

Burnham School School Success Plan 2014-2015



Burnham School Success Plan

2014-2015

The School Success Plan is prepared to provide a comprehensive overview of major school priorities using the following essential question: “What improvement can we make that will ensure a quality educational setting for *all* members of our school community?”

The plan includes the school and district mission statements, school goals, and important priorities, aligned with the mission of both school and district. Goals and priorities are established with input from stakeholders – teachers, support staff, parents, and administrators. It emanates from a continuous cycle of assessments, planning, implementation and evaluation. The goals and priorities are intended to improve student achievement and to enhance the learning environment for all students.

Burnham School Mission Statement

Burnham School is a learning community fostering high academic achievement for all students. Our community embraces personal responsibility, respectful behavior, and productive citizenship while developing a passion for life-long learning.

Core Beliefs

- Every student can and will learn.
- Effort and hard work are necessary skills for school success.
- Students are valued for their unique and individual differences in the learning community.
- We consistently work toward continuous improvement and quality achievement.
- We enhance school experiences through a differentiated, personal approach.
- We work towards being good citizens through “Character Traits” principles of honesty, respect, responsibility, courage, caring, and citizenship.

Regional School District No. 12

Our Vision and Mission

The Region 12 community educates, challenges, and inspires all learners to become compassionate, creative, and courageous individuals who are empowered by the knowledge, character, and perseverance to achieve their greatest potential within the global society.

Through reflective practice, the mission of Region 12 is to optimize student achievement, build a collaborative learning environment and develop engaged citizens.

Optimize Student Achievement

- Engage in relevant and rigorous curricula and assessments.
- Demonstrate the acquisition of essential skills and knowledge.
- Promote higher level thinking and problem solving skills.
- Foster creativity, imagination, and innovation.
- Provide effective professional development and teacher support.

Build a Collaborative Learning Environment

- Nurture cooperative relationships among students, staff, families, and community.
- Promote respect and acceptance of diverse ideas.
- Foster active participation in a safe learning environment.
- Develop and demonstrate effective verbal and written communication skills.
- Encourage adaptability and flexibility in thinking.

Develop Engaged Citizens

- Recognize one's potential and individual responsibility in a global society.
- Cultivate integrity and empathy.
- Demonstrate self-discipline and responsible risk taking.
- Embrace lifelong learning.

Our District Strategic Plan 2012-2017

Goal One

A. Goal statement: Design and Implement a curriculum embedding 21st century skills and align with Common Core Standards.

B. Indicators of Success:

1. The district will have identified, defined and articulated a unified set of focused 21st century skills.
2. A common format and template for curriculum construction is used across all content areas, courses and grade levels.
3. Each area will have a reasonable and achievable number of identifiable learning outcomes with associated measures of success.
4. Includes resources for varied and diverse student centered instructional methods.
5. Curriculum resources are continually assessed, revised and improved.
6. Professionals have the knowledge and skills needed to implement the curriculum and ensure student success.

Goal Two

A. Goal Statement: Implement a digital learning environment.

B. Identify Indicators of Success:

1. Digital resources are the primary text and media support materials.
2. Every student has a digital device with internet capability and the infrastructure to support it.
3. Board policies and practices have been aligned with the goals and focus of a digital learning environment.
4. Culture and communications are digital – there is adequate support and skills through the entire learning community to make the system work.

Goal Three

A. Goal Statement: Solve the problems of rising costs, declining enrollment and inefficient facilities

B. Indicators of Success:

1. A configuration is in place that reduces annualized per pupil expenditure while enhancing educational quality.
2. Maintain well-balanced classroom populations and instructional arrangements to ensure student success.
3. Efficient, appropriate and cost effective facilities and space usage that support the educational goals of the district.
4. There is reliable and demonstrable data to support any strategy.

Literacy Goal

SLO Focus Statement:

SLO Statement: Burnham students will increase their ability to respond to literary and informational texts while engaging in independent and collaborative responses.

Rationale: This SLO is designed to hold K-5 students accountable for persevering in responding to multiple texts on the same topic and engaging in discourse with diverse partners to enhance understanding and responses to text. Assessment data from spring 2014 for K-5 and the beginning of this academic year were used to help determine that these were the areas in which our students had the highest level of need. The goal is for every student to achieve one year's worth of growth.

