

**Regional School District 17**  
***Burr District Elementary School***  
**Continuous Improvement Plan**  
**2020-2021**



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## **Introduction**

Continuous Improvement Plans (CIPs) are developed to represent a strategic process to specify program and instructional performance goals and priorities in terms of student and community outcomes. These goals are informed by an analysis of student performance and community feedback on important indicators by teachers, administrators, and community members.

Each Principal and the Director of Student Services develops an annual Continuous Improvement Plan, in conjunction with and supported by the Superintendent. The development process involves the principal (or director) engaging with his or her faculty and community stakeholders to review and interpret results (June) and then to refine drafts of the proposed annual plan for input and articulation of action steps (late August-September). Plans are presented publicly at a Board of Education meeting (second Board meeting in October) and are posted on each school's website. The corresponding annual Student Achievement Report and State Testing Report are shared with the Board for the mid-October meeting. This cycle repeats annually and is the major vehicle through which we express our shared purpose and our efforts to enable all students to reach high levels of achievement in thriving school-communities.

Student success depends upon effective teaching and instructional leadership. Regional School District 17's vision for professional learning is that each educator engages in continuous learning every day to increase professional effectiveness, resulting in positive outcomes for each and every student. For our students to graduate prepared for college and careers, educators must engage in strategically planned continuous professional learning focused upon student growth, development, and outcomes.

## **District Mission**

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

## **Overarching District Goals Aligned with Mission**

- Increase student **aspiration** to higher levels of learning and courses
- Increase student **access** to higher levels of learning opportunities
- Increase student **engagement** in their academic achievement
- Increase student **commitment** to their school and community
- Increase **community engagement** in the schools and academic programs

## Burr District Elementary School

Burr District Elementary School is a kindergarten through grade 3 school in Higganum Connecticut. Our school motto "*Burr Cougar Cubs are "PAWS"itive everyday!*" emphasizes our focus on *Personal best, Acting responsibly, Working and playing safely, and always Showing respect*. Our goal is to provide a safe, nurturing environment where each child can learn and develop to his/her fullest potential. We believe in fostering agency in students, allowing them to be able to think critically, make choices, problem solve, persevere through challenges, take risks with their learning and gain independence. Our staff is highly collaborative and fully embedded in continuous professional growth.

Our strategic priorities for the next 3-5 years are:

Curriculum, Instruction, and Student Learning:

- Continue to develop and build upon best practices across our core curricular areas of reading, writing, math, phonics, science, and social studies
- Emphasize a growth model whereby the individual growth of each child is measured and monitored in the core curricular areas
- Continue to develop our data review systems to effectively and efficiently analyze data to inform instruction
- Implement the newly updated health curriculum grades K-3 to foster healthy choices and development

School Community:

- Explicitly teach, develop, and foster the social and emotional development of students
- Develop a strong internal culture that embraces the diversity of our staff, students, and families
- Implement PBIS model with consistency to ensure clear expectations for all students
- Enhance student experiences through a variety of cultural arts assemblies sponsored by the PTO

**2020-2021 School Year:** The COVID-19 pandemic caused our schools to unexpectedly close for the final 3 months of the 2019-2020 school year. Our students and staff did a remarkable job of transitioning to virtual instruction, but we fully recognize that our students may not be where we would typically expect them to be, both academically and socially and emotionally. Many of the goals and action steps within our continuous improvement plan address this and can be categorized into three themes.

- We intend to identify where our students are currently functioning and plan to provide the instruction, resources, and support needed to allow them to meet end of year benchmark expectations
- The social and emotional wellness of our students is critical, and providing a sense of normalcy and comfort will be a priority
- We will be reviewing and enhancing our efforts to effectively address topics of multiculturalism, black history, and diverse perspectives to foster greater knowledge, empathy, acceptance, tolerance and mutual respect

**As part of the Burr family, I will do my Personal best, Act responsibly, Work and play safely, and always Show respect.  
Burr Cougar Cubs are “PAWS”itive everyday!**

## Goal 1: Reading

**All students in grades K-3 will read efficiently and effectively across genres for a variety of purposes as measured by meeting growth targets and grade level expectations.**

### Rationale

Internal data indicates that 84% of third grade students met grade level expectations in reading for June of 2019. External data indicates that 63%\* of third grade students met goal on the ELA portion of SBAC.

