

# Burlington School District Action Plan

School: Burlington School District  
Grade Levels: K-12 Year: 2006-2007

Faculty Adoption Date:  
School Board Approval Date:  
Parent Input Process:

## Evaluation Summary of Previous Plan

### DRA

- % of students in the Achieved/Achieved with Honors on DRA increased by 2%
- Goal was a 4% in increase in FRL students in Achieving; the actual increase was 1% (Careful analysis indicates that of the 30 FRL not meeting the standard, most were on IEPs or were African students)
- % of students in the Little or Below categories goals was reduction by 3%. This goal was not met.

### Other

- There was on going professional development for teachers from the June 2005 PD Institute. Both the Math and ELA district teacher leaders continued to provide embedded support in the classroom, as well as establish after school and ½ release day training for teachers focused on non fiction text comprehension, report writing, and increasing teacher knowledge of standards based math instruction.
- The June 2005 Camp Portfolio provided the opportunity for teachers to reflect on student work and come to agreement on grade level benchmarks and rubric for writing and problem solving.
- There was the continued focus on ensuring a K-5 balanced reading and math classroom program across all 6 elementary schools. Teachers were provided the support to address areas they identified as needing additional attention.
- Schools continued to implement a Literacy Support Team as a strategy to closely monitor student progress and provide intervention when necessary.
- New assessments to monitor progress and guide instruction were developed and implemented: Qualitative Reading Inventory (QRI) for Gr. 3-5; the Burlington Assessment Tool (B-BAT) was developed by a team of District teachers for close monitoring of text level in Gr. 3-5; Kindergarten Interview provides more in depth information about a student's understanding of number; training in the administration and analysis of Math Recovery, a diagnostic tool, was provided to K, ELL and special education teachers.
- Through out the 2005-06 school year, teachers and administrators read materials and engaged in discussions in preparation for the 3 day June 2006 Institute on Understanding by Design.
- A comprehensive science curriculum professional development plan was developed for the 2006-07 school year.

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- A need for more training in the areas of “data driven decision making” and “professional learning communities” was identified and planning for more professional development in these areas was completed for the 2006-07 school year.

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### **FOCUS AREA: ENGLISH LANGUAGE ARTS**

#### **Evaluation of Previous Year's Goals**

Data from the October 2005 NECAP in Reading, Grades 3-5 and Grade 2 DRA

#### **Needs identified by Data and Statement of Current Performance Level**

K-5: An analysis of released items in Reading from the October 2005 NECAP indicates students in Grades 3-5 need increased instruction in the area constructed responses to text.

Level 4 (Proficient with distinction)	17%
Level 3 (Proficient)	50%
Level 2 (Partially Proficient)	22%
Level 1 (Substantially Below Proficient)	11%
Total Level 3 and 4	67%

K-5 teachers need continued professional development on how to improve student constructed responses to text.

K-2: In the spring of 2005 78% of Grade 2 students met or exceeded the standard for the end of grade 2 reading as measured by the DRA. Spring 2006 scores indicate 80% of students met or exceeded the standard. However, of the 33 students across the District who were in the lowest 2 performance levels (Below standard or Little Evidence) 30/91% were students who receive FRL, with the majority either IEP (12) or ELL/African (16).

#### **Goals for Improved Student Performance**

Increase the percentage of students scoring in levels 3 and 4 combined by 5% (67% to 72%) as measured by the Oct. 2007 NECAP Reading assessment.

Decrease the percentage of students scoring in levels 1 and 2 combined by 5% (33% to 28%) as measured by the October 2007 NECAP Reading assessment.

Increase the percentage of students scoring on the DRA by 3% in 2 highest levels (meeting/exceeding).  
Decrease % of FRL students in the lowest 2 performance levels of the DRA by 3%.

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

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

**Step: 1** Improve student constructed response to text

Who is Responsible: Reading Coordinator/K-5 Curriculum Coordinator/K-5 Teachers

Timeline: 2006-07 school year

Description: Several district resources/programs will target this goal, including the use of scientifically research-based classroom reading programs K-5, Reading Recovery, Reading First/Reading Coaches at Barnes and Wheeler, Title I supplemental services, ESL and Special Education services,

Evaluation Measure: NECAP October 2007 reading assessment

Outcome: The District average in grades 3-5 will be increased by 5% in levels 1 and 2 combined and decreased by 5% in levels 1 and 2 combined

**Step: 2** K-5: Professional development will be provided to K-5 teachers to develop units of study based on the UbD framework to address the Vt. Standards/Burlington Curriculum/Grade Expectations in reading and writing. Professional development to provide continued support of the Reading Workshop will be provided- ie. August Writer's Notebook and Constructed Response workshops and other professional development sessions throughout the school year.