Baseline-Trend Data:

1. Spring 2014 BAS (Benchmark Assessment System) Scores: When administered the spring 2014 BAS assessments, we found that 86% of Kindergarten students were at or above goal, 78% of grade 1 students were at or above goal, 100% of grade 2 students were at or above goal, 89% of grade 3 students were at or above goal, 92% of grade 4 students were at or above goal, and 91% of grade 5 students were at or above goal.

Although our students have performed well in reading comprehension as indicated by the BAS scores above, the shift to SBAC performance tasks and requiring students to respond to multiple sources has increased the demand for written responses. Therefore this year we have added a written component to our BAS tests.

Student Population:

These are all of the students in the Burnham School. They are fairly typical students for our school. Of the 55 students, 7.3% receive reading support, 5.5% receive math support, and 10.9% receive written expression support as outlined within their IEPs.

Grade	Number of Students	Number of Students with IEPs
K/1	13	1
2	9	2
3	15	1
4	9	1
5	9	2

Standards and Learning Content:

- Course: K-5 English Language Arts
- Common Core Standards Initiative <http://www.corestandards.org>

Reading Literature: Comprehension

- [CCSS.ELA-Literacy.RL.K.10](#) Actively engage in group reading activities with purpose and understanding.
- [CCSS.ELA-Literacy.RL.1.10](#) With prompting and support, read prose and poetry of appropriate complexity for grade 1.
- [CCSS.ELA-Literacy.RL.2.10](#) By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
- [CCSS.ELA-Literacy.RL.3.10](#) By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.
- [CCSS.ELA-Literacy.RL.4.10](#) By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
- [CCSS.ELA-Literacy.RL.5.10](#) By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.

Reading Information: Comprehension

- [CCSS.ELA-Literacy.RI.K.10](#) Actively engage in group reading activities with purpose and understanding.
- [CCSS.ELA-Literacy.RI.1.10](#) With prompting and support, read informational texts appropriately complex for grade 1.
- [CCSS.ELA-Literacy.RI.2.10](#) By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
- [CCSS.ELA-Literacy.RI.3.10](#) By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.
- [CCSS.ELA-Literacy.RI.4.10](#) By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
- [CCSS.ELA-Literacy.RI.5.10](#) By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.

Speaking and Listening: Comprehension and Collaboration

- [CCSS.ELA-Literacy.SL.K.1](#) Participate in collaborative conversations with diverse partners about *kindergarten topics and texts* with peers and adults in small and larger groups.

- [CCSS.ELA-Literacy.SL.1.1](#) Participate in collaborative conversations with diverse partners about *grade 1 topics and texts* with peers and adults in small and larger groups.
- [CCSS.ELA-Literacy.SL.2.1](#) Participate in collaborative conversations with diverse partners about *grade 2 topics and texts* with peers and adults in small and larger groups.
- [CCSS.ELA-Literacy.SL.3.1](#) Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 3 topics and texts*, building on others' ideas and expressing their own clearly.
- [CCSS.ELA-Literacy.SL.4.1](#) Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 4 topics and texts*, building on others' ideas and expressing their own clearly.
- [CCSS.ELA-Literacy.SL.5.1](#) Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 5 topics and texts*, building on others' ideas and expressing their own clearly.

Writing: Research to Build and Present Knowledge and Production and Distribution of Writing

- [CCSS.ELA-LITERACY.W.K.8](#) With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
- [CCSS.ELA-LITERACY.W.1.8](#) With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
- [CCSS.ELA-LITERACY.W.2.8](#) Recall information from experiences or gather information from provided sources to answer a question.
- [CCSS.ELA-LITERACY.W.3.4](#) With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
- [CCSS.ELA-LITERACY.W.3.8](#) Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
- [CCSS.ELA-LITERACY.W.4.9](#) Draw evidence from literary or informational texts to support analysis, reflection, and research.
- [CCSS.ELA-LITERACY.W.4.9.A](#) Apply *grade 4 Reading standards* to literature (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions].").
- [CCSS.ELA-LITERACY.W.4.9.B](#) Apply *grade 4 Reading standards* to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").
- [CCSS.ELA-LITERACY.W.5.9](#) Draw evidence from literary or informational texts to support analysis, reflection, and research.