*\*ELA portion of SBAC assesses more than just reading skills. It includes writing: editing, revising, grammar, and conventions as well. As a result, the two data points are not completely comparable.*

March 2020 data indicates that 80% of third grade students met grade level expectations in reading.\*\*

*\*\*This data is dated as a result of not being able to collect accurate end of year data for 19-20 due to Covid closure and virtual learning.*

### Actions

#### INSTRUCTION

Teachers will:

- Analyze student work and reading behaviors to form flexible instructional groups
- Work with students to help them identify individual goals and monitor their progress to foster continuous improvement
- Provide explicit small group instruction to help students meet those goals
- Develop students' comprehension and vocabulary through shared thinking and discourse about texts read aloud in a variety of genres
- Incorporate writing about reading throughout the curriculum
- Explicitly and systematically teach phonics skills through daily instruction
- Integrate diverse literature into their classrooms through read alouds, mentor texts aligned to units of study, and book clubs
- Intentionally develop cross-curricular connections to social studies standards aligned to social justice and perspective taking
- Utilize online learning platforms to personalize learning and reach remote learners
- Utilize 1:1 devices to provide instruction, individualization, and tools for all students including remote learners

Intervention and special education teachers will:

- Analyze classroom data to determine specific skill weaknesses
- Teach targeted supplemental reading support in order to close the achievement gap
- Monitor progress and adjust instruction as needed

#### PLANNING AND COLLABORATION

K-3 teachers will participate in building-based workshops led by our Literacy Coaches on writing about reading

Teachers will be supported by the Literacy Coach and Administration through Common Planning Meetings as well as in-class collaborative coaching

Principal, coaches and interventionists will meet with teachers, at a minimum, in fall, winter and spring to discuss each child's data and develop plans for each student's growth

Kindergarten teachers will implement updated reading units of study with fidelity

All teachers K-1 will participate in professional development for the onboarding of Heggerty Phonemic Awareness

All teachers K-2 will receive ongoing professional development on the science of reading and the new approach to teaching sight words

## Measures/Monitoring

Measures: Degrees of Reading Power (DRP), Developmental Reading Assessment (DRA), Smarter Balanced English Language Arts results (Grades 3), Reading Units of Study (RUOS)

Monitoring:

- Monitoring notes from small group and individual conferences
- Classroom assessments, including running records
- Teachers and coaches will meet regularly to discuss instructional methods, student progress, and professional learning needs.
- Administrators will conduct collaborative walk-throughs focused on "look-fors" in reading instruction.
- Administrators will meet no less frequently than every 8 weeks with coaches and interventionists to analyze student data and respond to student learning needs.

## Goal 2: Writing

**All students in grades K-3 will communicate effectively in writing across genres for a variety of purposes as measured by RSD 17 writing rubrics as reflected in report card standards.**

### Rationale

Internal data indicates that 82% of third grade students demonstrate the ability to communicate effectively across genres in June of 2019.

<b>Narrative Writing</b>	<b>Information Writing</b>	<b>Opinion Writing</b>
85% at goal	83% at goal	78% at goal

*\*Data for June 2020 is not available to do Covid school closure and inability to accurately assess students via distance learning.*

### Actions

#### INSTRUCTION

Teachers will:

- Monitor each writer's progress relative to grade level writing progressions, revised RSD 17 writing rubrics, report card rubrics, and anchor sets
- Teachers will analyze student work to form flexible instructional groups and help students set goals for their writing

- Provide explicit small group instruction to help students meet those goals across genres
- provide explicit instruction in handwriting (print in grades K and 1 and cursive in grade 3)
- Refine word work instruction and assessment using FUNdations lessons and assessments in grade 3
- Provide direct instruction in grammar and conventions through the use of *Mastering Mechanics* and *Patterns of Power*
- Work with Literacy Coaches to align writing expectations across grade levels
- Offer opportunities for student voice and choice in topic and genre across all units of study
- Utilize 1:1 devices to provide instruction, individualization, and tools for all students including remote learners

Intervention and special education teachers will:

- Analyze student work samples to determine specific skill weaknesses
- Teach targeted supplemental writing support based on student’s specific goals

### **PLANNING AND COLLABORATION**

K-3 teachers will participate in building-based workshops led by our Literacy Coaches on: collaborative scoring of writing using RSD17 rubrics, working together to identify anchor texts, forming and implementing small groups based on students’ needs

Teachers will be supported by the Literacy Coach and Administration through Common Planning Meetings as well as in-class collaborative coaching

Principal, coaches and interventionists will meet with teachers, at a minimum, in fall, winter and spring to discuss each child’s data and develop plans for each student’s growth

Kindergarten teachers will implement the new Name Unit from Lucy Calkins

### **Measures/Monitoring**

Measures: Third trimester report card standards by genre; Smarter Balanced English Language Arts results (Grades 3); *FUNdations* Assessments or DSA results; Writing Workshop Unit and On-Demand Writing Assessments scored according to the RSD 17 Rubrics

Monitoring:

- Monitoring notes from small group and individual conferences
- Writer’s Notebooks
- Teachers and coaches will meet regularly to discuss instructional methods, student progress, and professional learning needs.
- Administrators will conduct collaborative walk-throughs focused on “look-fors” in writing instruction.
- Administrators will meet no less frequently than every 8 weeks with coaches and interventionists to analyze student data and respond to student learning needs.

