure: Use pre and post literacy assessment to compare growth.

Outcome: Increased student achievement:

Other Accomplishments this school year

Our hopes and dreams for this school year are to increase the number of books our low income students have access to at home. We will also have a schoolwide author study and visit.

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FOCUS AREA: MATHEMATICS

Evaluation of Previous Year's Goals

Needs identified by Data and Statement of Current Performance Level

On the October 2005 NECAP, 64% of C.P. Smith students in grades 3-5 performed at "proficient with distinction" or "proficient", while 37% performed at the "partially proficient" or "below proficient" level.

Level 4: 16%

Level 3: 48%

Level 2: 20%

Level 1: 17%

Goals for Improved Student Performance

The Level 2 group will increase to a Level 3 so that the total number of students at the "proficient" or "highly proficient" level totals 75% as measured by the October 2007 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: Teachers will become more familiar with math GLE's

Who is Responsible: K-5 teachers

Timeline: prior to 2007-2008 school year

Description: Teachers will work in grade level teams to: a) clarify grade level expectations and b) map a year long scope and sequence for their grade level (curriculum map)

Evaluation Measure: Completed K-5 mathematics curriculum map

Outcome: Increased student achievement through consistent instruction

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

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

Step: To become more proficient as a staff in NECAP preparations for students

Who is Responsible: K-5 teachers and Special Ed teachers with District Math Teacher Leader

Timeline: By June, 07

Description: Develop strategies and gather resources for ongoing test preparation to be embedded in daily instruction and directly aligned with grade expectations.

Evaluation Measure: Test Prep resource manual similar to the Writing Resource Manual currently provided by the District Literacy Teacher Leader.

Outcome: Increased student achievement through ongoing, deliberate test preparation

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

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

Step: There will be an increased emphasis on student's learning basic facts

Who is Responsible: K-5 teachers and Special Educators

Timeline: ongoing

Description: Teachers will increase students' basic math fact knowledge (+, -, x, /)

Evaluation Measure: Student accuracy and recall while computing will improve as evident in class based assessments, Mathland computation checks, and NECAP results.

Outcome: Increased student achievement through solid knowledge of basic facts.

Other Accomplishments this school year

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FOCUS AREA: SCIENCE

Evaluation of Previous Year's Goals

Our science goals have been limited through the past few years.

Needs identified by Data and Statement of Current Performance Level

No data was available last year for Science.

Goals for Improved Student Performance

Increase K-5 teacher understanding of Vt Science Standards and GLE's.

Begin to build teacher leader capacity at Smith by including a teacher on the Science Leadership Team.

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

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

Step: Inventory our science equipment and materials

Who is Responsible: classroom teachers and our science representative-Jean Rocheleau

Timeline: By January 2007

Description: We will assess our science kits and materials to see what is available for use.

Evaluation Measure: Completed inventory

Outcome: Teachers will have a guide to what materials are available to them to support their science instruction. We will purchase needed science materials once the inventory is complete. Teachers will write Enrichment Grants for use of PTO Funds to purchase materials.

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 NECAP Science Assessment in Spring 2007

Who is Responsible: Principal

Timeline: Spring 07

Description: Grade Level Expectations based assessment for fourth graders.

Evaluation Measure: NECAP results

Outcome: We will begin to have yearly science data to analyze and use to inform our instruction.

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

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

Step: Teachers will design 1 or more science units per grade level based on Vt Science Standards

Who is Responsible: Classroom teachers

Timeline: June,07

Description: Using the UBD model teachers will create units during professional development time

Evaluation Measure: Completed units

Outcome: Teachers will have an increased understanding of the GLE's and the UBD process

Other Accomplishments this school year

We will be having a family Science Fair. This will be a non-competitive event in which families share science projects that they have created together. It will be an evening event sometime in March.

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FOCUS AREA: PARENT INVOLVEMENT

Evaluation of Previous Year's Goals

We nearly met our goal of 100% participation at parent conferences. We offered translators for parent conferences of ESL students. We held a multitude of family events including the Kick Off Barbecue, Harvest Festival, Winter Wonderland Dance, International Pot Luck Dinner, Curriculum Night and others. Attendance at events is high. We provided groceries to our Bantu families to allow them to make a dish for the International Pot Luck. We also sent a bus to Franklin Square to pick up all families without transportation. Home visits were made to every Bantu house-hold by our ESL teacher and myself to ask families how well Smith was doing in meeting their children's needs.

Needs identified by Data and Statement of Current Performance Level

We noticed a drop in attendance at our Curriculum Night even with childcare being provided. Some parents are not attending parent conferences.

Goals for Improved Student Performance

Increase parent involvement especially in parent conferences and our Curriculum Night.

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

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

Step: We will change Curriculum Night to include student participation in the evening with the goal of higher attendance.

Who is Responsible: Staff decision was made in Fall,06

Timeline: Fall, 07

Description: Curriculum night will no longer be an adult only event since attendance has dropped significantly according to our data. The evening will include students escorting their parents around as "Tour Guides" in their educational experience.

Evaluation Measure: Collect data again at the end of Curriculum Night

Outcome: Better informed 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: We will explore changing our parent conference times to meet the needs of more parents.

