

Burlington School District Action Plan

School: BURLINGTON HIGH SCHOOL

Grade Levels: 9-12 Year: 2006-07

Faculty Adoption Date: 11/8/06

School Board Approval Date:

Parent Input Process: November Parent Network Meeting

Evaluation Summary of Previous Plan

NEASC. BHS completed the self-study required for the ten-year accreditation by the New England Association of Secondary Schools and Colleges, and hosted fifteen New England educators who came to visit the school and complete an evaluation study. One result of the process was the development of a Local Comprehensive Assessment Plan that can also be used to support state requirements.

Reading. BHS began offering strategic reading classes for ninth graders and some other students who were not reading at end-of-eighth-grade levels in middle school. Students exited after one or two semesters of the classes depending on their progress as assessed by the Gates-MacGinitie test.

Curriculum Study Group. All teachers participated in the appropriate subject-area curriculum study group to work on common assessments, unit planning, and curriculum development.

Testing and Students in Poverty. In response to low scores on the state New Standards Reference Exams for students receiving free and reduced lunch services, the strategic reading classes were instituted as well as additional sections of smaller math classes for students to catch up on their skills.

Bullying and Harassment Prevention. BHS continued to emphasize respectful language and actions throughout the school, with specific training provided by peer leaders in the World of Difference Program in ninth grade English classes.

Small Learning Community Initiatives. Ninth grade orientation and transitional programs, a full range of after-school activities, homeroom activities, and student leadership programs continued in their efforts to help all students be known by another adult in the school.

Technology. Teachers continued to use technology to communicate with parents, prepare and deliver lessons, report attendance, and grade their students. Frequent emails provide regular internal communication about what is happening in school. A school web-page provides timely and indepth information about the school.

Alternative and Support Services Programming. A continuum of programs including off-campus studies and school-based alternative teams have allowed more options for student learning.

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FOCUS AREA: ENGLISH LANGUAGE ARTS

Evaluation of Previous Year's Goals

Reading Across the Curriculum. The BHS faculty participated in an inservice on reading strategies led by Winona Gardner, reading specialist, that can be used across the content area. Winona followed up this inservice by spending two weeks in September assisting supported studies classes develop a common approach to presenting and reinforcing strategies. Winona also offered for the second year a graduate-level class for 12 teachers to pursue in more depth an array of organizational and reading strategies to support student learning.

Strategic Reading Class. A reading teacher was hired to teach five strategic reading classes primarily for ninth grade students reading at 6-8th grade reading levels, as measured by the Gates MacGinitie reading test administered at the end of eighth grade in middle schools. The course is designed to provide assistance for students needing to strengthen their skills. Students needing more intense services, including those on IEP's, 504 plans, and identified for Title I services, will participate in other reading classes. All ninth graders were reassessed in January, with students still not reading at ninth grade reading level assigned to a second semester of the course as needed.

Needs identified by Data and Statement of Current Performance Level

74.5% of 272 ninth graders tested at the 9th grade or higher reading level in January, 2006. 10.7% were at the 7-8th grade reading level (targeted for the Strategic Reading Class); 14.7% were at the 3-6th grade reading level (targeted through Title I, 504, or IEP's for other reading instruction). BHS must prepare for the pilot NECAP test in English/Language Arts to be administered in November, 2006.

College-going students (80% of BHS seniors) compare favorably to others in the nation. BHS students scored 24.2 in reading on the ACT (compared to 21.4 nationally and 22.9 state), and 515 on the SAT Mathematics (compared to 503 nationally and 513 state).

45% of 10th graders in 2005-06 met or exceeded the standard on Reading and 53% in Writing. Free and Reduced Lunch students performed at significantly lower levels: 26% and 35% (compared to 55% and 64% respectively for students not receiving such services).

Goals for Improved Student Performance

80% of ninth graders tested in January, 2007 will be reading at the ninth grade reading level of higher.

Eleventh graders will meet the standard or higher at the same percentage as the average Vermont student. Free and Reduced Lunch students will score at a higher level than in 2006 on the new state English and language arts test.

BHS students will meet or exceed the state and national average scores for mathematics on the SAT and ACT tests.

Action Steps – for each step include Step; Who; Timeline; Description, Evaluation Measure.

Outcome will be entered at the completion of the yearly plan.

Step: Continue the Strategic Reading Classes for students not reading at the 9th grade reading level.

