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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 designs a classroom environment where students 1) Engage with complex content. 2) Learn flexible rigorous thinking and work skills and 3) Receive specific, meaningful feedback through various forms of assessment, then student learning and achievement will improve. | | | |
| **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 implement the curriculum with fidelity.  Each grade level will implement instructional and feedback strategies in the areas of oral discourse and/or writing in order to deepen students’ thinking skills.  The staff will develop and implement a series of essential practices about the structure of workshop (Ex. Reader’s workshop, etc.) in order to deepen students’ thinking and work skills. | The school will conduct two whole school rounds – focused on the “great white space.”  Each grade level and department will conduct two teacher-facilitated observation processes.  Curriculum specialists will engage in coaching protocols with grades 1 and 4 in the areas of rigor, feedback and/or the structure of workshop.  Observations conducted by the Principal will provide constructive feedback to teachers.  Data teams (grade level, whole school) will use quantitative data and student work to refine instructional practices in the area of rigor (oral discourse and/or writing to deepen thinking.) | Reading - 85% of students K-5 will meet or exceed grade level expectations on the Benchmark Reading Assessment.  Writing - 85% of students K-5 will meet or exceed grade level expectations on at least two of the on-demand writing prompts.  Math - 90% of students K-5 will get a 3 on at least one performance assessment. | Common planning time - 60 minutes  Tuesday afterschool time for planning, collaboration, and professional development.  Professional development in the areas of workshop teaching, feedback, and oral discourse / writing. |

Problem of Practice: We need to embed the teaching (and practicing) of higher order thinking skills (synthesis, analysis, etc.) and work skills (perseverance, stamina, etc.) into our daily practice.

Theory of Action:

**Instructional Program:** If we ensure that a rigorous, comprehensive instructional program is consistently delivered across all grade levels and departments, with alignment between the written, taught and assessed curriculum, then instruction will be of consistently high quality and student learning will improve. We will:

* Implement with fidelity English/language arts, mathematics, science, and social studies curriculum that meets or exceeds the Connecticut Core Standards. We will hold staff accountable for the consistent implementation of this approved curriculum.
* Implement common and formative assessments aligned to the curriculum in all content areas. We will use these assessments to monitor student understanding.
* Implement and evaluate the effectiveness of evidence-based instructional strategies in all content areas in order to broaden every teacher’s repertoire.
* Monitor and refine the complexity of the content we give students and provide opportunities for students to grapple with this content.
* Create classroom environments that provide students with opportunities to learn and practice both thinking and work skills.
* Explicitly teach students positive character traits and decision making strategies to all students to ensure a positive school climate.

**Teams/School Improvement Plans:** If we work effectively in teams to examine school and individual student progress, create a culture where individuals regularly research and engage in developing and sharing effective practices, and regularly support and supervise teachers in implementing effective classroom practices, then teachers will improve instruction and student learning will improve. We will:

* Implement School Improvement Plans based on data and research-based practices that will improve learning and achievement (includes academic and school climate indicators).
* Implement a school wide and grade level data teams to review progress on the SIP, share effective practices, and adjust SIP as warranted.

**Leadership Capacity:** If we strengthen the instructional leadership capacity of teachers and administrators, then we will be better able to identify and implement effective instructional practices and help teachers improve their practices through support and accountability. This improved instructional practice will lead to improved student learning.

* Implement instructional rounds both school wide (formally) and by grade level (informally.)
* Implement professional growth and evaluation plans.
* Implement instructional coaching by LAS, MST, and IIT with two targeted grades.

**Resources:** If we provide our staff and students with appropriate levels of educational resources (human, time and material) and if they use these resources effectively, then student learning will improve.

* For each improvement initiative, provide effective professional learning for all staff members on a continuous basis.
* Align school resources to enact school priorities.
* Partner with parents to achieve system priorities and goals.
* Improve intervention efforts for struggling students and high –achieving students.

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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?** |
| Classroom teachers will implement Responsive Classroom with a minimum expectation of morning meetings.  Teachers, specialists, and support staff will embed CARES character-based lessons into morning meetings, and/or health, and/or class community building activities.  The principal, IIT, and school psychologist will work with students to implement a Student Council and Safety Patrol.  The School Climate Committee will work with students and staff to develop CARES school wide assemblies, character based morning announcements, and Spirit Days.  Staff will implement a school wide Behavioral Expectations matrix. | Class schedules and lesson planning will show Responsive Classroom and character-based lessons.  A compilation of agendas/minutes will show school assembly work.  A completed building matrix will be displayed and referenced throughout the school.  We will use student focus groups in the spring to monitor and measure the effectiveness of character based lessons / activities. | We will continue to track reported incidents of bullying.  We will gather school climate data from parents in the fall using an electronic survey. | Responsive Classroom Follow Up Training and Materials  Cares and Second Steps Materials  Time for the School Climate Committee to meet. |

Problem of Practice: One area of need identified need from the last School Climate Survey was providing emotional security for all members of our community. (Name calling, excluding others, etc.)

