

BURLINGTON SCHOOL DISTRICT



BOARD GOAL STATEMENT

Burlington School District is an innovative, equitable, and collaborative community of learners inspiring and shaping a dynamic and sustainable future for Burlington. We build on the **diverse cultures, experiences, and interests of our students and community** to support student-centered learning and foster intellectual growth. We partner with families and the community at large to help our students develop the knowledge and skills to succeed in a global society. Burlington School District will seek to significantly reduce race/ethnicity, first language background/ELL status, class, ability, sex/gender, and sexual orientation as predictors of academic performance, discipline, and co-curricular participation.

Our goal is to challenge **all students to achieve at their highest levels** and demonstrate:

- Critical Thinking and Problem Solving
- Effective Communication skills to become **independent, self-directed, and lifelong learners who contribute responsibly to society.**
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- Cross-Cultural Understanding and Civic Engagement
- Personal Development
- Curiosity and Creativity

RATIONALE (Data)

BSD uses the following data sources for annual comparisons:

**State/Local Academic Assessment Results
Academic Course Enrollment**

**Attendance
Drop Out Rates**

Suspension Rates

The analysis of data for 2012-2013 and 2013-2014 are documented in the May 2015 Equity Inclusion Data Report update. The data analysis is compared across five key groups for which gaps have tended to be highest not only in BSD, but in the US more generally.

- Sex:** We compare outcomes for females and males.
- Family Income/
Socio-economic Status:** We compare outcomes for students eligible for free and reduced lunch (FRL) compared to non-FRL students.
- Race/Ethnicity:** We compare outcomes for seven racial/Ethnic groups –White, Black, Asian, Hispanic, American Indian, Pacific Islanders and Multi-Ethnic.
- Language background:** Data is analyzed for students who are designated as English Language Learners (ELL) with those who are fully proficient in English and were never designated ELL.
- Ability:** We compare students on an Individualized Education Plan (IEP) to non-IEP students.

Opportunities to look at impact of Gender/ Gender Expression/ Gender Fluidity

BOARD IMPROVEMENT GOALS (B.I.G.)

Our **Board Improvement Plan** is a more focused road map than general Board planning. The Board Improvement Plan sets out the changes the District needs to make in order to improve the level of student and staff success.

While there are other areas in which some or all of our students and staff could improve, after careful deliberation and analysis these three goals identify areas of priority.

STUDENTS (ST)	STAFF (SF)	SYSTEM (SM)
<ul style="list-style-type: none"> ● Increase the academic growth rate for K-12 students in math and literacy and close the achievement gap while raising the bar to support subgroup populations including: <ul style="list-style-type: none"> ○ English Language Learners ○ Free/Reduced Lunch ○ Students with disabilities. ○ Students of color ○ Gender 	<ul style="list-style-type: none"> ● Improve the performance of employees by establishing an equity foundation while providing improved communications, training needs and clarifying roles and responsibilities 	<ul style="list-style-type: none"> ● Improve level of systemic functions, operations and financial management to support meeting the academic goals
<p>PERFORMANCE TARGETS: This document is to be utilized as a Transition Plan until a multi year plan is developed January 2017</p>	<p>PERFORMANCE TARGETS: This document is to be utilized as a Transition Plan until a multi year plan is developed January 2017</p>	<p>PERFORMANCE TARGETS: This document is to be utilized as a Transition Plan until a multi year plan is developed January 2017</p>
<p>PRIORITY FOCUS:</p> <ol style="list-style-type: none"> 1. (ST1) Increase the academic growth rate 	<p>PRIORITY FOCUS:</p> <ol style="list-style-type: none"> 1. (SF1) Increase the hire of underrepresented 	<p>PRIORITY FOCUS:</p> <ol style="list-style-type: none"> 1. (SM1) Develop a long-range facilities

<p>and close the achievement gap for K-12 students in literacy. Sub groups of primary focus include: ELL, FRL and IEP.</p> <ol style="list-style-type: none"> 2. (ST2) Increase the academic growth rate and close the achievement gap for K-12 students in math. Sub groups of primary focus include: ELL, FRL and IEP. 3. (ST3) Review ELL, Diversity & Equity Plans and resources in order to support the Board Improvement Goals (B.I.G). 	<p>and diverse educators.</p> <ol style="list-style-type: none"> 2. (SF2) Review and evaluate personnel processes and procedures to ensure cultural competence, equity focus, student-centered consistency, and inclusiveness 3. (SF3) Research and develop a new administrative evaluation model that provides standards-based and stakeholder-based feedback for use in guiding administrative practice 4. (SF4) Study of school support model options relative to “customer service” (students, parents, staff) needs in Pre-K-12 school buildings. 	<p>master plan and a recommendation for implementing Phase 1 of the plan.</p> <ol style="list-style-type: none"> 2. (SM2) Develop and implement a Horizons/OnTop relocation plan resulting in successful relocation prior to the beginning of the 2016-17 school year. 3. (SM3) Develop a multi-year budgeting process informed by the District’s strategic plan. 4. (SM4) Develop and implement strategies to ensure sound fiscal management. 5. (SM5) Develop and implement a framework to determine impact of technology resources on student learning at MS and HS.
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BURLINGTON SCHOOL DISTRICT



DISTRICT IMPROVEMENT PLAN

STUDENTS

S A M P L E

Focus	Strategies	Indicators of Success How will we know.. What will be different for students and/or staff? What will students/staff do differently?	Timeline	Responsibility	Resource
<ul style="list-style-type: none"> (ST1) Increase the academic growth rate and close the achievement gap for pre-K-12 students in literacy. Sub groups of primary focus include: ELL, FRL and IEP. (ST2) Increase the academic growth rate and close the achievement gap for 	<ol style="list-style-type: none"> 1. Provide K-5 Math and literacy interventionists to provide Tier 2 support aligned with Tier 1 instruction. Review current instructional approaches used within Special Education. Endorse and support evidenced based approaches. Calibrate and align practices across the district. 2. Develop a plan with Middle and High School administration and 	<ol style="list-style-type: none"> 1. MONITORING REPORT STUDENT DATA Increased student growth toward grade level proficiency in math and literacy as measured by data from local/state academic assessments and reported annually in the EIDR. 2. An established and agreed upon instructional 		Senior Director Phillips and McNamara	Existing Budget