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| **Mission** | | | |
| The Burlington Public Schools is to help all students acquire organized knowledge, master creative and intellectual skills, and understand ideas in a way that fosters positive self-image and leads to lifelong learning, self-sufficiency, and responsible citizenship. | | | |
| **Vision** | | | |
| The vision of Burlington’s Elementary Schools is “Belong Together, Work Together, Success Together”. Members of the each school will collaborate to promote a safe, nurturing environment where all children are accepted. Individual student strengths will be maximized and individual needs will be met by developing and using strategies that encourage student growth. By promoting independence, curiosity, and learning, students’ academic and social potential will be fostered. | | | |
| **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 should reflect sensitivity to students’ differing styles and intellectual development. * Creating a learning environment that values human differences, fosters a sense of belonging, & promotes cultural proficiency among all students and staff. | | | |
| **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 Initiatives -*** *(1)**Inclusion (Targeted Instruction, Teacher Capacity, Learning Spaces)**& (2)**Social Emotional Learning (Teacher Capacity)* | **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 Initiative s****– Cultural Competence & Teacher Capacity* | **Strategic Objective 3** - **Communication**  Ensure two-way, respectful communication across the district, with families, and the Burlington community.  ***Strategic Initiatives*** *– Collaboration, Communication, & Partnership Schools* | **Strategic Objective 4** - **Facilities & Operations**  Provide human and financial resources to support high quality, engaged learning.  ***Strategic Initiatives –*** *Student Safety* |
| **Inclusion**   1. Implement BPS definition and vision for inclusion and Response to Intervention (RtI). 2. Continue implementation of BPS District Accommodation Plan (DCAP) and Response to Intervention strategies. 3. Implement flexible, co-teaching models for all students. 4. Hold annual meetings for staff and parents about SPED regulations.   **Social Emotional Learning**   1. Continue implementation of the Responsive Classroom strategies. 2. Implement the CASEL *(Collaborative for Academic, Social, and Emotional Learning)* core competencies. 3. Fully implement PBIS *(Positive Behavior Interventions and Supports*). 4. Utilize Deveraux Student Strengths Assessment to inform classroom teaching. 5. Provide ongoing staff development to support academic learning, social-emotional curricula, and differentiation.   **Measuring Impact**   * Students experience academic, social and emotional success through an engaging, rigorous and relevant program and targeted instruction. * Teachers, support staff, and principals participate in professional development focused on learning and district initiatives. * Faculty shares best practices at staff meetings. | **Cultural Competence**   1. Examine curriculum for cultural bias and cross-curricular connections. 2. Acquire curriculum materials to augment curriculum and address cultural sensitivity and tolerance. 3. Provide opportunities for students to share personal experiences. 4. Build an understanding and empathy for diversity through art, literature, music, and games. 5. Seek diversity for staff and parent participation on PTO Boards and School Improvement Councils. 6. Review and revise student handbooks to address cultural sensitivity.   **Teacher Capacity**   1. Provide ongoing staff development focused on developing an understanding of cultural competency and its relationship to curriculum and program development.   **Measuring Impact**   * Teachers, principals, curriculum councils review and revise curriculum and learning materials to ensure attention to cultural diversity and acquire materials as needed. * Teachers, support staff, and principals participate in professional developed focused on cultural competency and its application to student learning. * Principals post calendar of religious holidays and traditions annually for teachers and families. | **Collaboration, Communication,**  **and Partnerships**   1. Provide collaboration time to consult with colleagues to align and adjust curriculum within grade levels and across grade levels. 2. Develop regular communications about school news to staff and parents. 3. Implement peer coaching and offer training as part of the district initiative. 4. Establish and sustain effective two-way communication among staff, parents, principals and central office.   **Measuring Impact**   * School climate is conducive to collaboration and team work. * Faculty members share best practices at staff meetings. * Teachers/Principals deliver regular blogs, newsletters, and parent meetings on school initiatives and happenings. * Support staff holds regular transition meetings with preschool and middle school staff. * Staff partner with parents and community members to provide learning opportunities for students * School staff participate in district discussions on concept and design of partnership schools. | **Student Safety**   1. Implement updated safety protocol developed by the Burlington Chief of Police and Superintendent. 2. Provide training on the new protocol for staff, students, and families. 3. Ensure school buildings and classrooms have room numbers posted and “GO” bags in each school office.   **Measuring Impact**   * Staff is knowledgeable about the new safety protocol as the result of trainings. * Parents are knowledgeable about the new safety protocol through communications and meetings. * Each school is prepared to implement the new safety protocol. |
| **BPS District 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 Strategic Objectives and Strategic 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 Initiatives*  1|Inclusion - Develop and implement a consistent PK-12 inclusion model.  2|Social Emotional Learning - Develop a PK-12 systematic approach to building student and teacher capacity for social and emotional learning.  3|Targeted Instruction - Provide targeted instruction to address the needs of individuals and/or small groups of students to reach year-end goals.  4|Teacher Capacity – (A) 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.  5|Learning Spaces - Create a learning environment that includes a variety of engaging qualities that increase a sense of belonging, competence, and student choice.  **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 Initiatives*  1|Cultural Competence Develop the capacity of the school community to work effectively and sensitively across cultural contexts.  2|Teacher Leadership - Encourage and enhance teacher leadership.  **Strategic Objective 3** – **Communication** - Ensure two-way, respectful communication across the district, with families, and the Burlington community.  *Strategic Initiatives*  1|Expand Collaboration - Increase formal and informal collaboration amongst staff.  2|Cultivate Partnership Schools - Conduct a self-assessment and plan to identify areas of focus for student success through partnerships with stakeholders.  3|District Communications - Clarify and share communication protocols  4|Planning for Success Process - Align the PfS process with current BPS initiatives/plans and implement and monitor Burlington PfS beginning in Fall 2016  **Strategic Objective 4** - **Facilities & Operations** - Provide human and financial resources to support high quality, engaged learning.  *Strategic Objectives*  1| Student Safety - Ensure the physical, emotional, and academic safety of staff and students.  2| Maintain 10-year Capital Budget Plan - Continue to provide/update the 10-year outline of district and individual school needs.  3| Expansion of elementary after-school programs - Continue to enhance/expand afterschool programs to support successful youth, healthy families & strong communities. | | | |

