

Burlington
School District

Vision +
Master Plan
for
Excellence,
Equity,
+ 21st Century
Buildings

Burlington School District: Excellence + Equity in 21st Century Buildings

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Excellence + Equity in 21st Century Buildings Vision Statement Draft

Note: Through the independent research, strategic planning, and the vision and master plan process, we are refining our district-wide vision. This vision is evolving and has not been finalized by the administration nor reviewed or adopted by the School Board.

The Burlington School District is developing a master plan, to be presented by the Board to the community in September 2008, that envisions:

--A district in which every school offers a high-quality teaching and 21st century learning environment that attracts, retains and welcomes all students and families by offering a rigorous, well-rounded education that prepares students for college, work, and civic involvement.

---A cost-effective district-wide multi-year building improvement plan that includes energy efficiency measures, green renovations, increased accessibility and technology-smart classrooms.

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Excellence + Equity in 21st Century Buildings

Vision Statement Draft (continued)

--Classrooms that reflect cultural diversity and socio-economic balance district-wide. *Multi-cultural awareness and the ability to work in diverse teams is a hallmark of nationally-recognized 21st century education.*

--A student experience that is enriched by unique and powerful community partnerships in the arts and sustainability. *Research studies show that arts integration and sustainability education support increased academic achievement and 21st century skills, including creative and critical thinking, teamwork and global literacy.*

---The development of an integrated arts elementary magnet school and a sustainability elementary magnet school.

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Process + Players

3 Years of Community Discussion on
Excellence + Equity

Survey of Parents December 2007

Vision + Master Plan

March –July 2008

Steering Committee

Overview + Policy/Recommend to School Board

Futures Team

Vision: Guiding Principles

Master Plan Teams

PK-12 Educational Development + Application

Community

Input and Feedback

Report to the School Board: Aug 2008/Public Forums: Fall 2008

Work Done to Date

Parent Survey

- Independent research conducted by Fifth Element Associates between October and December 2007 to:
 - Determine interest in elementary magnet school concepts for Barnes and Wheeler
 - Gain insight into parent conception of educational excellence
- Quantitative and qualitative methods:
 - Randomly selected telephone survey representative of parents of K-5 students in the district
 - Internet survey among district parents K-12, parents of pre-school children, teachers and community members
 - In-person surveys (with translators) among non-English speaking parents
 - Focus groups and in-depth telephone interviews among parents of K-5 and pre-school children

Top 10 Parent Survey Features



Current Champlain, Edmunds, Flynn, & Smith Parents

1. Individualized approach
2. Hands on activities
3. Connect arts to reading, math, sciences, social studies
4. Energy efficient
5. Partnership with Flynn, VYO and others
6. Language other than English
7. World studies
8. Advanced classes
9. Connects environment and local issues to reading, math, sciences, social studies
10. Dance, music, theater

Parents willing to enroll at Barnes or Wheeler Dream School

1. Individualized approach
2. Hands on activities
3. Connect arts to reading, math, sciences, social studies
4. Energy efficient
5. Partnership with Flynn, VYO and others
6. Dance, music, theater
7. Language other than English
8. World studies
9. Field trips and other learning outside the school
10. Connects environment and local issues to reading, math, sciences, social studies

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Work Done to Date

Teacher Survey

Supplemental Internet School Survey of Teachers, Staff & Administrators Top 10 School Features:

1. The school is an energy efficient building with natural daylight in the classrooms, greenhouses and outdoor gardens
2. A school that has state-of-the-art technology in classrooms
3. An individualized approach to teaching that focuses on each child's needs
4. Working closely with teaching colleges like UVM and St. Michael's
5. A school that has lots of hands on activities and lets children learn by doing
6. A school with advanced classes
7. A school that connects the environment and local community issues to reading, math, science and social studies
8. An after school program that keeps kids until 5:30 in the afternoon
9. A close educational partnership with the Flynn Center, the Vermont Youth Orchestra and other community partners that uses art, music, movement & drama to help kids learn
10. A school that offers more world studies, cultures, geography, and current events to help kids learn

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Work Done to Date

Futures Team DRAFT

Vision Workshop: March 31st & April 1st

About 50 community members came together as “the Futures Team”, including the steering committee, teachers, students, parents, city councilors, school board members, school and city administrators and community partners participated in a day and a half workshop to discuss core concepts of the magnet schools, facility planning and district vision.

