

Burlington Public Schools

District Improvement Plan 2007/2008

**Submitted by James L. Picone, Acting Superintendent
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Committee Members

Goal 1: Improve student achievement through a strong program of curriculum, instruction and assessment.
Cindy Marchand, Assistant Superintendent for Curriculum and Instruction and Jane Dwyer, Principal Pine Glen School

Goal 2: Promote the selection, hiring and retention of quality teachers, support staff and administrators.
Joanne Faust, Director of Human Resources and Richard Connors, Principal Marshall Simonds Middle School

Goal 3: Maintain a school climate that is inclusive and meets the needs of diverse learners.
Cath Estep, Director Pupil Services

Goal 4: Sustain schools that are supported to the greatest extent feasible by the community at large.
Eric Sprung, Principal Fox Hill School and Karen Rickershauser, Principal Memorial School

Goal 5: Continue to improve facilities and business management operations.
Craig Robinson, Director Finance and Operations

Burlington Public Schools District Improvement Plan 2007/2008

Mission

The mission of the Burlington Public Schools is to help all students acquire organized knowledge, master creative and intellectual skills, and understand ideas in ways that foster a positive self-image and lead to lifelong learning, self-sufficiency, and responsible citizenship.

Vision

The Burlington School Department Vision is “striving for excellence” and will be accomplished by:

1. Helping students achieve their highest potential by providing a rigorous balanced curriculum.
2. Employing highly qualified teachers, administrators and support staff who are committed to the Burlington mission statement.
3. Encouraging parents to take an active role in their children’s education through involvement with the schools to enhance student academic success.
4. Providing opportunities for community members to participate in school activities to reinforce the goals and advantages of providing quality educational programs for every student.

Core Values

All students’ potential for excellence should be developed by the schools.

A program of study that has the same academic objectives for all students should be provided by the schools.

A sensitivity to students’ differing learning styles and intellectual development should be reflected in the educational environment.

Goals

The Burlington Schools District Improvement Plan focuses on five major goals that are critical to the basis of strong effective public schools for the school children of Burlington for the coming years.

1. Improve student achievement through a strong program of curriculum, instruction and assessment.
2. Promote the selection, hiring and retention, of quality teachers, support staff and administrators.
3. Maintain a school climate that is inclusive and meets the needs of diverse learners.
4. Sustain schools that are supported to the greatest extent feasible by the community at large.
5. Continue to improve facilities and business management operations.

Goal 1: Improve student achievement through a strong program of curriculum, instruction and assessment.

Initiatives	Priority Action Steps	Support Resources	Staff Responsible	Indicators of Success
<p>1A. Align/realign curriculum with DOE frameworks using an inclusive process including a review of best practices and research-based programs.</p>	<p>Realignment of mathematics curriculum to encompass new materials for grades K-5.</p> <p>Continue to review mathematics curriculum and match resources in grades K-12.</p> <p>Begin to articulate learning expectations and map curriculum for grades K-12 social studies.</p> <p>Begin to develop curriculum for social studies grades K-5, and identify/purchase corresponding resource.</p> <p>Complete the high school course curriculum development that is targeted in the High School Strategic 5 year curriculum plan.</p> <p>Social Studies Curriculum Coordinator and teachers clarify and complete curriculum mapping and curriculum.</p> <p>Define and identify areas for integration of literacy learning across the curriculum grades K-12.</p>	<p>MATH</p> <ul style="list-style-type: none"> • K - 8 Math Coordinator and Coaches to support instruction/alignment • At least 1 of 5 system-wide Professional Development days designated for math and literacy professional development • Target resources to build capacity • Designated (release) meeting time for curriculum review process • Release Time for professional development approved by supervisors/principals • Support staff with consultants and capacity building • Designate resources in Budget Plan for FY09 <p>SOCIAL STUDIES</p> <ul style="list-style-type: none"> • Texts/materials funding • K-8 Social Studies Curriculum Coordinator <p>LITERACY</p> <ul style="list-style-type: none"> • Literacy Coordinator working with staff to define integration and professional development • Outside consultants (e.g. Fred Wolf) to work with staff to refine writing instruction <p>HIGH SCHOOL CURRICULUM</p> <p>Professional Development to address curriculum initiatives</p>	<p>Teachers K-8 Coordinators & Specialists Math Coaches Literacy Specialist Reading Teachers Instructional Leadership Team Assistant Superintendent for Curriculum and Instruction Principals Consultants</p>	<p>Implementation of new math curriculum grades K-5</p> <p>Math Curriculum documentation and budget proposal for grades K-12</p> <p>Curriculum documentation for social studies grades K-12</p> <p>Identification and purchase of social studies curriculum texts and resources</p> <p>Compilation of curriculum maps and course expectations</p> <p>Curriculum overviews/ documents on district web site</p> <p>Improved student achievement as indicated by MCAS and local assessments</p> <p>Identification/pilot of additional assessment measures in math and literacy across content areas</p>

Goal 1: Improve student achievement through a strong program of curriculum, instruction and assessment.

