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| **Burlington High School - School Improvement Plan – 2017-2020** |
| **Burlington High School Mission** |
| Burlington High School’s mission is to develop lifelong learners and engaged community memberswho think creatively and critically, and who respect human differences in an increasingly diverse society. |
| **Expectations for Student Learning**BHS students will be challenged to become the best version of themselves by developing and exhibiting accountability, adaptability and tenacity in their academic, social, and civic interactions. |
| **Academic***Students will…** + - 1. Generate their own questions and investigate independent topics.
			2. Work both independently and collaboratively to solve problems.
			3. Act with integrity in all academic endeavors.
 | **Social***Students will…*1. Demonstrate strength of character.2. Exhibit respect for themselves and empathy for others.  | **Civic***Students will…*1. Actively and responsibly participate as members ofa local, global, and digital 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 Initiatives -*** *(1A)**Inclusion (Targeted Instruction ,Teacher Capacity) (1B)**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 Initiatives****– 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, Planning for Success* | **Strategic Objective 4** - **Facilities & Operations**Provide human and financial resources to support high quality, engaged learning.***Strategic Initiative –*** *Student Safety* |
| **Inclusion for All**1. Ensure BHS has equitable and appropriate course offerings for all students.
2. Reorganize BRIDGE program to maximize academic, social, and emotional support for all students.
3. Implement BPS DCAP and definition and vision for inclusion.
4. Implement the “Keys to Literacy” program to support student literacy.
5. Ensure that the schedule and structure of the school day meets the learning needs of all students.

**Social Emotional Learning**1. Develop social emotional resiliency of all students.
2. Provide support to all student with social & emotional challenges.
3. Ensure positive relationships between students and staff.
4. Recognize student excellence in academics, arts, athletics, and community building.

**Measuring Impact*** Students experience academic, social, and emotional success through a rigorous program based on BHS mission and 21st century learning expectations.
* Staffing, programs, courses, and schedules meet the needs of all students and are equitable and inclusive.
* Students demonstrate knowledge of the 21stC Learning Expectations and their relevance to their personal learning.
* BHS staff and ILT participate in professional development focused on school and district initiatives.
* “Keys to Literacy” fully implemented.
 | **Cultural Competence**1. Examine and align curriculum with the BHS 21C Learning Expectations.
2. Establish traditions/activities to engage students in learning about others’ differences to build understanding and empathy for academic and cultural diversity.
3. Ensure school practices, policies, and student handbooks are responsive to the multiple academic and cultural needs/strengths of students.
4. Hire highly effective teachers and administrators representing a broader range of diversity.
5. Support and sustain VIEW Committee initiatives.

**Teacher Capacity**1. Provide ongoing staff development to provide teachers with the knowledge and skills to ensure that BHS classrooms are safe, caring, and culturally responsive to student’s’ academic growth, and their social, emotional and physical well-being.

 **Measuring Impact*** Curriculum review process are implemented and the curriculum is aligned with BHS 21C Learning Expectations.
* School climate survey results indicate improved relationships exist between students and staff from previous year’s results.
* Teachers, support staff, and principals participate in professional developed focused on cultural competency and its application to student learning.
* Teachers observations conducted through walkthroughs evidence teachers adapting their practices to ensure students’ academic, social and emotional growth.
 | **Collaboration, Communication,****Partnerships, Planning for Success, NEASC**1. Provide common planning time to increase collaboration to align curriculum across departments.2. Maintain effective communications with staff, central office, parents, and community.3. Establish/maintain effective relationships with local business and community groups.4. Create a Professional Learning Network (PLN)/Critical Friends Group.5. Complete and approve the NEASC Self Study in preparation for 10-year accreditation visit. **Measuring Impact*** School climate is conducive to collaboration and teamwork as reported in annual staff/admin surveys.
* Communications with staff, central office, parents/community provide specific, relevant, and current information regarding students and BHS news.
* Partnerships are sustained and new ones are established to support student learning.
* Professional Learning Network (PLN)/Critical Friends groups are implemented.
* NEASC Self-Study, in preparation for accreditation visit, is completed and approved by faculty.
* BHS SIP aligned with district plan using the Planning for Success process.
 | **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.