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| **Action Plan 1A** | **2016 - 2020** |
| **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**  **Strategic Initiative | 3**  **Strategic Initiative | 4**  **Strategic Initiative | 5** | **Inclusion for All** *-Develop and implement a consistent PK-12 inclusion model.*  **Targeted Instruction –** *Provide targeted instruction to address the needs of individual/small groups of students to reach year-end goals.*  **Teacher Capacity –** *(A) Provide professional development to support engaged academic and social emotional learning. (B) Collaborate with students, faculty, and parents to develop a plan for the implementation of evolving instructional technologies.*  **Learning Spaces –** *Create a learning environment that includes a variety of engaging qualities that increase a sense of belonging, competence, and student choice.* |

| **Monitoring Progress - Process Benchmarks**  *What will be done, when, and by whom* | | | | | |
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| **Inclusion for All & Targeted Instruction** | **Person Responsible** | **2017 2018** | **2018**  **2019** | **2019**  **2020** | **Status** |
| Appoint two general education staff members to the District Capacity Team (DCT) for the purpose of developing a shared vision of inclusive practices among the general education and special education staff and administration. | Principals  SPED Director | Jan  2017 |  |  | In  progress |
| Implement the BPS definition and vision of inclusive instruction which includes differentiation and accessibility for all students as developed by the District Capacity Team. | Principals  School Staff |  |  | X | Planned |
| Review and develop an operational definition of specifically designed instruction so all staff understands the unique characteristics of specially designed instruction (SDI) and Response to Intervention (RTI) interventions and what distinguishes SDI from RTI. | Principals  SPED Director  Team Chairs |  | X | X | Planned |
| Implement the accommodations included in the district curriculum accommodation plan (DCAP) to meet student needs. | School Staff | X | X | X | In  progress |
| Implement flexible grouping and co-teaching models to maximize learning outcomes for all learners. | School Staff |  | X | X | Planned |
| Design and create physical learning spaces to support learning by including a variety of learning activities and choice (small group, learning centers, technology). | School Staff | X | X | X | In  progress |
| Review and make recommendations for the master schedule with a priority of ensuring inclusive student placement in core subjects by providing most support in class and reserving pull-out services for support that cannot be delivered in class. | School Staff | X |  |  | In  progress |
| Schedule the team chairperson and RtI administrator to present at the BPS Con at the beginning of the school year or attend one building-based staff meeting and a district/elementary PTO meeting to review RtI, special education, and English language learner policies, procedures & the law. | Principals  SPED Director  RiT Admim  ELL Teacher | X | X | X | In  progress |
| **Special Education (SPED)** | **Person**  **Responsible** | **2016**  **2018** | **2018**  **2019** | **2019**  **2020** | **Status** |
| Schedule an annual meeting for all staff members and with the PTO/SEPAC parents to review FAPE (Free & Appropriate Public Education) & LRE (Least Restrictive Environment) regulations annually regarding service regulations and the DESE Inclusion definition. | SPED Director  Principal | By  Oct 30 | X | X | On going |
| Schedule a minimum of 2 meetings a year between the Director of Special Education and the special education team at each elementary school. | Building Team Chair | X | X | X | In  Progress |
| Conduct a needs assessment of the elementary staff in terms of skills and materials needed to provide specially designed instruction, including formative assessment practices, and make a plan to provide training and purchase supporting materials as needed over a three year period of time. | SPED Director  Principals  Team Chair |  |  | X | Planned |
