



Burlington-Edison School District Strategic Plan

Adopted by School Board June 22, 2009

MISSION:

The Mission of the Burlington-Edison School District is to educate each student for lifelong success.

VISION:

- Students:
 - are invested and engaged learners in a safe environment;
 - graduate with the skills and qualities necessary to implement their individual plans to become responsible and contributing citizens in a diverse and changing world; and,
 - assume responsibility for their learning to be prepared for careers and college.
- Staff:
 - provide powerful teaching and learning in a safe, equitable, engaging environment;
 - advocate for students and families in meaningful ways;
 - engage students through a relevant and rigorous curriculum driven by ongoing, frequent, and varied assessments; and,
 - work collectively and collaboratively as professional learning communities to improve student achievement.
- Community:
 - families and the public are engaged in student learning, and
 - is involved and supportive of the District mission.

THEORY OF ACTION:

This *Theory of Action* presents core beliefs: our strongest values and highest ideals. We commit to using these *Theory of Action* statements as guiding principles in all that we do, including everyday decisions that will significantly affect the learning and well-being of students, staff, and school communities. (Evolving statements)

- High quality classroom research based instruction and data analysis will increase all students' achievement.
- In order to improve student achievement, we must work collectively and collaboratively as professional learning communities.
- Leadership that challenges and creates a system-wide environment of continuous improvement is paramount to all student achievement.
- Family and community engagement in student learning strengthens student achievement.

LONG RANGE TARGETS:

District Target #1: Increase every student's achievement through a focus on the interdependence between teachers' knowledge and skill, students' engagement in their own learning, and academically challenging content (*Instructional Core*).

Activities to be considered:

- Provide coordinated professional development opportunities that are focused upon systemic improvement of the *Instructional Core*.
- Provide time for meaningful staff collaboration and Professional Learning Communities (PLC) activities, with system modification based upon frequent review of impact on student achievement.
- Make effective use of instructional coaches and/or Teachers on Special Assignment (TOSA), with system modification based upon frequent review of impact on instruction.
- Develop and support powerful teaching and learning every day, in every classroom, through the use of the STAR Protocol (Skills/knowledge-Thinking-Application-Relationships) district-wide.
- Systemically support students' engagement and monitoring of their own learning; for example, AVID (Advancement Via Individual Determination), PAWS (Portfolio of Academic and Work Skills), Dual Language Program, CIT(Continuous Improvement Techniques) classroom strategies, and the Student Led Conferences.
- Effective system-wide administration and use of common classroom assessments aligned to state and District learning targets to inform instruction and program development.

District Target #2: Provide a collaborative culture between students, staff, and community in which mutual trust, respect, effective communication, and involvement are evident.

Activities to be considered:

- Provide time for meaningful staff collaboration and Professional Learning Communities (PLC) activities at the school and District levels, with system modification based upon frequent review of impact on student achievement.
- Encourage student led conferencing as a vehicle to increase communication and engagement to support student learning and achievement.
- Make effective and proactive use of all school and District communication vehicles to increase collaboration and understanding (e.g., newsletters, web-site, flyers).
- Encourage use of web-site for family access related to individual student performance data, school/District performance data, and information related to school/District programs.
- Make effective use of bilingual advocates and staff, with system modification based upon frequent review of impact.
- Celebrate and encourage pride in co-curricular programs and activities.
- Foster and expand senior citizen involvement opportunities within schools and the District.
- Provide and expand business and school/District partnerships.
- Foster and make effective use of key community groups for the betterment of schools and the District. For example: CAC (Citizens' Advisory Committee), parent support groups, Budget Advisory Committee, Alumni Association, and BECK (Burlington-Edison Coalition for Kids).
- Encourage student success through targeted supports at all grade levels, with system modification based upon frequent review of impact. For example: early learning program, TSA (Tiger Success Academy), mentor programs, orientation programs, PAWS (Portfolio of Academic and Work Skills), AVID (Advancement Via Individual Determination), and the Senior Project.

District Target #3: Intentionally allocate resources to maintain and enhance systems and structures necessary to support the *Instructional Core*.

Activities to be considered:

- Provide technology infrastructure and support for formative and summative student achievement data collection and analysis to permit informed instructional and program decisions, with system modification based upon frequent review of impact. For example: MAP (Measures of Academic Progress), DIBELS (Dynamic Indicators of Basic Early Literacy Skills), SOAR (Student Online Assessment Resource), and District assessments.
- Provide time for meaningful systematic staff collaboration and Professional Learning Communities (PLC) activities at the school and District levels, with system modification based upon frequent review of impact on student achievement.
- Provide and sustain a district organizational chart that ensures distributed leadership and accountability.
- Provide safe and efficient transportation services (e.g., well maintained vehicles, routing software, replacement schedules).
- Provide efficient maintenance programs/services (e.g., well maintained equipment and facilities, preventative scheduling).
- Encourage environmentally responsible practices (e.g., recycling waste, “green” focus within project designs, energy conservation).
- Provide adequate technology to increase effectiveness and efficiency for all staff.
- Assure the curriculum is aligned to standards/outcomes and staff are responsible for its implementation with fidelity in every classroom.

Approved by the Burlington-Edison Board of Directors at its June 22, 2009, meeting: