

# **Burlington-Edison School District Improvement Plan**

## **2009 – 2011**

This *District Improvement Plan* presents and defines the priorities and activities that provide the District focus throughout the next 2-3 years toward the realization of the District's *Mission* and *Vision* statements. This *District Improvement Plan* will remain consistent with the District's *Strategic Plan*, approved by the Board of Directors on 06/22/2009, but will be subject to regular monitoring and adjustment based upon data collection and evaluation. Such adjustments will be included within this *District Improvement Plan* and disseminated, as appropriate.

**Burlington-Edison School District  
Strategic Plan**

**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.

- High quality classroom researched 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:**

- Strategic Target #1: Increase every student's achievement through improvement of the relationship between teachers' knowledge and skill, students' engagement in their own learning, and academically challenging content (*Instructional Core*).
- Strategic Target #2: Model and sustain a collaborative culture and common vision in which mutual trust, respect, and effective communication and involvement exists between the students, staff, and community.
- Strategic Target #3: Intentionally allocate resources to maintain and provide structures (resource allocation, staffing configurations, organizational chart) and systems (transportation, food services, maintenance/facilities) necessary to support the *Instructional Core*.

**School Improvement Planning Timeline (PDCA)**  
**Burlington-Edison School District**

**April – May (Check/Plan)**

- Principal and Leadership Team work with staff to monitor progress and impacts of SIP Action Plans on student achievement (informs planning for next year)
- Leadership Team and Action Teams (levels, dept.) review formative and summative data

**June (Plan)**

- Principal and Leadership Team finalize draft of School Improvement Plan
- Principal submits SIP (draft) to Assistant Superintendent by June 30
- Principal and staff plan/engage in professional development to support SIP

**August- September (Plan)**

- Principal and Leadership Team review additional data/finalize School Improvement Plan
- Principal builds staff and parent awareness of SIP and Action Plans for upcoming year
- Principal submits School Improvement Plan to Assistant Superintendent prior to September 5 (revisions to June document only if unexpected data is received)
- Assistant Superintendent presents final SIPs to school board at regular schedule September meeting

**October- December (Do/Check/Act)**

- Leadership Team ensures resources/activities are underway for each Action Plan
- Principal and staff sustain clarity of focus on School Improvement Plan as method to improve student achievement
- Staff review student data to inform practices (formative and summative – SOAR)

**January (Mid-year Check)**

- Principal and Leadership Team monitor and evaluate impacts on student achievement (review student performance data to inform practices – SOAR)
- Principal reviews School Improvement Planning Cycle with all staff
- Principals report to Administrative Team: 1.) SIP overview, 2.) evidence of impact on student achievement, and 3.) mid-year revisions for their school February 5

**February-May (Do/Check/Act)**

- Leadership Team ensures resources/activities are underway for each Action Plan
- Principal and staff sustain clarity of focus on School Improvement Plan as method to improve student achievement
- Staff monitor student data to inform practices (formative and summative – SOAR)
- Principal and Leadership Team engage staff input/participation in School Improvement Planning (draft submitted in June)

## **PRIORITY IDENTIFICATION:**

Opportunities for improvement are greater than resources. Research has confirmed we can accomplish much more through implementation of quality prioritized initiatives. The challenge, then, is identification of which strategies are the best first steps in which to invest time and limited resources. Analysis of the District's current situation, compared to the Strategic Targets articulated in the *Strategic Plan (SP)*, when viewed through the lens of our *Theory of Action* statements provides the opportunity and vehicle for priority focus within this *District Improvement Plan (DIP)*. The following summary presentation is supported by data in *Appendix A*.

**Student Performance Data:** The most recent District data (2008) indicate:

### Reading

- 71.7% of 3<sup>rd</sup> grade students demonstrated proficiency, as measured by the WASL.
- 62.9% of 4<sup>th</sup> grade students demonstrated proficiency, as measured by the WASL.
- 60.8% of 5<sup>th</sup> grade students demonstrated proficiency, as measured by the WASL.
- 63.7% of 6<sup>th</sup> grade students demonstrated proficiency, as measured by the WASL.
- 61.9% of 7<sup>th</sup> grade students demonstrated proficiency, as measured by the WASL.
- 64.3% of 8<sup>th</sup> grade students demonstrated proficiency, as measured by the WASL.
- 80.6% of 10<sup>th</sup> grade students demonstrated proficiency, as measured by the WASL.

### Mathematics

- 60.5% of 3<sup>rd</sup> grade students demonstrated proficiency, as measured by the WASL.
- 22.3% of 4<sup>th</sup> grade students demonstrated proficiency, as measured by the WASL.
- 45.4% of 5<sup>th</sup> grade students demonstrated proficiency, as measured by the WASL.
- 41.5% of 6<sup>th</sup> grade students demonstrated proficiency, as measured by the WASL.
- 55.6% of 7<sup>th</sup> grade students demonstrated proficiency, as measured by the WASL.
- 52.9% of 8<sup>th</sup> grade students demonstrated proficiency, as measured by the WASL.
- 43.8% of 10<sup>th</sup> grade students demonstrated proficiency, as measured by the WASL.

### Writing

- 50.6% of 4<sup>th</sup> grade students demonstrated proficiency, as measured by the WASL.
- 71.0% of 7<sup>th</sup> grade students demonstrated proficiency, as measured by the WASL.
- 87.3% of 10<sup>th</sup> grade students demonstrated proficiency, as measured by the WASL.

