

BURLINGTON SCHOOL DISTRICT

H. O. WHEELER ELEMENTARY SCHOOL

ACTION PLAN

2007-2009

Wheeler Elementary School**Focus Area: Literacy****Assessment Needs Identified by Data:**

Data from October 2006 NECAP Reading (percentage of students):

Grade	Level 4	Level 3	Level 2	Level 1
3	0	29	32	39
4	0	25	28	47
5	0	22	43	35

Data from Spring 2007 DRA (percentage of students):

Grade	Meets or Exceeds the Standard	Below the Standard
2	48	52

Data from Fall 2006 NECAP Writing (percentage of students):

Grade	Level 4	Level 3	Level 2	Level 1
5	0	5	19	76

Targets for Increased Student Performance Grades K-5:

Grade	Targets for Student Performance
K	70% students will meet standard on Reading 1 st assessments
1	70% students will meet standard on Reading 1 st assessments
2	70% students will meet proficiency on DRA
3	40% students will meet standard on NECAP reading
4	40% students will meet standard on NECAP reading
5	50% students will meet standard on NECAP reading 25% students will meet standard on NECAP writing

Action Steps and Person(s) Responsible:

The curriculum director, building principal and literacy coach will work with teachers to:

- Increase teacher content knowledge and use of instructional strategies by providing support from the literacy consultant (Jane Miller).
- Use data from state, district and classroom assessments to plan for instruction including the development and implementation of UbD units.

- Increase second grade teachers' awareness of NECAP assessment demands.
- Develop formative and summative assessments for current units of study.
- Develop NECAP like on-demand assessments in reading and writing units of study.

Additional Action Steps for H. O. Wheeler Elementary School (2007-2009)

- Teachers in grades 2-5 will work with Literacy Consultant (Jane Miller) and Joey Hawkins will look at NECAP goals and hone their instructional practices to improve writing program:
 - They will meet as a team 3 times to determine writing rubric, integrate constructed responses and on-demand writing daily in their classrooms, determine NECAP test prep, develop prompts in content areas, design writing units of study, and create materials' packets of instruction.
 - As available teachers will participate in Joey Hawkins' constructed response workshop on August 21st.
- Classroom teachers will have students write daily using both on-demand and templates, incorporating Writers' Workshop and content area writing.
- Teachers will incorporate a writing goal in their supervision and evaluation process. The Principal will observe Writers' Workshop in walkthroughs as well as formal classroom observations.
- Teachers in Kindergarten through Grade 3 will work with Leah Mermelstein at her visit to Wheeler; Maureen Garber will facilitate a book club of Leah's latest work.
- A team of 3-5 teachers with the Principal, Reading 1st Coach and Literacy Consultant, will attend Lucy Calkins writing professional development opportunity in September in Manchester, NH—funded by Reading 1st.
- All professional staff will participate in Data Driven Decision Making team meetings twice monthly using local and state assessment data to establish specific goals and targets for student learning. Data will also be analyzed by subgroups—English Language Learners, Special Education, etc.
- An after school Homework Help will be established using a Readers' Workshop format to extend and support student learning—this is provided through Reading 1st funds.
- Parent Curriculum Night and Literacy Breakfasts are scheduled to assist parents in using concrete strategies when Reading with their children. Parent communications will include those of teachers and administration as well as Home-School Liaison—when possible these correspondences will be interpreted for our ELL parents.
- Literacy Support Breakfast grant to provide strategy lesson to parents and a "just right" book to take home.

- Reading 1st initiatives will continue--including using core materials (Houghton-Mifflin), Literacy Support Team, Reading 1st assessments—and other Literacy initiatives—including *Foundations*, Soar to Success, Reading Recovery, *Words Their Way*, Readers' and Writers' Workshops. There will continue to be a 90 minutes literacy block with most supports “pushing” into the classroom during this time. Student learning will reflect targeted skills—comprehension, fluency, vocabulary development, phonemic awareness and phonics.
- The Principal will support all literacy initiatives through active participation in professional development opportunities, monthly Literacy Support meetings and Reading 1st Leadership team meetings.
- Meeting by Reading 1st Coach with Kindergarten parents to explain *Foundations*.
- P.T.O. sponsorship of Literacy Night and Reading to End Racism initiative.

Evaluation: Scores from fall 2007 NECAP and spring 2008 DRA Assessments, as well as POA and Reading 1st assessments.