The words Think Critically, Communicate Effectively, Solve Problems Resourcefully, Successfully Collaborate - with arrows around a circle, with Burlington seal in the center. |
| **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.

**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 protocols4|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. |

**BURLINGTON HIGH SCHOOL – SCHOOL IMPROVEMENT PLAN – 2017-2020**

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| **ACTION PLAN 1A** | **2017 – 2020 Final 02 03 17** |
| **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** | **Redefine Inclusion -** *-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 –** *Provide professional development to support engaged academic and social emotional learning.*  |

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| **Monitoring Progress – Process Benchmarks***What will be done, when, and by whom* | **Person(s) Responsible** | **Date** | **Status** |
| **2017****2018** | **2018****2019** | **2019****2020** |
| Develop and implement a curriculum review process that ensures all curriculum and instruction is rigorous and consistent with our beliefs, mission, and 21st century learning expectations.  | ILTBHS StaffCentral Office |  |  | X | Planned |
| Ensure Burlington High School has equitable and appropriate course levels for all students. | ILTBHS Staff | X | X | X | Ongoing |
| Implement the “Keys to Literacy” (KTL) program to target instruction for students in reading comprehension over a three-year time frame. | PrincipalKTL Coordinator | SciMath | WL | Full Impl | In Progress |
| Examine and ensure appropriate programming and course offerings for all students in the areas of literacy, special education, pull-out programs, and non-traditional students.  | ILTnCentral Office | X | X | X | In Progress |
| Reorganize BRIDGE Program to maximize social/emotional support for all students. | ILT & BHS AdminCentral Office |  | X | X | In Progress |
| Monitor student progress diagnostically using 21st century learning expectations and plan instruction to ensure student reaches proficiency. | BHS StaffBHS Admin |  |  | X | Planned |
| Align professional development for staff to include best practices in differentiated instruction, MCAS-Alt portfolios, and assessment.  | ILT Central Office |  | X | X | Ongoing |
| Analyze staffing to ensure that there is appropriate support for all grade levels in the areas of class size, speech, life skills program, instructional assistants, vocational coordinator, non-traditional courses, etc. | ILTBHS AdminCentral Office |  | X | X | Ongoing |
| Ensure that the schedule and structure of the school day meets the learning needs of all students.  | ILTCentral Office | X | X | X | Ongoing |
| Appoint two general education staff members to the District Capacity Team (DCT) to develop a shared vision of inclusive practices among the general and special education staff and administration. | PrincipalSPED DirectorAsst Supt | X | X | X | In Progress |
| Implement the BPS vision of inclusive instruction which includes differentiation and accessibility for all students developed by the DCT. | ILT & BHS AdminBHS Staff |  | X | X | Planned |

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| **Measuring Impact - Early Evidence of Change Benchmark***Changes in practice, attitude, or behavior observed if the initiative is having its desired impact.* | **Person (s)****Responsible** | **Date** | **Status** |
| The curriculum review process allows for annual review for all curricular areas and necessary small and large scale modifications based on the needs of students and changes to local, state, and national standards.  | ILTBHS StaffCentral Office | Annual | Ongoing |
|  BHS CP II courses are “self-contained” special education courses. | PrincipalSPED Chair & Director | Fall 2017 | In Progress |
| BRIDGE program is reorganized to meet the academic, social, and emotional needs of both general and special education student | ILT & BHS StaffCentral Office | Fall 2017 | In Progress |
| Teachers and ILT complete professional development focused on “best” inclusion practices which include, but are not limited to “Keys to Literacy”, differentiation, modifications, DCAP, Universal Design, MCAS-Alt portfolios, and assessment. | ILTBHS Staff Central Office | Summer 2017 | Ongoing |
| Staffing, programs, and courses meet the needs of all students in areas including, but not limited to, speech, life skills program, instructional assistants, vocational coordinator, non-traditional courses.  | ILTCentral Office | Fall 2017 | Ongoing |
| **Measuring Impact - Early Evidence of Change Benchmark - *Continued****Changes in practice, attitude, or behavior observed if the initiative is having its desired impact.* | **Person (s)****Responsible** | **Date** | **Status** |
| Two Instructional Assistants are hired to ‘co-teach’ CPI 10th and 11th grade core courses. | ILT & Central Office | Fall 2017 | In Progress |
| BHS “Keys to Literacy” initiative is implemented and sustained. |  | Fall 2019 | In Progress |