### Science

- 37.9% of 5<sup>th</sup> grade students demonstrated proficiency, as measured by the WASL.
- 53.5% of 8<sup>th</sup> grade students demonstrated proficiency, as measured by the WASL.
- 37.6% of 10<sup>th</sup> grade students demonstrated proficiency, as measured by the WASL.

**Staff Performance Data:** The most recent District data (2008-2009) indicate:

Instructional Core

- Professional Learning Communities (PLCs) have been established across the District as a method to support teacher collaboration to improve student performance.
- Professional development, as measured by total expenditures (staff time, meeting/workshop/conference attendance, travel costs, sub costs, etc.), is directly aligned to district and/or school improvement strategies that focus on the instructional core.
- There is an increased focus for all district administrative team meetings to have a Teaching and Learning focus; one Administrative Council meeting per month is held at each school for the purpose of administrative Learning Walks.
- The District is focused on Powerful Teaching and Learning with an emphasis on the Instructional Core (student, teacher, and content); the STAR Protocol will be the B-ESD Instructional Model beginning fall, 2009.

**Infrastructure Data:** The most recent District data (2008-2009) indicate:

Facility

- 400+ “un-housed” (as defined by OSPI facility rules) students are served by the District.
- Facilities meet safety standards established by our insurance carrier.
- Enrollment has increased steadily over the past three to four years.

Budget

- 85% of the 2008-2009 District budget is allocated to employee costs (salary and benefits).
- Significant program reductions include:
  - 16.0 certificated FTE
  - Approximately 75 daily classified hours
- Budgets are developed through a committee process, which provides opportunity for staff and citizen input.
- The District’s *Theory of Action* is used as a primary filter for budget allocations.

Technology Infrastructure

- Student On-line Assessment Resource (SOAR)
- Family Access through WESPaC
- Technology Competencies (Levels, I, II and III)
- Teacher work stations
- Student computer labs on each campus

**Identified Priorities:** These data when compared to the Strategic Targets articulated in the *Strategic Plan (SP)*, through the lens of our *Theory of Action* statements, yield the following 2009-2011 priorities:

District Improvement Goal #1: By 2011, the percentage of students in the District meeting reading standards, as measured by the WASL, with no gap between the performance of students of different ethnicities and/or socio-economic status, will be:

- 2009-2010 milestone 78%
- 2010-2011 – 89%

Aligned with Strategic Plan Target #1: Increase every student’s achievement through improvement of the relationship between teachers’ knowledge and skill, students’ engagement in their own learning, and academically challenging content (*Instructional Core*).

District Improvement Goal #2: By 2011, the percentage of students in the District meeting math standards, as measured by the WASL, with no gap between the performance of students of different ethnicities and/or socio-economic status, will be:

- 2009-2010 milestone 75%
- 2010-2011 – 83%

Aligned with Strategic Plan Target #1: Increase every student’s achievement through improvement of the relationship between teachers’ knowledge and skill, students’ engagement in their own learning, and academically challenging content (*Instructional Core*).

District Improvement Goal #3: Implementation of the STAR Protocol as the Burlington-Edison instructional model.

Aligned with Strategic Plan Target #1: Increase every student’s achievement through improvement of the relationship between teachers’ knowledge and skill, students’ engagement in their own learning, and academically challenging content (*Instructional Core*).

District Improvement Goal #4: Broadly communicate the district school improvement plan so it is commonly understood by all stakeholders (staff and community)

Aligned with Strategic Plan Target #2: Model and sustain a collaborative culture and common vision in which mutual trust, respect, and effective communication and involvement exists between the students, staff, and community.

District Improvement Goal #5: Continually monitor and improve the system structures of the District.

Aligned with Strategic Plan Target #3: Intentionally allocate resources to maintain and provide structures (resource allocation, staffing configurations, organizational chart) and systems (transportation, food services, maintenance/facilities) necessary to support the *Instructional Core*.

District Improvement Goal #1: By 2011, the percentage of students in the District meeting reading standards, as measured by the WASL, with no gap between the performance of students of different ethnicities and/or socio-economic status, will be 89%; 2009-2010 milestone will be 78%

Aligned with Strategic Plan Target #1: Increase every student’s achievement through improvement of the relationship between teachers’ knowledge and skill, students’ engagement in their own learning, and academically challenging content (*Instructional Core*).

