Burlington Public Schools

**Planning for Success:**

**District Plan | 2016 – 2019**

Dr. Eric T. Conti

Superintendent of Schools

October 25, 2016

*The Burlington School Committee approved the BPS PfS District Plan on November 14, 2016*

**Table of Contents**

Executive Summary 3

## Approach and Scope 3

BPS District Improvement Plan | Strategic Objectives and Initiatives 3

Planning for Success Process & BPS 4

Cohesion – Links between Plans 4

BPS District Plan 5

BPS District Plan | Representative Action Plans 7

Superintendent’s Goals - Student Learning & Professional Practice 10

BPS District Leadership Team | 2016-2017 11

**Executive Summary**

In March 2016, Burlington Public Schools was invited to partner with the Massachusetts Department of Elementary and Secondary Education (DESE) to pilot its *Planning for Success* *(PoF) school* improvement process. The Planning for Success model includes a multi-year improvement plan that supports implementation through the development of action plans which are updated annually. Planning for Success incorporates effective planning practices in its design, educator evaluation expectations, and legislative requirements.

The purpose of this work is two-fold: (1) to assist the Burlington Public Schools transition from the traditional School Improvement Plan model to DESE’s *Planning for Success* Model, and (2) to improve collaboration and communication. The *PoF* process gave the District Leadership Team (DLT) guidance and support in developing action plans aligned to Burlington’s goals as well as opportunities for collaboration between the levels and central office.

## **Approach and Scope**

At the onset of the *Planning for Success* process, Superintendent Eric Conti expanded the District Leadership Team to include teacher leaders, department chairs, team leaders, and association president based upon his belief and commitment to inclusive, collaborative decision making and two-way communication. Beginning in May 2016 and again in August 2016, the District Leadership Team met and conducted an analysis of strengths, weaknesses, opportunities, and threats to the identified district initiatives. As a result of the analysis, the DLT refined the Strategic Objectives and Initiatives and began developing action plans designed to provide direction for organizational improvement and growth. These plans include three major components: action steps, progress benchmarks, and resources needed to support implementation. These elements will provide the means to monitor the plans and report both the progress and impact of the initiatives to the staff and public. Burlington Principals and Directors are in the process of developing their school/department-specific *School Improvement* *Plans for Success* which they will present to the School Committee in early winter and then implement once approved

*BPS District Improvement Plan | Strategic Objectives and Initiatives*

The four priority areas as set forth in the BPS District plan are:

|  |  |
| --- | --- |
| **District Strategic Objectives** | **Strategic Initiatives | Action Plans** |
| **1|Engaged Learning***Provide an engaging, rigorous, and relevant program to meet the academic, social, and emotional needs of each student.* | InclusionTargeted InstructionSocial Emotional LearningTeacher CapacityLearning Spaces |
| **2| Relationships***Strengthen relationships between and amongst students, staff, families, and the community to ensure high quality, engaged learning for every student.* | Cultural CompetenceTeacher Leadership |
| **3| Communication***Ensure two-way, respectful communication across the district, with families, and the Burlington community.* | Expand CollaborationCultivate Partnership SchoolsDistrict CommunicationsPlanning for Success Model |
| **4| Facilities & Operations***Provide human and financial resources to support high quality, engaged learning.* | Student Safety 10 Year Capital Budget PlanExpand After School Programs |

*Planning for Success Process & BPS*

Our adoption of the *Planning for Success* process for developing district and school improvement plans achieves three key BPS objectives:

**1|** **Creating a District Improvement Plan**

* Connects Burlington’s current initiatives with initiatives identified as central to realizing our mission, vision, and core values.
* Improves two-way communication and transparency with staff, parents, the community, and town officials

**2|** **Developing the capacity of the District Leadership Team**

* Supports a culture of shared responsibility for student learning
* Increases and improves communication and collaboration amongst all levels and central office

**3| Creating Coherence**

* By linking the District Improvement Plan, School Improvement Plans, and the Educator Evaluation Plans.
* Through a system-wide focus on BPS goals

*Cohesion – Links between Plans*

**BPS District Plan –** *Page 1 of 2*

|  |
| --- |
| **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 way 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* Helping students achieve their highest potential by providing a rigorous, balanced curriculum.
* Employing highly qualified teachers, administrators, and support staff who are committed to the Burlington vision.
* Encouraging parents to take an active role in their children’s education through involvement with the schools to enhance student academic success.
* 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** |
| The Burlington Public School District is committed to* Developing all students’ potential for excellence.
* Providing a program of study that has the same academic objectives for all students.
* An educational environment that reflects sensitivity to students’ differing styles and intellectual development.
* Creating a learning environment that values human differences, fosters a sense of belonging, and promotes cultural proficiency among all students and staff.
 |
| **Theory of Action** |
| *IF Burlington Public Schools…** Focuses on academic outcomes and social/emotional wellness of each student, providing targeted support, and building personal relationships
* Establishes empowering conditions for students and educators, providing a welcoming environment, resources, programs, and community support,
* Provides human and financial resources to support high quality, engaged learning