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Work Done to Date

Futures Team DRAFT

Diversity is Community Concept :

“We all belong. We are a community of many cultures, faiths, abilities, shades, socioeconomic backgrounds, languages, learning styles, strengths, challenges, family constellation and incomes, birth places, and aspirations. We all contribute to the fabric and quality of life in Burlington. The depth and richness of this diversity is our strength when we work toward a common goal.

We need to benefit from and support the special contributions each of us can make to Burlington.

We stand, as a community at the doorstep of the 21st century, looking back to valued traditions, and forward to shape a shared and preferred future. We strive to create an inclusive community where all belong and all are valued.”

This is an excerpt of a statement drafted by a Vision Workshop team that expresses the spirit which characterizes the development of the Vision and Master Plan.

Work Done to Date

Futures Team DRAFT

The Futures Team also helped to define key characteristics of Excellence, Equity + 21st Century Buildings

Excellence + Equity for All Students

- All of our schools should reflect 21st century learning principles
- Magnet school programs should be considered as effective vehicles for learning rather than training schools for specialist skills.
- Individual needs of all populations need to be considered as we make schools of excellence.
- Early Childhood education is linked to excellence + equity

Work Done to Date

Futures Team DRAFT

The Futures Team also explored the impact of the vision on educational delivery and facilities. The following slides include highlights from the team discussion.

These statements have not yet been finalized or recommended by the administration, nor approved by the school board.

This information is included to provide an update to the community as a work-in-progress.

Work Done to Date

Futures Team DRAFT

Educational Delivery

Wheeler and Barnes will be incubators of educational ideas, 21st century learning principles and places for innovation, informing the entire district in effective learning/best practices in integrated arts and sustainability.

Arts and Sustainable learning themes will be extended to the Middle Schools and the High School and integrated into school curriculum and structures in manners defined by the respective schools.

Extension of 21st century learning principles to all schools should be carried out as quickly as reasonably possible, subject to:

- Construction + Professional staff development
- Review of success of programs at 2 year and 5 year marks

These statements represent the discussion by the Futures Team. They have not yet been finalized or recommended by the administration, nor approved by the school board.

Work Done to Date

Futures Team DRAFT

POTENTIAL Facilities Implications

All schools should be brought up to 21st Century Building standards for energy efficiency and sustainability.

Existing physical conditions of the proposed magnet schools would be expected to be altered to serve the effective delivery of the magnet programs in a manner considerate of costs and educational benefits.

All school facilities in the district should be planned to support 21st Century learning principles, including programs in Sustainable Living and Integrated Arts, as defined/adopted by each school site.

Schools should have appropriate facilities to serve their neighborhood needs.

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Research on 21st Century Learning

Project-Based Learning + Sustainability

NEW HORIZONS FOR LEARNING

http://www.newhorizons.org/strategies/applied_learning/research3.htm

- **Students learn better** when they are doing **project- and problem-based applied learning** set in the context of the environment
- **The results were clear: students experiencing environment-based Applied Learning** scored better on standardized tests.

Source: *Closing the Achievement Gap: Using the Environment as an Integrating Context for Learning*. The study, conducted by the State Education and Environment Roundtable, examined **40 elementary, middle, and high schools from 13 different states**. There were 11 different standardized tests used for the study, including the Iowa Test of Basic Skills (ITBS) and the Stanford Nine Achievement Test (SAT9).

