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| *BURR* **SCHOOL-WIDE STRATEGIES**  **FOCUSED STRATEGY (addresses the problem of practice and is limited in number and high leverage):** If every Pre-K – 5 teacher creates a classroom environment where students 1) Engage with complex content and questions. 2) Own and explain their thinking and 3) Receive meaningful feedback, then there will be an increase in student achievement on state and district assessments. | | | |
| **Adult Action:  What are we going to do?**  (Include persons responsible and the timeline.) | **Implementation Measure:   How are we doing this work? What have we put in place to observe our work?** (Include specific actions taken to monitor the adult actions for implementation) | **Evidence of successful implementation: How is our work impacting student learning: How do we know?** (identify student achievement measures and timeline) | **Support Needed:  What resources do we need to make it happen?** |
| The staff will continue to define what complex content looks like.  The staff will implement and supplement the curriculum with complex tasks, ideas, and questions.  The staff will build capacity to implement DQs 1, 2,3,4 in Marzano’s instructional strategies.  Curriculum specialists and the Principal will provide feedback, modeling, and professional development to staff about how to build student independence and capacity (workshop teaching.) | The school will conduct one internal and one external Instructional Rounds process focused on complex content and independent thinking.  Visitations, walk-throughs, and observations conducted by Curriculum Specialists and Principal will provide constructive feedback to teachers.  Data teams (grade level, whole school) will use quantitative data and student work to refine instructional practices.  A steering committee of teachers will work with Dr. Richard Cash to implement and share higher order thinking strategies. | 88% of students K-5 will meet grade level expectation on DRA2/ Benchmark.  70% of students in grades (K-5) will receive a scaled score of 3 on an on demand writing prompt by June 2014.  75% of students in K and 1 will meet goal in the Missing Number subtest of Aimsweb.  70% of students in grades 1 and 2 will meet goal in the M-COMP subtest of Aimsweb.  Grades 3 -5 – 10 point increase on Integrated Understanding subtest of Blue Ribbon. | Release time for  Curriculum Specialists to plan with grade level teachers.  Common planning time  Marzano’s text (TBD) for every teacher.  Professional development in the areas of the workshop model and workshop teaching / building student independence. |

Problem of Practice: Burr’s students are motivated, focused learners. Last year teachers committed to asking deeper questions. As we move forward, we still need to create daily opportunities for students to grapple with complexity and build independent thinking skills.

Theories of Action:

If we monitor and refine the complexity of the content we give students, and if we provide opportunities for students to grapple with this content, then students will build higher level thinking skills and student learning will improve. (Content)

If we create an environment of collaboration across the school and grade levels focused on improving instruction and assessment, then teachers will broaden their repertoire of instructional strategies and student learning will improve. (Pedagogy)

If we create classrooms across all subject areas that provide students with consistent opportunities to explain and own their own thinking, and if we give them meaningful feedback , then we will build independence in our students’ thinking skills, and student learning will improve. (Environment)

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| *BURR* -**SCHOOL-WIDE STRATEGIES - Climate**  **FOCUSED STRATEGY (addresses the problem of practice and is limited in number and high leverage):** If every staff member helps students develop positive: 1) Character traits 2) Leadership skills and 3) Decision making strategies, then we will build a student centered community at Burr where every person is valued and accepted. | | | |
| **Adult Action:  What are we going to do?**  (Include persons responsible and the timeline.) | **Implementation Measure:   How are we doing this work? What have we put in place to observe our work?** (Include specific actions taken to monitor the adult actions for implementation) | **Evidence of successful implementation: How is our work impacting student learning: How do we know?** (identify student achievement measures and timeline) | **Support Needed:  What resources do we need to make it happen?** |
| Teachers will implement Responsive Classroom with a minimum expectation of morning meetings.  Teachers, specialists, and support staff will embed character-based lessons into morning meetings, and/or health, and/or class community building activities. (Cares Program, Second Steps)  The principal, IIT, and school psychologist will work with students and staff to develop a Student Council.  The School Climate Committee will work with students and staff to develop school wide assemblies, character based morning announcements, and Spirit Days.  The School Climate Committee will work with staff to develop a school wide Behavioral Expectations matrix. | The principal will observe Responsive Classroom morning meetings.  Class schedules and lesson planning will show Responsive Classroom and character-based lessons.  A compilation of agendas will show school assembly work.  Staff will share successful Responsive Classroom strategies at building meetings and common planning times.  A completed building matrix will be displayed and referenced throughout the school. | We will continue to track reported incidents of bullying.  We will gather school climate data from parents in the spring using an electronic survey.  We will gather school climate data from students and teachers in the spring using an electronic survey. | Responsive Classroom Training  Responsive Classroom Training Books  Cares and Second Steps Materials  Time for the School Climate Committee and teachers to plan this work. |

Problem of Practice: In a School Climate Survey from November of 2012, parents, staff, and students were overwhelmingly positive about Burr’s school climate. One area of need identified from the data involved providing emotional security for all members of our community. (Name calling, excluding others, etc.)