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| **Resources Needed to Support Implementation-** *The staff and financial resources allocated to support this initiative* |
| BPS and BHS annual budget requests support additional staff and programs.  |
| Staff professional time.  |
| Funds to support targeted professional development for staff. |

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| **Action Plan 1B** | **2016 - 2020  *Final: 02 03 17***  |
| **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 –** *Provide professional development to support engaged academic and social emotional learning.*  |

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| **Monitoring Progress Using Process Benchmark***What will be done, when, and by whom* |
| **Develop social emotional resiliency of all our students** | **Person Responsible** | **2017****2018** | **2018****2019** | **2019****2020** | **Status** |
| Ensure school practices and instructional strategies are inclusive, responsive and respectful of the academic strengths and culture of students and staff. | GuidanceBHS StaffBHS ILT |  | X | X | Ongoing |
| Ensure that the 21st Century Learning Expectations of character, respect, and empathy are the basis of actions and decisions by students, staff, and parents.  | BHS StaffBHS ILTBHS Parents |  | X | X | Planned |
| Develop and implement school-wide and departmental rubrics that address the 21st Century Learning Expectations of character, respect, and empathy. | BHS StaffBHS ILT |  |  | X | Planned |
| Develop programming and curriculum to ensure positive relationships that support a sense of belonging for every student. | GuidanceWellness Dept | X | X | X | Ongoing |
| Continue hosting school-wide assemblies with guest speakers on topics such as anxiety and stress reduction, drunk driving, crisis response, substance abuse, anti-bullying, and other issues which impact high school students. | GuidanceWellness DeptBHS Admin | X | X | X | Ongoing |
| **Provide support to our students with social & emotional challenges** | **Person Responsible** | **2017****2018** | **2018****2019** | **2019****2020** | **Status** |
| Develop a departmental goal for counselors to work with MGH and Bridge staff to develop strategies to support Tier 2 students without a diagnosed disability who need support for social-emotional health to achieve their academic potential. | GuidanceBridge StaffMGH Staff | X |  |  | Ongoing |
| Schedule quarterly meetings with guidance, administration, departmentheads, and teachers to discuss and address the needs of “at-risk” students. | Bridge Program | X | X | X | Quarterly |
| Develop and implement strategies designed to improve face-to-face communication between counselors and teachers about student needs.  | BHS ILTBHS Staff | X | X | X | Ongoing |
| **Ensure positive relationships between our students and staff** | **Person Responsible** | **2017****2018** | **2018****2019** | **2019****2020** | **Status** |
| Develop strategies to determine the number of teachers who connect with students in the overall population on a regular basis, (i.e., Wall of Names).  | BHS ILTBHS Staff |  | X | X | Ongoing |
| Continue faculty-student activities such as trivia, intramurals/athletics, clubs, activity fairs, etc.  | BHS ILTBHS Staff | X | X | X | Ongoing |
| Develop activities and programs that provide students with opportunities to connect with, and provide support to, one another.  | BHS ILT, Student Mentors, BHS Staff  | X | X | X | Ongoing |
| Develop activities and programs to provide opportunities for students to have a meaningful relationship with at least one adult at BHS. | BHS ILT, BHS StaffStudent Groups |  |  | X | Planned |
| Administer student-staff school climate survey to gather data regarding student and staff relationships. | VIEW Committee BHS ILT |  | X | X | Planned |
| **Recognize student excellence in academics, arts, athletics, and community building** | **Person Responsible** | **2017****2018** | **2018****2019** | **2019****2020** | **Status** |
| Recognize students through strategies such as post cards, certificates of merit,BHS Students of the Month, Departmental students of the month programs, etc.  | Department HeadsTeachers | X | X | X | Ongoing |
| Showcase student talent and skills through regular art exhibitions and musicpresentations, academic competitions, athletic events, and community service. | Art & Music StaffDept HeadsTeachersAthletic Director | X | X | X | Ongoing |
| Communicate student academic achievements (scholarship nights, honor roll, Adams Scholarships, AP Awards, etc.) through press releases and blog posts.  | PrincipalDepartment HeadsBHS Teachers | X | X | X | Ongoing |
| **Increase Teacher Capacity through Professional Development** | **Person Responsible** | **2017****2018** | **2018****2019** | **2019****2020** | **Status** |
| Support teachers and by making professional development available in the areas of curriculum differentiation and modification, academic and cultural diversity, personalization/social emotional learning a priority.  | BHS AdminAsst SuptSPED DirectorSuperintendent | X | X | X | Ongoing |
| Organize a faculty study group to research the concept of “Habits of Mind” and how it might support/complement the 21st Century Learning Expectations. | BHS ILTBHS Staff |  |  | X | Planned |