Interval of Instruction:

This SLO will begin on September and continue through May/June.

Assessments:

1. Pre-Assessment: Benchmark Assessment System (Include Writing About Reading (Use Rubric)
2. Post-Assessment: District created writing performance task.

BAS: Scoring the Writing About Reading Assessment
(BAS1 page 39 and BAS 2 page 35)

Score 0	Reflects no understanding of the text	The writing is not connected with the text or is in a very peripheral way (for example, about the same topic.) The student's writing does not reflect any of the information in the text (thinking within the text) or beyond or about the text.
Score 1	Reflects very limited understanding of the text	The writing is connected with the text but reveals either very little understanding or confusion. The student's writing does not reflect thinking beyond or about the text.
Score 2	Reflects partial understanding of the text	The writing provides evidence that the student understands the literal meaning of the text (within), including key understandings, and in addition, is thinking beyond the text. It is not necessary for the writing to "retell" the text, but examples from it may be used as evidence.
Score 3	Reflects excellent understanding of the text.	The writing provides evidence that the student not only understands the literal meaning of the text (within) but grasps the author's

		message and is thinking beyond and about the text. It is not necessary for the writing to “retell” the text, but summaries, quotes, or example may be offered in support of points.
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Indicators of Academic Growth and Development (IAGDs)/Growth Targets:

BAS Benchmark Assessment System (include Writing about Reading Assessment)

Grade	September 2014 Levels	January 2015 Levels	June 2015 Levels
Kindergarten End of Year Expectation Instructional D Writing about Reading 3	N/A	Level B Above Goal: 20% (1) At Goal: 60% ((3) Below Goal:20% (1) At Goal: 0% Below Goal:100%	Level D Above Goal: 40% (2) At Goal: 40% (2) Below Goal: 20% (1) At Goal: 80% (4) Below Goal:20% (2)
First Grade End of Year Expectation Instructional J Writing about Reading 3	Level D Above Goal: 50% (4) At Goal:25% (2) Below Goal: 25% (2) At Goal: 0% Below Goal: 100%	Level G Above Goal: 50% (4) At Goal: 25% (2) Below Goal:25% (2) At Goal: 50% (4) Below Goal: 50% (4)	Level J Above Goal: 50% (4) At Goal: 25% (2) Below Goal: 25% (2) At Goal: 75% (6) Below Goal: 25% (2)
Second Grade End of Year Expectation Instructional M Writing about Reading 3	Above Goal: 25% (2 student) At Goal: 12.5% (1 student) Below Goal: 62.5% (5 students) At Goal: 0% Below Goal 100% (8)	Above Goal: 37.5% (3 students) At Goal: 12.5 % (1 student) Below Goal: 50% (4students) At Goal: 50% (4) Below Goal 50% (4)	Above Goal: 62.5% (5) At Goal: 12.5% (1) Below Goal: 25% (2) At Goal: 75% (6) Below Goal 25% (2)
Third Grade End of Year Expectation Instructional P Writing about Reading 3	Above Goal:7% (1 student) At Goal: 33% (5 students) Below Goal: 60% (9 students) At Goal: 0%	Above Goal:33% (5 students) At Goal: 33% (5 students) Below Goal: 33% (5 students)	Above Goal: 67% (10 students) At Goal: 20% (3 students) Below Goal: 13% (2 students) At Goal: 87% (13

	Below Goal 100%	At Goal: 47% (7 students) Below Goal: 53% (8 students)	students) Below Goal: 13% (2 students)
Fourth Grade End of Year Expectation Instructional T and Writing about Reading 3	Above Goal: 44% (4 students) At Goal: 11% (1 student) Below Goal: 44% (4 students) Above Goal: At Goal: 11% (1 student) Below Goal: 89% (8 students)	Above Goal: 44% (4 students) At Goal: 11% (1 student) Below Goal: 35% (3 students) Above Goal: At Goal: 44% (4 students) Below Goal: 56% (5 students)	Above Goal: 44% (4 students) At Goal: 35% (3 students) Below Goal: 23% (2 students) Above Goal: 23% (2 students) At Goal: 56% (5 students) Below Goal: 23% (2 students)
Fifth Grade End of Year Expectation Instructional V and Writing about Reading 3	Above Goal: 44% (4) At Goal: 0% Below Goal: 56% (5) Above Goal: 0% At Goal: Below Goal: 100% (9)	Above Goal: 44% (4) At Goal: 23% (2) Below Goal 35% (3) Above Goal: 0% At Goal: 56% (5) Below Goal: 44% (4)	Above Goal: 44% At Goal: 45% Below Goal: 23% (2) Above Goal: 0% At Goal: 89% (8) Below Goal: 11% (1)