Initiatives	Priority Action Steps	Support Resources	Staff Responsible	Indicators of Success
<p>1B. Refine classroom practice to support curriculum through various models of sustained professional development</p>	<p>Prioritize the use of professional development days to align with curriculum initiatives.</p> <p>Provide teachers with support for transferring curriculum to practice.</p> <p>Utilize curriculum specialists and coaches to provide co-teaching, demonstration lessons and other support to individual, small group and grade level teachers.</p> <p>Provide funding for professional development occurring on administrative leave days to extent feasible.</p> <p>Continue focus on differentiation of curriculum and collaboration between regular and special educators in order to challenge all learners.</p>	<ul style="list-style-type: none"> • Professional Development Plan • Access to conferences, workshops, peer observation, model lessons, sustained collegial conversations, and administrative leave within guidelines • Funding to purchase resources • Supervision and evaluation, including an aligned focus of individual teacher goals with the implementation of new initiatives • Support of new teachers through induction program, mentoring and training essential for new staff to implement existing initiatives • Continue development and support of specialists, coaches, and coordinators in their roles as instructional leaders and capacity builders • Access to conferences, workshops, peer observation, model lessons, sustained collegial conversations, and administrative leave within guidelines 	<p>Assistant Superintendent of Curriculum and Instruction Principals Department Chairs Specialists and coaches Curriculum Coordinators Reading Teachers Professional Development Advisory Committee Consultants Teachers (peer observations)</p>	<p>Documented alignment of professional development plans with curriculum initiatives (IA)</p> <p>Goal setting conducted with teachers by principals and other supervising personnel</p> <p>Collaboration between and among regular and special educators to examine student work, to plan collaboratively, and to refine instruction</p>

Goal 1: Improve student achievement through a strong program of curriculum, instruction and assessment.

Initiatives	Priority Action Steps	Support Resources	Staff Responsible	Indicators of Success
<p>1C. Further develop teachers' repertoire of instructional strategies to meet the needs of diverse learners and strengthen all students' achievement.</p>	<p>Focus resources, including professional development, on literacy across the curriculum K-12.</p> <p>Conduct in-service opportunities that focus on diverse cultures and learning styles.</p> <p>Continue to refine strategies for differentiated instruction to benefit our diverse learners.</p> <p>Monitor continual progress on meeting AYP for all targeted student groups on the MCAS, district and classroom assessments, and student work samples.</p> <p>Integrate/infuse technology to strengthen the achievement of all students.</p> <p>Analyze assessment data, including student work samples, to diagnose and refine instruction, enhancing learning for all students.</p> <p>Create pilot projects that empower teachers to incorporate the arts to strengthen student achievement in reading/writing.</p>	<ul style="list-style-type: none"> • Professional Development Plan focused on reading/writing in content areas • Access to professional development resources for working with ELL students • Continued access to RBT course, <i>Studying Skillful Teaching</i> for all mentors and others, including new teachers • Partnerships with organizations like Teachers as Scholars, Primary Source as well as access to other workshops/conferences • Opportunities/resources for teachers to work on inclusion models and to integrate strategies • Funding for relevant summer programs, that enable staff to learn and observe various instructional strategies 	<p>Assistant Superintendent for Curriculum and Instruction Department Chairs Director of Pupil Services Principals Curriculum Coordinators Coaches and Specialists Mentors Technology Specialists Library/Media Specialists Reading Specialists Summer Literacy Staff BHS Action Team Technology Specialists Library/Media Teachers Teachers</p>	<p>Documented professional development plan</p> <p>Expand Literacy Resource Library for teachers to access at BHS and include teacher recommended strategies</p> <p>Data analysis conducted at school level tied to improved student achievement</p> <p>Reading assessment implemented at one middle school grade each year, and grades 9-10 (SRI and/or PLAN)</p> <p>Extend use of writing prompts at the middle school level</p> <p>Implement TEMA math assessment at the elementary grades</p>

Goal 1: Improve student achievement through a strong program of curriculum, instruction and assessment.

Initiatives	Priority Action Steps	Support Resources	Staff Responsible	Indicators of Success
<p>1D. Develop teachers' repertoire of assessment practices to better inform teaching and learning.</p>	<p>Focus resources, including professional development, on assessment, both formal and informal, grades K-12.</p> <p>Conduct in-service opportunities that focus on using assessment to inform teaching and learning.</p> <p>Provide opportunities to examine, assess, and reflect on student work via guided conversations to inform instruction.</p>	<ul style="list-style-type: none"> • Offerings within the system-wide Professional Development Plans and within individual schools • Access to professional development focused on looking at student work and the development of diverse assessment practices • Meeting time set aside for principals to support them in establishing professional learning communities within their schools • Time for staff to examine and discuss student work samples to inform instruction • Common planning time and/or time to meet by team (grade level and/or discipline) to analyze assessments and plan instruction thus embedding assessment into curriculum development 	<p>Assistant Superintendent for Curriculum and Instruction Director of Pupil Services Principals Department Heads Curriculum Coordinators Curriculum Specialists Reading Teachers Teachers Consultant for Principals (PLC)</p>	<p>Documentation of attendance at professional development programs</p> <p>Principals will designate a minimum of 2 faculty meetings annually to looking at student work</p> <p>Consultant having worked with Principals to develop a building based PLC and protocols for examining student work</p> <p>Increased use of explicit criteria and rubrics to assess student learning (as collected and reviewed by supervisor or principal)</p> <p>Initial development of interim assessments to document student learning and plan instruction</p>

Goal 2: Promote the selection, hiring and retention of quality teachers, support staff and administrators.