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Who is Responsible: District Reading Coordinator and K-5 Curriculum Coordinator

Timeline: Beginning June 2006 and continuing throughout the 2006-2007 school year

Description: Units of study will be developed to address improved student performance in reading and writing including constructed responses to text. Units will be juried and shared between schools so that a number of units will be available at each grade level by the end of the school year. The District Reading Coordinator will provide on-going embedded professional development in conjunction with other reading/writing specialists. She will be provided the materials she needs to implement this work. Schools will use Literacy Support teams to monitor individual student progress and plan intervention to support students. Literacy support teams will use assessment data to help make decisions about more targeted instruction and intervention needs of students.

Evaluation Measure: Number of juried units of study available for review addressing grade expectation in reading and writing. Students will demonstrate increased achievement as measured by the unit assessment.

Outcome: Student achievement will improve in reading as measured by the October 2006 NECAP and writing units of study will be created and shared across the 6 elementary schools at each grade level

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

**Step:** 3 Decrease % of Grade 2 students receiving FRL who are in the two lowest performance levels of the DRA. Increase % of Gr 2 students in top two performance levels by 3%

Who is Responsible: K-5 Curriculum Coordinator, Reading First Coaches, Reading Recovery Teachers, District Reading Coordinator, Title I Preschool, K-2 teachers, Title I and Special Education teachers

Timeline: 2006-2007 school year

Description: K, Grade 1 and 2 teachers with special educators, Title I and Reading Recovery teachers will monitor student progress as measured by the POA and intervene when needed for those students not making expected progress.

Evaluation Measure: Spring 2007 DRA results

Outcome: % of students in top two performance levels will increase by 3%

% of FRL students in the lowest two performance levels of the DRA will decrease by 5%

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

**Step:** 4 Summer school will be provided to students in Gr. 1-5 who do not meet the math or literacy standard at the end of the 2007 school year.

Who is Responsible: Principals, Summer School Coordinator

Timeline:

School Year 2007

Description: A district summer program for students not meeting the standard will be developed and implemented.

Evaluation Measure: Pre/Post Literacy Text Levels

Outcome: Maintain or increase achievement level as measured by the spring/fall reading and math 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:** 5 Kindergarten teachers will be trained and will implement the Foundations program to address the phonemic awareness/phonics components of the K reading program.

Who is Responsible: K-5 Curriculum Coordinator

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Timeline: August, 2006

Description: Training in the implementation of the Foundations program will be provided. Support materials will also be provided to each K teacher

Evaluation Measure: Dictated Sentence/POA with baseline data from the Modified PASS assessment.

Outcome: Improved performance on the POA/Dictated Sentence

## Burlington School District Action Plan

### **FOCUS AREA: MATHEMATICS**

#### **Evaluation of Previous Year's Goals**

Data from the October 2005 NECAP in grades 3-5

#### **Needs identified by Data and Statement of Current Performance Level**

Current data from October 2005 NECAP

Level 4 (Proficient with distinction)	17%
Level 3 (Proficient)	43%
Level 2 (Partially Proficient)	20%
Level 1 (Substantially below proficient)	20%

K-5 teachers need continued professional development on teaching to "the understanding of mathematical concepts" and grade level expectations.

#### **Goals for Improved Student Performance**

Increase the percentage of students scoring in levels 1 and 2 combined by 5% (60%-65%) as measured by the October 2007 NECAP in mathematics assessment

Decrease the percentage of students scoring in levels 3 and 4 combined by 5% (40%-35%) as measured by the October 2007 NECAP mathematics 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:** 1 Professional development will be provided K-5 teachers to develop units of study, framed by the UbD design, to address the grade expectations in K-5 mathematics. The units of study will be integrated into the Mathland curriculum.

Who is Responsible: District Math Teacher Leader, K-5 Curriculum Coordinator, District VMI teachers

Timeline: Beginning June 2006 and continuing throughout the 2007 school year.

Description: Units of study will be created to address the state standards/grade expectations and the Burlington K-5 math curriculum. The units of study will be integrated into our current Mathland program.

Evaluation Measure: The number of juried units of study completed and available

Outcome: Math units of study will be available in each school library which meet UbD criteria (juried) to be shared districtwide.