Instructional Strategies/Supports:

- Teachers will use the following resources: guided reading and writing, writing conferences, Ready Readers, decodable texts, flashcards, literacy centers, parent reading, Early Intervention support, tutoring, small group instruction, one-to-one instruction, cloze activities, poetry, choral reading, paired reading and writing, shared reading and writing, read aloud, books on tape, collaborative group opportunities, jigsawing, reader's theatre, literature circles, book talks, building vocabulary, and close reading.
- Teachers will maintain current literacy data for all students. They will use daily QuickReads for targeted students and will record ongoing progress.
- Teachers will meet periodically with the principal and/or data teams to monitor the progress of targeted students and use structured protocol for the data teams to analyze student work samples and assessments to craft and revise short term interventions and SMART goals for identified students.
- Teachers will engage in cross grade level conversations about meeting standards in reading (expectations for stamina and independence) and sharing of instructional practices that maximize growth for all readers.

- Teachers will teach reading through a Reader's Workshop and Writer's Workshop models.
- Special Education teachers and/or trained primary teachers will provide intensive supplementary (30 minutes) reading instruction daily through Fountas and Pinnell Leveled Literacy Intervention Program (LLI) for the at-risk students in grades K-5 as determined from the results of the Fountas and Pinnell Benchmark Assessment System
- Discrete instruction and practice of reading comprehension skills, writing conventions, close reading, and elaboration.
- Reading Interventionist will support targeted students for reading and responding to text.
- Accountable Talk

The professional learning experiences that would meet the needs of students relative to this goal:

- PLC/Team collaboration:
 - K-5 Team
 - K-2, 3-5 Teams
 - Cross Grade Level Teams
 - Grade Level Teams
- Ongoing analysis of data
- Teachers will be further developing the following:
 - Close Reading Strategies
 - Effective Teaching Strategies
 - Implementing Effective Teaching Strategies
 - 24th Annual Literacy For All Northeast PreK-8 Literacy Conference and Reading Recovery Institute
 - New England Reading Association Annual Conference
 - Common Core / Curriculum Development
 - Smarter Balance Workshops
- Websites (teachers and students):
 - www.raz-kids.com
 - www.starfall.com
 - www.enchantedlearning.com
 - www.crec.org
 - www.lexia.com
 - www.brainpopjr.com
 - www.scholastic.com/sn56
 - www.abcYa.com
 - www.ixl.com
 - www.eastconn.org
 - www.newseum.org
 - <https://www.diigo.com>
 - www.writingfix.com
 - <http://readingandwritingproject.com/>
 - www.readinga-z.com
 - www.readworks.org

- Use of professional library:
 - International Reading Association Journal - *The Reading Teacher*
 - National Council of Teachers of English Journal – *Language Arts*
 - International Reading Association – *Reading Research Quarterly*
 - *New England Reading Association Journal* - NERA
 - *Differentiated Instructional Strategies for Reading in the Content Areas* by Carolyn Chapman and Rita King
 - *Revisiting The Reading Workshop* by Barbara Orehovic and Marybeth Alley
 - *Classroom Instruction that Works* by Robert J Marzano, Debra J. Pickering, and Jane E. Pollock
 - *A Handbook for Classroom Instruction that Works* by Robert J Marzano, Jennifer S. Norford, Diane E. Paynter, Debra J. Pickering, and Barbara B. Gaddy
 - *What Really Matters for Struggling Readers Designing Research-Based*
 - *Falling in Love with Close Reading* by Christopher Lehman and Kate Roberts
 - *Programs* by Richard L. Allington
 - *When Readers Struggle* by Gay Su Pinnell and Irene C. Fountas
 - *Teaching for Comprehension and Fluency* by Gay Su Pinnell and Irene C. Fountas
 - *The Continuum of Literacy Learning* by Gay Su Pinnell and Irene C. Fountas
 - *Building Academic Vocabulary* by Robert J. Marzano and Debra J. Pickering
 - *Word Matters* by Gay Su Pinnell and Irene C. Fountas
 - *Bringing Words to Life* by Isabel L. Beck, Margaret G. McKeown, and Linda Kucan
 - *The Common Core Lesson Book K-5* by Gretchen Owocki
 - *Teaching Students to Read Like Detectives* by Douglas Fisher, Nancy Frey, and Diane Lapp
 - *Notice and Note* by Kylene Beers and Robert Probst
 - *Text Complexity Raising Rigor in Reading* by Douglas Fisher, Nancy Frey, Diane Lapp
 - *Essential Questions* by Jay McTighe and Grant Wiggins
 - *Quality Questioning* by Jacki Walsh, Nancy Frey, and Diane Lapp