*THEN students will make effective progress and be appropriately challenged, graduating from high school ready for college, career, and life as contributing citizens in a global society.* |
| **Strategic Objectives and Initiatives** |
| ***Strategic Objective 1******Engaged Learning****Provide an engaging, rigorous, and relevant program to meet the academic, social, and emotional needs of each student.* | ***Strategic Objective 2******Relationships****Strengthen relationships between and amongst students, staff, families, and the community to ensure high quality, engaged learning for every student.* | ***Strategic Objective 3******Communication****Ensure two-way, respectful communication across the district, with families, and the Burlington community.* | ***Strategic Objective 4******Facilities & Operations****Provide human and financial resources to support high quality, engaged learning.* |
| ***Strategic Initiatives*** | ***Strategic Initiatives*** | ***Strategic Initiatives*** | ***Strategic Initiatives*** |
| **1|Inclusion** Develop and implement a consistent PK-12 inclusion model. | **1|Cultural Competence** Develop the capacity of the school community to work effectively and sensitively across cultural contexts.  | **1| Expand Collaboration**Increase formal and informal collaboration amongst staff. | **1| Student Safety**Ensure the physical, emotional, and academic safety of staff and students.  |
| **2|Social Emotional Learning** Develop a PK-12 systematic approach to building student and teacher capacity for social and emotional learning. | **2|Teacher Leadership** Encourage and enhance teacher leadership. | **2| Cultivate Partnership Schools** Conduct a self-assessment and plan to identify areas of focus for student success through partnerships with stakeholders.  | **2| Maintain 10-year Capital Budget Plan**Continue to provide/update the 10-year outline of district and individual school needs. |
| **BPS District Plan –** *Page 2 of 2* |
| ***Strategic Objective 1*** ***Engaged Learning******Strategic Initiatives*** | ***Strategic Objective 2******Relationships******Strategic Initiatives*** | ***Strategic Objective 3******Communication******Strategic Initiatives*** | ***Strategic Objective 4******Facilities & Operations******Strategic Initiatives*** |
| **3|Targeted Instruction** Provide targeted instruction to address the needs of individuals and/or small groups of students to reach year-end goals.  |  | **3|District** **Communications** Clarify and share communication protocols. | **3| Expansion of after-school****program for elementary schools** Continue to enhance/expand afterschool programs to support successful youth, healthy families and strong communities. |
| **4| Teacher Capacity**1. Develop and implement

ongoing professional development opportunities to support engaged academic and social emotional learning. (B) Collaborate with students, faculty, and parents to develop a clear plan for the implementation of evolving instructional technologies. | **4|Planning for Success (PfS) Process**Align the PfS process with current BPS initiatives/plans and implement and monitor a Burlington PfS beginning in Fall 2016. |  |
| **5| Learning Spaces** Create a learning environment that includes a variety of engaging qualities that increase a sense of belonging, competence, and student choice. |
| **Outcomes** |
| 1. **Raise expectations for all students** – BPS PK-12 students are engaged in rigorous and relevant programs designed to meet their academic, social, and emotional needs as evidenced by a well-sequenced PK-12 curriculum, instruction and assessment system that prepares them with the creative, intellectual, interpersonal, and reflective skills needed for self-sufficiency and responsible citizenship.
2. **Targeted Support** - BPS PK-12 student learning is supported through personalized learning strategies that address their distinct learning needs, interests, and aspirations regardless of ability, disability, age, gender, gender identity, or cultural and linguistic background as evidenced by ongoing data collection and analysis conducted by teachers and principals and used to adjust instruction and plan lessons.
3. **Collaborate across the Community** – Partnerships with parents, volunteers, businesses, and community agencies are strengthened and expanded based upon identified mutual needs and opportunities as evidenced by their involvement and support of BPS student learning and achievement, school-based initiatives, and the District Plan Strategic Objectives and Initiatives.
4. **Facilities and Operations** – Human and financial resources to support the BPS vision, mission, core values, District Plan Strategic Objectives and Initiatives for student learning, and 10 Year Capital Budget Plan are created by BPS as the result of collaborative and cooperative budget planning with the Town of Burlington as evidenced by community and town meeting support of the annual school operating and capital budgets.
 |

