Burr Elementary School

2023-2024

Regional School District #17

57 Little City Rd

Higganum, CT 06415

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Burr Elementary School Improvement Plan 2023-2024

School Improvement Team

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Lindsey Meyer, SPED teacher	Elisa Bovey, grade 3
Charlene Reynolds, grade 1	
Heather Lonergan, grade 2	

Introduction

RSD 17 is committed to aligning Continuous Improvement Plans to the Strategic Operating Plan. Teams thoughtfully created goals that will contribute to the District priorities and Vision of the Graduate. Theories of Action demonstrate our focus for the year and detail what we will work towards accomplishing. As a learning organization, we will monitor progress consistently and reflect on the impact of our actions.

RSD 17 Mission Statement

The Mission of Regional School District 17 is to engage students in an educational community that challenges them with high standards and builds their capacity for success and their aspiration to improve themselves and their society.

Vision of the Graduate

A graduate of the RSD17 School District is a compassionate critical thinker, who collaborates to solve problems, and is prepared to contribute to improving our world.

RSD17 Core Values

PUBLIC EDUCATION IS A RIGHT
All students have a right to an equitable education to develop a passion and direction for their future.

EVERY STUDENT HAS POTENTIAL
Students excel when they discover their strengths and persist through challenges to learn and grow.

QUALITY TEACHING IS ESSENTIAL TO LEARNING
Innovative and effective teaching promotes mastery of knowledge and skills.

STUDENT SUCCESS IS A SHARED RESPONSIBILITY
A strong and trusting partnership among students, families, and staff improves academic achievement and social development.

ALIGNMENT AND TEAMWORK ARE POWERFUL
We can accomplish anything when we collaborate toward common goals and a higher organizational purpose.

CRITICAL THINKERS MAKE INFORMED DECISIONS
An intellectually-disciplined culture of collaborators leads to meaningful discourse, viable decisions, and understanding.

SCHOOL IS A SAFE PLACE
Students thrive in schools that foster a safe and respectful climate.

SUSTAINABILITY SECURES OUR FUTURE
We are committed to using our resources efficiently through effective strategies and systems.

RSD 17 Strategic Operating Plan Priorities

1. Student Learning and Well-being
2. Educator Leadership and Capacity
3. Operational Efficiency
4. Enhance District Infrastructure

Burr Elementary School Vision Statement

We foster students' intellectual curiosity, emotional development, and physical well-being through our core values of respect, responsibility, and academic risk-taking.
We help students develop a growth mindset to discover their own unique talents, gifts, and personal strengths in order to thrive as confident learners.
We provide students a foundation to grow into collaborative and compassionate individuals who embrace diverse perspectives and develop a lifelong love of learning.

School Year: 2023-24	**Strategic Operating Plan 1.1a & b**

ToA: If we implement a highly reliable literacy curriculum and provide professional learning for staff, then student achievement will be increased.

Goal 1a-Literacy: Increase literacy achievement for all students

Metric 1: By spring 2023 the number of students scoring at grade level will increase from fall to spring as measured by the DIBELS assessment composite score for students in grades K-3.

Metric 2: Students in grades 2-3 will meet or exceed their I-Ready growth targets and/or meet grade level expectations based on the spring 2023 diagnostic.

Metric 3: Students in grades 1-2 will meet or exceed grade level expectations or make a minimum of a year's growth as measured by the CORE.

Action Plan

Strategies	**Staff Responsible**	**Resources & Learning Needed**	**Intended Outcomes**
Implement research-based instruction in phonics and phonemic awareness	K-3 Classroom Teachers Special Education Teachers Reading Specialists Coaches	– Heggerty – Fundations – LETRS – Lexia – Marzano Art and Science of Teaching – Decodable texts	<u>Evidence:</u> – Collaborative planning agendas & lesson plans – Informal observations – Common assessment data – Data team action plans <u>Short-Term Impact & Longer-Term Outcomes:</u> – Improved tier 1 instruction – A year + growth for all students – Students exiting tiered support
Implement research-based instruction in oral language, vocabulary development, and comprehension	K-3 Classroom Teachers Special Education Teachers Reading Specialists Coaches	– iReady – Structured literacy – Marzano Art and Science of Teaching – Wit and Wisdom	<u>Evidence:</u> – Collaborative planning agendas & lesson plans – Informal observations – Common assessment data – Data team action plans <u>Short-Term Impact & Longer-Term Outcomes:</u> – Improved tier 1 instruction – A year + growth for all students