Initiatives	Priority Action Steps	Support Resources	Staff Responsible	Indicators of Success
<p>2A. Prepare and distribute an annual Professional Development Plan that meets the needs of PreK-12 staff with a focus on new curriculum initiatives and building capacity for strengthening student achievement.</p>	<p>Prepare annual professional development plan for the district and each school in accordance with system and school improvement goals.</p> <p>Provide professional development that supports curriculum initiatives and strengthens the use of diverse instructional strategies and assessment practices that support student learning.</p> <p>Expect principals to coordinate goal setting with all staff and the development/implementation of school-based Professional Development Plans.</p> <p>Involve highly qualified teachers within the district to work as part of the team to accomplish the school system’s mission and improve student achievement.</p> <p>Update induction programs to meet needs of growing numbers of new staff.</p>	<ul style="list-style-type: none"> • Teachers and administrators participating in professional development programs and district-sponsored training • Funding for partnerships with NESDEC, Primary Source, Teachers as Scholars, etc. • Process to increase professional development budget in FY09 • Prepare Educator Quality and other grants • Extend partnerships with organizations and universities 	<p>Teachers Math Facilitators Middle School Team Leader Instructional Leadership Team Assistant Superintendent for Curriculum and Instruction Principals High School Department Heads K-8 Curriculum Coordinators Human Resources Director</p>	<p>Documented attendance in professional development programs</p> <p>Assignment of mentors; mentor program surveyed by new teachers and mentors</p> <p>Integration of school-based professional development plans in School Improvement Plans</p> <p>Review of teacher certification status; Programs for meeting changing licensing requirements</p> <p>Updated induction programs distributed to new staff at start of school year</p> <p>Seek and complete grant funds to increase professional development opportunities that align with learning needs</p> <p>Increase funding for professional development proposal in FY09 budget</p>

Goal 2: Promote the selection, hiring and retention of quality teachers, support staff and administrators.

Initiatives	Priority Action Steps	Support Resources	Staff Responsible	Indicators of Success
<p>2B. Provide teachers new to the district with three or fewer years of teaching experience and those who have not attained professional teaching status with support to assist in their transition and to promote employment retention.</p>	<p>Continuing mentoring programs to support new teachers and administrators during their transition to the Burlington Public School System.</p> <p>Pursue peer coaching models and peer observation beyond the mentor program.</p> <p>Implement programs to meet 50 hours of mentoring requirements for new staff (beyond the induction program).</p> <p>New orientation options for new teaching staff to Burlington Public Schools, including an updated induction program that differentiates between elementary and secondary staff needs.</p>	<ul style="list-style-type: none"> • Mentors are paired one-on-one with new teachers in the same building and the same subject area or grade level • Orientation program prior to the start of school that covers essential to know information that supports new employees • Mentors and mentor leaders receive stipends for their work with new teachers, including regular meetings • Access to Mentor teachers that have completed a 36-hour course entitled <i>Skillful Teaching</i> by Research for Better Teaching and funding such for training • Teachers new to the district and assigned a mentor receive, per contract, \$500 per year for professional development to meet professional goals as approved by each principal • Access to curriculum specialists, team leaders and department chairs for support, guidance and supervision • Annual clarification of what is expected to meet DOE licensure requirements 	<p>Assistant Superintendent for Curriculum and Instruction Human Resources Director Mentor Leaders Team Leader at Middle School Instructional Leadership Team Immediate Supervisors Principals K-8 Curriculum Coordinators</p>	<p>Orientation program agenda</p> <p>Mentor assignment and formal review of program conducted by Mentor Leader</p> <p>Annual funding for mentor Leader(s), mentors and program support</p> <p>Continuation of designated line item for mentor programs increased to reflect anticipated growth in numbers of new staff</p> <p>Documentation of new teacher (\$500) expenditures as approved by principals</p>

Goal 2: Promote the selection, hiring and retention of quality teachers, support staff and administrators.

Initiatives	Priority Action Steps	Support Resources	Staff Responsible	Indicators of Success
<p>2C. Retain Burlington Public Schools status as a high-performing school district that continues to attract an overwhelming number of resumes during recruitment for vacancies.</p>	<p>Design systems that further support the selection, hiring and retention of quality staff</p> <p>Review Department of Education Certification and teacher’s recertification plans to assure certification process is current and in compliance with NCLB</p> <p>Designate resources to strengthen principal/supervisors’ review of teachers</p> <p>Explore and create options to recruit and increase numbers of teachers and other staff of diverse backgrounds</p> <p>Explore and create options to strengthen aspiring school leaders within the system</p>	<ul style="list-style-type: none"> • A wide candidate-pool available during staff recruitments • Payment of industry-standard wages and benefits • Performance Appraisal System for Administrators and faculty • Inclusive process for hiring new school administrators • Regular meetings of the Instructional Leadership Team to provide forum for discussion and leadership at Burlington High School • Children of employees who reside outside the district have the option of having their children attend school in-district with the Superintendent’s approval • Access to professional development to support continuous improvement, educational growth and ongoing recertification 	<p>School Committee Superintendent Administrative Council Instructional Leadership Team Team Leader at Middle School Human Resources Director Aspiring School Leaders K-8 Curriculum Coordinators</p>	<p>Over 500 resumes were received for teaching positions</p> <p>Collaborate to update contract negotiations</p> <p>Action plan that responds to EQA evaluation comments</p> <p>Documentation of efforts to support aspiring school leaders</p> <p>Retention rate of employees</p> <p>Number and quality of resumes received for teaching positions</p> <p>Narrative of teacher evaluations conducted by Principals and Superintendent</p>

Goal 2: Promote the selection, hiring and retention of quality teachers, support staff and administrators.