Theories of Action: **DRAFT**

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 is limited in number and high leverage):**  If every Pre-K – 5 teacher designs a classroom environment where students 1) Engage with complex content. 2) Learn flexible rigorous thinking and work skills and 3) Receive specific, meaningful feedback through various forms of assessment, then student learning and achievement will improve. | | | |
| **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:  Choose mentor texts to use for interactive, shared, and modeled writing.  Create a list of higher order thinking questions to use when responding to reading (in written form).  Collaborate with LAS to create a rubric to assess and monitor progress.  Model oral and written responses during interactive read aloud, shared reading, and reading workshop.  Implement reading journals. | Common planning time to debrief and score responses using the rubric.  Observations and feedback by LAS and Principal.  School rounds.  Grade level data team meetings to look at reading assessment data. | Benchmark Assessments (Nov., Feb., May)  Teacher created rubric  Student response journals  Anecdotal notes  80% of K students will score a 3 or higher on their reading response (using teacher created rubric) by June 2014.  80% of K students will be at an instruction level D on the Benchmark reading assessments by May 2014. | The K team needs:  CPT  Bibliography of mentor texts and list of higher order thinking questions.  Professional Development on questioning: within, beyond and about the text (Fountas and Pinnell). |

KINDERGARTEN

FIRST GRADE

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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 designs a classroom environment where students 1) Engage with complex content. 2) Learn flexible rigorous thinking and work skills and 3) Receive specific, meaningful feedback through various forms of assessment, then student learning and achievement will improve. | | | |
| **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 develop higher order thinking questions in the areas of Interactive Read Aloud and Small Group Reading Instruction to use writing as a tool to deepen comprehension.  Teachers will develop appropriate rubric (with visuals) to measure student written responses.  Teachers will develop exemplars to correlate with rubric.  Teachers will model written responses that demonstrate deep understanding of story.  Teachers will provide meaningful feedback (conferring) to students based on writing samples | Teachers will meet with LAS to design rubric, exemplars, and higher order thinking questions.  Teachers will work with LAS coach for feedback and support to best implement this goal.  The Principal will observe through Professional Growth Plan.  Teachers will use grade level data team meetings to analyze student work.  Teachers will participate in Rounds. | Teacher will take anecdotal notes to assess student understanding of ongoing instruction of written responses to deepen reading comprehension.    85% of students will be at or above the expected goal (Level 3) on the Reader Response Rubric by the end of year. 15% of students will make gains of at least one level on the Reader Response Rubric.  85% of students will meet Grade Level Expectation on the Benchmark Reading Assessment by end of year. | CPT to work with LAS to create rubric, exemplars, and higher order thinking questions.  Team needs time to evaluate assessments given and plan next steps for instruction.  PD-Benchmark assessments (comprehension questioning within, beyond and about the text).  PD-Written response |

GRADE 2

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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 designs a classroom environment where students 1) Engage with complex content. 2) Learn flexible rigorous thinking and work skills and 3) Receive specific, meaningful feedback through various forms of assessment, then student learning and achievement will improve. | | | |
| **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 oral discourse.  Develop a rubric to measure student discourse.  Develop a set of questions and feedback responses to help facilitate discourse.  Implement DQ 2 and 3 with focus on DQ 2: 6, 10, 12 and DQ 3: 18, 19  Teach the math curriculum with a focus on math congress, paired work, and fluency work.  Model discourse strategies for students. | Observe 2nd grade colleagues during math workshop and debrief during CPT.  CPT – Data Team  School Rounds  Observations by the Principal as part of the professional Growth Plan.  Feedback from the MST. | 85% of students will score a 2 or higher on at least 2 performance assessments.  85% of students will score an 85% or higher on at least 2 skills assessments. | Time with the MST – for modeling, debriefing, etc.  PD on discourse – especially as it connects to the math instructional model and surfacing student thinking.  Time at CPT to analyze data from assessments to plan next steps |