School: H. O. Wheeler Elementary School **Focus Area:** Science

Assessment Needs Identified by Data:

In 2004 the Vermont PASS Science Assessment was given for the final time to all 5th, 9th and 11th grade students. Results indicated a need to incorporate additional open-ended tasks and inquiry based instruction across all grade levels. A new science assessment, the NECAP Science Assessment, was piloted in grades 4, 8 and 11 during the spring of 2007. Results from the spring 2008 assessment will provide us with data we can use to plan for science instruction.

In 2005 a team of K-5 science teachers with the assistance of an outside consultant, began a review of the science concepts being taught in Burlington. A framework has been created to directly link science concepts with the appropriate grade level expectations. From the frameworks teachers have developed new units of study which allow for a variety of assessments including inquiry based tasks. Each grade level will pilot at least one new science unit during the 2007-2008 school year.

Targets for Increased Student Performance Grades K-5:

Grade	Targets for Student Performance
K-5	Increase the number of students meeting or exceeding the standard on open-ended and inquiry based assessment tasks.

Action Steps and Person(s) Responsible:

The curriculum director, building principal, science consultant, and science leadership team will work with teachers to:

- Support the pilot of at least one new science unit at each grade level during 2007-2008.
- Early Release Days focus on implementation of piloted Science UbD units.
- Develop additional science units for implementation in 2008 and beyond.

Additional Action Steps for H. O. Wheeler Elementary School (2007-2009)

- Establish and support a partnership with ECHO—Lake Champlain Basin Science Center as a means of focusing on inquiry-based science instruction, using the above piloted UbD units of study or other classroom theme as identified through the Vermont Grade Level Expectations and Vermont Framelwork. The partnership includes introducing students to the concept of science, stewardship, museums and science vocabulary, teachers to increasing their knowledge of inquiry based instruction through outreach and professional development opportunities, and the school's access to funds to

acquire science equipment. (Principal, classroom teachers and parents for fieldtrips.)

- Continue partnerships with Shelburne Farms, including Sustainable School initiative, Burlington Electric Department and Star Base to facilitate transference of classroom lessons into real world learning. (classroom teachers)

Evaluation: Scores from Spring 2008 NECAP Science Assessment

School: H. O. Wheeler Elementary School

Focus Area: Math

Assessment Needs Identified by Data:

Data from October 2006 NECAP:

Grade	Level 4	Level 3	Level 2	Level 1
3	0	29	39	32
4	3	22	22	53
5	0	22	30	48

Data from local math assessment:

Grade	Level 4	Level 3	Level 2	Level 1
K	n/a	n/a	n/a	n/a
1	3	30	27	40
2	10	22	16	52

Targets for Increased Student Performance Grades K-5:

Grade	Targets for Student Performance
K	50% of students will achieve standard on local assessment
1	50% of students will achieve standard on local assessment
2	60% of students will achieve standard on local assessment
3	40% of students will achieve standard on NECAP fall 2007
4	40% of students will achieve standard on NECAP fall 2007
5	40% of students will achieve standard on NECAP fall 2007

Action Steps and Person(s) Responsible:

The curriculum director, building principal and math coach will work with teachers to:

- Increase teacher content knowledge and use of instructional strategies of Mathematics by providing support from the math coach (Penny Stearns).
- Use data from state, district and classroom assessments to plan for instruction.
- Expand end of year local math assessments to include all grade levels K-5.
- Increase classroom teachers understanding of Grade level expectations, NCTM Focal points and district curriculum.
- Offer a VMI Phase II starting January 2008 (content-intensive mathematics teacher professional development K-6). Release time would be paid for teachers who wish to attend.

- Provide release time/stipends for teachers who enroll in the multiplicative reasoning course being offered regionally Nov. 7, 14, 28, Dec. 5, 12, Jan. 2, 9, 16.
- OGAP training for 6th grade teachers from Hunt, 5th grade teachers from Smith, Flynn and Wheeler. Penny Stearns will provide training on 10/3/07 and 10/10/07 and weekly follow up throughout the year.
- Work with Loree Silvas districtwide in mathematics.