Who is Responsible: Staff discussion needed

Timeline: Fall, 07

Description: We currently hold parent conferences during normal school hours. We will explore with the staff the idea of alternative hours.

Evaluation Measure: Attendance at parent conferences.

Outcome: More involved parents and higher participation at parent conferences.

Other Accomplishments this school year

Our PTO remains a vital and valued group of parents. Through fundraising they support teachers yearly with hundreds of dollars for books, materials, resources, equipment, guest speakers and assemblies. They also have initiated school improvement projects such as painting the outside doors, painting murals in our bathrooms, providing sound systems for every classroom, fixing the folding doors in the gym, reorganizing the art room and more.

We are proud of our efforts to include our Somali Bantu population in school events.

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FOCUS AREA (OTHER CURRICULAR): Technology

Evaluation of Previous Year's Goals

Our Technology Action Plan last year emphasized the integration of technology across the curriculum. All technology goals from classroom teachers must be integration goals, not personal goals such as learning to create folders, etc. Professional development was offered through our learning center coordinator, Shannon Walters, Amy Truchon and other technology staff.

Needs identified by Data and Statement of Current Performance Level

We have not had any technology assessments for students. We can look at teacher goals and the surveys teachers fill out about their proficiency in different areas of technology. We also viewed examples of student work and see an increasing integration of technology across the curriculum. There is variability across classrooms around how much integration is taking place.

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 3-5 integrated into their curriculum.

Who is Responsible: Classroom teacher grade3-5

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 Units

*Examples of 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 have a goal in alignment with the state Technology GCE or National Technology Literacy Standards.

Who is Responsible: Each teacher

Timeline: May, 2007

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

Evaluation Measure: Teacher technology goals will be integrated into the evaluation process.

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: Students will receive instruction in Type to Learn in Grades 3-5

Who is Responsible: Classroom teachers

Timeline: June, 2007

Description: Type to Learn is a curriculum that teaches students to key board accurately and efficiently

Evaluation Measure: No student assessment currently. Lessons taught by the teacher.

Outcome: Students will become proficient at keyboarding

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

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

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Step: Students in Grades 3-5 will receive instruction in the ISafe curriculum.

Who is Responsible: Guidance Counselor

Timeline: Juen, 2007

Description: The curriculum teaches students about safety on the Internet

Evaluation Measure: Completed unit implemented by Guidance Counselor

Outcome: Students will be aware of the dangers of the Internet.

Other Accomplishments this school year

We are demonstrating some type of technology to parents during Open House, Curriculum Night, Parent Conferences and other events. Presentations of Power Point, Slide Shows, Videos will run for parents to view when visiting the school.

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FOCUS AREA: SCHOOL CLIMATE

Evaluation of Previous Year's Goals

Our needs assessment with Mary Jane Shelly was completed.
Recommendations made and implemented.

Needs identified by Data and Statement of Current Performance Level

23% of students report having been bullied at school. Incident data does not support the 23% of students reporting bullying behaviors, so reporting may be an issue.

Goals for Improved Student Performance

We would like to see a decrease in the 23% of students reporting bullying behaviors.

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 school wide Responsive Classroom Discipline System.

Who is Responsible: School wide Discipline Committee

Timeline: June 2007

Description: Based on the Pathways to Self Control, we have created a school wide step system to support students in making appropriate choices.

Evaluation Measure: Individual teachers will use the discipline system.

Outcome: Based on a safe and healthy school climate, all of our students will achieve academic excellence.

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

Step: To discretely support the basic needs of families in our school.

Who is Responsible: Staff and parents

Timeline: 2006-07 school year

Description: Collect coats, boots, warm weather clothing, bike helmets, and food for distribuion to our families in need.

Evaluation Measure: Children at school are adequately clothed for the season. Families report having adequate clothing and food.

Outcome: A community that reflects solid values and are responsive to all members basic needs.

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

Step: Maintain a climate of school safety.

Who is Responsible: Principal and staff

Timeline: 2006-07 school year

Description: School wide evacuation plan is now in place for 2006-07 school year, surveys from PASS grant reflects a slight increase in feeling of safety. PASS data indicates a decrease in Harassment complaints. School Safety Team meets weekly. Students and staff are trained in lockdown procedures and drills are scheduled 2 times each year. Students are supervised immediately after school. Staff and visitors wear ID badges. All visitors sign in and out of the building.

Evaluation Measure: PASS grant data for 2006-07 will reflect increased feeling of school safety.

Outcome: Increased sense of personal safety for staff, students, and parents.

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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: To create a school climate that promotes awareness of cultural diversity.

Who is Responsible: Teachers, staff, principal

Timeline: Ongoing

Description: Enrichment of curriculum addressing cultural diversity, addition of diversity resources are available in the Learning Center. Continue interdisciplinary unit on dance and music from a variety of cultures.

Evaluation Measure: More evidence of enrichment of curriculum addressing diversity.

Outcome: Maintain our culture of inclusion and respect for all.

Other Accomplishments this school year

Data indicates we have continued to promote a positive collegiality among staff. In addition to Morning Socials, Wellness Activities, and an active Social Committee, the staff has added a Book Club for all interested individuals as well as monthly staff dinners out.