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

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

**Step:** 2 Implementation of the VMI Phase II Grant

Who is Responsible: District Math Teacher Leader, K-5 Curriculum Coordinator, teachers who have completed Phase I of VMI

Timeline: Beginning August 2006 to plan for implementation. A math content course will be offered to Burlington teachers in the spring of 2007 and continue through the summer of 2007

Description: Up to 30 teachers will participate in the 6 credit math content course offered by the VMI staff. The course will be co-taught by a local mathematician, district math teacher leader, and district VMI graduates. Follow up and mentoring will be embedded into the school day.

Evaluation Measure: Number of Burlington teachers who complete of the course, reflections, and observations

Outcome: With increased math content knowledge, teachers will teach for understanding of the "big mathematical ideas" at their grade level

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

**Step:** 3 School based support to K-5 teachers by the District Math Teacher Leader

**Who is Responsible:** District Math Teacher Leader and Elementary Principals

**Timeline:** 2006-2007 school year

**Description:** The District Math Teacher Leader will work in partnership with all 6 elementary schools to develop and implement school-based action plans. She will be provided the supplies and materials to support the curriculum work. Action plans will be based on data, including the NECAP, the K interview and Grade 1 and 2 local math assessments.

**Evaluation Measure:** Completion and implementation of school-based action plans Oct 2007 NECAP results for each school

**Outcome:** An action plan that is used school-wide to increase the number of students scoring in levels 3 and 4 on the 2007 NECAP mathematics assessment.

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### **FOCUS AREA: SCIENCE**

#### **Evaluation of Previous Year's Goals**

Science curriculum is being taught in grades K-6, but, as a District, we have not had the time needed to ensure teachers have a deep understanding of the new Grade Expectations for science. The one area of science which was specifically addressed in the past year was using texts related to science topics in Grades K-5 for work on improving reading comprehension of informational text.

#### **Needs identified by Data and Statement of Current Performance Level**

The State NECAP in Science will be piloted at the end of Grades 4, 8 and 11 during the spring of 2007 and officially administered statewide the spring of 2008. Burlington teachers must prepare their students for this assessment as well as become more familiar with the state standards and grade expectations in science.

#### **Goals for Improved Student Performance**

Increase K-6 teacher understanding of the Vermont Science Standards and Grade Expectations Design 1 or more science units per grade level, based on the VT Science Standards and Grade Expectations, using the Understanding by Design framework

Revise and reformat the Burlington K-6 Science Curriculum so that it better aligns with the Grade Expectations, is user-friendly, and includes updated Enduring Understandings and Essential Questions.

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

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

**Step:** K-5 teachers will work in grade level groups during the half-day release days and inservice days to plan one or more units at their grade level (including assessments) through a backward design process/UbD. A Science Leadership Team of teachers representing K-5 will work with the Science Consultant throughout the year to help to plan the professional development sessions to insure that they meet teacher needs, and to facilitate communication between administration, the Consultant, the K-5 Curriculum Coordinator and teachers. Resource materials will be provided to support the curriculum development work.

Who is Responsible: K-5 Curriculum Coordinator

Timeline: June 2006-June 2007

Description: The Science Leadership Team will draft Enduring Understandings for science by grade level and share with colleagues during the 1<sup>st</sup> early release day. Grade level groups will continue to work throughout the school year to develop units of study.

Evaluation Measure: Number of juried units of study completed to be shared across the six elementary schools. Survey of teacher knowledge of science GEs and satisfaction with the reformatted science curriculum in June 2007.

Outcome: The K-5 Science curriculum will be reformatted to align with grade expectations and teachers will have an increased understanding of the GEs at their grade level. Units of study based on the GEs for science at each grade level will be completed

**Step:** The 6<sup>th</sup> grade science curriculum will be reviewed and analyzed based on the Tri-State (VT, NH, RI) Science Assessment Targets. The VT Science Grade Expectation Clusters will be reviewed among district 5<sup>th</sup> and 6<sup>th</sup> grade teachers to plan for consistent vertical alignment of science instruction.

Who is responsible: Teachers (Grades 5 and 6), K-5 Curriculum Director, 6-12 Curriculum Director

Timeline: August 2006-June 2007

Description: Teachers with the support of consultants will work to create science units of study using the UbD framework. The initial focus will be to outline the essential questions and enduring understandings for the target areas.

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Evaluation Measure: Juried units of study and teacher survey at the completion of the unit design process.