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| **Measuring Impact – Early Evidence of Change Benchmarks***Changes in practice, attitude, or behavior when the initiative is having its desired impact.* |
| **Develop social-emotional resiliency of all our students** | **Person Responsible** | **Date** | **Status** |
| Student performance in Bridge program (modules) demonstrates understanding of social and emotional skills. | Bridge Staff | Annually  | Ongoing |
| Students participate in activities designed to improve their social-emotional learning and can articulate the strategies that work for them. | Guidance,BHS Staff, BRIDGE | Annually | Ongoing |
| School-wide and/or departmental rubrics for 21st century learning expectations are developed, implemented, and baseline data is gathered and used to assess student learning. | BHS AdminBHS Staff | Fall 2018 | Planned |
| Students demonstrate knowledge of the 21st Century Skills and their relevance totheir personal learning.  |  | Fall 2018 | Planned |
| **Provide support to our students with social & emotional challenges.** | **Person Responsible** | **Date** | **Status** |
| Guidance counselors regularly use strategies to support Tier 2 students, without a diagnosed disability, who need support for social-emotional health to achieve their academic potential. | CounselorsBridge Staff | Annually | Ongoing |
| Quarterly meetings to address needs of “at-risk” students are held with teachers, admin, and guidance. | Bridge Staff | Annually | Ongoing |
| Effective reduction from baseline number of teacher, parents, and student referrals to the Bridge program from year to year.  | Bridge StaffBHS Admin | Annually | Ongoing |
| Bridge Program data evidences that targeted interventions are working for students in (a) academics and (b) social emotional learning by tracking the types of coping strategies students have learned and applied. | Bridge Staff | Annually | Ongoing |
| **Ensure positive relationships between our students and staff** | **Person Responsible** | **Date** | **Status** |
| Results from the school climate, YRBS, and Naviance surveys indicate improvement in school climate from previous year’s results. | BHS ILT & StaffVIEW CommCentral OfficeSchool Comm | Annually | Ongoing |
| Numbers of students participating in activities and programs designed to improve students’ social-emotional well-being, deeper connection with their teachers and BHS increase annually. | BHS ILTBHS Staff | Annually | Ongoing |
| **Recognize student excellence in academics, arts, athletics, and community building.** | **Person Responsible** | **Date** | **Status** |
| Student recognition programs are implemented and new once created based upon student needs.  | BHS ILTBHS Staff | Annually | Ongoing |
| Student talent and skills are showcased through fine/performing arts events, academic competitions, athletic events, and community service.  | BHS ILTBHS Staff | Annually | Ongoing |
| BHS internal and external communication vehicles highlight students recognized through student recognition programs and for their achievements in academics, arts, athletics, and community service. | BHS ILTBHS Staff | Annually | Ongoing |
| **Increase Teacher Capacity through Professional Development** | **Person Responsible** | **Date** | **Status** |
| 75% of all teacher observations conducted through walkthroughs show evidence of teachers adapting their classroom practices and instruction to reflect the needs of their students in the areas of DCAP accommodations, curriculum differentiation and modifications, keys to literacy, technology integration, academic and cultural diversity, and personalization/social emotional learning. | BHS ILTBHS Staff | Fall 2018 | Planned |
| Faculty study group presents findings and recommendations regarding “Habits of Mind” and how it might support/complement the 21st Century Learning Expectations for consideration by BHS administration.  | BHS ILTBHS Staff | Fall 2019 | Planned |