Action Plans	Evidence of Implementation	Evidence of Impact
<p><u>Activity 1-1:1</u></p> <p>To ensure that all students are receiving 90 minutes of reading instruction K-3, 60 minutes of reading instruction 4 – 6 and at least one period of literacy 7 – 10 per day (or the equivalent of)</p>	<ul style="list-style-type: none"> <li>• Buildings submit their reading/literacy schedules to District Office</li> <li>• Buildings submit their reading assessment schedules to District Office</li> <li>• Following OSPI K-12 Tiered Reading Model</li> </ul>	<ul style="list-style-type: none"> <li>• Coherence amongst schools in regards to instructional minutes dedicated to reading (post on website)</li> <li>• Increase in reading scores K-12 as measured by:                             <ul style="list-style-type: none"> <li>○ Formative Assessments                                     <ul style="list-style-type: none"> <li>▪ MAP</li> <li>▪ DIBELS</li> <li>▪ Classroom Based</li> </ul> </li> <li>○ Summative Assessments</li> <li>○ State Assessment</li> </ul> </li> </ul>
<p><u>Activity 1-1:2</u></p> <p>To provide resources for teachers to support the implementation of a balanced literacy approach (with a tiered reading model)</p>	<ul style="list-style-type: none"> <li>• Inventory list of all resources on the website</li> <li>• Curriculum, ELL and Title I budget dedicated to literacy resources</li> <li>• Documentation of tiered interventions model being used (interventions are researched based and District approved)</li> </ul>	<ul style="list-style-type: none"> <li>• Increase in reading scores K-12 as measured by:                             <ul style="list-style-type: none"> <li>○ Formative Assessments                                     <ul style="list-style-type: none"> <li>▪ MAP</li> <li>▪ DIBELS</li> <li>▪ Classroom Based</li> </ul> </li> <li>○ Summative Assessments                                     <ul style="list-style-type: none"> <li>▪ State Assessment</li> </ul> </li> </ul> </li> </ul>

**District Improvement Goal #1:** By 2011, the percentage of students in the District meeting reading standards, as measured by the WASL, with no gap between the performance of students of different ethnicities and/or socio-economic status, will be 89%; 2009-2010 milestone will be 78%

**Aligned with Strategic Plan Target #1:** Increase every student’s achievement through improvement of the relationship between teachers’ knowledge and skill, students’ engagement in their own learning, and academically challenging content (*Instructional Core*).

Action Plans	Evidence of Implementation	Evidence of Impact
<p><u>Activity 1-1:3</u></p> <p>To provide professional development for all K – 10 teachers (with a focus on K-2) to support their implementation of a balanced literacy approach, including reading across the content in a tiered reading model</p>	<ul style="list-style-type: none"> <li>• Coaching from Literacy Coach, ELL instructor, Title I / LAP teacher, Instructional Coach, Literacy Cadre members at schools</li> <li>• Coaching from peers</li> <li>• On-going professional development which includes modeled classrooms, peer observations, guided practice and independent practice with support from coaches.</li> <li>• Observations from STAR Learning Walks</li> <li>• PD calendar available on website</li> <li>• Agendas and sign-in sheets from PD opportunities</li> <li>• SOAR program to assist with monitoring assessments</li> <li>• Use of collaboration model</li> </ul>	<ul style="list-style-type: none"> <li>• Increase in reading scores K-12 as measured by:               <ul style="list-style-type: none"> <li>○ Formative Assessments                   <ul style="list-style-type: none"> <li>▪ MAP</li> <li>▪ DIBELS</li> <li>▪ Classroom Based</li> </ul> </li> <li>○ Summative Assessments                   <ul style="list-style-type: none"> <li>▪ State Assessment</li> </ul> </li> </ul> </li> </ul>

**District Improvement Plan (DIP)  
30-60-90 Day Incremental Monitoring Form**

**Goal #1 – Strategic Target #1  
Activity 1-1:1 – 1-1:3**

<b>Goal 1 Activity</b>	<b>What will we have accomplished in 30 days? (Oct. 15)</b>	<b>Person Responsible</b>	<b>What will we have accomplished in 60 days? (Nov. 15)</b>	<b>Person Responsible</b>	<b>What will we have accomplished in 90 days? (Dec. 15)</b>	<b>Person Responsible</b>
1	<ul style="list-style-type: none"> <li>• Buildings provide DO schedules of literacy blocks</li> </ul>	<ul style="list-style-type: none"> <li>• Principals</li> </ul>	<ul style="list-style-type: none"> <li>• Administrators conduct walk-throughs during literacy blocks to ensure accountability</li> </ul>	<ul style="list-style-type: none"> <li>• Principals</li> </ul>	<ul style="list-style-type: none"> <li>• Documentation of tiered intervention model is being implemented</li> </ul>	<ul style="list-style-type: none"> <li>• Laurel Browning</li> <li>• K.C. Knudson</li> <li>• Michelle Darragh</li> <li>• Principals</li> </ul>
2	<ul style="list-style-type: none"> <li>• Review of Curriculum, ELL and Title I budget dedicated to literacy resources</li> </ul>	<ul style="list-style-type: none"> <li>• K.C. Knudson</li> <li>• Mischelle Darragh</li> <li>• Arturo Vivanco</li> </ul>	<ul style="list-style-type: none"> <li>• Identify and prioritize needed resources to purchase</li> <li>• Purchase needed resources from prioritize list per available funds</li> </ul>	<ul style="list-style-type: none"> <li>• K.C. Knudson</li> <li>• Mischelle Darragh</li> <li>• Arturo Vivanco</li> </ul>	<ul style="list-style-type: none"> <li>• Inventory list of literacy resources provided on website</li> </ul>	<ul style="list-style-type: none"> <li>• Michelle Darragh</li> <li>• Tracy Dabbs</li> </ul>
3	<ul style="list-style-type: none"> <li>• PD calendar developed and provided on District website</li> <li>• Common definition of what is a balanced literacy approach in a tiered model</li> </ul>	<ul style="list-style-type: none"> <li>• K.C. Knudson</li> <li>• Mischelle Darragh</li> <li>• Tracy Dabbs</li> </ul>	<ul style="list-style-type: none"> <li>• Literacy Coach, ELL instructor, Title I / LAP teacher, Instructional Coach, Literacy Cadre members at schools provide needed PD</li> </ul>	<ul style="list-style-type: none"> <li>• K.C. Knudson</li> <li>• Mischelle Darragh</li> <li>• Pam Robinette</li> <li>• Cadre Teachers</li> </ul>	<ul style="list-style-type: none"> <li>• Model classrooms identified for teachers to observe quality literacy instruction within a tiered program</li> </ul>	<ul style="list-style-type: none"> <li>• K.C. Knudson</li> <li>• Mischelle Darragh</li> </ul>

