Burrillville School District Strategic Plan
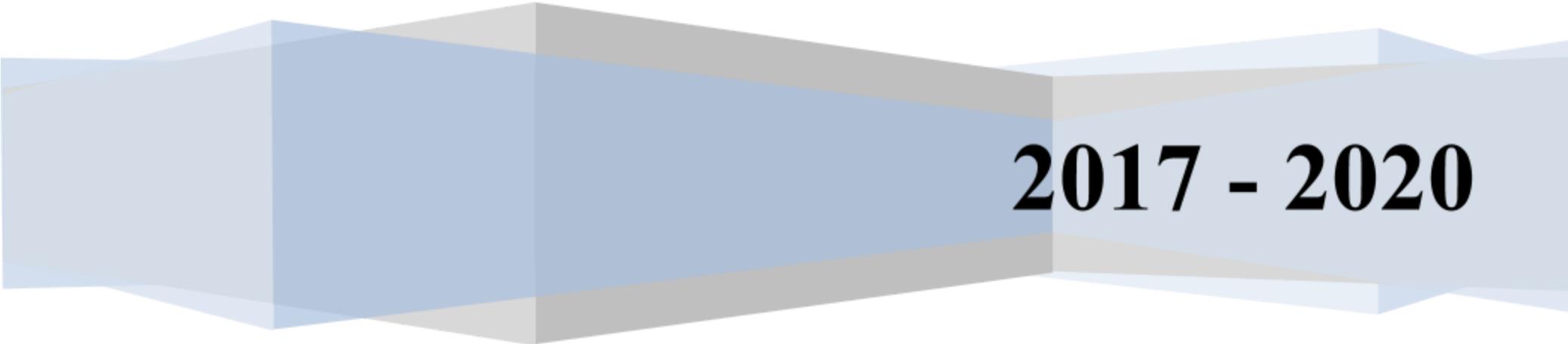
2017 - 2020

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This plan was developed by Burrillville's administrators, teachers, parents, students, and community members, whose collaborative work enabled us to capture our best thinking. Many thanks to the following contributors:

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Burrillville School District Mission Statement

"The mission of the Burrillville School District is to provide a high quality education to all students in a secure, nurturing environment in which all are challenged to reach their full potential as lifelong learners, responsible citizens and contributing members of society, recognizing its role as the education center of our unique and evolving community."

Vision

The Burrillville School District embraces the philosophy of shared leadership as a means of building and sustaining a culture that ensures high and equitable outcomes for all learners.

Shared leadership is defined as a collective accountability for the relentless pursuit of excellence in teaching and learning that is built upon trust and transparency. It is achieved and sustained through persistent collaborative efforts; reflective analysis of data; authentic student-focused conversations; and cultivation of growth mindset among students, teachers, and families.

Beliefs

The Burrillville School District believes…

1. **All** students can learn.

1. **All** students have the right to be taught by highly effective teachers to achieve high standards.

2. **All** students need the support of other students, families, community members and school staff to achieve high standards and develop a love of learning.

3. **All** students must continue to learn in order to compete in the world marketplace.

4. **Each** student and staff member is a valued member of a school community that honors the following code of conduct: *Be respectful, responsible, and ready to learn.*

5. **Each** student and staff member, though diverse in ability and interest, maintains high expectations of themselves and others.

Goals

The Burrillville School District is committed to:

➢ **Leading** the focus on learning and achievement so that all students can reach their full potential.

➢ **Recruiting** exceptional staff and supporting continuous professional growth through focused professional development.

➢ **Implementing** a standards-based curriculum; cultivating instructional instruction that utilizes best practices; and assessing the needs of individual students to drive instructional practice and strategic change

➢ **Engaging** families and community members as partners in the work of educating all students.

➢ **Collaborating** with families and the community to improve communication and promote student achievement.

➢ **Fostering** a safe and supportive learning environment by ensuring that all policies related to school safety and culture are updated annually and founded on research-based practices.

➢ **Developing** and maintaining a budget that allocates resources to provide both students and staff with the opportunity to achieve to their highest levels high and equitable outcomes.