**BPS District Plan | Action Plan**

|  |  |
| --- | --- |
| **Action Plan** | **2016 - 2019**  |
| **Strategic Objective: 1** | **Engaged Learning - *Provide an engaging, rigorous, and relevant program to meet the academic, social, and emotional needs of each student.***  |
| **Strategic Initiative: 1** | **Inclusion *– Develop and implement a consistent PK-12 inclusion model.***  |

|  |  |  |  |
| --- | --- | --- | --- |
| **Monitoring Progress - Process Benchmark***What will be done, when, and by whom* | **Person Responsible** | **Completion**  **Date** | **Status** |
| Charge the District Capacity Team (DCT) to study “growth mindset” (Dweck 2000) to develop a BPS district definition/philosophy of inclusion for all students. | Supt | 11/2016 | In Process |
| Appoint representatives from each level, regular and special education teachers to the DCT. | Supt | 11/2016 | In Process |
| Review FAPE/LRS & DESE inclusion definition | DCT | 12/2016 | Planned |
| Review elementary *Response to Intervention* (RtI) strategies and determine how to implement them for middle school and high school students. | DCT | Winter 2017 | Planned |
| Review DESE conducted BPS Coordinated Program Review report. | DCT | Winter 2017 | Planned |
| Review current inclusion practices, structures, goals at each school; establish a clear plan for each school.  | DCT | Winter 2017 | Planned |
| Visit identified exemplary inclusion programs/models. | DCT | Winter 2017 | Planned |
| Develop a district framework/philosophy, guiding principles, and clear expectations for inclusion. | DCT | Winter 2017 | Planned |
| Adopt a district framework/philosophy, guiding principles, and clear expectations for inclusion. | Supt | Spring 2017 | Planned |
| Identify the support needed to implement the inclusion policy.  | DCT/PrincipalsAsst Supt | Spring 2017 | Planned |
| Provide tiered professional development for all staff based on each school’s needs.  | Asst Supt  | Sum 2017SY 2017-18 | Planned |
| Implement the district framework/philosophy, guiding principles, and clear expectations for inclusion. | Supt/PrincipalsStaff | Sept 2017 | Planned |

|  |  |  |  |
| --- | --- | --- | --- |
| **Measuring Impact - Early Evidence of Change Benchmark***Changes in practice, attitude, or behavior you should begin to see if the initiative is having its desired impact.* | **Person Responsible** | **Date** | **Status** |
| Charge for “Inclusion” given to District Capacity Team using “growth mindset” concept. | Supt | 11/2016 | In Process |
| Representatives from each school appointed to District Capacity Team  | Supt | 11/2016 | In Process |
| BPS district framework/philosophy, guiding principles, and clear expectations for inclusion adopted. | Supt | Spr 2017 | Planned |
| Tiered professional development program implemented. | Asst SuptSpecial Ed DirPrincipals | Summer2017 | Planned |
| All 6 schools implement inclusion framework and guiding principles and develop benchmarks for determining fidelity to inclusion framework.  | Asst Supt/PrinRTI AdminSpecial Ed Dir | Sept 2017 | Planned |

|  |
| --- |
| **Resources to Support Implementation -** *The staff and financial resources allocated to support this initiative.* |
| BPS Operational Budget –Professional Development |
| Rennie Center Support – District Capacity Team |
| Title I, Title IIA, IDEA |
| Special Education Professional Development Grants |

**BPS District Plan | Action Plan**

|  |  |
| --- | --- |
| **Action Plan** | **2016 - 2019**  |
| **Strategic Objective: 2** | **Relationships** - *Strengthen relationships between and amongst students, families, and the community to ensure high quality, engaged learning for every student.*  |
| **Strategic Initiative: 1** | **Cultural Competence** - *Develop the capacity of the school community to work effectively and sensitively across cultural contexts*.  |