**District Improvement Plan (DIP)  
120-150-180 Day Incremental Monitoring Form**

**Annual update – February 5<sup>th</sup>**

**Goal #1 – Strategic Target #1**

**Activity 1-1:1 – 1-1:3**

<b>Goal 1 Activity</b>	<b>What will we have accomplished in 30 days? (Mar. 15)</b>	<b>Person Responsible</b>	<b>What will we have accomplished in 60 days? (Apr. 15)</b>	<b>Person Responsible</b>	<b>What will we have accomplished in 90 days? (May 15)</b>	<b>Person Responsible</b>
1						
2						
3						

**District Improvement Goal #2:** By 2011, the percentage of students in the District meeting math standards, as measured by the WASL, with no gap between the performance of students of different ethnicities and/or socio-economic status, will be 83% (2009-2010 milestone will be 75%).

**Aligned with Strategic Plan Target #1:** Increase every student’s achievement through improvement of the relationship between teachers’ knowledge and skill, students’ engagement in their own learning, and academically challenging content (*Instructional Core*).

Action Plans	Evidence of Implementation	Evidence of Impact
<p>Activity 2-1:1</p> <p>Create a district requirement of 60 minutes of using district adopted math curriculum (MEC framework) for all students in grades K-6 and one period for 7-12; including assessment calendar</p>	<ul style="list-style-type: none"> <li>• Schedules turned in that show time spent on math</li> <li>• Classroom observations/learning walk data</li> <li>• Following K-12 Reading Model for frameworks for math (tiered instruction)</li> </ul>	<ul style="list-style-type: none"> <li>• Increase in math scores K-12 as measured by:                             <ul style="list-style-type: none"> <li>○ Formative Assessments                                     <ul style="list-style-type: none"> <li>▪ MAP</li> <li>▪ District Math Assessments</li> <li>▪ Classroom Based</li> </ul> </li> <li>○ Summative Assessments                                     <ul style="list-style-type: none"> <li>▪ State Assessment</li> </ul> </li> </ul> </li> </ul>
<p>Activity 2-1:2</p> <p>Identify those students performing at levels one and two (using WASL, MAP, District Assessments) and implement a Tier Two remediation plan</p>	<ul style="list-style-type: none"> <li>• Class list of identified students with data to support decisions</li> <li>• Schedule of remediation time</li> <li>• Collaboration time agendas and minutes</li> </ul>	<ul style="list-style-type: none"> <li>• Increase in math scores K-12 as measured by:                             <ul style="list-style-type: none"> <li>○ Formative Assessments                                     <ul style="list-style-type: none"> <li>▪ MAP</li> <li>▪ District Math Assessments</li> <li>▪ Classroom Based</li> </ul> </li> <li>○ Summative Assessments</li> </ul> </li> <li>• State Assessment Students will move out of level 1 and 2 and move toward level 3 and 4 (students exit remediation classes)</li> </ul>
<p>Activity 2-1:3</p> <p>Job embedded Professional Development for P-12 to meet the diverse needs of all students (PD on differentiated instruction)</p>	<ul style="list-style-type: none"> <li>• Use of STAR</li> <li>• Use of MEC</li> <li>• Use of instructional coach</li> <li>• Use of math coach/TOSA (at HS)</li> <li>• Use of collaboration model</li> <li>• Number of people trained (STAR, MEC)</li> <li>• Classroom observation/learning walk data</li> <li>• Student achievement increases</li> </ul>	<ul style="list-style-type: none"> <li>• Increase in math scores K-12 as measured by:                             <ul style="list-style-type: none"> <li>○ Formative Assessments                                     <ul style="list-style-type: none"> <li>▪ MAP</li> <li>▪ District Math Assessments</li> <li>▪ Classroom Based</li> </ul> </li> <li>○ Summative Assessments                                     <ul style="list-style-type: none"> <li>▪ State Assessment</li> </ul> </li> </ul> </li> </ul>