Initiatives	Priority Action Steps	Support Resources	Staff Responsible	Indicators of Success
<p>2D. Monitor the school system's efforts to retain quality staff.</p>	<p>Develop an action plan to address retirements during the next three years.</p> <p>Conduct follow-up exit interviews with new staff to inform long term planning.</p> <p>Conduct contract negotiation process for FY09 with Teachers' Union in a timely manner.</p> <p>Timely advertising to meet anticipated openings each spring.</p>	<ul style="list-style-type: none"> • Common follow-up exit interview protocol for all levels of the organization • Continued access to employee assistance to retain employees in-district • Data analysis to prepare for upcoming collective bargaining • Shared analysis of anticipated vacancies due to anticipated retirements • Enter into arrangements with university and neighboring communities to increase capacity to fill positions 	<p>School Committee Administrative Council Human Resources Director Director of Finance and Operations</p>	<p>Principal/Superintendent and/or HR Director Summary of follow-up Interviews</p> <p>Retention Rate</p> <p>Certification Records (percentage of highly qualified)</p> <p>Retained competitiveness of Burlington Public Schools contracts (relative to Middlesex League)</p> <p>Postings and announcements for anticipated vacancies</p> <p>Sample of inclusive search processes when vacancies occur</p>

Goal 2: Promote the selection, hiring and retention of quality teachers, support staff and administrators.

Initiatives	Priority Action Steps	Support Resources	Staff Responsible	Indicators of Success
<p>2E. Promote the retention of quality teachers, support staff and administrators.</p>	<p>Provide opportunities for teachers to participate in leadership roles (e.g., curriculum committees, search committees, leadership teams).</p> <p>Professional development program offerings that assist aspiring leaders with advancing their careers in-district.</p> <p>Engage teachers in decision regarding the use of professional development time.</p>	<ul style="list-style-type: none"> • Inclusion of mentoring programs in professional development plan • Continued use of five system-wide Professional Development Days built into the Teacher’s Contract • Funding for on-going professional development for teachers at both the individual schools and district-level that supports aspiring and current leadership roles 	<p>All High School Administrators Instructional Leadership Team Team Leader and Middle School Teacher leaders K-8 Curriculum Coordinators Assistant Superintendent Mentor Coordinator</p>	<p>Number of in-house applicants who apply for promotional opportunities at the teaching and administrative levels</p> <p>Number of teacher leaders on various school and district committees</p> <p>Documentation of successful professional development opportunities</p>

Goal 2: Promote the selection, hiring and retention of quality teachers, support staff and administrators.

Initiatives	Priority Action Steps	Support Resources	Staff Responsible	Indicators of Success
<p>2F. Sustain mechanisms currently in place for effective system-wide communications.</p>	<p>Conduct routine policy updates.</p> <p>Ensure that administrators are adhering to policy and notifying staff.</p> <p>Continue time for regular communication through scheduled meetings such as monthly meetings of the Superintendent’s Administrative Council.</p> <p>Schedule annual updates to School Committee on MCAS from Director of Pupil Services and each building principal.</p> <p>Complete NCLB reports and share with school community on a timely basis.</p> <p>Assure that each school principal prepares an annual communication plan outlining major events on the calendar (e.g., newsletters, Back-to-School and PTO nights and their school events).</p> <p>Continue to conduct outreach to early childhood programs and families to support transition to schools.</p>	<ul style="list-style-type: none"> • School-based time dedicated to annual policy updates and training where applicable for example: <ul style="list-style-type: none"> ~ Sexual Harassment Training ~ Restraint Training ~ E-mail/Internet Policy Training ~ Asbestos Management Training ~ Hazardous Waste Training ~ Food Service Training ~ School Law Updates • Superintendent with School Committee identify School Committee Policies that require review or change (addition/deletion) each year • Online calendar tools • Inclusion of communication plan as an agenda item for each school improvement team • Collaboration with press for timely notice and release of information of interest to community • Access to BCAT, press to showcase Burlington Public Schools quality 	<p>School Committee Superintendent Principals Human Resources Director Early Childhood Curriculum Specialist</p>	<p>Documentation communication plans: agenda; sample press releases</p> <p>Online calendar posted and current</p> <p>ConnectEd used judiciously</p> <p>Sustain outreach programs for early childhood programs</p> <p>Distribute “New Teacher” handbooks to assure common understandings are accessible to all staff</p>

Goal 3: Maintain a school climate that is inclusive and meets the needs of diverse learners.