Who is Responsible: Bethany Rice, Amy Mellencamp

Timeline: 2006-07

Description: The class will provide strategic reading strategies and practice in applying them, especially with content resources and textbooks, so students gain skill and confidence in reading.

Evaluation Measure: Gates and MacGinitie reading test.

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Outcome: 80% will read at the 9th grade reading level by January, 2007.

**Action Steps – for each step include Step; Who; Timeline; Description, Evaluation Measure.
Outcome will be entered at the completion of the yearly plan.**

Step: Provide training in content reading strategies for BHS teachers and staff members.

Who is Responsible: Bethany Rice and Lead Teachers

Timeline: 2006-07

Description: Bethany Rice will provide training relevant to the reading needs of the different departments through inservice and department meeting time.

Evaluation Measure: Survey on use of reading strategies in classrooms in May, 2007.

Outcome: All academic teachers will report use of a variety of reading strategies in their classrooms.

**Action Steps – for each step include Step; Who; Timeline; Description, Evaluation Measure.
Outcome will be entered at the completion of the yearly plan.**

Step: Develop and administer common writing prompts in 911th grades.

Who is Responsible: English Department

Timeline: Fall, 2006/Spring, 2007

Description: The English Department piloted common writing prompts in ninth grade in 2005-06.

Extend that experience to grades 10-11 and use a representative sample of the writing prompts as a way to examine student work and discuss collaboratively the strengths and weaknesses of student writing at BHS. English teachers will decide how to report out through report cards when students have met the standard in English, per the Local Comprehensive Assessment Plan.

Evaluation Measure: The completion of common prompts and the feedback from teachers on the use of the writing prompts to inform practice.

Outcome: A consistent understanding and scoring of student writing will provide feedback to students.

Other Accomplishments this school year

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FOCUS AREA: MATHEMATICS

Evaluation of Previous Year's Goals

60% of BHS students take Algebra II or higher; another 20% complete Geometry. We continue to work on strengthening the math skills of students who enter BHS taking Elements or Pre-Algebra and find it difficult to progress past Algebra, including providing smaller classes so more intense support and extra help can be provided.

Needs identified by Data and Statement of Current Performance Level

36% of BHS eleventh graders meet or exceed the standard in Mathematical Skills. The average scores are much lower for students receiving Free and Reduced Lunch services -17% (compared to 47% not receiving such services). BHS must prepare for the pilot NECAP test in mathematics to be administered in November, 2006.

College-going students (80% of BHS seniors) compare favorably to others in the nation. BHS students scored 23.9 in mathematics on the ACT (compared to 20.8 nationally and 22.2 state), and 518 on the SAT Mathematics (compared to 518 nationally and 519 state).

Goals for Improved Student Performance

Eleventh graders will meet the standard or higher at the same percentage as the average Vermont student. Free and Reduced Lunch students will score at a higher level than in 2006 on the new state math test.

BHS students will meet or exceed the state and national average scores for mathematics on the SAT and ACT tests.

Action Steps – for each step include Step; Who; Timeline; Description, Evaluation Measure.

Outcome will be entered at the completion of the yearly plan.

Step: Continue to focus on the introductory Elements and Pre-Algebra classes, providing small class sizes and enhanced, concentrated instruction in basic mathematics.

Who is Responsible: Math Department

Timeline: 2006-07

Description: These classes provide instruction and practice in basic math skills so that students have the foundation to proceed to Algebra and Geometry.

Evaluation Measure: The number of students passing Pre-Algebra and going on to Algebra in 2007-08.

Outcome: All students will pass Pre-Algebra and take Algebra in 2007-08; 50% of Elements students jump from Elements to Algebra for 2007-08.

Action Steps – for each step include Step; Who; Timeline; Description, Evaluation Measure.

Outcome will be entered at the completion of the yearly plan.

Step: Develop and administer common unit, mid-term, and final assessments for each level of mathematics taught at BHS.

Who is Responsible: Math Department

Timeline: 2006-07

Description: The Math Department will use inservice and department meeting time to decide upon common assessments, and then use the results of the common assessments to collaboratively understand the strengths and weaknesses of the BHS math program. Math teachers will decide how to report out through report cards when students have met the standard in mathematics, per the Local Comprehensive Assessment Plan.

Evaluation Measure: Number of common assessments developed and used.

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Outcome: The Math Department will collaborate in understanding the difficulties some students face in learning math and identify new strategies for improving student math skills.

Action Steps – for each step include Step; Who; Timeline; Description, Evaluation Measure.