Theories of Action:

If we explicitly teach positive character traits and decision making strategies to all students, then we will increase their capacity to make positive choices and all students at Burr will feel valued and accepted.

If we design structures that allow students to plan and implement school based initiatives, then we will increase their leadership capacity and all students will have a larger stake in our school outcomes.

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| **FOCUSED STRATEGY** (addresses the problem of practice and are limited in number and high leverage): If every Pre-K-5 teacher creates a classroom environment where students 1) Engage in with complex content and questions, 2) Own and explain their thinking, and 3) Receive meaningful feedback, then there will be an increase in student achievement on state and district assessments. | | | |
| **Adult Action:  What are we going to do?**  (Include persons responsible and the timeline. | **Implementation Measure:  How are we doing this work? What have we put in place to observe our work?** (Include specific actions taken to monitor the adult actions for implementation) | **Evidence of successful implementation: How is our work impacting student learning: How do we know?** (identify student achievement measures and timeline) | **Support Needed:  What resources do we need to make it happen?** |
| * Collaborate with ECC & Dwight Pre-K teachers to plan for and implement new curriculum units across the year. * Give opportunities for students to respond to higher order thinking questions during large group activities, which include literacy and numeracy concepts. * Give opportunities for students to explore literacy & numeracy concepts through small group activities. | * Monthly District Meeting times and Professional Development Days with ECC/Dwight Pre-K staff, Walter Wakeman, & Mike Rafferty to debrief, discuss, and provide feedback re: the implementation of the curriculum. * Classroom observations with Jason Blustein, Walter Wakeman & Mike Rafferty. * Feedback on instruction with the use of Ten Frames for Numeracy activities, and Shared Reading & Writing Lessons that include Concepts About Print (C.A.P.) | * For all four-year-old students to demonstrate growth in Numeracy and Literacy Assessments from Fall to Spring. * Observation of student responses during Large & Small Group activities. | * Time to plan for, implement, and reflect upon new activities in the curriculum units & assessment data. * Consultation and support from Walter Wakeman, Mike Rafferty, & Jason Bluestein. * Time to assess students with new Numeracy & Literacy Assessments. * Time to input assessment data into new program designed by Walter Wakeman. |

PRE-K

KINDERGARTEN

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| **FOCUSED STRATEGY (addresses the problem of practice and is limited in number and high leverage):** If every Pre-K – 5 teacher creates a classroom environment where students 1) Engage with complex content. 2) Own and explain their thinking and 3) Receive meaningful feedback, then there will be an increase in student achievement on state and district assessments. | | | |
| **Adult Action:  What are we going to do?**  (Include persons responsible and the timeline.) | **Implementation Measure:   How are we doing this work? What have we put in place to observe our work?** (Include specific actions taken to monitor the adult actions for implementation) | **Evidence of successful implementation: How is our work impacting student learning: How do we know?** (identify student achievement measures and timeline) | **Support Needed:  What resources do we need to make it happen?** |
| The K Team will:   * Implement the new math instructional model * Provide opportunities for students to explain their thinking (pairs, turn and talk, math congress, verbally) * Plan with team and MST for each upcoming unit * Collaborate with MST to create one performance assessment to use three times throughout the year. * DQ3 #19 – Practicing skills, strategies, and processes * Create self-assessment tool for students to monitor their own progress (rubric) | The K Team will:   * Follow the curriculum calendar * Meet with data teams (grade level, whole school) to review assessments and student work, to reflect and refine instructional practices * Anecdotal notes * Use CPT to debrief struggles/successes * Feedback from MST and Principal * Monitor the effectiveness of self-assessment rubric | Successful implementation will show:   * 75% of students will meet goal in the Missing Number Subtest of Aimsweb by June 2014. * 80% of students will meet goal in the Quantity Discrimination Subtest of Aimsweb by June 2014.      * 85% of students will score a 2 or better on the performance assessment by June 2014. | The K Team will need:   * Observe and collaborate with MST * CPT * Time plan new units before they begin * District Assessments * PD on rubrics and performance assessments |