Implement differentiated, small group instruction to meet students' individual needs	K-3 Classroom Teachers Special Education Teachers Reading Specialists Coaches Academic Tutors Paraprofessionals	– Job Embedded PD provided by Instructional Coaches and Interventionists – Data Teams – WIN Time – Geodes – UFLI	<u>Evidence:</u> – Collaborative planning agendas & lesson plans – Informal observations – Common assessment data – MTSS meeting notes – Data team action plans <u>Short-Term Impact & Longer-Term Outcomes:</u> – Improved tier 1 instruction – A year + growth for all students – Better alignment of tier 1 instruction with tiered intervention support
Closely monitor the growth and progress of high needs students (EL, SPED, and free and reduced eligible)	MTSS Leadership Team	-revised reports in SAID that sort by high needs category	<u>Evidence:</u> – Data collection on ELA assessments – Tracking of students in T2 or T3 that are high needs – Notes from MTSS leadership team meetings – Data team action plans <u>Short-Term Impact & Longer-Term Outcomes:</u> – Reduce/eliminate the achievement gap that exists between high need and non-high needs students

School Year: 2023-24	**Strategic Operating Plan 1.1a & b**

ToA: If we implement research-based, aligned, sequential, and explicit mathematics instruction and provide professional learning for staff, then student achievement will be increased.

Goal 1b-Mathematics: Increase mathematics achievement for all students

Metric 1: By spring 2024, the number of students scoring at grade level will increase from fall to spring as measured by the Acadience Math screener composite score for students in grades K-1.

Metric 2: Students in grades 1-3 will meet or exceed their I-Ready growth targets from fall 2023 to spring 2024.

Metric 3: Students in grades K-3 will demonstrate increased levels of proficiency as measured by the MWOG assessment. K/1 will maintain the high (over 90%) proficiency levels and 2/3 will increase to at least 75% proficient.

Action Plan

Strategies	Staff Responsible	Resources & Learning Needed	Intended Outcomes
Implement research based instruction in mathematics	K-3 Classroom Teachers Coaches Interventionists Special Education Teachers	– I-Ready – Fact Fluency Progressions – Daily Math Fluency Kits – Spiral Review – Fluency Flight (grades 2-3) – Math Lab (grades 1-3) – Marzano Art and Science of Teaching	<u>Evidence:</u> – Collaborative planning agendas & lesson plans – Informal observations – Common assessment data – Data team action plans <u>Short-Term Impact & Longer-Term Outcomes:</u> – Improved tier 1 instruction – A year + growth for all students – Students exiting tiered support
Implement differentiated, small group instruction to meet students' individual needs	K-3 Classroom Teachers Coaches Interventionists Special Education Teachers Academic Tutors	– Job Embedded PD provided by Instructional Coaches and Interventionists - Data Teams -WIN Time	<u>Evidence:</u> – Collaborative planning agendas & lesson plans – Informal observations – Common assessment data – PL agendas – Data team action plans <u>Short-Term Impact & Longer-Term Outcomes:</u> – Improved tier 1 instruction – A year + growth for all students – Better alignment of tier 1 instruction with tiered intervention support

	Paraprofessionals		
Closely monitor the growth and progress of high needs students (EL, SPED, and free and reduced eligible)	MTSS Leadership Team	-revised reports in SAID that sort by high needs category	<u>Evidence:</u> – Data collection on math assessments – Tracking of students in T2 or T3 that are high needs – Notes from MTSS leadership team meetings – Data team action plans <u>Short-Term Impact & Longer-Term Outcomes:</u> – Reduce/eliminate the achievement gap that exists between high need and non-high needs students

School Year: 2023-24	**Strategic Operating Plan: 2.8c**

ToA:
- If we implement relationship-building strategies and foster social/emotional development of students, then students will be more engaged with school which will increase student achievement.

Goal 2-Culture & Climate

Metric 1: The percent of students identified as chronically absent in June 2024 will be less than the 6.75% identified in June 2023.

Metric 2: At least 85% of students will report that "school is a positive place where there are caring adults who support them" based on survey data collected in Spring 2024.