Outcome will be entered at the completion of the yearly plan.

Step: Continue to examine the scope and sequence of units taught in math courses at BHS.

Who is Responsible: Math Department

Timeline: 2006-07

Description: Use department meeting and inservice time to examine the order and depth of units taught aligned with the state and the newly revised national standards.

Evaluation Measure: Revised curriculum documents

Outcome: There will be consistency in what is taught in each math course and when. Teachers will have the opportunity to collaborate and work together on curriculum, instruction, and assessment.

Action Steps – for each step include Step; Who; Timeline; Description, Evaluation Measure.

Outcome will be entered at the completion of the yearly plan.

Step: Continue the BHS Homework Center, not only for students in need of support in mathematics but also for students needing academic assistance in English, Science, and all other content-area subjects.

Who is Responsible: Henri Sparks, Beth Giese

Timeline: 2006-07

Description: Provide academic support after school Mondays-Thursdays in the Library from 3:00-4:30. Tutors, UVM interns, teachers, a computer lab coordinator, and staff members provide students the opportunity to stay after school and get their homework done, using computers and tutorial assistance. Students may be referred by their teachers to Homework Center when students are behind in their classes, in which case their parents are contacted and a plan is developed for catching up with their academic work.

Evaluation Measure: Number of students attending; improved grades for students who receive regular after-school support.

Outcome: Students will complete their homework in a timely manner and receive extra support as needed to be successful in their classes.

Other Accomplishments this school year

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FOCUS AREA: SCIENCE

Evaluation of Previous Year's Goals

The Science Department developed and used some common lab assessments to foster consistency and collaboration in instruction.

Needs identified by Data and Statement of Current Performance Level

No state science data is available. College-going students (80% of BHS seniors) compare favorably to others in the nation. BHS students scored 23.7 in science on the ACT (compared to 22.2 nationally and 20.9 state). BHS must begin to prepare for the pilot NECAP science test to be administered in 11th grade in May, though specific information on the grade level expectations to be assessed is not available.

Goals for Improved Student Performance

80% of BHS students in Biology, Chemistry, and Physics will meet the standard on common lab assessments embedded in the courses.

Action Steps – for each step include Step; Who; Timeline; Description, Evaluation Measure. Outcome will be entered at the completion of the yearly plan.

Step: Develop and administer common lab assessments in Biology, Chemistry, and Physics.

Who is Responsible: Science Department

Timeline: 2006-07

Description: The Science Department has begun using common lab assessments in courses and use the results to inform instruction. This will continue in 2006-07 with more opportunity for discussing the strengths and weaknesses of student learning of key scientific concepts. Science teachers will decide how to report out through report cards when students have met the standard in science, per the Local Comprehensive Assessment Plan.

Evaluation Measure: Number of common assessments developed and used.

Outcome: The Science Department will collaborate in understanding the difficulties some students face in learning science and identify new strategies for improving student scientific skills.

Action Steps – for each step include Step; Who; Timeline; Description, Evaluation Measure. Outcome will be entered at the completion of the yearly plan.

Step: Continue to examine the scope and sequence of units taught in science courses at BHS.

Who is Responsible: Science Department

Timeline: 2006-07

Description: Use department meeting and inservice time to examine the order and depth of units taught aligned with the state and national standards.

Evaluation Measure: Revised curriculum units and documents

Outcome: There will be consistency in what is taught in each science course and when. Teachers will have the opportunity to collaborate and work together on curriculum, instruction, and assessment.

Other Accomplishments this school year

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FOCUS AREA: PARENT INVOLVEMENT

Evaluation of Previous Year's Goals

Approximately 300 parents attended parent-teacher conferences; the parent network meetings attracted 10-60 parents depending on the topic (college admissions was the highest participating meeting). Dialogue nights continued to attract about 30 parents. A special parent-teacher conference for Somali Bantu parents brought about 15 families to BHS. Parents of 504 and IEP students had high participation in meetings for their students.

Needs identified by Data and Statement of Current Performance Level

More participation of parents of ESOL students and students of color in school events.

Goals for Improved Student Performance

Individual contact with parents of each ESOL student, IEP, 504, and Title I parent.

Action Steps – for each step include Step; Who; Timeline; Description, Evaluation Measure.

Outcome will be entered at the completion of the yearly plan.