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| **Resources Needed to Support Implementation***The staff and financial resources needed to support this initiative.* |
| BHS Program of Studies |
| Funds to support professional development priorities in areas of differentiation, social emotional learning, cultural and academic diversity,  |
| Continued allocation of resources for guidance counselors and BRIDGE staff.  |
| Administrative support of teacher initiatives (BHS Study Groups) |
| Staff professional time - common planning time and more collaborative time |

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| **ACTION PLAN 2** | **2017 – 2020 Final: 02 03 17** |
| **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****Strategic Initiative | 4** | **Cultural Competence/VIEW Committee** *- Develop capacity of school community to work effectively and sensitively across cultural contexts.**The mission of the View Committee (Valuing and Inspiring Equity in Our World) is to recognize and respond to inequity and actively promote a community that values human differences.* **Teacher Capacity –** *Provide professional development* to support engaged academic and social emotional learning. |

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| **Monitoring Progress - Using Process Benchmarks***What will be done, when, and by whom* |
| **Students & Staff** | **Person****Responsible** | **Date** | **Status** |
| **2017****2018** | **2018****2019** | **2019****2020** |
| Ensure school practices, policies, and student handbook are responsive to the multiple academic and cultural needs/strengths of each student. | BHS ILTVIEW Committee | X | X | X | Ongoing |
| Include cultural and religious holidays on the BHS school calendar. | Central OfficeSchool Committee | X | X | X | Ongoing |
| Ensure equity of courses and social offerings in the areas of special education, English language learners, and course leveling.  | BHS ILTBHS Staff | X | X | X | Ongoing |
| Offer courses to students that develop their abilities to be engaged citizens. | BHS ILT & StaffCentral OfficeSchool Committee | X | X | X | Ongoing |
| Schedule monthly VIEW Committee meetings to address and plan for student and staff activities and programs.  | VIEW Committee | Monthly | Monthly | Monthly | Ongoing |
| Engage students and staff in a process of reflection regarding BHS school climate and culture.  | VIEW CommitteeBHS Staff & Students |  | X | X | Planned |
| Establish traditions and activities designed to engage students in learning about others’ differences and encouraging positive and constructive interaction between student hosts/presenters and their visitors.  | Multicultural Advisor | X | X | X | Ongoing |
| Appoint two general education staff members to the District Capacity Team (DCT) to develop a shared district vision of cultural competence and related staff development and programming.  | PrincipalAsst Supt | Jan 2017 |  |  | Completed |
| Develop incident response protocols for internal and external (school-based, locally-based, and national) incidences.  | VIEW Committee |  | X |  | Completed |
| Review hiring policies and practices to ensure the recruitment and hiring of highly effective teachers and administrators representing a broader range of diversity who embrace BHS beliefs, mission, and goals. | BHS ILTCentral Office |  X | X | X | Ongoing |
| **Increase Teacher Capacity through Professional Development** | **Person** **Responsible** | **2016****2018** | **2018****2019** | **2019****2020** | **Status** |
| Provide staff development to assist teachers with the knowledge and skills to ensure that BHS classrooms are safe, caring, and culturally responsive to students’ academic growth, and their social, emotional, and physical well wellbeing. | BHS ILTVIEW CommitteeBHS StaffAsst Supt | X | X | X | Ongoing |