Initiatives	Priority Action Steps	Support Resources	Staff Responsible	Indicators of Success
<p>3A. Refine service delivery options to ensure services to students are provided in the least restrictive environment.</p>	<p>Evaluate inclusion offerings at the High School to service students.</p> <p>Design and implement inclusion classes at K-8.</p> <p>Develop entrance/exit criteria and procedures for a referral to tutoring at the High School and at the Middle School.</p> <p>Develop an Academic Support Center at the High School for all High School students in need of tutorial assistance.</p> <p>Establishing an Integrated Preschool.</p>	<ul style="list-style-type: none"> • Fund inclusion summer work for Teams of regular education and special education teachers at the High School, Middle School and Elementary Schools • Contract with a program evaluator • Restructure the use of tutors at the Middle and High School. Maintain current funding levels for tutorial positions • Budget for a certified teacher to oversee and work with students in the Academic Support Center • Funding for Special Education Coordinator, Teachers, Assistants, Speech and Language, Occupational Therapists, Physical Therapists and Aides 	<p>Director of Pupil Services Teams of regular education and special education teachers</p> <p>Child Study Teams Guidance Counselors Principals</p> <p>High School Principal Child Study team 504 Team Director of Pupil Services</p>	<p>Program Evaluation Report</p> <p>Documentation of entrance and exit criteria for tutoring</p> <p>Increase funding for high school Special Education Professional Staff</p> <p>Opening Program</p> <p>Establishing Program Guidelines</p> <p>Collecting DOE required information</p> <p>Child Find</p>

Goal 3: Maintain a school climate that is inclusive and meets the needs of diverse learners.

Initiatives	Priority Action Steps	Support Resources	Staff Responsible	Indicators of Success
<p>3B. Strengthen the Child Study Team process to offer an array of services and instructional strategies to meet the needs of all students.</p>	<p>Restructure the Child Study Teams in each building.</p> <p>Explore other service models to support student learning.</p> <p>Broaden participation in Child Study Teams and build the capacity of Child Study Teams' service options.</p> <p>Professional Development in teaching Diverse Learners in Math and Reading.</p> <p>Professional Development in response to intervention.</p> <p>Child Find Activities consultation/outreach to local preschools and early collaborative intervention.</p>	<ul style="list-style-type: none"> • Scheduling allows staff to investigate other districts' Child Study Team models and service delivery models • Release days for staff to investigate other districts' service delivery models • Coverage for different staff members to participate in Child Study Teams • Use of Professional Development Funding • Use of Professional Development Funding • Built in schedule time for the PreK Coordinator to observe and consult 	<p>Principals Title I Tutors Reading Specialists Classroom teachers</p> <p>Classroom teachers Curriculum Coordinators K-8</p> <p>Principals Title I Tutors Reading Specialists Classroom teachers</p> <p>Assistant Superintendent Principals Math Coaches ELE Coordinator K-8 Evaluation Administrator</p> <p>Assistant Superintendent Principals Math Coaches ELE Coordinator K-8 Evaluation Administrator</p> <p>Preschool Coordinator</p>	<p>Documentation of communication efforts and child study team notes</p> <p>Documentation of different systems' D-CAP and Child Study Models</p> <p>Documentation of Child Study meeting notes and attendance</p> <p>Documentation of Professional Development</p> <p>Documentation of Professional Development Documentation of RTI and student progress in pilot program</p> <p>Collaborate with Early Intervention and local preschools</p>

Goal 3: Maintain a school climate that is inclusive and meets the needs of diverse learners.

Initiatives	Priority Action Steps	Support Resources	Staff Responsible	Indicators of Success
<p>3C. Develop a school culture that promotes respect and responsibility for individuals.</p>	<p>Plan and develop a Social Skills Program (at the Middle School and Elementary Schools) for students on IEPs.</p> <p>Broaden the work of the Diversity Committee at the High School.</p> <p>Promote faculty’s and students’ respect for human differences.</p> <p>Develop teaching capacity, which recognizes the contribution of a global society, through instructional strategies and resources.</p>	<ul style="list-style-type: none"> • Support professional development and training on Social Skills Development. Support opportunities for visits to model programs • Relieve and paid time for the Committee to meet • Professional development and student programs to support diversity. Suggested programs could include “Best Buddies” or “Understanding Our Differences” • Professional development offerings include an array of related offerings (e.g., differentiated instruction, multi-culturalism and learning differences, as well as resources such as library collections which reflect the Burlington community 	<p>Guidance Counselors Special Educators Classroom teachers</p> <p>Principals Diversity committee</p> <p>Principals</p> <p>Assistant Superintendent Principals Director of Library/Media Library/Media Specialists</p>	<p>Documented attendance at professional development</p> <p>Documentation of who is on each building’s diversity committee and meeting dates</p> <p>Documented attendance at professional development</p> <p>Documentation of professional development opportunities</p> <p>Increase in resources to support diverse learning background and styles</p> <p>Pilot of social skills program(s)</p>

Goal 3: Maintain a school climate that is inclusive and meets the needs of diverse learners.

Initiatives	Priority Action Steps	Support Resources	Staff Responsible	Indicators of Success
<p>3D. Retain focus on special education reorganization in light of the Department of Education’s Educator Quality Audit and Corrective Action Plan.</p> <p>Compliance in preparing for the DOE audit.</p>	<p>Continue to implement a special education data management system to manage the data more concisely and efficiently and comply with new DOE data requirements.</p> <p>Complete and implement the procedures, paperwork and timelines consistent with the Department of Education Guidelines.</p> <p>Train all staff in physical restraint procedures and de-escalation.</p> <p>Institute Math program for the Language Based Classroom.</p>	<ul style="list-style-type: none"> • Eutactics will train new staff in the use of the Eutactics program and will provide support to increase the current staff’s expertise • Pupil Services monthly meetings occur in each school for Pupil Services staff • Pupil Services staff will develop forms and processes during the summer • Fund the Merrimack Education Collaborative staff to train all staff • Saxon Math Materials 	<p>Director of Pupil Services Evaluation Administrator Integrated Preschool Director Preschool Coordinator</p> <p>Director of Pupil Services Pupil Services staff Preschool Coordinator</p> <p>Merrimack Education Collaborative Pupil Services staff</p> <p>Evaluation Administrator Language Based Teachers</p>	<p>Contract with Eutactics Documents for new data elements</p> <p>Documentation for program review</p> <p>Documentation of attendance at physical restraint training</p> <p>Materials and student work in Language Based Classroom</p>

Goal 3: Maintain a school climate that is inclusive and meets the needs of diverse learners.