**District Improvement Plan (DIP)  
30-60-90 Day Incremental Monitoring Form**

**Goal #2 – Strategic Target #1**

**Activity 2-1:1 – 2-1:3**

<b>Goal 2 Activity</b>	<b>What will we have accomplished in 30 days? (Oct. 15)</b>	<b>Person Responsible</b>	<b>What will we have accomplished in 60 days? (Nov. 15)</b>	<b>Person Responsible</b>	<b>What will we have accomplished in 90 days? (Dec. 15)</b>	<b>Person Responsible</b>
1	<ul style="list-style-type: none"> <li>Buildings provide DO schedules of math blocks</li> </ul>	<ul style="list-style-type: none"> <li>Principals</li> </ul>	<ul style="list-style-type: none"> <li>Administrators conduct walk-throughs during math blocks to ensure accountability</li> </ul>	<ul style="list-style-type: none"> <li>Principals</li> </ul>	<ul style="list-style-type: none"> <li>Documentation of tiered intervention model is being implemented</li> </ul>	<ul style="list-style-type: none"> <li>Laurel Browning</li> <li>K.C. Knudson</li> <li>Principals</li> </ul>
2	<ul style="list-style-type: none"> <li>List of students performing at Levels 1 and 2</li> <li>Tier remediation plan for students in identified in Level 1 and 2</li> </ul>	<ul style="list-style-type: none"> <li>K.C. Knudson</li> <li>Principals</li> <li>Tracy dabs</li> </ul>	<ul style="list-style-type: none"> <li>Implement plan for Tier II interventions</li> </ul>	<ul style="list-style-type: none"> <li>Principals</li> <li>K.C. Knudson</li> </ul>	<ul style="list-style-type: none"> <li>Review formative assessment data of students identified for Tier II interventions</li> </ul>	<ul style="list-style-type: none"> <li>Principals</li> <li>K.C. Knudson</li> <li>Jeff Drayer</li> </ul>
3	<ul style="list-style-type: none"> <li>PD calendar developed and provided on District website</li> </ul>	<ul style="list-style-type: none"> <li>K.C. Knudson</li> <li>Tracy Dabbs</li> </ul>	<ul style="list-style-type: none"> <li>Structured framework in place for collaboration time</li> </ul>	<ul style="list-style-type: none"> <li>Jeff Drayer</li> <li>K.C. Knudson</li> <li>Principals</li> </ul>	<ul style="list-style-type: none"> <li>Model classrooms identified for teachers to observe quality tiered program and instruction</li> </ul>	<ul style="list-style-type: none"> <li>Principals</li> <li>K.C. Knudson</li> <li>Jeff Drayer</li> </ul>

**District Improvement Plan (DIP)  
120-150-180 Day Incremental Monitoring Form**

**Annual update – February 5<sup>th</sup>**

**Goal #2 – Strategic Target #1**

**Activity 2-1:1 – 2-1:3**

<b>Goal 2 Activity</b>	<b>What will we have accomplished in 30 days? (Mar. 15)</b>	<b>Person Responsible</b>	<b>What will we have accomplished in 60 days? (Apr. 15)</b>	<b>Person Responsible</b>	<b>What will we have accomplished in 90 days? (May 15)</b>	<b>Person Responsible</b>
1						
2						
3						

District Improvement Goal #3: Implementation of the STAR Protocol as the Burlington-Edison instructional model.

Aligned with Strategic Plan Target #1: Increase every student’s achievement through improvement of the relationship between teachers’ knowledge and skill, students’ engagement in their own learning, and academically challenging content (*Instructional Core*).

Action Plans	Evidence of Implementation	Evidence of Impact
<p>3-1:1</p> <ul style="list-style-type: none"> <li>District leaders will continue to build personal and system capacity to develop knowledge and skills that ensure Powerful Teaching and Learning (STAR) practices are improving student learning in all classrooms.</li> </ul>	<ul style="list-style-type: none"> <li>Admin. continue monthly Learning Walks using STAR as a lens to influence leadership practices</li> <li>Admin. will participate in STAR training with staff members (Cohorts I, II, &amp; III)</li> <li>Admin will utilize “learning lesson template” for staff development and faculty meetings</li> <li>Schools will participate in BERC classroom audits to determine baseline to measure application of STAR strategies</li> <li>BESD will provide time/structure for STAR trained teachers to practice and build upon skills and knowledge</li> </ul>	<p>Data year 1 audit compared to data year 5 audit</p> <ul style="list-style-type: none"> <li>Years 1-5 admin will continue to develop capacity to facilitate Learning Walks</li> <li>Year 1: 20% STAR trained Year 3: 60% STAR trained Year 5: 100% of staff will be STAR trained</li> <li>Year 3: 50% of classrooms show evidence of STAR strategies (BERC audit) Year 5: 80% of classrooms will show evidence of STAR strategies (BERC audit)</li> <li>Increase in assessment data K-12 as measured by:             <ul style="list-style-type: none"> <li>Formative Assessments                 <ul style="list-style-type: none"> <li>MAP</li> <li>District Math Assessments</li> <li>Classroom Based</li> </ul> </li> <li>Summative Assessments</li> <li>State Assessment</li> </ul> </li> <li>Teacher Reflection Survey results show increase in teacher awareness and implementation of Powerful Teaching and Learning (STAR) practices to improve student learning</li> </ul>

District Improvement Goal #3: Implementation of the STAR Protocol as the Burlington-Edison instructional model.

Aligned with Strategic Plan Target #1: Increase every student’s achievement through improvement of the relationship between teachers’ knowledge and skill, students’ engagement in their own learning, and academically challenging content (Instructional Core).