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| **Measuring Impact***Changes in practice, attitude, or behavior observed if the initiative is having its desired impact.* |
| **Early Evidence of Change Benchmark** | **Person (s)** **Responsible** | **Date** | **Status** |
| Curriculum review processes are implemented and curriculum is aligned with 21C learning expectations | ILTBHS Staff | Summer 2016 | Ongoing |
| Courses, course leveling, and social offerings for students are equitable and inclusive. | Principal |  Fall 2018 | Planned |
| VIEW Committee meets monthly to address students and faculty needs.  | ILT & BHS Admin | Spring 2016 | Ongoing |
| School-wide events that promote school unity are implemented and evaluated.  | BHS Staff | Annual | Ongoing |
| School Climate survey results indicate improved relationships exist between students and staff from previous year’s results.  | VIEW CommitteeBHS Staff & Students | Spring 2017 | Planned |
| Revised Incident report protocols are implemented with information tracked. | VIEW Committee | Winter 2017 | Ongoing |
| Student handbook, policies, practices, and calendars are revised to address/reflect BHS diversity to ensure that BHS is safe, caring, and culturally responsive to students’ academic growth, and their social, emotional, and physical well-being. | BHS ILTBHS StaffCentral Office | Annual | Ongoing |
| **Early Evidence of Change Benchmark - *continued*** | **Person (s)****Responsible** | **Date** | **Status** |
| BHS recruits, hires and retains staff diverse applicants who embrace BHS beliefs, mission, and goals. | BHS PrincipalCentral Office | Annual | Ongoing |
| 75% of all teacher observations conducted through walkthroughs show evidence of teacher adapting their classroom practices and instruction to ensure that BHS classrooms are safe, caring, and culturally responsive to students’ academic growth, and their social, emotional, and physical wel-being.  | BHS ILT Department HeadsDirectorsBHS Staff | Annual | Planned |

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| **Resources Needed to Support Implementation-** *The staff and financial resources allocated to support this initiative* |
| Staff professional time for school-based committee work |
| Funding for professional development priorities in areas of cultural, social, and academic diversity. |
| Funding and time for faculty to meet and/or to attend relevant workshops/conferences.  |
| Resources for curriculum development to address the needs of BHS students. |

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| **Action Plan 3** |  **2016 - 2020 Final: 02 03 17** |
| **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****Strategic Initiative | 4** | **Collaboration** - *Increase formal and informal collaboration amongst staff.***Cultivate Partnership Schools -** *Develop partnerships with stakeholders focused on student success.* **Communications** *– Refine communication practices and identification of all stakeholders.***Planning for Success Process** – *Align BHS SIP process with current BPS District* *Plan for Success.* |

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| **Monitoring Progress Using Process Benchmarks***What will be done, when, and by whom* |
| **Collaboration/Communication: Colleague to Colleague** | **Person Responsible** | **2017 2018** | **2018****2019** | **2019****2020** | **Status** |
| Provide common planning time to increase collaboration between faculty and departments in aligning and adjusting curriculum within and across departments. | PrincipalDept ChairsBHS Staff | X | X | X | Ongoing |
| Establish a schedule of “unstaff” meetings and collaborative time in the school schedule for staff to share best practices and student work. | BHS ILTBHS Teachers |  | X | X | Ongoing |
| 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.  | BHS ILTBHS Staff | X | X | X | Ongoing |
| **Collaboration/Communication: Administration + Staff** | **Person Responsible** | **2017 2018** | **2018****2019** | **2019****2020** | **Status** |
| Create a Professional Learning Network (PLN)/Critical Friends Groups within the faculty.  | Principal |  |  | X | Planned |
| Continue effective internal communications with staff (faculty meetings, department meetings, principal’s blog, weekly updates, etc.) | Principal | X | X | X | Ongoing |
| Establish and sustain two-way Central Office communication with administrators & building staff on a regular basis. | Central OfficePrincipal, TeachersDistrict Coaches |  | X | X | Planned |
| **Collaboration/Communication: Home + School + Community** | **Person Responsible** | **2016 2018** | **2018****2019** | **2019****2020** | **Status** |
| Invite parents and community guests to attend and participate in programmatic activities.  | Dept Chairs | X | X | X | Ongoing |
| Continue annual events such as, but not limited to, Alumni Artist Day (April), BHS Career Day (Dec), etc.  | Art DepartmentBusiness Dept | X | X | X | Annual |
| Continue to develop strong relationships for booster groups, including, but not limited to, athletics, art, and music.  | Art Dept ChairAthletic DirectorMusic Dept Chair | X | X | X | Ongoing |
| Develop and implement a more effective process for scheduling parent-teacher conferences. | Principal |  | X | X | Planned |
| Develop and implement a more effective/efficient comment section on the report cards to allow for personalized comments and universal codes for comment. | ILTBHS Admin |  | X | X | Planned |
| Use all available resources for communication (i.e., blogs, website creation, social media, etc.) to update and inform parents about their students, share student work and BHS news. | BHS AdminBHS Teachers | X | X | X | Ongoing |
| Expand use of ASPEN as source for all student information regarding assessment data and parent communications. | BHS ILTBHS Teachers  | X | X | X | Ongoing |
| Utilize social media platforms to share school news and updates.  | BHS Teachers BHS ILT | X | X | X | Ongoing |
| Develop a more effective BHS webpage.  | IT Department |  | X | X | Planned |
| Respond to parent calls, emails, questions, and concerns within a 24 hour time period.  | BHS ILTBHS Teachers | X | X | X | Ongoing |
| **Cultivate Partnership Schools**  | **Person Responsible** | **2016 2018** | **2018****2019** | **2019****2020** | **Status** |
| Establish effective relationships with local businesses and community groups | BHS ILTBHS Staff, DECA | X | X | X | Ongoing |
| Participate in district administrative council meetings that articulate the vision for district schools (i.e. partnership schools, Beyond the Bake Sale, etc. ) | PrincipalsAsst SuptSuperintendent |  |  X | X | Ongoing |
| **Planning for Success Process** | **Person Responsible** | **2016 2018** | **2018****2019** | **2019****2020** | **Status** |
| Realign the BHS school improvement plan using the Planning for Success process to reflect BHS initiatives and BPS District Plan.  | BHS ILTBHS StaffCentral Office | X |  |  | Ongoing |