GRADE 1

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| **FOCUSED STRATEGY (addresses the problem of practice and is limited in number and high leverage):** If every Pre-K – 5 teacher creates a classroom environment where students 1) Engage with complex content. 2) Own and explain their thinking and 3) Receive meaningful feedback, then there will be an increase in student achievement on state and district assessments. | | | |
| **Adult Action:  What are we going to do?**  (Include persons responsible and the timeline.) | **Implementation Measure:   How are we doing this work? What have we put in place to observe our work?** (Include specific actions taken to monitor the adult actions for implementation) | **Evidence of successful implementation: How is our work impacting student learning: How do we know?** (identify student achievement measures and timeline) | **Support Needed:  What resources do we need to make it happen?** |
| The first grade team will implement and supplement the curriculum with complex tasks (ideas).  The first grade team will implement DQ2 number 12. (Using and monitoring daily work and journals)  The first grade team will plan upcoming units of study and plan out each lesson.  The first grade team will implement the math instructional model (math congress, gallery walks, fluency etc) | The first grade team will follow the monthly curriculum calendar.  The first grade team will deliver the new math curriculum.  The first grade team will observe the MST model lessons.  The first grade team will receive feedback from MST and the principal.  Data teams will meet to debrief struggles and successes. | By June 2014, 70% of students will score at a level 2 or above on district performance assessments.  70% of students will meet goal on the M-Comp subtest of Aimsweb by June 2014.  70% of students will meet goal on the M-COMP subtest of Aimsweb. | Release time to plan.  Model and observe MST and each other.  CPT  PD in the math model. |

GRADE 2

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| **FOCUSED STRATEGY (addresses the problem of practice and are limited in number and high leverage**): If every Pre-K-5 teacher asks higher order thinking questions and creates consistent opportunities for students to respond orally and in writing, then there will be an increase in student achievement on state and district assessments. | | | |
| **Adult Action:  What are we going to do?**  (Include persons responsible and the timeline. | **Implementation Measure:   How are we doing this work? What have we put in place to observe our work?** (Include specific actions taken to monitor the adult actions for implementation) | **Evidence of successful implementation: How is our work impacting student learning: How do we know?** (identify student achievement measures and timeline) | **Support Needed:  What resources do we need to make it happen?** |
| Implement the Math Instructional Model with a focus on questioning and dialogue during math congress, paired work and fluency work.  Impart the math curriculum with a focus on math congress, paired work, fluency work.  Implement DQ2 with a focus on #12 (Recording and Representing Knowledge).  Observe MST model the math congress focusing on how to encourage students to explain their thinking. Debrief with MST immediately following observation. | Check in on a weekly basis (during CPT) with MST and administration on the new units of study, math congress and student achievement.  MST will observe math congress and provide feedback.  Administer monthly pre-unit fluency tests.  Use pre-assessments. Use formative assessments which may be anecdotal notes, homework, class worksheets, posters from the gallery walk and math games.  Work with data team to review student assessments and use it to make instructional decisions. | 85% of students will score in the 75th percentile or higher on the Aimsweb MCOMP by June 2014.  85% of students will achieve a 2 or higher on the last performance assessment of the school year given in June 2014. | Attend PD around math congress.  CPT to meet with MST.  Time to score and analyze data from assessments. |

GRADE 3

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| **FOCUSED STRATEGY (addresses the problem of practice and is limited in number and high leverage):** If every Pre-K – 5 teacher creates a classroom environment where students 1) Engage with complex content. 2) Own and explain their thinking and 3) Receive meaningful feedback, then there will be an increase in student achievement on state and district assessments. | | | |
| **Adult Action:  What are we going to do?**  (Include persons responsible and the timeline.) | **Implementation Measure:   How are we doing this work? What have we put in place to observe our work?** (Include specific actions taken to monitor the adult actions for implementation) | **Evidence of successful implementation: How is our work impacting student learning: How do we know?** (identify student achievement measures and timeline) | **Support Needed:  What resources do we need to make it happen?** |
| The team will collaborate with the LASs to find complex text, create higher order thinking questions, and align them to the current units of study.  The team will use adult fishbowls and whole-class instruction to model appropriate and higher-level responses, including meaningful responses and evidence-based thinking.  Teacher will create student friendly rubrics for oral and written responses.  Increase frequency of close reading. | Requiring weekly written responses in reader’s notebook.  Students will be assessed (self and teacher) on written and oral responses using a rubric.  Priority Ladder (and other Cash strategies) to be used with written and oral responses.  Meeting with whole-school and grade level data teams to review our data to drive our instructional strategies. | 70% of students will score independent or advanced levels on interpretation and reflection section on the spring DRA2 benchmark assessment at grade level goal (38). Students lower than DRA 38 will be assessed at their DRA level.  70% of students will meet goal on written responses to text as assessed with the rubric. | Release time to collaborate with LASs.  Release time to create rubrics.  LASs to demonstrate adult fishbowl with classroom teacher.  Professional Development on creating higher-level thinking questions. |

GRADE 4

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| **FOCUSED STRATEGY (addresses the problem of practice and are limited in number and high leverage**): If every Pre-K-5 teacher creates a classroom environment where students 1) Engage with complex content 2) Own and explain their thinking and 3) Receive meaningful feedback, then there will be an increase in student achievement on state and district assessments. | | | |
| **Adult Action:  What are we going to do?**  (Include persons responsible and the timeline. | **Implementation Measure:   How are we doing this work? What have we put in place to observe our work?** (Include specific actions taken to monitor the adult actions for implementation) | **Evidence of successful implementation: How is our work impacting student learning: How do we know?** (identify student achievement measures and timeline) | **Support Needed:  What resources do we need to make it happen?** |
| Teachers will assess student work using Lucy Calkins checklists/rubrics.  Teachers will teach students to self-assess their writing using the checklist.  Teachers will model for students how to give and receive specific meaningful feedback. (Ex. Fishbowl, peer-conferring, open notebook policy, samples, etc).  Teachers will give students specific feedback (conferences, written feedback) using Calkins checklists/rubrics.  Teachers will create peer conferring rubric. | Team will score, analyze, and use grade level data to drive instruction.  CPT discussions to plan instruction based on data.  Teachers will observe peer conferences and provide feedback for students to improve using the teacher created peer conferring rubric. | During the 2013-2014 school year, 90% of students will increase one or more sublevels (organization, lead, ending, transitions, elaboration, craft, punctuation, spelling and word choice) on the on-demand writing prompts as measured by the Lucy Calkins writing rubric.  During the 2013-2014 school year, 70% of students will improve in at least one editing and revising strand as measured by the Blue Ribbon Editing and Revising post-assessment. | Release time for team to analyze and score on-demand prompts.  Release time for curriculum specialists to plan with team.  Common planning time.  Principal and LAS will model writing lessons. |

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| **FOCUSED STRATEGY (addresses the problem of practice and is limited in number and high leverage):** If every Pre-K – 5 teacher creates a classroom environment where students 1) Engage with complex content. 2) Own and explain their thinking and 3) Receive meaningful feedback, then there will be an increase in student achievement on state and district assessments. | | | |
| **Adult Action:  What are we going to do?**  (Include persons responsible and the timeline.) | **Implementation Measure:   How are we doing this work? What have we put in place to observe our work?** (Include specific actions taken to monitor the adult actions for implementation) | **Evidence of successful implementation: How is our work impacting student learning: How do we know?** (identify student achievement measures and timeline) | **Support Needed:  What resources do we need to make it happen?** |
| The fifth grade and special education teams will implement the units of study in the new writing curriculum.  The fifth grade and special education teams will focus on Domain 1, DQ1, elements 1 and 2: providing clear learning goals and rubrics AND tracking student progress  The fifth grade and special education teams will collaborate with students to develop rubrics to assess elaboration and organization in their writing process pieces.  The fifth grade and special education teams will collaborate to create strategies to help students improve their writing. | Interpret the curriculum making accommodations and modifications based on the needs of our students.  Score on-demand pre and post assessments and process pieces and use the results to plan instruction.  Collaboratively develop a grade-level rubric to assess the strengths and weaknesses in the elaboration and organization of students’ writing process pieces.  Review feedback from Language Arts Specialists and Principal to improve delivery of curriculum.  Utilize students’ self-assessments to focus class instruction and/or small group instruction. | 71% of students will meet goal with a score of 3 on the collaboratively developed rubric on 3 process pieces in the areas of elaboration and organization by the end of the year.  29% of students will increase 1 Scaled Score point on 2 process pieces in both organization and elaboration by the end of the year.  79% of students will score a 2.5 or higher Scaled Score goal on one post on-demand assessment by the end of the year. | Release time is needed to: Interpret the curriculum, score on-demand pre and post assessments, discuss results and assess strengths and weaknesses of on-demand prompts and process pieces, and develop final rubric to assess elaboration and organization  Ongoing work time with LASs to work through units of study and in the classroom with delivery of lessons. |

GRADE 5