| **Special Education (SPED) - *continued*** | **Person**  **Responsible** | **2016**  **2018** | **2018**  **2019** | **2019**  **2020** | **Status** |
| Clarify the roles and responsibilities for teachers regarding specially designed instruction for students with emotional and behavioral disabilities. | SPED Director  Principals  Team Chair |  | X | X | Planned |
| Explore the relationship between specially designed instruction and the more intensive levels of the RTI model so there is greater integration between the two service delivery models, incorporating the DESE guidance that “students who are eligible for special education are able to access fully the system of tiered instruction”. | SPED Director  Principals  Team Chair |  | X | X | Planned |
| Participate in the review process and give feedback regarding the recommendations referenced in the May 2016 Review of Elementary Special Education and RtI Report. | SPED Director  Principals  Team Chair | May 2017 |  |  | Completed |
| **Response to Intervention (RtI)** | **Person Responsible** | **2016**  **2018** | **2018**  **2019** | **2019**  **2020** | **Status** |
| Review and discuss the elementary May 2016 Review of Elementary Special Education and RtI Report with building special education staff and make recommendations for practice as needed. | Principal | By Oct  2016 |  |  | Completed |
| Clarify the differences between RtI and specially designed instruction in terms of access and equity to include varying student levels. | Principal  Team Chair | 2017 | X | X | Ongoing |
| Focus faculty and grade level discussions on bridging intervention strategies to include use of formative and summative data to make instructional decisions, determine instructional supports, develop pacing guides, and materials so all student can access instruction. | Principals  School Staff |  | X | X | Planned |
| **English Language Learners (ELL)** | **Person Responsible** | **2016**  **2018** | **2018**  **2019** | **2019**  **2020** | **Status** |
| Implement DESE and district policies and practices for ELL service delivery models in accordance with WIDA levels 1-5 consistency across all elementary schools. | Principal  ELL Teacher | X | X | X | Ongoing |
| Use SEI instructional practices that address the needs of ELL learners across all settings. | School Staff  ELL Teacher | X | X | X | Ongoing |
| Implement the Corrective Action Plan (CAP) for the ELL areas that were cited for the elementary level in the DESE Coordinated Program Review (CPR). | Principals  Asst. Supt. | X |  |  | Completed |
| Ensure ELL students receive the services that are expected for their level of need. | Principal  ELL Teacher | X | X | X | Ongoing |
| **Teacher Capacity** | **Person Responsible** | **2016**  **2018** | **2018**  **2019** | **2019**  **2020** | **Status** |
| Provide training on effective collaboration and co-teaching models for general and special education teachers in order to provide specially designed curriculum in an inclusion setting. | Asst, Supt.  SPED Dir.  Principal |  |  | X | Planned |
| Form a study group for elementary educators to learn about the principles of UDL (Universal Design for Learning) and how UDL might be applied in classrooms. | Principal  SPED Dir. |  | X | X | Planned |
| Provide training on Positive Behavioral Interventions and Supports (PBIS) for general and special education teachers so they know the essential features of PBIS and how to implement it. | Asst, Supt.  SPED Dir.  Principal | X | X | X | Ongoing |
| Continue training for classroom teachers regarding the service delivery requirements for English language learners so they are able to implement them within their classrooms to meet the needs of the students. | Asst, Supt.  SPED Dir.  Principal  ELL Tchrs |  |  | X | Planned |
| Provide annual training for teachers on the DCAP to build upon their capacity to apply it when designing instruction for students. | Asst, Supt.  SPED Dir | X | X | X | In progress |