Metric 3: At least 85% of staff will respond positively to the statement "the school feels like a positive community"

Action Plan

Strategies	Staff Responsible	Resources & Learning Needed	Intended Outcomes
Implement strategies (including but not limited to monthly Town Meeting, monthly cultural arts assemblies, PAWS for Mindfulness days) to increase school connectedness and build meaningful relationships with students and staff.	All staff	– Common expectations (PBIS) – Consistent positive behavior recognition – 2nd Step – PAWS for Mindfulness – DESSA Screener	<u>Evidence:</u> – Observations – Surveys – Office Referrals – Positive behavior recognition <u>Short-Term Impact & Longer-Term Outcomes:</u> – Increased engagement – Improved survey results – Improved academic achievement
Implement strategies to monitor and support students at risk for chronic absenteeism and their families.	Principal School Psychologist Nurse Attendance Secretary	– MTSS – PowerSchool Attendance monitor – District-Wide Data Team	<u>Evidence:</u> – Attendance data <u>Short-Term Impact & Longer-Term Outcomes:</u> – Improved attendance – Improved academic achievement – Increased engagement

School Year: 2023-24	Strategic Operating Plan 2.8c

ToA: If we implement relationship-building strategies and regular communication with families, the home-school connection will be strengthened which will support positive student outcomes.

Goal 3-Family Engagement

Metric 1: A minimum of 80% of families will respond positively to the statement "My child's school makes an effort to keep me and my family informed about what is going on in school."

Metric 2: A minimum of 80% of families will respond positively to the statement "My child feels like he or she belongs at this school ."

Metric 3: A minimum of 80% of families will respond positively to the statement "Parents/guardians feel welcome at my child's school."

Action Plan

Strategies	Staff Responsible	Resources & Learning Needed	Intended Outcomes
Maintain high levels of parent communication to support learning and progress updates	All certified staff	– School Newsletter – Smore – Teacher/Grade level Communication Plan – Parent survey	<u>Evidence:</u> – Newsletter links – Parent feedback – Parent conference attendance data <u>Short-Term Impact & Longer-Term Outcomes:</u> – Consistent communication – Parent engagement – Home/school collaboration
Increase opportunities for parent engagement	All certified staff	– PTO – Curriculum Night – Family Math and Reading Events – STEAM Night – PAWS for Mindfulness – Student Performances – K lunch helpers – Mystery Readers	<u>Evidence:</u> – High attendance at parent-teacher conferences – High attendance at curriculum events (family math, learning fair, etc.) <u>Short-Term Impact & Longer-Term Outcomes:</u> – More touchpoints to build relationships – Positive results on family survey – Increased parent participation in survey

School Academic Data

iReady % scoring within the grade level band						
	ELA			**Math**		
Grade	**Fall 2023**	**Winter 2024**	**Spring 2024**	**Fall 2023**	**Winter 2024**	**Spring 2024**
K	N/A	N/A	N/A	N/A		
1st	N/A	N/A	N/A	13%		
2nd	45%			32%		
3rd	67%			15%		

DIBELs % scoring proficient or higher on composite score			
	Fall 2023	**Winter 2024**	**Spring 2024**
K	40%		
1st	60%		
2nd	62%		
3rd	77%		

CORE % of students passing proficient level or higher			
	Fall 2023	**Winter 2024**	**Spring 2024**
K	N/A		
1st	28%		
2nd	39%		

Acadience			
	Fall 2023	**Winter 2024**	**Spring 2024**
K	67%		
1st	46%		

MWOG % achieving proficient or better			
	April 2022	**April 2023**	**April 2024**
K	96%	91%	
1st	90%	96%	
2nd	59%	65%	
3rd	55%	61.5%	

Assessments Defined:

iReady –This is an online, interactive learning environment designed to assess students and then provide individualized instruction based on each student's learning needs in reading and math. After the assessment, students can log on at school or at home to complete lessons that target concepts the student missed on the assessment.

DIBELs– This is a screener entitled the dynamic indicators of basic early literacy skills. The screener is administered individually to each student three times per year to assess their decoding skills.

CORE– The CORE Phonics Survey assesses the phonics and phonics-related skills that have a high rate of application in beginning reading. Data recorded is the words students read automatically. In the Fall words read accurately are also counted as correct for internal data but not reported in SAID.