|  |  |  |  |
| --- | --- | --- | --- |
| **Monitoring Progress - Process Benchmark***What will be done, when, and by whom* | **Person Responsible** | **Completion**  **Date** | **Status** |
| Charge the District Capacity Team (DCT) to study, evaluate, and recommend a district framework/philosophy, guiding principles, and clear expectations for cultural competence. | Supt | 11/2016 | In Process |
| Appoint representatives from each level to the DCT for work on cultural competence. | Supt | 11/2016 | In Process |
| Conduct a district-wide self-assessment to determine baseline re: cultural competence | DCT/Principals | 12/2016 | Planned |
| Develop & recommend a district framework/philosophy, guiding principles, and clear expectations for cultural competence for the Superintendent. | DCT | Winter 2017 | Planned |
| Adopt a district framework/philosophy, guiding principles, and clear expectations for cultural competence.  | Supt | Spring 2017 | Planned |
| Implement the district framework/philosophy, guiding principles, and clear expectations regarding cultural competence. | Supt/PrincipalsStaff | Sept 2017 | Planned |
| Develop/Implement a PD plan for staff awareness & development, reflection, & learning for all school employees | DCT/Asst Supt | SY 2017-18 | Planned |
| Develop/Implement explicit curriculum materials/units for teaching tolerance | Asst Supt/PrinTeachers | SY 2018-19 | Planned |
| Review current curricula/materials/units for cultural sensitivity & implicit bias and make necessary revisions. | Asst Supt/PrinTeachers | Summer 2018 | Planned |
| Analyze discipline practices for bias; Review/revise discipline policies for bias  | Asst SuptPrin/Asst Prin | Summer 2018 | Planned |
| Recruit more parents of color to school-based and district committees | Supt/Asst SuptPrincipals | On-going | In process |
| Recruit, retain, and develop a diverse cadre of the highest quality teaching personnel, staff, and administrators. | HR Dir Principals | On-going | In process |
| Add cultural competence as an element to the BPS evaluation model | Supt/Asst SuptPrincipals | 11/2016 | In process |

|  |  |  |  |
| --- | --- | --- | --- |
| **Measuring Impact - Early Evidence of Change Benchmark***Changes in practice, attitude, or behavior you should begin to see if the initiative is having its desired impact.* | **Person Responsible** | **Date** | **Status** |
| DCT begins work related to cultural competence | Supt | 11/2016 | In Process |
| By Spring 2017, BPS articulates a framework/philosophy, guiding principles for cultural competence for implementation in September 2017 | Supt | Spring 2017 | Planned |
| By November 2016, cultural competence added as element to BOS evaluation process | Supt | 11/ 2016 | In process |
| By Summer 2018, curriculum and policy reviews completed, revised, and implemented.  | Supt/Asst Supt Prin, Curric Coord & Teachers | Summer 2018 | Planned |
| By 2019, diversity of teaching personnel, staff, and administrators will increase to reflect percentage of diverse students within BPS. | HR Dir, SuptPrincipals | 2019 | Planned |

|  |
| --- |
| **Resources to Support Implementation -** *The staff and financial resources allocated to support this initiative.* |
| BPS Operational Budget – Curriculum Development & Professional Development |
| Rennie Center Support – District Capacity Team |

**BPS District Plan | Action Plan**

|  |  |
| --- | --- |
| **Action Plan** | **2016 - 2019**  |
| **Strategic Objective: 4** | **Facilities & Operations*****Provide human and financial resources to support high quality, engaged student learning.***  |
| **Strategic Initiative: 1** | **Student Safety – *Ensure the physical, emotional, and academic safety of students and staff.***  |

|  |  |  |  |
| --- | --- | --- | --- |
| **Monitoring Progress - Process Benchmark***What will be done, when, and by whom* | **Person Responsible** | **Completion****Date** | **Status** |
| School-based administrators attend BPS Con session on new protocol | Police/PL | Aug 2016 | ✓ |
| Hold faculty meetings with resource officer/Burlington Police | Prin/Directors | Fall 2016 | ✓ |
| Schedule building faculty/staff meeting with police and crisis team | Principals/Dir | Fall 2016 | ✓ |
| Post protocol in all classrooms | Asst Supt  | Fall 2016 | ✓ |
| Practice drills using new protocols with police | Prin/Dir | Fall 2016 | In process |
| Invite police to PTO meetings to educate parents on new protocol | Principals | Fall 2016 | In process |
| Re-record the wave/notification systems | Supt | Win 2016 | In process |
| Develop “go” boxes in event technology fails | Principals | Win 2016 | In process |
| Translate documents/protocol | Asst Supt | Fall 2016 | In process |
| Police meet with student groups re: protocol | Supt | Fall 2016 | In process |
| Communicate protocols to community | Supt/Principals | Fall 2016 | In process |
| Provide training for teachers, substitute teachers, support staff, volunteers | Police Chief Asst Supt | Win 2016 | In process |
| Provide training for Sprouts/LABB/BayPath/B & Aft school students, staff, families | Police Chief Asst Supt | Win 2016 | In process |
| Superintendent & Police Chief develop joint communication to parents re: protocol | Supt/Police Chief | Fall 2016 | ✓ |
| Superintendent & Police Chief develop joint communication for local newspapers, town websites re: protocol | Supt/Police Chief | Fall 2016 | ✓ |
| Post room numbers on both interior and exterior of all classrooms | Asst Supt/Prin | Fall 2016 | In process |