Specific Action Steps for H. O. Wheeler

(2007-2009)

- Math Consultant will continue to support classroom teachers in their daily practice. (Penny Stearns, Math Consultant)
- Continue schoolwide Math focus under the direction of Principal and Math Consultant (initiatives: Understanding By Design units of study and Data Driven Decision Making regular team meetings) to support effective mathematics instruction in all classrooms. Ensure 240 minutes weekly for mathematics instruction with an additional 40 minutes for problem solving in each classroom. (Principal, Teachers, Scheduling Committee)
- Support eleven staff members who are presently enrolled or those who will be enrolled in VMI2; this coursework enhances Math content knowledge and allows for classroom level differentiated instruction. Support teachers who attend OGAP training and those piloting the "Bridges" Math program, as well as any professional development opportunity identified by Math Consultant. (Consultant, Principal, Teachers)
- Establish Math Lab using School Improvement Funds. The math teacher and paraprofessional will work with the Math Consultant to identify and support students who "nearly" meeting the standard in September pre-assessments (through push in services in Kindergarten and Grade1 and both push in and pull out services to students in Grades 2-5) in the area of numeracy; use a math support team approach to identify appropriate supplemental supports for students and classroom teachers and to provide a means of communication between classroom teachers and intervention specialists (ELL, SPED, Math Lab Teacher). Use May outcome assessments to determine future needs.(Principal, Math Consultant, Math Lab Teacher and all Professional Staff Members)
- Increase parent involvement in their child's math learning through math curriculum evening, where families create "take home" math materials and games. (PTO, Principal, Teachers)
- Use item analysis of New England Common Assessment Program (NECAP) and local assessments (Barre assessments and portfolios) results to identify which Math skills, concepts and problem solving strategies need instructional focus to ensure transference of knowledge. (Principal and Teachers)

Evaluation: Scores from fall 2007 NECAP and spring 2008 local assessments.

School: H. O. Wheeler Elementary School **Focus Area:** Climate

Assessment Needs Identified by Data:

Results of the PASS Climate Survey of Administrator, Teachers, Staff, Parents and Grade 5 Students;
CIRS reports;
Planning Room Data; and
Input from all staff at November 7, 2008 Inservice.

Targets for Increased Student Performance Grades K-5:

	Early Intervention
	Student Behavior
	Environment—Teaching/Learning, including facility
	Team Support

Action Steps and Person(s) Responsible: (2007-2009)

The building principal and members of the School Safety Team will work with professional teachers and other school staff to enhance school climate by:

- Believing that prevention and early intervention is a key to realizing future academic success, resources (time, people, materials, space, etc) should be systematically identified and allocated to our youngest students as a priority.
 - Look at early education model (PK/K or K/1)
 - Identify at-risk students early, lending support even if not yet qualifying for services (using EST)
 - Look to Community Outreach and Resources
 - Assess what resources are still needed (i.e. motor room)
- Knowing we can always improve student behavior and the systems, the school work with the State of Vermont Positive Behavior Intervention Supports to establish a school-based team that meets regularly to:
 - Review school-wide rules for student behavior;
 - Analyze Planning Room data identifying reasons for student behaviors;
 - Establish common protocols for planning room use;
 - Determine how the behaviors are processed;

- Understand how often teachers are re-directing without using established systems and protocols;
- Establish a two-way system of communication/feedback between Planning Room and Classroom;
- Determine effectiveness/ineffectiveness of student's plans
- Improving the learning/teaching environment, with support from the Burlington Board of School Directors, Superintendent, and other District level supports:
 - Work toward and support efforts by the Board for Socio-economic Integration with classrooms that reflect the ELL/SEI of the entire city.
 - Look at and update the H. O. Wheeler Mission Statement in order to maintain common focus and vision;
 - Create a teacher-friendly environment with:
 - a workroom that is supplied;
 - team time for colleague consultation on a regular basis,
 - continue to work on curriculum mapping across subjects through retreat days and inservice time;
 - class sizes kept to a reasonable number (especially in K and 1) to honor the large numbers of students with individual needs (Special Education and English Language Learners, and other education or mental health needs);
 - regular time for information gathering and sharing, as well as community building;
 - Respect must be shown throughout the school—from and toward adult and students alike:
 - Continue to utilize Big and Little Buddies;
 - Provide training for new personnel in Responsive Classroom;
 - Have a physical environment that is safe and healthy—quiet air handling mechanisms, a perimeter where ice is not a danger;
 - Continue to develop home-school relationships so communication is enhanced:
 - Revise Home-School Compact;
 - Renew Parents as Partners Day;
 - Look at 1st Day of School Welcome and Arrival

Evaluation: Annual Survey results and School Personnel input as well as planning room data and CIRS reports.