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| **Measuring Impact - Early Evidence of Change Benchmark***Changes in practice, attitude, or behaviors when the initiative is having its desired impact.* |
| **Communication/Collaboration: Colleague to Colleague/ Staff + Administration** | **Person Responsible** | **Target Date** | **Status** |
| Professional Learning Network (PLN)/ Critical Friends Groups are implemented.  | Principal | Fall 2019 | Planned |
| Collaborative time in the school schedule and “unstaff” meetings are scheduled for staff to share best practices and student work. | Principal | Fall 2016 | Ongoing |
| BHS has regular school-based updates across multiple platforms for staff, parents, and community.  | BHS ILT | Annual | Ongoing |
| 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 common planning time, and (d) shared understanding and ownership of strategic objectives and initiatives.  | PrincipalBHS ILT ILT | Spring 2017 | Planned |
| **Communication/Collaboration: Home + Community + School**  | **Person Responsible** | **Target Date** | **Status** |
| Comment section in ASPEN with ability to personalize and code comments is adopted and implemented.  | BHS ILT | Fall 2017 | Planned |
| School-wide system for scheduling parent-teacher conferences is implemented.  | Principal | Fall 2017 | Planned |
| Redesigned BHS web page is activated.  | IT Dept | Fall 2017 | Planned |
| Communications with parents and community are facilitated through available tools (websites, blogs, social media, etc.) to provide specific, relevant, and up-to-date information regarding student work and BHS news.  | BHS ILT BHS Teachers | Annual | Ongoing |
| **Cultivate Partnership Schools**  | **Person Responsible** | **Target Date** | **Status** |
| Participate in district discussions regarding concept of partnership schools | PrincipalsDistrict Admin | June 2019 | Planned |
| Current partnerships are sustained and new ones are established.  | BHS ILT BHS Staff | Annual | Ongoing |
| **Planning for Success Process** | **Person Responsible** | **Target Date** | **Status** |
| BHS school improvement plan aligned with BPS District Plan with annual review by BHS staff, school council, central office and school committee. | PrincipalSuperintendentSchool Committee | February 2017 | Completed (pending approval) |

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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  |
| Resources to support expanded collaboration time.  |
| Resources for updating BHS webpage. |
| Professional development funding for PLN/Critical Friends training and implementation  |
| Professional development time for staff.  |