Frequently Used Educational Acronyms

AAGSE	Alternate Assessment Grade Span Expectations	NECAP	New England Common Assessment Program
AYP	Adequate Yearly Progress	PARCC	Partnership for the Assessment of Readiness for College and Careers
BEP	Basic Education Plan	PBGR	Proficiency Based Graduation Requirement
BSD	Burrillville School Department	PBIS	Positive Behavior Interventions and Supports
BTA	Burrillville Teachers' Association	PD	Professional Development
CCA	Common Course Assessment	PLP	Personal Literacy Plan
CCSS	Common Core State Standards	PTO/PTF	Parent Teacher Organization/Parent Teacher Forum
CIP	Capital Improvement Plan	RIAA	Rhode Island Alternate Assessment
DIBELS	Dynamic Indicators of Basic Early Literacy Skills	RIC	Rhode Island College
DRA	Developmental Reading Assessment	RIDE	Rhode Island Department of Education
DRP	Degrees of Reading Power	RIPIN	Rhode Island Parent Information Network
EHSP	Environmental Health and Safety Plan	RIPIRC	Rhode Island Parent Information Resource Center
ELA	English Language Arts	RIRAL	Rhode Island Regional Adult Learning
ESY	Extended School Year	RtI	Response to Intervention
GLE	Grade Level Expectations	RTTT	Race to the Top
GSE	Grade Span Expectations	SGP	Student Growth Profile
IEP	Individual Educational Plan	SIS	Student Information System
ILP	Individual Learning Plan	SIT	School Improvement Team
LEA	Local Educational Agency	UCOA	Uniform Chart of Accounts
NEASC	New England Association of Schools and Colleges		

Burrillville School Department Strategic Plan
Part One: Teaching and Learning

By the end of the 3 year period, the following policies, practices, and other capacities will be established:
- **MTSS (Multi-Tiered Support System) is a clearly articulated, well-established, systemic, and consistent practice across all grade levels and content areas, where district leaders routinely support teachers in the analysis of assessment data and self-reflection in order to meet the needs of their diverse learners.**
- **Consistent and collaborative disaggregation and dissemination of state and local data, including data from Universal Screenings, will be utilized to drive instruction decision-making a means to identifying systemic patterns of strengths and areas of weakness in order to meet the needs of all learners.**
- **All curricula areas will be implemented with fidelity, and will be monitored continuously to meet the needs of all learners.**
- **The district infrastructure will value and sustain a vibrant learning culture which promotes teacher empowerment through collaboration, reflection, and refinement of pedagogical practice.**
- **District initiatives will be re-visited in order to refine, problem-solve, and celebrate successes as we progress toward our goal of high performance expectations for all staff and students.**
- **Understanding that the physical environment can encourage or hinder learning, the district leaders will work closely with the Facilities Director to keep him apprised of any situations that need attention.**
- **Teachers will have professional development on the understanding and use of formative and summative assessments, how to analyze data, and how to use this information to inform instruction.**

By the end of this school year (or some similar short-term time), the following results will be achieved:
- **MTSS (Multi-Tiered Support System) will be in place throughout each school through the use of district guidelines and protocols**
- **Changes to building schedules will be in place in order to support increased teacher meeting time**
- **Curriculum will be reviewed and revised as necessary**
- **Dedicated time for teachers to meet will be reviewed and changed as necessary**
- **District data will be reviewed, discussed, and made available for decision-making**

Strategic Objective: Instruction and Support Services

Goals	Action steps to support achievement of goals.	Persons responsible for completing each major step or event.	Resources (time, people, and money) dedicated to each major step or event.	Completion date for each action step.
Step 1: Curriculum is implemented with fidelity and instruction is consistently monitored to accommodate individual student's learning style and developmental readiness to improve student outcomes.	● Instructional rounds will be implemented in each school to occur on a monthly basis to include teachers and administrators.	Leadership Team and Teachers	● Dedicated Time (Scheduling) ● Substitute coverage for teachers to participate & debrief ● Funding for training on instructional rounds	December 2018
Step 2: Given a Universal Screener, all schools will engage in consistent data reviews to accurately identify students in need of additional support and to ensure implementation of timely interventions as well as opportunities for enrichment.	● Purchase & train personnel on universal screening tool ● Protocols for monthly grade-level/team data meetings	Director of Curriculum	● Funding for District-wide universal screening tool ● Funding for PD ● Committee to create to protocols	Fall 2018
Step 3: Implement research-based teaching strategies, intervention strategies and specialized instruction to meet the needs of all students.	● PD on research-based teaching strategies. ● Review/Revise/Create guides for intervention strategies for Reading, Writing & Math	Director of Curriculum & Director of Pupil Personnel Services	● Funding for PD ● Funding for additional intervention materials ● Time for a committee to meet and review the current guides and possibly funding for substitute teachers.	January 2019