Math

SLO Focus Statement:

SLO Statement: Students will make sense of problems, persevere in solving them, and construct viable arguments and critique the reasoning of others.

Rationale for Goal:

This SLO is designed to work with students K-5 on math problem solving skills with the intent of increased rigor. Assessment data from the end of last school year and from the beginning of this school year as well as NWEA results were used to help determine student need. The goal is for every student to grow as determined by the expectations outlined by Bridges on the CGA. CCSS Math Practices are key to the success of this goal.

Baseline-Trend Data:

2014 end of school year data indicates that 86% of Kindergarteners, 56% of first graders, 64% of second graders, 44% of third graders, 100% of fourth graders, and 82% of fifth graders met the district benchmark for overall math performance on NWEA.

Student Population:

These are all of the students in the Burnham School. They are fairly typical students for our school.

Grade	Number of Students	Number of Students with IEPs, 504s
K/1	13	1
2	9	2
3	15	1
4	9	1
5	9	2

Standards and Learning Content:

- CCSS.MATH.PRACTICE.MP1 Make sense of problems and persevere in solving them.
- CCSS.MATH.PRACTICE.MP3 Construct viable arguments and critique the reasoning

of others.

Interval of Instruction:

This SLO will begin on September and continue through May/June.

Assessments:

- Pre-assessment: Comprehensive Growth Assessment
- Post-assessment: Comprehensive Growth Assessment

Indicators of Academic Growth and Development (IAGDs)/Growth Targets:

Bridges Comprehensive Growth Assessment

Grade	September Levels	January Levels	June Levels
Kindergarten 75-100 % 75/100 Comprehensive Growth Assessment (CGA)	13/13 Bridges Baseline Assessment or 100%	Meeting Approaching Strategic Intensive	Meeting Approaching Strategic Intensive
First Grade By June 75%-100% 110/146 Comprehensive Growth Assessment (CGA)	Meeting Approaching Strategic Intensive	Meeting Approaching Strategic Intensive	Meeting Approaching Strategic Intensive
Second Grade By June: 75%-100% (113-150 points) Comprehensive Growth Assessment (CGA)	Meeting 0% Approaching 0% Strategic 0% Intensive 100%	Meeting 0% Approaching 50% (4) Strategic 37.5% (3) Intensive 12.5% (1)	Meeting: 67.5% (5) Approaching 25% (2) Strategic 12.5% (1) Intensive
Third Grade Goal: Meeting 75%-100% (83-110 points) Comprehensive Growth Assessment (CGA)	Meeting 0% Approaching 0% Strategic 0% Intensive 100%	Meeting 13% (2 students) Approaching 47% (7 students) Strategic 33% (5 students) Intensive 7% (1 student)	Meeting 73% (12 students) Approaching 20% (3 students) Strategic 7% (1 student) Intensive
Fourth Grade 75% - 100% Comprehensive Growth Assessment (CGA)	Meeting: 0% Approaching:0% Strategic:0% Intensive: 100%	Meeting: Approaching: 56% (5 students) Strategic: 11% (1 student)	Meeting: 66% (6 students) Approaching: 11% (1 student)

