

Burr Elementary School

2024-2025



Regional School District #17
57 Little City Rd
Higganum, CT 06415

Table of Contents

School Improvement Team	2
Introduction	2
RSD 17 Mission Statement	2
Vision of the Graduate	2
RSD17 Core Values	3
RSD 17 Strategic Operating Plan Priorities	3
Goal 1a-Literacy: Increase literacy achievement for all students	4
Goal 1b-Mathematics: Increase mathematics achievement for all students	6
Goal 2-Culture & Climate	7
Goal 3-Family Engagement	8
School Academic Data	9
School Climate/Culture and Family Engagement Data	12
Schoolwide Professional Learning Plan	13
Accountability Index	14

Burr Elementary School Improvement Plan 2023-2024

School Improvement Team

Tania Shaw , SPED teacher	Judy Nacca, literacy coach
Lindsey Meyer, SPED teacher	Elisa Bovey, grade 3
Charlene Reynolds, grade 1	
Heather Lonergan, grade 2	

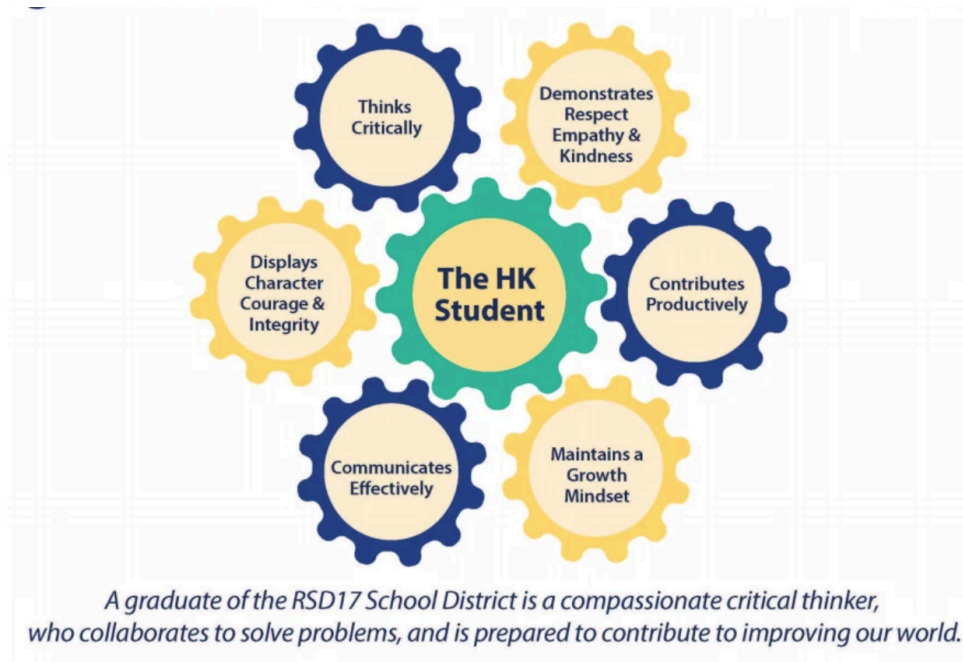
Introduction

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



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: 2024-25		Strategic Operating Plan 1.1a & b	
ToA: If we implement a highly reliable literacy curriculum based on the science of reading 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 2025 the number of students scoring on grade level/at benchmark 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 2025 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
Continue implementation of research-based instruction and assessment in phonics and phonemic awareness	K-3 Classroom Teachers Special Education Teachers Reading Specialists Coaches Paraeducators	– Heggerty – Foundations – LETRS – Lexia – Marzano Art and Science of Teaching – Decodable texts – UFLI	Evidence: – Collaborative planning agendas & lesson plans – Informal observations – Common assessment data – Data team action plans Short-Term Impact & Longer-Term Outcomes: – Improved tier 1 instruction – A year + growth for all students – Students exiting tiered support
Continue Implementation of research-based instruction in oral language, vocabulary development, and comprehension	K-3 Classroom Teachers Special Education Teachers Reading Specialists Coaches Paraeducators	– iReady – Structured literacy – Marzano Art and Science of Teaching – Wit and Wisdom	Evidence: – Collaborative planning agendas & lesson plans – Informal observations – Common assessment data – Data team action plans Short-Term Impact & Longer-Term Outcomes: – 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 Paraeducators	<ul style="list-style-type: none"> – Job Embedded PD provided by Instructional Coaches and Interventionists – Data Teams – WIN Time – Geodes – UFLI – Decodables 	<p><u>Evidence:</u></p> <ul style="list-style-type: none"> – Collaborative planning agendas & lesson plans – Informal observations – Common assessment data – MTSS meeting notes – Data team action plans <p><u>Short-Term Impact & Longer-Term Outcomes:</u></p> <ul style="list-style-type: none"> – 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	<p><u>Evidence:</u></p> <ul style="list-style-type: none"> – Data collection on all assessments – Tracking of students in T2 or T3 that are high needs – Notes from MTSS leadership team meetings – Data team action plans <p><u>Short-Term Impact & Longer-Term Outcomes:</u></p> <ul style="list-style-type: none"> – Reduce/eliminate the achievement gap that exists between high need and non-high needs students

School Year: 2024-25		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 2025, 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 2024 to spring 2025.			
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 85% proficient.			
Action Plan			
Strategies	Staff Responsible	Resources & Learning Needed	Intended Outcomes
Implement research based instruction in mathematics focusing specifically on the essential components of math instruction	K-3 Classroom Teachers Coaches Interventionists Special Education Teachers Paraeducators	– SPDG grant PD – i-Ready – Fact Fluency Progressions – Daily Math Fluency Kits – Spiral Review – Math Lab – Marzano Art and Science of Teaching	Evidence: – Collaborative planning agendas & lesson plans – Informal observations – Common assessment data – Data team action plans – Adjusted IEP goals to better align with math standards Short-Term Impact & Longer-Term Outcomes: – Improved tier 1 instruction – A year + growth for all students – Students exiting tiered support – Students with IEPs for math close the achievement gap
Implement differentiated, small group instruction to meet students’ individual needs	K-3 Classroom Teachers Coaches Interventionists Special Education Teachers	– Job Embedded PD provided by Instructional Coaches and Interventionists - Data Teams -WIN Time -Common Planning PD opportunities with contracted math consultant	Evidence: – Collaborative planning agendas & lesson plans – Informal observations – Common assessment data – PL agendas – Data team action plans – Adjusted IEP goals to better align with math standards Short-Term Impact & Longer-Term Outcomes: – Improved tier 1 instruction – A year + growth for all students

	Academic Tutors Paraprofessionals		<ul style="list-style-type: none"> – Better alignment of tier 1 instruction with tiered intervention support – Students with IEPs for math close the achievement gap
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> <ul style="list-style-type: none"> – 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> <ul style="list-style-type: none"> – Reduce/eliminate the achievement gap that exists between high need and non-high needs students

School Year: 2024-25		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 2025 will be less than 5%. Metric 2: At least 85% of students will report that “students in this school respect differences in other students” based on survey data collected in spring 2025. 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	All staff	– Common expectations (PBIS) – Consistent positive behavior recognition – 2nd Step – PAWS for Mindfulness	<u>Evidence:</u> – Observations – Surveys – Office Referrals – Positive behavior recognition <u>Short-Term Impact & Longer-Term Outcomes:</u> – Increased engagement

meaningful relationships with students and staff.		– DESSA Screener	<ul style="list-style-type: none"> – 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	<ul style="list-style-type: none"> – MTSS – PowerSchool Attendance monitor – District-Wide Data Team 	<u>Evidence:</u> <ul style="list-style-type: none"> – Attendance data <u>Short-Term Impact & Longer-Term Outcomes:</u> <ul style="list-style-type: none"> – Improved attendance – Improved academic achievement – Increased engagement

School Year: 2024-25		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 85% 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 85% of families will respond positively to the statement “My child feels like he or she belongs at this school .”			
Metric 3: A minimum of 85% of families will respond positively to the statement “As a parent or family member I 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 – Curriculum Night – Math Assessment Communication – Curriculum specific parent letters	Evidence: – Newsletter links – Parent feedback – Parent conference attendance data – MTSS communication log Short-Term Impact & Longer-Term Outcomes: – 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	Evidence: – High attendance at parent-teacher conferences – High attendance at curriculum events (family math, learning fair, etc.) Short-Term Impact & Longer-Term Outcomes: – 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 2024	Winter 2025	Spring 2025		Fall 2024	Winter 2025	Spring 2025
K	N/A	N/A	N/A		N/A		
1st	N/A	N/A	N/A		19%		
2nd	41% (some data still outstanding)				16%		
3rd	68%				32%		

DIBELs % scoring proficient or higher on composite score			
	Fall 2024	Winter 2025	Spring 2025
K	Still assessing		
1st	71%		
2nd	60%		
3rd	69%		

CORE % of students passing proficient level or higher			
	Fall 2024	Winter 2025	Spring 2025
K (E)	N/A		
1st	13%		
2nd	46%		

Acadience			
	Fall 2024	Winter 2025	Spring 2025
K	Still assessing		
1st	Incomplete data		

MWOG % achieving proficient or better			
	April 2023	April 2024	April 2025
K	91%	94%	
1st	96%	93%	
2nd	65%	65%	
3rd	61.5%	83%	

SBAC				
	2022	2023	2024	2025
ELA	69	66	67	
Math	77	78	78	

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

Survey Group	Question	2023-24		2024-25	
		# of responders	Percent positive	# of responders	Percent positive
Family	Parents/guardians feel welcome at my child's school.		77%		
Family	My child feels like he or she belongs at this school.		89%		
Family	My child's school makes an effort to keep me and my family informed about what is going on in school.		80%		
Staff	The school feels like a positive community.				
Student	There is an adult at my school who will help me if I need it.				

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.

**Elementary School
Accountability Index**

Burr