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| **Measuring Impact**  *Changes in practice, attitude, or behavior when the initiative is having its desired impact.* | | | |
| **Early Evidence of Change Benchmark** | **Person Responsible** | **Date** | **Status** |
| SPED Director/team chair/RtI administrator conduct a minimum of two meetings annually for special education staff in each elementary school. | Principals  SPED Director  RtI Admin  Team Chair | Annually  2016-2017  2017-2018  2018-2019  2019-2020 | In progress |
| Annual information meetings on RtI, special education, and English language learner policies, procedures & the law are held for staff and parents. |
| Principals & district special education team review the May 2016 Elementary Special Education Programming and RtI Report and determine next steps to take and include in action plans. | Principals SPED Director | May 2016 | Completed  June 2016 |
| 75% of all teacher observations conducted through walkthrough show evidence of DCAP accommodations, curriculum implementation, and/or instructional strategies. | Principals | Spring 2020 | In progress |
| 75% of all teacher observations conducted through walkthrough show evidence of SEI strategies being implemented in classrooms. | Principals | Spring 2020 | In progress |
| Monitoring of use of accommodations on a monthly basis results in a reduction of DCAP accommodations on IEPs/504s and a higher ratio of specialized accommodations. | Principals  SPED Director | Spring 2020 | In progress |
| Study group of elementary educators make recommendations regarding the principles of UDL (Universal Design for Learning) and how UDL might be applied in classrooms. | Principals  School Staff | June 2019 | Planned |
| Master schedule is posted and visible for parents and community through principal & teacher blogs and websites. | Principals | April 2017 | In progress |

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| **Resources Supporting Implementation**  *The staff and financial resources allocated to support this initiative.* |
| **Resources** |
| Use of district professional development time |
| FY 17, FY 18, FY 19, FY 20 operating budget funds for professional development |
| Title 1, Title 2A, and IDEA Grants |
| Financial support to purchase identified curriculum and assessment materials |

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| **Action Plan 1B** | **2016 - 2020** |
| **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| 2**  **Strategic Initiative| 4** | **Social Emotional Learning** *- Develop a PK-12 systematic approach to building student and teacher capacity for social and emotional learning.*  **Teacher Capacity –** *(A) Provide professional development to support engaged academic and social emotional learning. (B) Collaborate with students, faculty, and parents to develop a plan for the implementation of evolving instructional technologies.* |