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| **Action Plan 3A** |  **2017 - 2020 Final: 02 03 17** |
| **Strategic Objective | 3A** | **Communication – NEASC Self Study***Ensure two-way, respectful communication across the district, with families, and the Burlington community.* |
| **Strategic Initiative | 1****Strategic Initiative | 3** | **Collaboration** - *Increase formal and informal collaboration amongst staff* **Communications** *– Refine communication practices and identification of all stakeholders.* |

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| **Monitoring Progress - Using Process Benchmarks***What will be done, when, and by whom* |
| **NEASC Self Study** | **Person Responsible** | **Date** | **Status** |
| **2017 2018** | **2018****2019** | **2019****2020** |
| Appoint a steering committee, representative of BHS stakeholders, to lead the self-study process in accordance with NEASC protocols. | PrincipalSteering Committee Chairs |  | X |  | Ongoing |
| Appoint chairpersons and committee members for the seven (7) standards.  | PrincipalSteering Committee | X | X |  | Ongoing |
| Develop and approve mission statement and 21C Student Learning Expectations. | BHS ILTBHS Staff | X | X |  | Completed |
| Ensure preparation of-self assessment reports, which include the School and Community Profile, the seven Standards of Accreditation Reports, and the Statement of Critical Strengths, and Need. | PrincipalSteering CommitteeCommittee ChairsBHS Staff | X | X |  | Ongoing |
| Prepare an Executive Summary for each standard that identifies and lists BHS’s strengths and needs in adhering to each Standard; a one-page narrative of the conclusions and evidence; and a determination for the rating for the indicated level of adherence to the Standard.  | PrincipalSteering CommitteeCommittee ChairsBHS Staff |  | X |  | Ongoing |
| Present each of the seven standard reports narrative essays to the full faculty for review, discussion, and approval making revisions in the draft as necessary.  | PrincipalSteering CommitteeCommittee Chairs |  | X |  | Ongoing |
| Ensure all requirements and timelines are met. | PrincipalSteering Committee Chairs | X | X |  | Ongoing |
| Ensure all evidence and documentation are available for the on-site accreditation team.  | PrincipalSteering Committee  | X | X |  | Ongoing |
| Complete arrangements for and host Visiting Committee in November 2017  |  Steering Committee |  | X |  | Planed |
| Review visiting committee report recommendations and determine the recommendations BHS will implement.  | PrincipalSteering CommitteeSuperintendent |  |  | X | Planned |
| Implement NEASC recommendations.  | PrincipalSteering CommitteeSuperintendentSchool Committee |  |  | X | Planned |

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| **Measuring Impact - Early Evidence of Change Benchmark***Changes in practice, attitude, or behaviors when the initiative is having its desired impact.* |
| **NEASC Self Study** | **Person Responsible** | **Target Date** | **Status** |
| Steering Committee and Standards Committee Chairpersons appointed. | Principal | Spring 2016 | Completed |
| Representative stakeholders appointed to steering and standards committees. | PrincipalSteering Committee Chairs  | Spring 2016 | Completed |
| Mission, Student Learning Expectations, and Rubrics are developed and approved by faculty. | BHS ILTBHS Staff | Fall 2016 | Completed |
| Seven Standards self-study reports are reviewed, discussed, and approved by the faculty. | PrincipalSteering CommitteeCommittee ChairsBHS Staff | Fall 2017 | Ongoing |
| Visiting Committee completes on-site evaluation of BHS Self Study | PrincipalSteering Committee | November 2017 | Planned |
| NEASC Visiting Committee Report reviewed and selected recommendations are scheduled for implementation.  | PrincipalSuperintendentSchool Committee | 2018-2019 | Planned |

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| **Resources Supporting Implementation***The staff and financial resources allocated to support this initiative.* |
| **Resources**  |
| Resources to support expanded collaboration time.  |
| Professional development time for staff.  |
| Resources for NEASC site visitation. |

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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 Benchmarks***What will be done, when, and by whom* | **Person Responsible** | **Completion****Date** | **Status** |
| Provide session for school administrators on the safety protocol at the BPS Con. | 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 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 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 |

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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 |