		Intensive: 34% (3 students)	Strategic: 11% (1 student) Intensive: 11% (1 student)
Fifth Grade 75%-100% Comprehensive Growth Assessment (CGA)	Meeting: 0% Approaching: 0% Strategic: 34% (3) Intensive: 66% (6) Intensive:	Meeting: 0% Approaching: 66% (6) Strategic: 34% (3) Intensive:	Meeting: 89% (8) Approaching: 11% (1) Strategic: Intensive:

Instructional Strategies/Supports:

The anticipated instructional strategies/interventions that will be applied to help students meet the target as stated in the goal:

- K-5: small group, one-on-one, whole group lessons, manipulatives, technology, Venn Perplexors, paired learning, vocabulary, 3-step problem solving process, differentiated grouping, *Groundworks*, *Using the Standards* math books, Queue materials, Do the Math, Bridges Intervention Program
- Special Education teacher and classroom teachers will collaborate to differentiate instruction for targeted students.
- Math Interventionist will support targeted students.
- Discrete instruction and practice of problem solving skills.
- Explicit instruction of estimating solutions to problems.
- Explicit instruction in math vocabulary.

The professional learning experiences that would meet the needs of students relative to this goal:

- PLC/Team collaboration:
 - K-5 Team
 - K-2, 3-5 Teams
 - Cross Grade Level Teams
 - Grade Level Teams
- Ongoing analysis of data
- Align Common Core State Standards for Mathematics with district expectations
- Attend workshops/professional development if needed
- Websites:
 - www.aplusmath.com
 - www.visualfractions.com
 - www.mathplayground.com
 - www.rainforestmaths.com
 - www.classbrain.com
 - www.multiplication.com
 - www.brainpop.com
 - www.brainpopjr.com

- www.symphonymath.com
 - www.IXL.com
 - www.illuminations.nctm.org
 - www.crec.org
 - www.mathslice.com
 - www.honorpoint.com
 - www.scootpad.com
 - www.abcYa.com
- Use of professional library:
 - Marilyn Burns Classroom Libraries
 - Marilyn Burns *Do the Math* support program and materials
 - National Council of Teachers of Mathematics: *NCTM News Bulletin* and *Teaching Children Mathematics*
 - Teachers' Innovations in K-8 Science, Math, and Technology: *Connect*
 - The Associated Teachers of Mathematics in Connecticut – *The Connecticut Mathematics Journal*
 - Exemplars – A problem solving instructional tool
 - *Students Centered Mathematics* by John A. Van de Walle
 - *Number Talks* by Sherry Parrish

Parent Goal

Parent Focus Statement:

Parent Statement: All certified staff will ensure the success of all students by collaborating and communicating with families and other stakeholders about curriculum based activities and academic expectations through the school year through media and technology sources in addition to the traditional modes of communication.

Rationale: This SLO is designed to work with families in informing them of the implementation and revisions to the district's K-5 curriculum. The Common Core, a real-world approach to learning and teaching, provides consistent expectations for all students. In addition, students will be preparing to take new standardized tests, based on the Common Core.

The Common Core State Standards provide clear understanding of what students are expected

to learn, so teachers and parents may support them in achieving shared goals. The standards are designed to be robust and relevant to the real world, reflecting the knowledge and skills that our young students need for success as they progress each year.

Through strong and various media, parents will gain an understanding of the grade level expectations and partner with staff to support teaching and learning.

Baseline-Trend Data:

- The district has given teachers and parents access to new forms of communication making it possible to increase the use of media in the past year.
- 100% of the teachers generally respond through some form of weekly/ monthly newsletters.
- It is a trend that more and more information about the Common Core is available for teachers, parents, and students.
- After piloting the state's Common Core Assessments, some knowledge has been gained as to performance expectations.
- Due to the high number of working parents, such activities as PTO meetings and Parent Visitation Day have seen a drop in attendance. Therefore the use of multiple media has provided opportunities to stay connected with school events.

Student Population:

Almost all of our families have access to the media (internet, TV,) and receive weekly communication from the school and PTO through websites. 80%-90% of grade 4 and 5 students participate in "Bring Your Own Device To School" for classroom use. 100% of our third, fourth, and fifth graders have access to Chromebooks.

Interval:

This SLO will begin in September and continue through May/June.