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| **Monitoring Progress - Process Benchmark**  *What will be done, when, and by whom* | | | | | |
| **Responsive Classroom (RC)** | **Person Responsible** | **2016**  **2018** | **2018**  **2019** | **2019**  **2020** | **Status** |
| Implement Responsive Classroom principles in all regular, specialist and special  education settings**.** | Principals  Teachers | June  2018 | X | X | In progress |
| Implement a consistent Morning Meeting routine. | Principals  Teachers | June 2018 | X | X | In progress |
| Model instruction for school & classroom expectations using interactive modeling principles. | Principals  Teachers | June 2018 | X | X |  |
| Implement CASEL *(Collaborative for Academic, Social, and Emotional Learning)* core competencies and understand its relationship to Responsive Classroom principles. | Principals  Teachers |  | X | X |  |
| Provide ongoing Responsive Classroom professional development for elementary staff. | Principals  Supt | X | X | X |  |
| **Positive Behavior Interventions and Supports (PBIS)** | **Person Responsible** | **2016**  **2018** | **2018**  **2019** | **2019**  **2020** | **Status** |
| Define, teach, and post school expectations in the form of a school-wide matrix that identifies expectations in 3-5 major areas such as cafeteria, bathroom, hallway, classroom, bus, etc. | Principals  SPED Director  Teachers | June 2017 | X | X | Ongoing |
| Establish and maintain a school-wide positive behavior instructional system throughout the school. | Principals  SPED Director  Teachers | June 2017 | X | X | Ongoing |
| Develop and implement guidelines for responding to infractions of school expectations that provide opportunities for re-teaching pro-social alternatives. | Principals  SPED Director  Teachers |  | X | X |  |
| Establish and maintain tiered systems of positive behavior interventions and supports (PBIS). | Principals  SPED Director  Teachers |  | X | X |  |
| Establish & ensure PBIS Leadership Teams at the district and school level meet at least 3 times a year to review behavioral expectations. | Principals  SPED Director  Teachers | X | X | X | Ongoing |
| **Social Emotional Learning Assessment (SEL)** | **Person Responsible** | **2016**  **2018** | **2018**  **2019** | **2019**  **2020** | **Status** |
| Utilize the Devereux Student Strengths Assessment (DESSA) to understand and support social emotional growth in students. | Principals | X | X | X | In progress |
| Administer the Devereux Student Strengths Assessment (DESSA) to all students to identify social emotional strengths and needs. | Building Based Educators | X | X | X | In progress |
| Analyze the Devereux Student Strengths Assessment (DESSA) and teach lessons that are aligned to the principles of Responsive Classroom, Zones of Regulation, CASEL and DESSA in response to the assessment data. | Building Based Educators | X | X | X | In progress |
| **Teacher Capacity - Professional Development** | **Person Responsible** | **2016**  **2018** | **2018**  **2019** | **2019**  **2020** | **Status** |
| Prioritize district professional development opportunities to develop understanding of principles of UDL (Universal Design for Learning), PBIS (Positive Behavioral Interventions and Supports) and SEL (Social Emotional Learning) | Principal |  | X | X |  |
| Secure financial support to strengthen social emotional leadership training and work. | Principals |  | X | X |  |
| **Teacher Capacity - Professional Development - *continued*** | **Person Responsible** | **2016**  **2018** | **2018**  **2019** | **2019**  **2020** | **Status** |
| Support guidance staff and school psychologists attendance at district trainings that focus on identifying and strengthening the social emotional needs of all children. | Principals  Guidance Psychologists | X | X | X | In progress |
| Appoint one representative from each elementary school to the District Capacity Team (DCT) for the purpose of developing a shared vision for social emotional learning and cultural competence. | School Leadership Teams | Jan  2017 |  |  | Complete |