Outcome: The 6<sup>th</sup> grade science curriculum will be aligned to the GEs and the Tri-State Science Assessment Targets. The curriculum between elementary-middle school (grades 5-6) will be aligned to cover the concepts in the Vermont GEs (clusters).

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### **FOCUS AREA: TECHNOLOGY**

#### **Evaluation of Previous Year's Goals**

Will be based on student work collection (June 2006) and Teacher Survey (May 2006).

#### **Needs identified by Data and Statement of Current Performance Level**

Although examples of student work at the elementary and middle school level show increasing integration of technology, reviews of teacher reported competency in technology and reviews of professional development staff logs of work with teachers show sporadic and scattered growth. In some classrooms students do significant technology work integrated with their curriculum, while in other classrooms time is spent using technology in ways that do not appear to be aligned with either the technology grade expectations nor specific content standards. Anecdotal reports indicate that not every teacher has a technology goal.

#### **Goals for Improved Student Performance**

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

**Step:** Each teacher will complete one Technology GCE activity in each grade 3-8, integrated into their curriculum.

Who is Responsible: Each curriculum teacher grade 3-8.

Timeline: by May 2007

Description: Working in collaboration with the technology professional development staff, each teacher will complete one classroom unit that includes a curriculum standard and a technology standard.

Evaluation Measure: •Collection of Teacher Integrated Technology Curriculum Units.

- Examples of student work showing performance.
- Survey of teacher curricular use of technology aligned with Technology GCE.

Outcome: (to be determined in May 2007)

**Step:** Each teacher will continue to have a technology goal in alignment with the state Technology GCE or national technology literacy standards (see NETS for Teachers).

Who is Responsible: Each teacher.

Timeline: by May 2007

Description: Constant change in technology and its impact on students requires that teachers continually improve their skills.

Evaluation Measure: Teacher technology professional development goals will be integrated into the evaluation process at the building level, and the results will be summarized at the building level by each principal.

Outcome: (to be determined in May 2007)

**Step:** Administrators will support teacher technology goals work.

Who is Responsible: Each Administrator.

Timeline: by May 2007

Description: Support for technology goals includes modeling by administrator, support for professional development opportunities, and support for the essential conditions for technology implementation in schools.

Evaluation Measure: Principal report on teacher technology goals; Survey questions on leadership support of technology integration.

Outcome: (to be determined in May 2007)

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**Step:** Technology hardware will be integrated in core curriculum classrooms in grades 3-8.

Who is Responsible: Technology Director.

Timeline: by May 2007

Description: Access to technology is an essential condition for effective use in the curriculum. It is not sufficient for students to have scheduled pull-out time in a lab setting; effective learning requires that key learning tools are available whenever they are needed. Providing a critical mass of technology hardware for each core classroom will allow students access to these tools on an immediate and as-needed basis.

Evaluation Measure: Number of regular classrooms with 3+ CPU

Outcome: (to be determined in May 2007)

**Other Accomplishments this school year**

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### **FOCUS AREA: PARENT INVOLVEMENT**

#### **Evaluation of Previous Year's Goals**

#### **Needs identified by Data and Statement of Current Performance Level**

Parent involvement has been show to improve student success. The more involved the parent, the higher the student achievement. Henderson & Berla, 1981, 1987 and 1995.

#### **Goals for Improved Student Performance**

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

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

**Step:** Increase parent involvement in education especially for the most at-risk students.

Who is Responsible: Grants Director, principals, PICs

Timeline: Ongoing

Description: Provide highest-needs Title 1 schools with a Parent & Community Volunteer Coordinator, who will work to expand opportunities for parent involvement in education. This would range from working with their child at home on reading to volunteering in the classroom.

Evaluation Measure: Parent outreach made. Parents involved.

Outcome:

**Step:** Comply with the six NCLB parent involvement required activities.

Who is Responsible: NCLB Team, principals.

Timeline: Ongoing

Description: Provide assistance to parents in understanding standards, assessment, monitoring progress, etc.

Provide materials and training to help parents work with other parents.

Educate teachers and other staff on the value and utility of parent involvement.

Coordinate and integrate parent involvement programs with early literacy and preschool programs.

Ensure that information related to school and parent programs, meetings and activities is sent to parents in a format and in a language that parents can understand.

Provide other reasonable support for parent involvement activities as parents may request.

Conduct an evaluation of the content and effectiveness of the parent involvement policy

Involve parents of Title 1 children in the planning, review and improvement of programs funded with Title 1.