Evaluation:

Formative Evaluation: What evidence will we use to evaluate the progress we are making towards this result?
- Observations
- Review of Individual Educational Plans and 504 Plans
- Grade level and vertical team meetings/discussions
- Teacher/Parent meetings

Summative Evaluation: What evidence will we use to evaluate the progress we will have made at the end of our timeline?
- Data/Assessment review/Student work samples
- MTSS Intervention documentation

Strategic Objective: Professional Development, Curriculum, and Assessment				
Goals	**Action steps to support achievement of goals.**	**Persons responsible for completing each major step or event.**	**Resources (time, people, and money) dedicated to each major step or event.**	**Completion date for each major step or event.**
Goal 1: District Policy supports alignment of curriculum, instruction and assessment with state standards with explicit emphasis on alignment and progress monitoring. (C&A)	● Yearly review and revision of curriculum, instruction, and assessment policies to ensure alignment.	● Superintendent ● School Committee ● Central Office Administration	● Current curriculum, instruction, and assessment policies	● Annually
Goal 2: Maintain all curricula areas to ensure that they remain aligned to district, state, and national standards, and continue to be of sufficient rigor. (C&A)	● Review and update curriculum and assessments to ensure that all curricula are based upon appropriate standards, are aligned vertically and horizontally, and are of sufficient rigor.	● Director of Curriculum, Instruction, and Assessment ● Principals ● Lead Teachers ● Curriculum Leaders ● Content Area Teachers	● Time to complete review and make necessary revisions ● Engage staff as necessary to review and revise	● Annually
Goal 3: Provide time for teachers to meet internally, vertically, and across schools for increased collaboration surrounding curriculum and assessment, best practices, looking at student work, and informing instruction. (C, A, PD)	● Use of common planning time, district and school professional development days ● Secure substitutes to support these processes as necessary	● Director of Curriculum, Instruction, and Assessment ● Building Principals ● Curriculum Leaders ● Content Area Teachers	● Current curriculum PK-12 ● Assessments ● Best practices ● Student work samples	● Monthly or annually, depending on purpose

Goal 4: Consider altering the school calendar to provide for a monthly early release day to provide time for teachers to participate in professional development opportunities in support of increasing student achievement. (PD)	● Form committee to delineate pros and cons of calendar alteration ● Prepare proposal for changes ● Gather information and input from other RI districts that have implemented the early release model ● Consider parental options for child-care	● Leadership team ● Union representatives ● School Committee ● Parent	● 2018-2019 school calendar ● research in support for and against calendar adjustment	● Proposal completion by 10/15/17
Goal 5: Provide professional development to teachers and principals on the use of summative and formative data to make decisions about the effectiveness of programs, school performance, district performance, teacher instruction, and the individual needs of students.	● RIDE professional development on understanding and use of data ● Provide district and school opportunities to analyze data ● Evaluate programs based on data and teacher input annually	● Director of Curriculum, Instruction, and Assessment ● Building Principals ● Outside consultants ● RIDE	● Professional Development, common planning time ● Online assessment software and student data management systems	● Ongoing through 2020
Goal 6: Ensure that all teachers understand how to analyze data and utilize this information to inform instruction and to identify individual student need. (A, PD)	● Review and score student work collaboratively ● Meet with MTSS team regarding student need and create plan for success, including home/school connection	● Teachers ● Building Administrators ● Parents ● Reading Specialists ● Title I Interventionists	● All educational data ● Attendance data ● Behavioral/Social/Emotional data	● Ongoing

Goal 7: Work with all staff and faculty toward a growth-mindset through multiple professional development opportunities (i.e., book studies, webinars, consultants) in order to move from better to best and from good to great. (PD)	● Enhance district and school culture through professional opportunities on growth mindset ● Consider outside consultants as a means of guiding the growth of increased culture ● Create a list of opportunities for professional growth and knowledge	● District leaders ● Building administrators ● Teachers ● Consultants	● Consultants ● Literature/Books/Articles ● AudioBooks ● Webinars	● Ongoing