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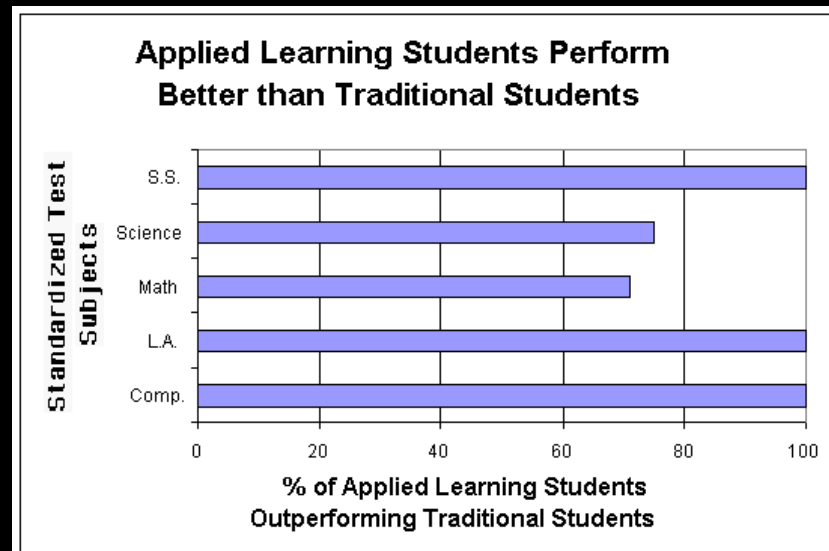
Research on 21st Century Learning

Project-Based Learning + Sustainability

NEW HORIZONS FOR LEARNING

http://www.newhorizons.org/strategies/applied_learning/research3.htm

- Additional benefits included **reduced discipline and classroom management problems**, increased student engagement and enthusiasm for learning, and greater student pride and ownership in accomplishments.
- The study also found that **students increased in interpersonal abilities and teachers reported feeling revitalized**.



Research on 21st Century Learning Arts Integration

Critical Links: Learning in the Arts and Student Academic and Social Development (Deasy, 2002) among other research studies shows that **successful arts programs:**

- make **success in other academic areas** more likely;
- promote **competence in learning English** as a second language;
- significantly improve the oral language and social **skills of children with learning disabilities.**
- **benefit high-achieving students** because “the arts provide new challenges for those students already considered successful.”
- benefit students performing “**below the standard**” or “**nearly meeting the standard,**” by providing educational opportunities that **partner their learning styles (visual, auditory, kinesthetic, interpersonal, intrapersonal) with their areas of weakness (verbal linguistic, logical/mathematical).**

National Research Community Organizing

Does an engaged community impact education?

Strong and consistent evidence that indicates effective community organizing at the grassroots level:

- produces major improvements in student achievement
- contributes to higher attendance rates and test scores and increased graduation rates and college-going aspirations
- fosters school-community relationships, parental involvement and engagement in schools;
- stimulates important changes in policy, practices and resource distribution that expand capacity and equity in traditionally underserved communities.
- contributes to the development of new civic capacity, as adults and youths report higher goals and expectations for themselves and their families after participating in community organizing groups.

Source: Six-year study by the Community Involvement Program of the Annenberg Institute for School Reform

<http://www.annenberginstitute.org/pdf/OrganizedCommunities.pdf>

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Futures Team DRAFT

POSSIBLE Implications for All Elementary Schools, Middle School and High School

Expand District Best Practices in 21st Century Teaching + Learning:

- Teacher Collaboration
- Hands-On Learning
- Individualized Attention/Differentiated Instruction
- World Languages (Elementary School)
- Integrate Subjects (Real world project based learning)
- Connect Core Learning to Arts
- Connect Core Learning to Environment
- Science
- Music, Drama, Art
- Green/Energy Efficient
- Natural Light

Socio-economically balanced and diverse classrooms

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Next Steps

Stay up-to-date on our progress at
www.bsdivt.org in “Vision”

- Master Plan Workshops conducted May 6-9
- Steering Committee Meeting to review Facilities Planning
May 27th 4-6:30, Ira Allen Building, 150 Colchester Avenue
- Report expected to be presented to the School Board in August/September
- Public Forums expected Fall 2008