Acadience–Acadience Math is a universal screening and progress monitoring assessment that measures the acquisition of math skills in early numeracy, computation, and problem solving.

MWOG–The MWOG is the district created assessment that encompasses all of the major work of the grade level in math. The assessment is administered to all students in April and assesses the priority standards for the grade level.

School Climate/Culture and Family Engagement Data

Schoolwide Professional Learning Plan		
School Objective: Improving teaching and learning is a continuous focus, therefore, professional learning is critical to the growth and improvement of student achievement.		
DATES	**STAFF RESPONSIBLE**	**OUTCOMES**
5 Early Release Days	Certified staff	Staff will use the district data team protocol to analyze student work and determine next steps.
	Paraprofessionals	Complete mandatory trainings and others that are relevant to position responsibilities.
Professional Learning days	Certified Staff	PLC meetings focused on data-driven decision-making for the planning of instruction.
Ongoing	Certified Staff	Instructional Coaching
Ongoing	Instructional Coaches	Provide new teachers support throughout the year to implement the delivery of the curriculum.
Ongoing	TEAM Mentors	Provide new teachers support throughout the year.

Next Generation Accountability, 2022-23

Regional School District 17, Burr District Elementary School (Grades: K-3)

School Category: 1

Indicator	Index/Rate	Target	Points Earned	Max Points	% Points Earned	State % Points Earned
1a. ELA Performance Index - All Students	75.3	75	100.0	100	100.0	85.2
1b. ELA Performance Index - High Needs Students	66.7	75	88.9	100	88.9	72.1
1c. Math Performance Index - All Students	76.1	75	100.0	100	100.0	79.6
1d. Math Performance Index - High Needs Students	65.8	75	87.8	100	87.8	65.2
1e. Science Performance Index - All Students	.	75	.	.	.	82.1
1f. Science Performance Index - High Needs Students	.	75	.	.	.	68.2
2a. ELA Academic Growth - All Students	.	100%	.	.	.	57.2
2b. ELA Academic Growth - High Needs Students	.	100%	.	.	.	52.5
2c. Math Academic Growth - All Students	.	100%	.	.	.	61.8
2d. Math Academic Growth - High Needs Students	.	100%	.	.	.	55.5
2e. Progress Toward English Proficiency - Literacy	.	100%	.	.	.	55.3
2f. Progress Toward English Proficiency - Oral	.	100%	.	.	.	56.1
4a. Chronic Absenteeism - All Students	6.7%	<=5%	46.5	50	93.0	39.8
4b. Chronic Absenteeism - High Needs Students	14.9%	<=5%	30.3	50	60.6	6.0
5. Preparation for CCR - Percent Taking Courses	.	75%	.	.	.	100.0
6. Preparation for CCR - Percent Passing Exams	.	75%	.	.	.	59.0
7. On-track to High School Graduation	.	94%	.	.	.	87.7
8. 4-year Graduation: All Students (2022 Cohort)	.	94%	.	.	.	94.6
9. 6-year Graduation: High Needs Students (2020 Cohort)	.	94%	.	.	.	91.1
10. Postsecondary Entrance (Graduating Class 2022)	.	75%	.	.	.	88.2
11. Physical Fitness (estimated participation rate = .)	.	75%	.	.	.	60.6
12. Arts Access	.	60%	.	.	.	90.9
Accountability Index	.		453.4	500	90.7	69.3

Gap Indicators

Indicator	Non-High Needs Rate	High Needs Rate	Size of Gap	State Gap Mean +1 Stdev	Is Gap an Outlier?
ELA Performance Index Gap	75.0	66.7	8.3	17.0	N
Math Performance Index Gap	75.0	65.8	9.2	18.6	N
Science Performance Index Gap	.	.	.	18.6	
Graduation Rate Gap (2020 Cohort)	.	.	.	.	

If the Non-High Needs Rate exceeds the ultimate target (75 for Performance Index and 94% for Graduation Rate), the ultimate target is used for gap calculations.
If the size of the gap exceeds the state mean gap plus one standard deviation, the gap is an outlier.

Assessment Participation Rates

Indicator	Participation Rate (%)
ELA - All Students	98.9
ELA - High Needs Students	100.0
Math - All Students	98.9
Math - High Needs Students	100.0
Science - All Students	.
Science - High Needs Students	.

Minimum participation standard is 95%.