Provide parents timely information about funded programs, a description of the curriculum used and the forms of assessments.

Notify parents of their right to submit comments on the schoolwide plan if it is not satisfactory to them.

#### **SCHOOL-REQUIRED ACTIVITIES**

Develop with parents a policy and parent-school compact.

Convene an annual meeting for parents of Title 1 children informing them of the program and their right to be involved.

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### **FOCUS AREA: SCHOOL CLIMATE**

#### **Evaluation of Previous Year's Goals**

District has been reporting to the state for the last 3yrs. on Combined Incidents throughout the district. (CIRS).

#### **Needs identified by Data and Statement of Current Performance Level**

As a district we will continue gathering and reporting on "incident data" that will help to ensure a safe and healthy school environment for all students. (We will look at a % goal)

#### **Goals for Improved Student Performance**

Building administrators will work on collecting and reporting all the incident data that they accrue throughout the school year. By each building reporting on the same data will help with the continuity of data throughout the district, as a district we can see where we need to concentrate on for trainings/workshops. This helps set a healthy learning climate in each and every building.

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

#### **Step:**

Who is Responsible: Superintendent, District and School Administrators

Timeline: 2006-2007 School Year

Description:

Evaluation Measure: School administrators will report on the "incident data" to the district and will be forwarded to the state

Outcome: For each building to have a safe and healthy school climate, for all students to achieve academic excellence.

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**FOCUS AREA: DIVERSITY AND EQUITY**

**Evaluation of Previous Year's Goals**

**Needs identified by Data and Statement of Current Performance Level**

**Goals for Improved Student Performance**

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

**Step:**

Who is Responsible:

Timeline:

Description:

Evaluation Measure:

Outcome:

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

**Step:**

Who is Responsible:

Timeline:

Description:

Evaluation Measure:

Outcome:

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

**Step:**

Who is Responsible:

Timeline:

Description:

Evaluation Measure:

Outcome:

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

**Step:**

Who is Responsible:

Timeline:

Description:

Evaluation Measure:

Outcome:

**Other Accomplishments this school year**

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## **FOCUS AREA: PROFESSIONAL DEVELOPMENT**

### **Needs identified by Data and Statement**

The District needs a professional development plan that continues to improve student achievement. This plan will provide administrators and teachers with the tools to differentiate instruction, map the curriculum by grade level and content area, work together in professional learning communities, develop assessments to guide instruction, engage students in learning to promote higher order transfer tasks and application of knowledge as required on the NECAP and other assessments. It will also help integrate many of initiatives using an overall framework, Understanding by Design. Data sources include: research on “best practice” in improving student achievement as well as state, local and classroom assessments and reports from Curriculum Study Groups.(K-5 Science, K-12 Music, Art, Physical Education/Health, Literacy, Techonlogy Science, Social Studies, English Language Arts, Math, and Foreign Languauge)

The District needs to insure all para educators are highly qualified as defined by NCLB.

### **Current Performance Level**

A District curriculum is written for all K-12 content areas. Many initiatives and past professional development have expanded teachers’ instructional strategies repertoire. A framework to help educators continue to collaborate with one another/work in professional learning groups and to articulate the “big ideas and deep conceptual understanding” in the Vt. Standards and Grade Expectations is needed. The District will support K-12 teachers in using a framework that will help integrate and coordinate the improvement of curriculum design, instruction, assessment for ongoing improved student achievement. The June 2006 Professional Development Institute will provide teachers and administrators with 3 days of professional development on Understanding by Design, a framework that addresses the goals identified in the needs statement above.

### **Goals for Improved Student Performance**

To continue the development and implementation of a K-12 professional development plan that informs curriculum, assessment and instruction in order to improve student achievement.

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

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

**Step: 1** Curriculum Study Groups will focus their collaborative work during the 3 early release days and the June 2007 Professional Development Institute on using UbD the curriculum mapping frameworks to plan instruction for the school year and the UbD framework to develop “units of study” that focus on the identified standards/grade level expectations. (See Science Plan for K-5 teachers)

Who is Responsible: Curriculum Coordinators and K-12 Facilitators

Timeline: 2006-2007 School Year

Description: Professional development provided by Heidi Hayes Jacobs (Curriculum Mapping in September, 2006; June, 2007 Heidi Hayes Jacobs and Jay McTighe for the 2007 Institute (Integrating UbD and Curriculum Mapping) Other consultants as needed will support the work of Curriculum Study Groups throughout the school year.