Step: Continue to offer an array of opportunities for parents to learn about their student's academic performance through Open House, Parent-Teacher Conferences, other parent-teacher meetings throughout the year, meetings for parents and guardians of students in the Shades of Ebony and Summer Transitions Program, special meetings for parents of ESOL students with translators, IEP and 504 meetings, monthly reporting either through progress reports or report cards, and email and telephone communications with teachers.

Who is Responsible: Amy Mellencamp, Special Educators, ESOL Teachers, Guidance Counselors

Timeline: 2006-07

Description: These opportunities provide individual discussions with teachers about student progress as well as general information about curriculum, instruction, and assessment in the classroom.

Evaluation Measure: Number of contacts between teachers and parents.

Outcome: There will be increased communication and support for student success in the classroom.

Action Steps – for each step include Step; Who; Timeline; Description, Evaluation Measure.

Outcome will be entered at the completion of the yearly plan.

Step: Continue to offer ninth grade orientation meetings, dialogue nights, monthly parent network meetings on a range of topics of interest to parents, and monthly Booster Club meetings to provide support and foster interest in student activities.

Who is Responsible: Amy Mellencamp, D.G. Weaver, Jeanne Hulsen

Timeline: 2006-07

Description: Parents have the opportunity to learn about BHS and topics such as students making healthy choices and the college admissions process as well as to ask questions and provide suggestions on issues and concerns. Parents also have the opportunity to volunteer for and support a range of co-curricular interests that engage students, promote school spirit, and allow students to develop and apply a range of skills.

Evaluation Measure: Number of parents attending these opportunities.

Outcome: Parents will have increased knowledge of and support for Burlington High School.

Other Accomplishments this school year

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FOCUS AREA (OTHER CURRICULAR):

Evaluation of Previous Year's Goals

Social studies, world languages, fine arts, business and education, and health/physical education departments also continued work on common assessments for identified courses and curriculum development.

Needs identified by Data and Statement of Current Performance Level

Most students meet standards on common assessments, but continued refinement of the assessments and scoring rubrics and support for some students to meet standards are needed.

Goals for Improved Student Performance

80% of students will meet standards on common assessments embedded in the identified courses.

Action Steps – for each step include Step; Who; Timeline; Description, Evaluation Measure.

Outcome will be entered at the completion of the yearly plan.

Step: Develop and administer common lab assessments in Biology, Chemistry, and Physics.

Who is Responsible: Department faculty members

Timeline: 2006-07

Description: Use department meeting and inservice time to examine the order and depth of units taught aligned with the state and national standards. Departments will decide how to report out through report cards when students have met the standard for BHS in their curricular areas, per the Local

Comprehensive Assessment Plan.

Evaluation Measure: Number of common assessments developed and used.

Outcome: Department members will collaborate in understanding the difficulties some students face in learning knowledge and skills in content areas and identifying new strategies for improving student success.

Action Steps – for each step include Step; Who; Timeline; Description, Evaluation Measure.

Outcome will be entered at the completion of the yearly plan.

Step: Continue to examine the scope and sequence of units taught in department courses at BHS.

Who is Responsible: Department faculty members

Timeline: 2006-07

Description: Use department meeting and inservice time to examine the order and depth of units taught aligned with the state and national standards.

Evaluation Measure: Revised units and curriculum documents.

Outcome: There will be consistency in what is taught in each department course and when. Teachers will have the opportunity to collaborate and work together on curriculum, instruction, and assessment.

Other Accomplishments this school year

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FOCUS AREA: SCHOOL CLIMATE

Evaluation of Previous Year's Goals

The student drop out rate decreased; the attendance rate increased; more students reported that school was caring and respectful of all. After 2004-05 being a year of reduced numbers of conduct incidents, the number returned to previous years' levels.

Needs identified by Data and Statement of Current Performance Level

The annual drop-out rate was 3.5% compared to 5.3% in 2005-06. The attendance rate was 94.2% compared to 93.7% in 2005-06. An average of 64% of students compared to 61% in 2004-05 reported that school is a caring place and promotes understand and respect for all people on the PASS School Climate Survey. 841 conduct incidents apart from cutting class were reported for 2005-06 (up from 717 in 2004-05 and 829 in 2003-04) with some increases in failure to follow a reasonable directive, disrespectful actions, non-compliance for school rule violations, inappropriate use of computers, leaving school grounds without permission, and possession of controlled substances including tobacco. Decreases were reported in tardy problems and physical aggression.