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| **Measuring Impact**  *Changes in practice, attitude, or behavior when the initiative is having its desired impact.* | | | |
| **Early Evidence of Change Benchmark** | **Person Responsible** | **Date** | **Status** |
| Devereux Student Strengths Assessments (DESSA) are annually reviewed, analyzed, and used to inform decision regarding curriculum and instructional practices. | Teachers  Principals | 2016-2017 | Planned |
| 75% of all teacher observations conducted through walkthroughs show evidence of Responsive Classroom principles and consistent Morning Meeting routine in all regular, specialist, and special education settings. | Principals  Teachers | 2017-2018 | In  progress |
| 75% of all teacher observations conducted through walkthroughs show evidence of PBIS strategies being utilized in classrooms and school-wide. | Principals  Teachers | 2017-2018 | In  progress |
| 100% of the staff have completed Responsive Classroom training. | Teachers  Principals  Assistant Supt. | 2019-2020 | Planned |
| 100% of the staff has completed PBIS training. | Teachers  Principals  SPED Director  Assistant Supt. | 2019-2020 | Planned |
| PBIS is implemented and as a result, there is a decrease in the number of office discipline referrals, a decrease in tardiness, and a decrease in the number of students with 10 or more absences. | Teachers  Principals  SPED Director | 2019-2020 | Planned |
| Building-based and district PBIS Leadership Teams meet a minimum of 3 times per school year to review behavioral expectations and make recommendations for ongoing implementation. | Superintendent  Principals  PBIS Ldrsp Team | 2017-2018 | Planned |

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| **Resources Supporting Implementation**  *The staff and financial resources allocated to support this initiative.* |
| **Resources** |
| FY 17, FY 18, FY 19 & FY 20 operating budget funds to support professional development and teacher participation. |
| Financial support to purchase identified curriculum and assessment materials. |
| Title 1, Title 2A, and IDEA Grants |
| Use of district professional development time |

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| **Action Plan 2** | **2016 - 2020** |
| **Strategic Objective |2** | **Relationships-***Strengthen relationships between and amongst students, staff, families, & the community to ensure high quality, engaged learning for every student.* |
| **Strategic Initiative | 1** | **Cultural Competence** - *Develop capacity of school community to work effectively & sensitively across cultural contexts.* |

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| **Monitoring Progress - Process Benchmarks**  *What will be done, when, and by whom* | | | | | |
| **Students** | **Person Responsible** | **2016**  **2018** | **2018**  **2019** | **2019**  **2020** | **Status** |
| Review school handbooks to address cultural sensitivity | Principals | X | X | X | Ongoing |
| Organize focus groups of students to share personal experiences | School Staff | X | X | X | Ongoing |
| **Staff** | **Person Responsible** | **2016**  **2018** | **2018**  **2019** | **2019**  **2020** | **Status** |
| Appoint two general education staff members to the District Capacity Team (DCT) for the purpose of developing a shared district vision of cultural competence and related staff development and programming. | Principals  Asst Supt | Jan 2017 |  |  | Completed |
| Highlight cultural and religious holidays on the district school calendar. | Central Office  School Secretary | X | X | X | Ongoing |
| Schedule the EDCO group to present information about cultural competency at each elementary school. | Principals  Central Office |  | X | X | One school per year |
| Review, identify and use curriculum materials to increase cultural sensitivity and tolerance in the school community | Librarian  Literacy Specialist  Dist Literacy Coach | X | X | X | Ongoing |
| Purchase culturally sensitive materials in building libraries and classrooms across all elementary grade levels for read alouds, etc. | Librarian  Literacy Specialist  District Literacy Coach | X | X | X | Ongoing |
| Display artifacts that reflect a diverse world in each school building | School Staff | 2017 | X | X | Ongoing |
| Develop partnerships with diverse groups of people in and out of Burlington | School Staff | 1 | 1 | 1 | In progress |
| Build understanding and empathy for diversity through literature, art, music and games. | School Staff  PE, Art, Music | X | X | X | Ongoing |
| **Community/Parents** | **Person Responsible** | **2016**  **2018** | **2018**  **2019** | **2019**  **2020** | **Status** |
| Seek diverse parent participation to serve on PTO boards and School Improvement Council. | Principals  ELL teachers | 2016 | X | X | Ongoing |
| Acknowledge and be aware of different holidays and traditions by scheduling school events, homework and field trips on days that ensures everyone in the school community can attend. | Principals  Teachers  School Secretary | 2016 | X | X | Ongoing |