Action Plans	Evidence of Implementation	Evidence of Impact
<p><u>Activity 3-1:2</u></p> <ul style="list-style-type: none"> <li>Introduce and train teachers in the use of STAR protocol as lens for identifying Powerful Teaching and Learning (PTL) strategies</li> </ul>	<ul style="list-style-type: none"> <li>List of teachers in co-hort II being trained</li> <li>List of teacher already trained</li> <li>Administrators share at Admin Council activities within their buildings that focus on teachers use of STAR</li> <li>Professional Development calendar focused on STAR (trainings, use of instructional model, Duane Baker, etc.)</li> <li>Teachers are being trained via STAR Moodle Course</li> </ul>	<ul style="list-style-type: none"> <li>Year 1: 20% STAR trained Year 3: 60% STAR trained Year 5: 100% of staff will be STAR trained</li> <li>Year 3: 50% of classrooms show evidence of STAR strategies (BERC audit) Year 5: 80% of classrooms will show evidence of STAR strategies (BERC audit)</li> <li>Teacher Reflection Survey results show increase in teacher awareness and implementation of Powerful Teaching and Learning (STAR) practices to improve student learning</li> <li>Increase in assessment data K-12 as measured by:               <ul style="list-style-type: none"> <li>Formative Assessments                   <ul style="list-style-type: none"> <li>MAP</li> <li>District Math Assessments</li> <li>Classroom Based</li> </ul> </li> <li>Summative Assessments</li> <li>State Assessment</li> </ul> </li> </ul>

**District Improvement Plan (DIP)  
30-60-90 Day Incremental Monitoring Form**

**Goal #3 – Strategic Target #1  
Activity 3-1:1 – 3-1:2**

Goal 3 Activity	What will we have accomplished in 30 days? (Oct. 15)	Person Responsible	What will we have accomplished in 60 days? (Nov. 15)	Person Responsible	What will we have accomplished in 90 days? (Dec. 15)	Person Responsible
1	Publish and implement Admin Learning Walk schedule for 2009-10	<ul style="list-style-type: none"> <li>J. Drayer</li> </ul>	Administrators will have used “learning Lesson format” for minimum of one staff meeting. Submit sample to	<ul style="list-style-type: none"> <li>Principals</li> <li>Jeff Drayer</li> </ul>	Administrators will share one “Learning Lesson “with another admin. peer generating feedback and reflection upon personal practices	<ul style="list-style-type: none"> <li>Each principal</li> <li>Jeff Drayer</li> </ul>
1	Administrators share at Admin Council those activities within their buildings that focus on STAR (things they have done with teachers)	<ul style="list-style-type: none"> <li>Principals</li> <li>District Leadership Team</li> </ul>	Administrators share at Admin Council those activities within their buildings that focus on STAR (things they have done with teachers)	<ul style="list-style-type: none"> <li>Principals</li> <li>District Leadership Team</li> </ul>	Administrators share at Admin Council those activities within their buildings that focus on STAR (things they have done with teachers)	<ul style="list-style-type: none"> <li>Principals</li> <li>District Leadership Team</li> </ul>
1	Develop principal and staff readiness to schedule classroom audits (BERC) in each school – serve as “baseline” to measure increase in use of STAR strategies to improve learning	<ul style="list-style-type: none"> <li>Jeff Drayer</li> <li>Admin Team</li> </ul>	Identify minimum of 3 schools (STAR teachers?) ready to participate in BERC classroom audit	<ul style="list-style-type: none"> <li>Jeff Drayer</li> <li>3 principals</li> </ul>	Conducted BERC audits in 3 of 6 schools; review results in January 2010	<ul style="list-style-type: none"> <li>Jeff Drayer</li> <li>3 principals</li> <li>Admin Team</li> </ul>

Goal 3 Activity	What will we have accomplished in 30 days? (Oct. 15)	Person Responsible	What will we have accomplished in 60 days? (Nov. 15)	Person Responsible	What will we have accomplished in 90 days? (Dec. 15)	Person Responsible
2	Provide list of Co-hort I teachers	<ul style="list-style-type: none"> <li>Principals</li> </ul>	Co-hort I start Moodle training course	<ul style="list-style-type: none"> <li>Pam Robinette</li> <li>Tracy Dabbs</li> <li>Beth VanderVeen</li> </ul>	Check-in with Co-hort I teachers about Moodle Course progress	<ul style="list-style-type: none"> <li>Beth VanderVeen</li> <li>Jeff Drayer</li> </ul>
2	Create structure to support continued learning / practice for Cohort I STAR trained staff	<ul style="list-style-type: none"> <li>Jeff Drayer</li> <li>K.C. Knudson</li> <li>Pam Robinette</li> </ul>	Plan/conduct first opportunity for STAR trained staff to practice/deepen learning	<ul style="list-style-type: none"> <li>Jeff Drayer</li> <li>K.C. Knudson</li> <li>Pam Robinette</li> </ul>	Begin recruitment for Cohort II STAR Training (5 per school)	<ul style="list-style-type: none"> <li>Jeff Drayer</li> <li>K.C. Knudson</li> <li>Pam Robinette</li> </ul>
2	Provide resources for teachers to support the implementation of STAR for Co-hort I	<ul style="list-style-type: none"> <li>Jeff Drayer</li> <li>K.C. Knudson</li> <li>Pam Robinette</li> <li>Beth VanderVeen</li> </ul>	October 16 Learning Improvement Day all K-12 teachers trained/introduced to STAR (morning training for teachers' afternoon teachers collaborate on own)	<ul style="list-style-type: none"> <li>Jeff Drayer</li> <li>K.C. Knudson</li> <li>Pam Robinette</li> <li>Beth VanderVeen</li> </ul>	Review of STAR Professional Development calendar  Review of resources available to teachers	<ul style="list-style-type: none"> <li>Jeff Drayer</li> <li>K.C. Knudson</li> <li>Pam Robinette</li> <li>Beth VanderVeen</li> </ul>