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 designs a classroom environment where students 1) Engage with complex content. 2) Learn flexible rigorous thinking and work skills and 3) Receive specific, meaningful feedback through various forms of assessment, then student learning and achievement will improve. | | | |
| **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 use adult fishbowls and whole class instruction to model appropriate oral discourse (Marzano Domain 1 DQ2&3).  Teachers will revise and introduce a student friendly checklist for written responses. (Marzano Domain 1 DQ1)  Teachers will increase frequency of peer conferences and partnership, group, and whole class discourse in multiple subject areas (workshop, think journals, math congress, etc…).. (Marzano Domain 1 DQ4)  Teachers will provide specific and timely feedback on oral discourse using checklist from *Academic Conversations*. (Marzano Domain 1 DQ1)  Teachers will provide specific and timely feedback on written responses. (Marzano Domain 1 DQ1) | Teacher observation of students practice peer conferring using oral discourse checklists.  Meet with grade level data teams to review our data to drive instructional strategies.  Data on feedback/questioning taken through teacher observations. Debrief results. (Marzano Domain 3)  Co-teach with grade level partners to evaluate and implement effective questioning.  Principal observation through Professional Growth Plan.  School rounds | 80% of students will meet the instructional level goal on the spring Benchmark Assessment (level P). The remaining 20% will make progress towards meeting goal.  80% of students will meet goal on written responses to text as assessed with the rubric. The remaining 20% will make progress towards meeting goal. | Release time to debrief observations.  LASs/MST to demonstrate adult fishbowl with classroom teacher.  Professional Development on effective feedback/questioning.  Think journals.  Book: *Academic Conversations* |

GRADE 4

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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?** |
| Teachers will collaborate with the LASs to find complex text, create higher order thinking questions that demonstrate deep thinking, and align them to the current reading units of study.  Teachers and LASs will model appropriate and deeper-level responses, including meaningful responses and evidence-based thinking.  Teachers will collaboratively create student-friendly rubrics for written responses.  Teachers will ask higher level thinking questions and post on Collaborize Classroom as a response forum.  Teachers will provide opportunities for students to demonstrate their ability to respond to their reading - utilizing a variety of different tools (thinking journals, exit slips, reading/writing notebooks) | Team will score reading response pieces with rubric.  Team will have a monthly data team meeting to talk about student progress and any instructional implications.  Team will meet with whole-school and grade level data teams to review our data to drive our instructional strategies.  Team will work with the LASs through the school coaching protocol.  School based rounds  Observation by the Principal through the Professional Growth Plan. | 80% of students will meet or exceed instructional level on Level S text as measured by the spring reading benchmark assessment.   1. 80% of students will meet goal on written responses to text as assessed with the collaboratively developed rubric by the end of the year. | Release time to collaborate with LASs and create a rubric.  Professional Development on creating higher-level thinking questions that students can respond to in writing. |

GRADE 5

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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 designs a classroom environment where students 1) Engage with complex content. 2) Learn flexible rigorous thinking and work skills and 3) Receive specific, meaningful feedback through various forms of assessment, then student learning and achievement will improve. | | | |
| **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 teacher will implement the reading units of study with fidelity.  The fifth grade and special education teacher will focus on Domain 1, DQ1, elements 1 and 2: (Providing clear learning goals and rubrics; tracking student progress.)  The fifth grade and special education teacher will collaborate with students to develop rubrics to assess written response to reading.  The fifth grade and special education teacher will collaborate to create strategies to help students improve their written response to reading.  The fifth grade team will have students self-assess their work using the rubric. | Interpret the curriculum making accommodations and modifications based on the needs of our students.  CPT – Utilize grade level data team to examine student work.  Principal observation through Professional Growth Plan  School rounds  Feedback from LASs | By June 2015, 75% of students will increase by at least three levels on the reading Benchmark Assessment. The remaining 25% will increase by at least two levels.  By June 2015, 100% of students will increase by at least one level on the teacher-created Rubric for Reading Responses. | Release time is needed to:   * interpret the curriculum * discuss results and assess strengths and weaknesses of written responses. * develop final rubric to assess reading written responses. * PD with LASs on written response and higher level questioning. |

PRE-K

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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 designs a classroom environment where students 1) Engage with complex content. 2) Learn flexible rigorous thinking and work skills and 3) Receive specific, meaningful feedback through various forms of assessment, then student learning and achievement will improve. | | | |
| **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?** |
| Identify specific needs of students and group students to interact with new knowledge.  Adjust questioning techniques to provide “Wait time” for student responses, and pre-teaching of new knowledge to meet the needs of struggling students and ELL students.  Give opportunities for students to respond to higher order thinking questions during both small and large group activities. | Monthly District Meeting times and Professional Development Days with ECC/Dwight Pre-K staff, to debrief, discuss, and provide feedback re: the implementation of the curriculum.  Informal and formal classroom observations with Jason Bluestein with feedback on instruction.  Plan and record anecdotal notes and implement formal, district assessments. | 100% of 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 activities in the curriculum units & assessment data.  Consultation and support from Pre-K team and Jason Bluestein.  Time to assess students with new Numeracy & Literacy Assessments.  Time to input assessment data into program designed by Walter Wakeman. |