Goals for Improved Student Performance

The school drop-out and attendance rates will remain at or improve from 3.5% and 94.2%. 70% of students will report that school is a caring place and promotes understand and respect for all people on the PASS School Climate Survey. The number of conduct incidents will not exceed those reported in 2005-06.

Action Steps – for each step include Step; Who; Timeline; Description, Evaluation Measure. Outcome will be entered at the completion of the yearly plan.

Step: Continue participation in the Burlington Truancy Project.

Who is Responsible: D.G. Weaver, Bonnie Moore

Timeline: 2006-07

Description: Communicate regularly with parents on school attendance issues including follow up in Truancy Court as necessary.

Evaluation Measure: Number of students reporting unexcused absences.

Outcome: All students without a valid excuse will be in school and on time for classes.

Action Steps – for each step include Step; Who; Timeline; Description, Evaluation Measure. Outcome will be entered at the completion of the yearly plan.

Step: Use the Student Support Team and Educational Support Team to stay on top of patterns and concerns regarding student conduct incidents.

Who is Responsible: Amy Mellencamp, Beth Giese, D.G. Weaver, Michelle Rath

Timeline: 2006-07

Description: These weekly meetings provide opportunities to troubleshoot issues related to school climate including attendance and student management issues and address individual student needs and concerns as a team.

Evaluation Measure: Measures of student attendance and student conduct.

Outcome: Timely intervention and support for student issues will support students being in school and successfully completing course assignments and assessments.

Action Steps – for each step include Step; Who; Timeline; Description, Evaluation Measure. Outcome will be entered at the completion of the yearly plan.

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Step: Use homeroom time effectively to support student and teacher interactions.

Who is Responsible: Amy Mellencamp, Guidance

Timeline: 2006-07

Description: Use the school television channel to provide consistent information to students, highlight school activities, and give students a voice in the school. Provide activities and ideas for homeroom teachers to use to encourage student interactions.

Evaluation Measure: Surveys of students and teachers in homeroom.

Outcome: School climate, participation in student activities, and interactions among students will increase.

Other Accomplishments this school year

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FOCUS AREA: DIVERSITY AND EQUITY

Evaluation of Previous Year's Goals

A student peer group was trained in A World of Difference (AWOD) by Anti-Defamation League members and then worked in all ninth grade English classrooms to establish dialogue and conversation about diversity and respect issues. AWOD students also participated in the Reading to End Racism Program in elementary school classrooms. Shades of Ebony and the Summer Transitions Program continued to provide academic support for students of color and new ninth grade students at academic risk. The English for Speakers of Other Language program continued to provide support for students and families from a variety of cultural backgrounds. The Pride Alliance, a student group on gay, lesbian, bi-sexual, and transgendered issues, increased awareness of gender issues throughout the school.

Needs identified by Data and Statement of Current Performance Level

Continued work on school climate and school respect so that all students have a greater understanding and appreciation for each other.

Goals for Improved Student Performance

All students will receive the support services needed to achieve success in the classroom.

Action Steps – for each step include Step; Who; Timeline; Description, Evaluation Measure.

Outcome will be entered at the completion of the yearly plan.

Step: Use World of Difference students in ninth grade classrooms and orientation sessions to encourage respect for all students in the school. Train additional students to become participants and peer leaders in the AWOD and the Reading to End Racism programs.

Who is Responsible: Karen Quinn, Lashawn Sells

Timeline: 2006-07

Description: Students will participate in AWOD and Reading to End Racism training and then participate as facilitators and peer leaders in a variety of related activities.

Evaluation Measure: Number of students involved and the activities they participate in.

Outcome: School climate and student understanding will improve to support students being welcomed in the school.

Action Steps – for each step include Step; Who; Timeline; Description, Evaluation Measure.

Outcome will be entered at the completion of the yearly plan.

Step: Support and stabilize funding for diversity and academic support programs including Shades of Ebony, the Summer Transitions Program, ESOL Homework Center and summer programs, and student groups including the Pride Alliance.

Who is Responsible: Amy Mellencamp, Henri Sparks, Sara Crothers, Kim Sansone

Timeline: 2006-07

Description: Provide student programs that offer tutoring, classroom support, and enriching learning opportunities for students of color, students who are English Language Learners, students from low income families, and students from a variety of ethnic and gender backgrounds to meet and organize activities, community service options, social-skill building, and increased awareness. Identify ongoing sources of funding and activities for these programs.