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| **Measuring Impact**  *Changes in practice, attitude, or behavior when the initiative is having its desired impact.* | | | |
| **Early Evidence of Change Benchmark** | **Person Responsible** | **Date** | **Status** |
| Parent representation on the School Council and PTO Board represents the school’s diversity. | Principal | Spring 2017 | In progress |
| Artwork is displayed annually in each school | Principal | Winter/Spring | In progress |
| Minimum of three (3) partnerships are established | Principal | Spring 2020 |  |
| Staff development for cultural competency is scheduled and offered for staff | Principal | Spring 2018 |  |
| Calendar of religious holidays and traditions is posted annually for teachers and families | Principal | Spring 2017 | In progress |

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| **Resources Supporting Implementation**  *The staff and financial resources allocated to support this initiative.* |
| Budget for relevant curriculum materials |
| Budget for professional development to support cultural competency trainings |

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| **Action Plan 3** | **2016 - 2020** |
| **Strategic Objective | 3** | **Communication**  *Ensure two-way, respectful communication across the district, with families, and the Burlington community.* |
| **Strategic Initiative | 1**  **Strategic Initiative | 2**  **Strategic Initiative | 3** | **Collaboration** - *Increase formal and informal collaboration amongst staff.*  **Cultivate Partnership Schools -** *Develop partnerships with stakeholders focused on student success.*  **District Communications** *– Clarify and share communication protocols.* |

| **Monitoring Progress - Process Benchmarks**  *What will be done, when, and by whom* | | | | | |
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| **Collaboration/Communication: Colleague to Colleague** | **Person Responsible** | **2016 2018** | **2018**  **2019** | **2019**  **2020** | **Status** |
| Consult with colleagues, support staff, special education staff on a consistent basis to understand and execute accommodations and modifications to content and curriculum to ensure success for each student | SPED Staff  Teachers | X | X | X | In progress |
| Establish opportunities for educators to share best practices amongst grade level teams. | Principals  Teachers | X | X | X | In  progress |
| Establish opportunities for educators to collaborate in aligning and adjusting curriculum within the grade level and across grade levels | Principals  Teachers | X | X | X | In  Progress |
| Review current practices of district curriculum councils and make recommendations. | Principals  Teachers  District Coaches  Asst Supt | X | X | X | Planned |
| Implement peer coaching and offer trainings (exemplary ratings on teacher evaluation) as per the district initiative. | Principals  Teachers |  | X | X | Planned |
| **Collaboration/Communication: Administration + Staff** | **Person Responsible** | **2016 2018** | **2018**  **2019** | **2019**  **2020** | **Status** |
| Use a minimum of 3 staff meetings for staff to focus on topics of interest (“unstaff” meetings) that reflect initiatives found on the District and Elementary PfS Plans. | Principal  Teachers | X | X | X | In  progress |
| Create a school climate that is conducive to collaboration and group work. | Principal  Teachers |  | X | X | Planned |
| Create authentic opportunities for staff to communicate with administrators (principal meetings, staff meetings, grade level meetings, open door policy, etc.) as means of developing a trusting school climate. | Principal  Teachers | X | X | X | In progress |
| Establish and sustain two-way Central Office communication with administrators & building staff on a regular basis. | CO Staff  Teachers  Principals  District Coaches |  | X | X | Planned |
| Create a weekly written communication for the principal to share upcoming news with staff (weekly memo, update) | Principals | X | X | X | Ongoing |
| Implement a peer coaching program with at least 2 opportunities for educators to observe, support, and coach each other in the implementation of inclusive practice. | Principal  Teachers |  | X | X | Planned |
| Ensure active collaboration between and amongst educators when other adults are in the room during instruction. | Principal  Teachers |  | X | X | Planned |
| **Collaboration/Communication: Home + School** | **Person Responsible** | **2016 2018** | **2018**  **2019** | **2019**  **2020** | **Status** |
| Each school includes questions about effective home/school communications and action steps on their parent surveys annually to assess progress. | Principals | X | X | X | In progress |
| Generate school-wide, culturally-sensitive communication vehicles that teachers and administrators can use to communicate with parents/guardians on a weekly basis (blogs, newsletters, etc.). | Principals  Secretaries | X | X | X | In  progress |
| Respond to parent calls, emails, questions, and concerns within 36-hour period. | Principals  Teachers | X | X | X | Ongoing |
| Use all available resources for communication to update and inform parents about their child(ren). | Principals | X | X | X | Ongoing |
| **Cultivate Partnership Schools** | **Person Responsible** | **2016 2018** | **2018**  **2019** | **2019**  **2020** | **Status** |
| Participate in district discussions regarding the vision for partnership schools. | Principals  Asst Supt  Supt |  | X | X | Planned |
| Based upon district discussions, participate in developing a plan to establish partnership schools. | Principals  Teachers |  | X | X | Planned |