Indicators of Success:

- Spring Survey
- Shows produced
- Weekly newsletters
- Monthly newsletters
- Updated Websites
- Parent informational sessions

Instructional Strategies:

- Support from District's Technology Champions
- Develop and distribution of surveys
- Ongoing distribution of newsletters and other informational flyers and packets
- Ongoing update to websites
- Use of Edmodo
- Classroom invitations to observe and participate in activities and lessons
- Informational sessions for families held throughout the school year
- Link classroom activity videos to teacher websites
- Encourage parents to be contributors to classroom blogs
- Skype/Google Chat with parents
- Incorporate TV Studio and video production programs that highlight teaching and learning as well as celebrations

School Success Priorities

In addition to our academic goals, the following activities will be instituted this school year:

Monitoring Student Performance

- Teachers will continue their work on developing formative assessments and employ them when examining student growth and understanding of key concepts. Teachers will use the results to drive their instruction.
- Teacher Data Team will collect data and create a whole school data document.
- Teachers will meet in PLC teams weekly to discuss teaching and learning and address student achievement.
- Provide opportunities for unified arts to meet with building-based or general education staff to plan instruction for student success.
- Create opportunities for unified arts to meet in content area-level meetings.
- Teachers will meet in district grade level teams on a regularly scheduled basis to discuss teaching and learning and address student achievement.
- Teachers consistently will use district and school based assessment data, samples of student work, and observational notes to determine instructional needs of students who have not met district standards.
- The principal and certified staff will continue training in Scientific Research-Based Interventions (SRBI) as part of a school team and employ these practices to support struggling students.
- If students are identified, the teachers will provide support for English Language Learners and continue to monitor and track their growth so that the academic needs of these students are met.

Home School Partnership

- Principal, Head Teacher(s), and teacher representatives will attend monthly PTO meetings.
- Principal will meet with PTO officers and members on a monthly basis to discuss school issues and concerns.
- Principal, Head Teacher(s), and teaching staff will lend support and information as

parents plan school-wide cultural and educational events for students.

- Burnham staff will continue to recruit community volunteers to work with students in need of extra academic support.
- Ongoing home-school communication will include:
 - Monthly Principal's Newsletter
 - Grade Specific Teacher Newsletter either monthly or weekly
 - Student Homework Folders
 - Website postings such as the "Refrigerator Door" and teacher web pages
 - Blogs and various approved social media tools
 - Emails
 - Phone calls
 - Parent Conferences –scheduled for October, February, and April, and upon request throughout the year
 - School visitations

Student Wellness

- Empower students to embrace wellness of mind, body, and spirit through classroom initiatives and school wide initiatives sponsored by the Burnham Student Council.
- The school nurse will work with the school community in promoting student wellness and healthy lifestyles.
- The school nurse and the physical education teacher will implement an interactive program to promote healthy choices among K-5 students. This program called Healthy Highway, will encourage the students to think about their wellness and to be involved in promoting good choices school-wide. A bulletin board will be made available to display student choices.
- In collaboration with the PTO, additional opportunities for exercise and sports will be provided.
- Information will be disseminated on a weekly and monthly basis for students through the Nutrition Nugget Newsletter and healthy tip announcements every Friday and recorded in the monthly Principal's Newsletter.
- In collaboration with the PTO, students will have opportunities to participate in programs that increase their knowledge of nutrition and healthy eating and the importance of physical activity.
- Students and parents will be encouraged to choose and bring healthful snacks and lunches to school.

Supporting the Professional Learning Environment

- Plan and coordinate professional development based on teacher needs and student data.
- Information obtained in all staff meetings and other planning sessions will be shared in a succinct manner to ensure that all staff members acquire essential school information. These meetings will promote active participation and time for continuous student reflection and decision making.
- Continue to develop a collaborative relationship between regular and special education teachers so that consistent expectations and practices occur for students.
- Teachers will meet in PLC teams weekly to discuss teaching and learning and address student achievement.

Improving Performance in Science

- Increase availability of non-fiction books about science topics.
- Review and implement the newly revised Curriculum Embedded Performance Tasks for grades 3-5
- Utilize some of the PLC weekly sessions to share and discuss strategies related to the identified topics in science.

Burnham School deeply recognizes that having a safe school is an important part of the learning process. This is outlined in detail in our Safe School Climate Plan.