Initiatives	Priority Action Steps	Support Resources	Staff Responsible	Indicators of Success
<p>3E. Utilize appropriate assessments to identify the needs of diverse learners.</p>	<p>Identify a standardized Preschool Screening Instrument for recommended use in Burlington to compliment Kindergarten Screenings.</p> <p>Identify appropriate assessment and screening tools for the Integrated preschool.</p> <p>Develop and build upon diverse assessments K-12.</p> <p>Provide ongoing staff development about implementation of various assessment strategies.</p> <p>Develop curriculum that include documentation of diverse assessment practices to measure student learning.</p>	<ul style="list-style-type: none"> • Fund the purchasing of an instrument • Provide curriculum time for specialists and classroom teachers to work together to develop curriculum • Buy Batelle DIAL-R, CeIF and Peabody and High Schools • Provide time to investigate other districts’ formal assessment plans • Meet with each building team to discuss recommended students for the MCAS Alternate Assessment Provide summer work to develop a portfolio 	<p>Assistant Superintendent for Curriculum and Instruction Principals Specialists Classroom teachers</p> <p>PreK Director</p> <p>Assistant Superintendent for Curriculum and Instruction Principals Specialists Classroom teachers</p> <p>DOE offers yearly trainings on MCAS Alternate Assessment, MEPA, MELA-O</p> <p>Director of Pupil Services Teachers</p>	<p>Principal collect and sample of Open-ended question and Rubrics are utilized by classroom teachers</p> <p>PreK Screening Professional Development on Assessment Best Practices and Developing of IEPs</p> <p>Initial baseline data collected and analyzed using SRI in grade 6 and 9. PLAN implanted in grade 10</p> <p>Documentation of attendance at DOE training</p>

Goal 3: Maintain a school climate that is inclusive and meets the needs of diverse learners.

Initiatives	Priority Action Steps	Support Resources	Staff Responsible	Indicators of Success
<p>3F. Improve the English Language Learners (ELL) support services in accordance with the Department of Education Program Audit and Corrective Action Plan.</p>	<p>Develop and implement an ELL referral process, which meets the Department of Education’s specifications.</p> <p>Analyze the utilization of current staff and the effectiveness of the ELL program.</p> <p>Develop and implement exit criteria to declare a student no longer in need of ELL services.</p> <p>Work with classroom teachers to provide an understanding of ELL students and to provide accommodations and modifications to the curriculum.</p> <p>Increase ELL Teaching Staff.</p> <p>Extend time for learning for ELL students.</p>	<ul style="list-style-type: none"> • Support attendance at Department of Education trainings regarding ELL students • Meet monthly with the ELL teachers to review the qualitative progress of the students as observed by the tutors and review the standardized testing scores of the students • Provide the time for the teachers to investigate other programs • Meet monthly with the ELL teachers to review the qualitative progress of the students as observed by the tutors and review the standardized testing scores of the students • Collect information regarding the ELL programs in other districts. Review the data and make program decisions and refinements in Burlington • Budget for ELL teacher • Fund Evening Academy, summer MCAS Prep, Elementary Summer Reading/Writing Program 	<p>Director of Pupil Services ELL Teachers</p> <p>Director of Pupil Services ELL Teachers</p> <p>Director of Pupil Services ELL Teachers</p> <p>Assistant Superintendent for Curriculum and Instruction Director of Pupil Services Principals Reading Specialists Classroom teachers</p> <p>Assistant Superintendent for Curriculum and Instruction Director of Pupil Services Principals</p>	<p>Documented attendance at professional development</p> <p>Documented attendance of ELL Teachers at monthly meetings</p> <p>Documented attendance at professional development</p> <p>Increase budget funding for ELL certified teacher</p> <p>Documentation of ELL students’ attendance at after school programs</p>

Goal 4: Sustain schools that are supported to the greatest extent feasible by the community at large.

Initiatives	Priority Action Steps	Support Resources	Staff Responsible	Indicators of Success
<p>4A. Enhance communication between the school department and the community.</p>	<p>Identify targeted constituencies and design specific formats for communicating with them.</p> <p>Research and plan regularly scheduled programs and literature to publicize school excellence.</p> <p>Research private funding resources to support a part-time public relations position within the school department.</p> <p>Increase visibility of school personnel at community events.</p> <p>Foster partnerships between Burlington Schools and the community.</p> <p>Expand use of BCAT to showcase Burlington Public School programs.</p> <p>Communicate with parents and community regarding benefits and implications of the new preschool program.</p> <p>Utilize allocated funds for math nights at the elementary level educating parents on our current math program.</p> <p>Update the school system web page with timely information.</p>	<ul style="list-style-type: none"> • BCAT Programs • Individual School PTO's/ System-wide PTO Presidents' Group • Council on Aging • Mother to Mother • Burlington Community Scholarship Foundation • Adopt-A-Class • Burlington Education Foundation • Local Newspapers • Local Government • Higher Education Community • BBRT/Rotary Business Community • School Websites • Partnerships • Resources to encourage Burlington Public School faculty to present and publish their work in education forums • Regular educational forums on topics relevant to families • ConnectEd 	<p>School Committee Superintendent Assistant Superintendent for Curriculum and Instruction Director of Finance and Operations Principals Directors BCAT Curriculum Coordinators and Coaches Web Designer</p>	<p>Increase in external funding to schools</p> <p>Calendar documentation to support school personnel visibility</p> <p>Regular use of media (press, B-CAT, etc.) to showcase school meetings, updates and programs</p>