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| **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.* | | | |
| **Communication/Collaboration: Colleague to Colleague/ Staff + Administration** | **Person Responsible** | **Target Date** | **Status** |
| All schools have implemented a peer coaching program designed to increase collaboration and improve instructional practices. | Principals  Asst. Supt | June 2020 | Planned |
| Grade level expectations are aligned and shared with administrators, colleagues and parents via the school communication vehicles. | Principals | June 2020 | Planned |
| Annual staff and administration surveys indicate improvement from the previous year results on the topics of (a) positive school culture and climate and (b) learning environments characterized by trust and respectful relationships, (c) increased collaboration through peer coaching, and (d) shared understanding and ownership of strategic objectives and initiatives. | Principals  IT Director | June 2018 | Planned |
| All schools have a weekly newsletter and/or social media update for staff, parents, and community. | Principals | June 2017 | Planned |
| All schools have a Facebook page, Twitter account and blog which is updated regularly. | Principals | Dec 2017 | Planned |
| **Communication/Collaboration: Home + School** | **Person Responsible** | **Target Date** | **Status** |
| All schools post aligned grade level expectations with parents and community via the school communication vehicles. | Principals  Teachers | June 2018 | Planned |
| All schools have a Facebook page, Twitter account and blog which is updated regularly. | Principals  IT Director | June 2018 | In progress |
| All schools have a weekly newsletter and/or social media update for staff, parents, and community. | Principals | January 2017 | In progress |
| Each school updates its staff, parents, and community via its newsletter, blogs, and/or social media on a weekly basis during the school year. | Principals or designee | June 2017 | In progress |
| Teachers will maintain a current blog for their classroom to serve as information sharing for parents. | Teachers | June 2018 | Planned |
| Staff and parent surveys on communications indicate improvement from the previous year results. | Principals  School Council | Annual | Planned |
| **Cultivate Partnership Schools** | **Person Responsible** | **Target Date** | **Status** |
| Participate in district discussions regarding concept of partnership schools | Principals  District Admin | June 2019 | Planned |
| Contribute input to decision and direction of PS within the BPS. |

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| **Resources Supporting Implementation**  *The staff and financial resources allocated to support this initiative.* |
| **Resources** |
| FY 18, FY 19, FY 20 operating budget funds for peer coaching training. |
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| **Action Plan 4** | **2016 - 2017** |
| **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.* |

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| **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 |

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| **Measuring Impact - Early Evidence of Change Benchmark**  *Changes in practice, attitude, or behavior when 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 Chief  Asst 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 Supt  Principals | Nov 30 | In process |

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| **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 |