|  |  |  |  |
| --- | --- | --- | --- |
| **Measuring Impact - Early Evidence of Change Benchmark***Changes in practice, attitude, or behavior you should begin to see if the initiative is having its desired impact.* | **Person Responsible** | **Date** | **Status** |
| By the end of the 1st week of school, Supt & Police Chief send communication to staff and parents regarding new protocol. | Supt/ Police Chief | Sept 9 | ✓ |
| By September 30, provide materials for staff & review protocol at faculty meetings | Prin/Dir | Sept 30 | ✓ |
| Training completed for faculty, staff, and students | Police ChiefAsst Supt | Dec 31 | In process |
| Parent information meetings about the new protocol held at all schools | Prin/Dir | Nov 30 | In process |
| Room numbers are posted inside/outside classroom | Asst Supt/Prin | Nov 30 | In process |
| “GO” bags located in each school & office | Asst SuptPrincipals | Nov 30 | In process |

|  |
| --- |
| **Resources to Support Implementation -** *The staff and financial resources allocated to support this initiative.* |
| Iloveyouguys.org/srp.html I love you guys website with all FREE materials regarding the safety protocol |
| Burlington Police Chief/Officers time for faculty and parent meetings |
| Funds for “GO” bag materials |

Superintendent’s Goals - *Draft* | Student Learning & Professional Practice

**Professional Practice Goal**

During the 2016-2018 school years, I will lead and model respectful and kind discourse, grounded in the BPS vision and core values, as the means to (1) ensuring productive two-way communication across the district and within the community and (2) increasing the capacity of all staff including the District Leadership Team (DLT) in the areas of collaboration, teacher leadership, and cultural competency through professional development and work of the District Capacity Team as evidenced by feedback received from staff, DLT, and community.

**Student Learning Goal**

Over the next two years, I will continue to promote and model engaged learning by focusing on developing a “growth mindset” (Dweck, 2000) amongst staff - seeing the opportunities for all students to learn and develop regardless of their ability, disability, age, gender, gender identity, or cultural and linguistic background. In doing so, I will provide ongoing support to empower the District Leadership Team (DLT), teachers, and staff as they work to increase student motivation and achievement, productivity, and well-being so students attain the skills and knowledge they need for success in college, career, and civic life as measured by /evidenced in BPS determined qualitative and quantitative assessments.

**District Leadership Team | 2016-2017**

**Central Office**

Eric Conti Superintendent of Schools

Patrick Larkin Assistant Superintendent of Schools

Joanne Faust Human Resources Director

Louise D'Amato Special Education Director

**High School**

Mark Sullivan Principal, Burlington High School

Deb Deacon Associate Principal, Burlington High School

Rick Sheehan Associate Principal, Burlington High School

Shaun Hart Associate Principal, Burlington High School

Joseph Attubato Director of Guidance, Burlington High School

Ben Lally Department Head, Burlington High School

Brian McNeill Department Head, Burlington High School

Peter Nassiff Department Head, Burlington High School

Todd Whitten Department Head, Burlington High School

**Middle School**

Dick Connors Principal, Marshall Simonds Middle School

Noreen Abati Team Leader

Neal Lusas Team Leader

**Elementary Schools**

Deborah Dressler Principal, Memorial Elementary School

Ellen Johnson Principal, Fox Hill Elementary School

John Lyons Principal, Pine Glen Elementary School

Nicole McDonald Principal, Francis Wyman Elementary School

**Early Childhood Center and Afterschool Program**

Deborah Clark Director, Early Childhood Center

Donna Sullivan Director, Afterschool Program

**Special Education**

Andrea Hayes Team Chair, Special Education

Nicole Mattos Team Chair, Special Education

Becky McCabe Team Chair, Special Education

Melissa Ruggieri Team Chair, Special Education

Alice Vamivakas Team Chair, Special Education

**District Curriculum Team**

Josh Murphy Director of Student Information

Susan Astone RTI Administrator

Renee Sacco Language Arts

Carrie Fortunato Math

Katie Bercury Social Studies

Sean Musselman Science

Wendy Pavlicek Science

George Ratkevich Visual Arts

John Middleton Performing Arts

Matt Jackling Health/Physical Education

Dennis Villano Director of Instructional Technology

**Burlington Educator Association**

Diana Marcus Union President