**District Improvement Plan (DIP)  
120-150-180 Day Incremental Monitoring Form**

**Annual update – February 5<sup>th</sup>**

**Goal #3 – Strategic Target #1**

**Activity 3-1:1 – 3-1:2**

<b>Goal 3 Activity</b>	<b>What will we have accomplished in 30 days? (Mar. 15)</b>	<b>Person Responsible</b>	<b>What will we have accomplished in 60 days? (Apr. 15)</b>	<b>Person Responsible</b>	<b>What will we have accomplished in 90 days? (May 15)</b>	<b>Person Responsible</b>
1						
2						

<p><u>District Improvement Goal #4: Actively engage parents and community in District Improvement.</u></p>		
<p><u>Aligned with Strategic Plan Target #2: Model and sustain a collaborative culture and common vision in which mutual trust, respect, and effective communication and involvement exists between the students, staff, and community.</u></p>		
Action Plans	Evidence of Implementation	Evidence of Impact
<p><u>Activity 4-2:1</u></p> <p>Broadly communicate the District Strategic Plan and District Improvement Plan so it is commonly understood by all stakeholders (parents, community and staff members)</p>	<ul style="list-style-type: none"> <li>• Electronic communications                             <ul style="list-style-type: none"> <li>○ District website</li> <li>○ E-mail</li> <li>○ YouTube</li> <li>○ Facebook</li> </ul> </li> <li>• Print communications                             <ul style="list-style-type: none"> <li>○ Newspaper</li> <li>○ District Newsletter</li> </ul> </li> <li>• Staff Meetings</li> </ul>	<ul style="list-style-type: none"> <li>• Bond and Levy passage</li> <li>• Feedback</li> </ul>
<p><u>Activity 4-2:2</u></p> <p>Home Visitor position</p>	<ul style="list-style-type: none"> <li>• Position filled/hired</li> <li>• Activity log of Home Visitor</li> <li>• Frequently scheduled parent meetings</li> </ul>	<ul style="list-style-type: none"> <li>• Attendance at parent meetings increased</li> </ul>
<p><u>Activity 4-2:3</u></p> <p>Parents and Community Members actively engaged in developing and reviewing district documents</p>	<ul style="list-style-type: none"> <li>• Sign-in sheets at meetings</li> </ul>	<ul style="list-style-type: none"> <li>• Bond and Levy passage</li> <li>• Feedback</li> <li>• CPR compliance report</li> </ul>

**District Improvement Plan (DIP)  
30-60-90 Day Incremental Monitoring Form**

**Goal #4 – Strategic Target #2  
Activity 4-2:1 – 4-2:3**

<b>Goal 4 Activity</b>	<b>What will we have accomplished in 30 days? (Oct. 15)</b>	<b>Person Responsible</b>	<b>What will we have accomplished in 60 days? (Nov. 15)</b>	<b>Person Responsible</b>	<b>What will we have accomplished in 90 days? (Dec. 15)</b>	<b>Person Responsible</b>
1	<ul style="list-style-type: none"> <li>Strategic Plan and District Improvement Plan on District website</li> </ul>	<ul style="list-style-type: none"> <li>Jeff Drayer</li> <li>Asher Cohen</li> </ul>	<ul style="list-style-type: none"> <li>Create list of ways to effectively communicate Strategic Plan and DIP to community</li> </ul>	<ul style="list-style-type: none"> <li>Laurel Browning</li> <li>Jeff Drayer</li> <li>K.C. Knudson</li> </ul>	<ul style="list-style-type: none"> <li>From created list, begin communication of Strategic Plan and DIP</li> </ul>	<ul style="list-style-type: none"> <li>Laurel Browning</li> <li>Jeff Drayer</li> <li>K.C. Knudson</li> </ul>
2	<ul style="list-style-type: none"> <li>Home Visitor Coordinator position hired and responsibilities outlined</li> </ul>	<ul style="list-style-type: none"> <li>Jeff Drayer</li> <li>Arturo Vivanco</li> </ul>	<ul style="list-style-type: none"> <li>Schedule of parent meeting developed</li> </ul>	<ul style="list-style-type: none"> <li>Jill Pettersen</li> </ul>	<ul style="list-style-type: none"> <li>Seek input from parents/community members about resources/support they feel beneficial</li> </ul>	<ul style="list-style-type: none"> <li>Jill Pettersen</li> </ul>
3	<ul style="list-style-type: none"> <li>Create a comprehensive list of committees/groups that parent and community group representation is needed</li> </ul>	<ul style="list-style-type: none"> <li>Laurel Browning</li> <li>Jeff Drayer</li> <li>K.C. Knudson</li> <li>Principals</li> </ul>	<ul style="list-style-type: none"> <li>Set dates for committee meetings identified</li> </ul>	<ul style="list-style-type: none"> <li>Jeff Drayer</li> <li>K.C. Knudson</li> <li>Principals</li> </ul>	<ul style="list-style-type: none"> <li>Set date to review work of the District Self-Assessment Team</li> </ul>	<ul style="list-style-type: none"> <li>Laurel Browning</li> <li>Jeff Drayer</li> </ul>

**District Improvement Plan (DIP)  
120-150-180 Day Incremental Monitoring Form**

**Annual update – February 5<sup>th</sup>**

**Goal #4 – Strategic Target #2**

**Activity 4-2:1 – 4-2:3**

<b>Goal 4 Activity</b>	<b>What will we have accomplished in 30 days? (Mar. 15)</b>	<b>Person Responsible</b>	<b>What will we have accomplished in 60 days? (Apr. 15)</b>	<b>Person Responsible</b>	<b>What will we have accomplished in 90 days? (May 15)</b>	<b>Person Responsible</b>
1						
2						
3						

District Improvement Goal #5: Continually monitor and improve the system structures of the District.