	Enhance communication between the school system and parents through ConnectEd.			
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Goal 4: Sustain schools that are supported to the greatest extent feasible by the community at large.

Initiatives	Priority Action Steps	Support Resources	Staff Responsible	Indicators of Success
<p>4B. Prepare and oversee a cost effective annual operating budget and a responsible capital improvement budget that stresses continuous improvement to the educational programs and facilities of the school department.</p>	<p>Develop individual school budgets with school administrators to define the needs of each school. Ensure that budgets reflect real needs and priorities for the entire system.</p> <p>Develop a long-range capital improvement budget that captures the established needs of each school with cost estimates and realistic timelines.</p> <p>Closely monitor enrollment trends, especially the impact of new housing on class size. Inform the School Committee in public sessions of any class size concerns.</p> <p>Continue to explore and seek supplemental funding from grants, foundation and partnerships sources.</p> <p>Prepare resources, information and planning components for a new Memorial School.</p> <p>Further develop the Integrated Preschool model to service Burlington's Special Education Preschool students.</p>	<ul style="list-style-type: none"> • Budget documents that are easily understood with sufficient back-up that lists specific departments or programs being reviewed • Budget calendar that clearly defines televised school budget sessions that list specific departments or programs being reviewed • Access to Enrollment Projects from NESDEC 	<p>Superintendent Assistant Superintendent for Curriculum and Instruction Director of Finance and Operations Principals</p>	<p>Budget calendar</p> <p>Teaching and learning needs, as indicated by student performance data and alignment needs, driven by budget requests</p> <p>Long-term faculty plan</p> <p>Town Meeting support for school sponsored initiatives</p>

Goal 4: Sustain schools that are supported to the greatest extent feasible by the community at large.

Initiatives	Priority Action Steps	Support Resources	Staff Responsible	Indicators of Success
<p>4C. Maintain a collegial working relationship with town officials and boards to discuss school needs.</p>	<p>Meet regularly with the Board of Selectmen Subcommittee, the Ways and Means Subcommittee, the Town Administrator, Town Accountant, and Town Treasurer to discuss school related issues, such as: infrastructure needs, warrant article requests, and status of budget appropriations.</p>	<ul style="list-style-type: none"> • Budget Reports • School Building Committee votes and reports • Enrollment Projections • Capital Improvement Plans share information mostly with key officials, including Selectmen’s Office 	<p>School Committee Superintendent Director of Finance and Operations Director of Pupil Services Assistant Superintendent for Curriculum and Instruction Principals</p>	<p>Increased involvement with sub-committees of various Town boards</p> <p>Annual funding of school budget and capital budget</p>

Goal 4: Sustain schools that are supported to the greatest extent feasible by the community at large.

Initiatives	Priority Action Steps	Support Resources	Staff Responsible	Indicators of Success
<p>4D. Communicate the value and impact of professional development and ongoing curriculum revision to student achievement.</p>	<p>Publish MCAS results.</p> <p>Distribute reports on schools that have met, failed to meet, AYP under the definition of No Child Left Behind.</p> <p>Publish AYP determinators.</p> <p>Publish reports on SAT's, College Boards and High School College Admissions Data.</p> <p>Publicize professional development activities.</p> <p>Publicize ways in which professional development influence student achievement.</p> <p>Share updates that connect curriculum alignment process, allocation of resources (e.g., texts and new materials) and corresponding professional development in routine Curriculum Reports to School Committee.</p>	<ul style="list-style-type: none"> • School Newsletters • Local Newspapers • PTO Calendar • School Website • BCAT • Presentation to School Committee 	<p>School Committee Chairperson Superintendent Assistant Superintendent for Curriculum and Instruction Director of Finance and Operations Principals Support Services Coordinator</p>	<p>Professional development plan targeted to system goals and alignment with State Frameworks for requirements</p> <p>Curriculum revision is based on analyses of best practice, framework expectations and student achievement data</p> <p>Additional resources are allocated to target schools/groups to meet AYP</p> <p>Documentation of communication efforts</p>

Goal 5: Continue to improve facilities and business management operations.

Initiatives	Priority Action Steps	Support Resources	Staff Responsible	Indicators of Success
<p>5A. Continue to provide timely financial accounting and Personnel Information to all Principals, Directors and Staff during school year.</p>	<p>Revise Account Request Template Formulated for each School/Department.</p> <p>Revise Leave Request form and implement MUNIS payroll tracking of Leave data.</p> <p>Schedule/Timeline for submission and response guidelines.</p> <p>Provide support/training for new administration using budget data information for planning and reporting.</p> <p>Annually distribute purchase order requirements to principals and other head staff.</p>	<ul style="list-style-type: none"> • Business Office • Human Resources Director • Town Accountant • Payroll Department 	<p>Director Finance and Operations School Administration</p> <p>Human Resources Director</p> <p>Payroll Department</p>	<p>Quarterly reports shared with each department</p> <p>Launch MUNIS Leave Tracker on Payroll program</p> <p>Projected to actual expenditures within guidelines are included in regular reports</p> <p>Eliminate need to freeze budget</p>

Goal 5: Continue to improve facilities and business management operations.