Evaluation Measure: K-12 units of study based on grade expectations will be developed, juried and shared across the District.

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Outcome: Units of study across all core academic areas will be juried and available to K-12 teachers. K-12 teachers will have a beginning level of knowledge of curriculum mapping and how it can improve student achievement.

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

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

**Step: 2** Curriculum funds will be made available to each of the nine schools in the District for school based implementation of district curriculum initiatives- data driven decision making, building professional learning communities, Understanding by Design, and other relevant curriculum and assessment work

Who is Responsible: Principals and Curriculum Coordinators

Timeline: 2006-2007 School Year

Description: Principals will use their school based professional development funds to support curriculum work at the school level.

Evaluation Measure: List of professional development activities completed.

Outcome: Teachers will be provided the time and resources to work on curriculum outside regular school time.

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

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

**Step: 3** All District administrators will be involved in professional development focused on supporting teachers to engage in professional learning communities, using data driven decision making and applying the UbD framework to develop units of study in order to improve student achievement.

Who is Responsible: K-5 and Gr 6-12 Curriculum Coordinators

Timeline: 2006-2007 school year

Description: Professional development sessions will be implemented to enhance the knowledge and skill of the District administrators in supporting their teachers in the above mentioned areas.

Evaluation Measure: Survey/evaluation of administrator satisfaction and application of new knowledge

Outcome: All District administrators will have an increased level of knowledge in the areas of professional learning communities, using data to improve student learning, and developing units of study based on the UbD framework.

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

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

**Step: 4** Professional development will be provided to continue to support District para-educators to meet the "highly qualified" status required by NCLB

Who is Responsible: Director of Special Services

Timeline: 2006-2007 School Yr.

Description: Provide on-line tutorial and testing programs to insure all para-educators are "highly qualified". Para-educators will also be provided professional development in such areas as systematic instruction, crisis prevention, instructional strategies, and behavioral management.

Evaluation Measure: Number of para-educators who are "highly qualified"

Outcome: All district para-educators will meet standard for "highly qualified" and be provided on going professional development to support their work in helping improve student achievement.

**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:** Step 5: Teachers and administrators will be provided the skills and tools necessary to identify methods of data collection and analysis that can immediately be applied to monitor and improve student achievement.

**Who is Responsible:** Teacher Leaders in each building trained to use the DDDM model, Principals, Curriculum Directors

**Timeline:**

**Description:** DDDM professional development will provide teachers and administrators with the knowledge of how to implement an effective six-step data-driven decision making process which includes what data to collect and how to determine results.

Each building based group will identify the function and purpose of their data team as related to school/district achievement goals in math, reading and writing.

Building based teams will meet throughout the school year and summer to:

- Set improvement goals

- To collect student achievement data by grade level and content area

- To monitor the improvement goals and plan for teaching strategies and intervention programs.

**Evaluation Measure:** Implementation of teaching strategies and intervention programs.

**Outcome:** Schools will use the DDDM model to analyze assessment results and set school goals and monitor progress for improved student achievement.

## Burlington School District Action Plan

### **FOCUS AREA: SAFE AND DRUG FREE SCHOOLS**

#### **Evaluation of Previous Year's Goals**

YRBS outcomes shows drop in at-school use of marijuana between 2001-03 and 2003-05.

#### **Needs identified by Data and Statement of Current Performance Level**

Alcohol continues to be a substance used by a significant number of youth.

#### **Goals for Improved Student Performance**

By June, 2007, reduce the number of youth alcohol use by 10% and further reduce youth use of tobacco, as measured by the YRBS.

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

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

**Step:** The District will employ 3.5 FTE Student Assistance Program counselors.

**Who is Responsible:** SAPs, Grant director, principals.

**Timeline:** Ongoing

**Description:** Intervention services including one-on-one counseling, referral and assessment.

Education to staff informally

Formal education on drug and other substance use and abuse at two staff meetings at each of the District's 9 schools.

Required Act 51 training for new and existing teachers without this background.

Ongoing prevention and education efforts including a SAP newsletter, outreach activities, parent outreach and community collaboration.

Tobacco prevention and cessation activities and education including TAP-TEG and Vermont Kids Against Tobacco as well as many other tobacco-related activities.

**Evaluation Measure:** YRBS

**Outcome:** Reduce youth alcohol use by 10% by June 2007.

Further reduce youth use of tobacco.

#### **Other Accomplishments this school year**