Evaluation Measure: Number of students involved and in what activities

Outcome: All students from different backgrounds and interests will find support in a large high school.

Other Accomplishments this school year

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FOCUS AREA: PROFESSIONAL DEVELOPMENT

Needs identified by Data and Statement

More opportunities for teachers to meet and collaborate, as identified in the NEASC self-study. Teachers want input into how professional development time will be used. The formal NEASC report on Burlington High School will also identify specific work required in curriculum, instruction, and assessment for teachers and staff members.

Current Performance Level

Teachers participate in early release, inservice, and department meeting time for professional development, for instance this past year with a focus on reading strategies. Teachers also have the opportunity to take courses, including the 12 teachers who took Winona Gardner's course at BHS on organizational and reading strategies.

Goals for Improved Student Performance

Increased performance on local common assessments and state and national tests.

Action Steps – for each step include Step; Who; Timeline; Description, Evaluation Measure. Outcome will be entered at the completion of the yearly plan.

Step: Teachers will participate in curriculum study groups, with additional time on early release and inservice days and in department meetings, for their content area throughout the school year and have the opportunity to work on curriculum, instruction, and assessment.

Who is Responsible: Curriculum Study Group Leaders, Lead Teachers

Timeline: 2006-07

Description: Teachers will use the framework of Understanding by Design and Curriculum Mapping to revisit their curriculum, plan new units of study, and coordinate teaching and learning in their departments.

Evaluation Measure: Units and curricular documents revised.

Outcome: All teachers will be familiar with the Understanding by Design and Curriculum Mapping formats and concepts and adapt and use them as appropriate in their departments.

Action Steps – for each step include Step; Who; Timeline; Description, Evaluation Measure. Outcome will be entered at the completion of the yearly plan.

Step: Continue the relationship between BHS and the University of Vermont to support the professional development school model for training student interns.

Who is Responsible: D.G. Weaver, Jim Donoghue, PDS Teacher Committee, UVM Assigned Staff

Timeline: 2006-07

Description: The professional development school model is well-established at BHS providing an opportunity for student interns to be trained at BHS and for BHS teachers to interact and learn with the interns to enrich classroom learning. This year UVM faculty members will lead some seminars for BHS faculty members.

Evaluation Measure: Number of interns, meetings of PDS committee, seminars conducted, feedback from students in classes and student interns teaching those classes.

Outcome: The collaboration between BHS and UVM will be extended and seen as beneficial to both parties in support of student performance.

Other Accomplishments this school year

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FOCUS AREA: SAFE AND DRUG FREE SCHOOLS

Evaluation of Previous Year's Goals

Some increase in the numbers of incidents related to possession and use of a controlled substance (29 incidents in 2005-06 compared to 21 in 2004-05) and tobacco (12 in 2005-06 compared to 6 in 2004-05) for 1135 students. Of 164 referrals to the Student Assistance Program (SAP), 39 were for substance abuse and 17 for family use, with the others for issues that could potentially lead to substance abuse.

Needs identified by Data and Statement of Current Performance Level

Continued work to educate students on the dangers of drug and tobacco use. Maintain our SAP program to provide educational and support services to students.

Goals for Improved Student Performance

Reduce all incidents of drug and tobacco use so that students are in class and ready to work.

Action Steps – for each step include Step; Who; Timeline; Description, Evaluation Measure. Outcome will be entered at the completion of the yearly plan.

Step: Use the SAP program to provide a range of direct services to students and their families.

Who is Responsible: Jan Shamberger, Michelle Rath

Timeline: 2006-07

Description: Provide easy to access self-referral services for students with a variety of issues related to substance abuse.

Evaluation Measure: Number of students and families served.

Outcome: Students will come forward on their own without penalty to seek help and ongoing assistance with substance abuse.

Action Steps – for each step include Step; Who; Timeline; Description, Evaluation Measure.

Outcome will be entered at the completion of the yearly plan.

Step: Provide a range of prevention services for students at Burlington High School.

Who is Responsible: Karen Quinn, Michelle Rath

Timeline: 2006-07

Description: Support a student prevention group through retreats and ongoing training that will take the lead in encouraging a school climate that is substance-free and encourages healthy choices. Continue to organize dialogue nights, parent information sessions, and school wellness activities.

Evaluation Measure: Number of students and parents participating and involved in prevention activities.

Outcome: Fewer incidents of drug and alcohol use will occur in school. Students will report making healthy choices both in and outside school.

Other Accomplishments this school year