Initiatives	Priority Action Steps	Support Resources	Staff Responsible	Indicators of Success
<p>5B. Develop purchase order submission protocol and guidelines for better vendor and purchase order tracking.</p>	<p>Formulate guidelines and rules for purchase order submission.</p> <p>Develop vendor tracking and purchase database for reporting and reconciliation with Town MUNIS System.</p>	<ul style="list-style-type: none"> • Business Office • Network Manager & Webmaster 	<p>Director Finance and Operations</p>	<p>Improved turn around time for submissions</p> <p>Eliminate need to freeze budget</p> <p>Utilizing MUNIS information system: development of vendor account database to facilitate purchase order tracking</p>

Goal 5: Continue to improve facilities and business management operations.

Initiatives	Priority Action Steps	Support Resources	Staff Responsible	Indicators of Success
<p>5C. Design online Facility Repair Request Form.</p>	<p>Formulate online “Building Repair Request” form; develop online request procedures and guidelines utilizing existing E-Mail System/Web Page.</p> <p>Differentiate between urgent/emergency, priority and other facility repair request.</p> <p>Respond to urgent calls immediately.</p> <p>Establish online capabilities for building training of personnel/custodians.</p>	<ul style="list-style-type: none"> • Business Office • Network Manager & Webmaster 	<p>Director Finance and Operations</p> <p>Network Manager & Webmaster</p> <p>Custodial Staff</p>	<p>Maintain excellent response time to urgent/emergency needs</p> <p>Systematic process to identify school and system priority maintenance needs to inform work and budgeting</p> <p>Preliminary formation of “online’ work order submission form. Placement of computer technology at all senior custodian locations for implementation of online program</p>

Goal 5: Continue to improve facilities and business management operations.

Initiatives	Priority Action Steps	Support Resources	Staff Responsible	Indicators of Success
<p>5D. Develop grant submission and tracking guidelines for all State, Federal and other School Department Grants.</p>	<p>Establish clear Grant Application/ Submission Guidelines to distribute to staff.</p> <p>Establish Grant “Chart of Accounts” for tracking and Reports.</p> <p>Formulate guidelines for grant payments and charges.</p> <p>Coordinate grant funding to avoid fragmentation and maximize resources.</p> <p>Document in annual budget reports all state funds received.</p>	<ul style="list-style-type: none"> • Business Office • Computers/Media Office • Pupil Services Office • Grant Committee 	<p>Director Finance and Operations</p> <p>Assistant Superintendent for Curriculum</p> <p>Director Pupil Services</p>	<p>All grants pre-approved by Superintendent</p> <p>Budget reporting process includes all grant sources</p> <p>Per pupil above mid-range of contiguous and Middlesex League Districts</p> <p>Financial grant tracking utilizing separate grant chart of accounts and Town MUNIS information system</p>

Goal 5: Continue to improve facilities and business management operations.

Initiatives	Priority Action Steps	Support Resources	Staff Responsible	Indicators of Success
<p>5E. Address environmental and air quality concerns within all school facilities.</p>	<p>Develop long-range plan for Memorial School system replacement.</p> <p>Implement in-house yearly testing of HVAC systems for proper operation to manufacturer standards.</p> <p>Educate Faculty and Staff regarding Air Quality.</p>	<ul style="list-style-type: none"> • Burlington Board of Health • Administrative Council • School Committee • Massachusetts Department of Public Health • Department of Environmental Protection • Tools for Schools 	<p>School Committee</p> <p>Director Finance and Operations</p> <p>Administrative Council</p>	<p>Revisit by Mass. Department of Public Health to selected schools for air quality analysis</p> <p>Continue to educate staff regarding “best practices” in regards to air quality within individual classrooms</p> <p>Continue “in house” testing of air quality at all schools</p>

Goal 5: Continue to improve facilities and business management operations.

Initiatives	Priority Action Steps	Support Resources	Staff Responsible	Indicators of Success
<p>5F. Articulate and prepare for long term program/facility needs K-12.</p>	<p>Develop long-range plan for Memorial School system replacement.</p> <p>Develop and complete identified roof replacements at Burlington High School and Francis Wyman School.</p> <p>Implement in-house yearly testing of HVAC systems for proper operation to manufacturer standards.</p> <p>Submission of Five Year and Ten Year School Capital Improvement plans.</p>	<ul style="list-style-type: none"> • Administrative Council • School Committee • Massachusetts School Building Authority • Town Hall Administration 	<p>School Committee</p> <p>Director Finance and Operations</p> <p>Administrative Council</p> <p>Joint Facility Committee</p>	<p>MSBA Grant approval for Memorial School Replacement</p> <p>Warrant article approval and project completion on roof projects</p> <p>Preliminary progress reports to School Committee and Public Forums of master plan study citing educational and facility issues short and long term</p> <p>Five & Ten Year Capital plans revised and submitted annually to School Committee in accordance with Town capital Program</p>