Aligned with Strategic Plan Target #3: Intentionally allocate resources to maintain and provide structures (resource allocation, staffing configurations, organizational chart) and systems (transportation, food services, maintenance/facilities) necessary to support the *Instructional Core*.

Action Plans	Evidence of Implementation	Evidence of Impact
<p><u>Activity 5-3:1</u></p> <p>SOAR program enhanced</p>	<ul style="list-style-type: none"> <li>• Increase in teacher and administrator use of SOAR program</li> <li>• Increase in the number of outside districts purchasing SOAR program</li> <li>• Develop Family Access component</li> </ul>	<ul style="list-style-type: none"> <li>• Increase in student achievement as measured by formative (district assessments, MAP, DIBELS) and summative assessments (state assessment)</li> <li>• Increase revenue for the District</li> </ul>
<p><u>Activity 5-3:2</u></p> <p>Monitoring of all aspects of the District budget</p>	<ul style="list-style-type: none"> <li>• Administration reviewing budget documents</li> <li>• Budget committee participation increase</li> <li>• Budget committee meeting agenda and minutes</li> <li>• Grant applications</li> <li>• Increase in meals provided by food service</li> <li>• Monitoring of the physical plant (facilities) of the District Auxiliary Services Department monitoring work orders (repair orders)</li> </ul>	<ul style="list-style-type: none"> <li>• Increase in funding for the District</li> <li>• Broader understanding of school/educational budgeting process</li> <li>• Reduction of safety issues reported to Safety Committee</li> </ul>

**District Improvement Plan (DIP)  
30-60-90 Day Incremental Monitoring Form**

**Goal #5 – Strategic Target #3  
Activity 5-3:1 – 5-3:2**

<b>Goal 5 Activity</b>	<b>What will we have accomplished in 30 days? (Oct. 15)</b>	<b>Person Responsible</b>	<b>What will we have accomplished in 60 days? (Nov. 15)</b>	<b>Person Responsible</b>	<b>What will we have accomplished in 90 days? (Dec. 15)</b>	<b>Person Responsible</b>
1	<ul style="list-style-type: none"> <li>Special Programs component of SOAR completed for use</li> </ul>	<ul style="list-style-type: none"> <li>Asher Cohen</li> </ul>	<ul style="list-style-type: none"> <li>Expansion of teacher strategies/resources available on SOAR</li> <li>Additional districts review SOAR to purchase</li> </ul>	<ul style="list-style-type: none"> <li>Asher Cohen</li> <li>Tracy Dabbs</li> </ul>	<ul style="list-style-type: none"> <li>Review of SOAR system usage; survey teachers &amp; administrators</li> <li>Complete Family Access component</li> </ul>	<ul style="list-style-type: none"> <li>Asher Cohen</li> <li>Tracy Dabbs</li> </ul>
2	<ul style="list-style-type: none"> <li>Don Vennetti speak with principals about increasing food service meals</li> <li>Research attendance polices</li> <li>Review maintenance work order process</li> </ul>	<ul style="list-style-type: none"> <li>Don Vennetti</li> <li>Joe Stewart</li> <li>Jeff Drayer</li> <li>John Leander</li> </ul>	<ul style="list-style-type: none"> <li>Review of food service meals served; compare prior year’s data</li> <li>Review absenteeism rate</li> <li>Create survey from Auxiliary Services to customers</li> </ul>	<ul style="list-style-type: none"> <li>Don Vennetti</li> <li>Joe Stewart</li> <li>Jeff Drayer</li> <li>John Leander</li> <li>Asher Cohen</li> <li>Dan Vermulm</li> </ul>	<ul style="list-style-type: none"> <li>Budget Committee formed and meeting dates set</li> <li>Review of expenditures to date vs. budget</li> <li>Review wellness programs(s)</li> <li>Develop timeline to submit Auxiliary Service Customer Survey</li> </ul>	<ul style="list-style-type: none"> <li>Joe Stewart</li> <li>Jeff Drayer</li> <li>John Leander</li> <li>Asher Cohen</li> </ul>

**District Improvement Plan (DIP)  
120-150-180 Day Incremental Monitoring Form**

**Annual update – February 5<sup>th</sup>**

**Goal #5 – Strategic Target #3  
Activity 5-3:1 – 5-3:2**

<b>Goal 5 Activity</b>	<b>What will we have accomplished in 30 days? (Mar. 15)</b>	<b>Person Responsible</b>	<b>What will we have accomplished in 60 days? (Apr. 15)</b>	<b>Person Responsible</b>	<b>What will we have accomplished in 90 days? (May 15)</b>	<b>Person Responsible</b>
1						
2						