### **Goal 3: Mathematics**

**All students in grades K-3 will demonstrate mastery of grade level mathematical knowledge and skills as measured by meeting growth targets and grade level expectations.**

### **Rationale**

External SBAC data from June 2019 indicates that 75% of third grade students are reaching goal and meeting grade level expectations.

*\*SBAC was not administered in 2020 due to Covid school closure.*

Internal data from March 2020 indicates that 68% of students were reaching grade level expectations as measured by the major work of the grade assessment.

## Actions

### INSTRUCTION

Teachers will:

- Implement iReady universal screen in grades K-3
- Strengthen students' conceptual understanding of mathematics through classroom discourse
- Access the Ready Teacher Toolbox resources and lessons
- Utilize iReady personalized learning system to differentiate learning for select students
- Engage students in problem solving and effective communication of mathematical reasoning
- Engage students in "productive struggle" with appropriate scaffolds for support
- Implement sequential fact fluency instruction
- Work with Math Coaches to align practices for effective use of math instruction time
- Provide explicit instruction through whole-class and small-group structures as well as individual conferences to move every student toward meeting standards
- Implement Ready math curriculum grades K-3
- Use online learning platforms to personalize learning and reach remote learners
- Utilize 1:1 devices to provide instruction, individualization, and tools for all students including remote learners

Intervention and special education teachers will:

- Analyze classroom data to determine specific skill weaknesses
- Teach targeted supplemental math support to close the achievement gap
- Use iReady resources and personalized learning systems to support individual student growth

### PLANNING AND COLLABORATION

Teachers will be supported by the Math Coach and Administration through Common Planning Meetings as well as in-class collaborative coaching focused on:

During Common Planning Meetings, Math Coach will work with grade level teachers and administration to implement a math workshop model that effectively uses instructional time while emphasizing differentiation, discourse, and problem solving

iReady professional learning for teachers in grades K-3 on the use of iReady data reports and analysis and planning instruction

Ready professional development for teachers in grade K-3 on the implementation of the Ready curriculum and all necessary components

Principal, coaches and interventionists will meet with teachers, at a minimum, in fall, winter and spring to discuss each child's data and develop plans for each student's growth

## Measures/Monitoring

Measures: District Benchmark Assessments; District Fact Fluency Assessments (grades 1-3); Smarter Balanced Math results (grade 3)

Monitoring:

- District Unit Assessments



- iReady Universal Screening (2-3)
- Classroom work and assessments
- Report Card Standards for Mathematical Thinking
- Administrators and coaches will use RSD 17's math instruction "look-fors" to observe and provide feedback to teachers
- Teachers and coaches will meet regularly to discuss instructional methods, student progress, and professional learning needs
- Administration will meet at least every 8 weeks with coaches and interventionists to analyze student data and respond to student needs
- Administration, coaches, and teachers will analyze the internal benchmark assessments and adjust instruction/intervention as needed

#### Goal 4: Community

**Burr Elementary will develop a strong internal culture and positive school climate that embraces diversity, exposes students to different cultures and perspectives, promotes a climate of acceptance, and fosters the social/emotional development of students.**

#### Rationale

2020 Parent Survey data indicates that 88% of parents feel Burr is a caring and nurturing place.

#### Actions

Work with the School Improvement Team to refine implementation of positive behavior interventions and supports  
 Implement PBIS in order to ensure clear and consistent expectations for all students  
 Create regular team building opportunities for faculty and staff  
 Provide opportunities for grade level teams to collaborate and work collegially  
 Hold monthly Town Meetings to bring the full school community together virtually and promote core values  
 Meet regularly with the Leadership Team to refine school vision  
 Continue implementation of social/emotional learning curriculum (Second Step) and design opportunities to embed the learning throughout the school day  
 Engage students in discourse around diverse literature to foster a climate of acceptance and understanding  
 Select staff members sharing/leading professional development as part of the role on the district diversity committee  
 Actively and consciously engaging remote learners so they continue to feel connected to the school community

#### Measures/Monitoring

Measures: Parent Survey, Internal School Climate Survey

Monitoring:

- School Improvement Team outcomes
- Reduction in office referrals/bullying investigations
- Number of classes meeting goal at monthly Town Meeting
- Anecdotal notes from Leadership Team meetings
- Evidence of staff and students referencing PBIS posters throughout the building
- Anecdotal record of diverse literature incorporated into classroom instruction
- Number of Cultural Arts events that support diversity

- Staff members engaged in the work of the Diversity Committee