Evaluation:

Formative Evaluation: What evidence will we use to evaluate the progress we are making towards this result?
- Frequent review of curriculum to ensure alignment to standards
- Review of policies for revision as necessary
- Increased use of data to inform instruction
- MTSS data and documentation

Summative Evaluation: What evidence will we use to evaluate the progress we will have made at the end of our timeline?
- Participation in Professional Development opportunities
- MTSS Documentation indicating that district protocols are being adhered to in support of increasing student achievement
- Change in building schedules to accommodate time for Professional Development
- Evidence of an increase in internal, vertical, and cross-school meetings
- Sharing best practices

Strategic Objective: Technology/Blended Learning				
Goals	**Action Steps to support achievement of goals.**	**Persons responsible for completing each major step or event.**	**Resources (time, people, and money) dedicated to each major step or event.**	**Completion date for each major step or event.**
Goal: Ensure that every student has a Chromebook/tablet available to support student learning. Establish a replacement cycle for district hardware and resources. Each classroom will have an LCD projector, document camera and the ability to connect to the teacher Chromebook.	● Provide chromebooks/tablets to all students. ● Replace outdated/broken technology to insure continuation of all students having access. ● Provide a classroom LCD and camera to all teachers. ● Provide furniture conducive to a blended learning environment including power sources.	Administration Technology Director	● Money for chromebooks/tablets ● Money for replacement technology ● Money for wiring classrooms to support projector ● Money for chromecasts ● Money for furniture	● EOY 2018 ● Ongoing
Goal 2: Establish building-level "experts"/resources around key technological tools, applications, integration.	● Recruit current blended classroom teachers to train other teachers. ● Update district website with blended learning tools and establish PD to use the resources on the website. ● Expand the resources on the website to include videos of blended classrooms. ● Establish building schedules that encourage classroom visits (Teacher x is using tech y on day z) ● In year 1, establish mentors in order to double the number of blended learning classrooms. ● In year 2, double the number of mentors to more than double the number of blended classrooms.	Lead teachers, Principals, Curriculum Director, Technology Director	● Time for people to meet (grade level, across grades and between buildings) ● Time for people to visit classrooms in and outside of the district ● Subs for classroom visits ● Video-taped classes ● Update website	● 2017-2018 ● 2017-2018 ● 2018-2019

Goal 3: Transition the classroom to offer increased student choice, student activity in class, project based learning, student collaboration, differentiation within lessons, small group instruction and learning that extends beyond the classroom walls and beyond the class day.	• Encourage classroom visits within the district and outside of the district. • Provide PD around technology tools (Edpuzzle, Screencasting, playlists, GoFormative, etc). • Utilize "Tech Slams" in monthly faculty meetings to encourage collaboration and sharing of ideas. • Provide PD around effective classroom models (Station rotation, Flex model, Workshop model, collaborative learning among students) • Provide PD around increasing student choice and project based activities.	Curriculum Director Principals Lead Teachers Teachers	• Time to plan • Time to learn options • Time to discuss successes and pitfalls • Mentors	• Ongoing

Evaluation:

Formative Evaluation: What evidence will we use to evaluate the progress we are making towards this result?
- There is a schedule for replacing technology and outdated technology is gradually replaced.
- Blended learning mentors are established in every building.
- Double the amount of teachers are using a blended learning model.
- Website is redesigned to include blending learning tools and videos.
- Faculty meetings and professional development days offer opportunities to learn how to effectively use technology in the classroom.
- Faculty meetings and professional development days offer opportunities to learn effective classroom models.

Summative Evaluation: What evidence will we use to evaluate the progress we will have made at the end of our timeline?
- Every student has a Chromebook/tablet.
- Every teacher has an LCD projector and document camera.
- Classroom furniture is conducive to a blended learning environment.

Burrillville School Department Plan

Part 2: Culture & Climate / Safe and Supportive Schools

By the end of the 3 year period….
- **Multi-tiered System of Supports (MTSS) will be defined district wide, with policy and guidance developed. Schools will implement MTSS teams and utilize research and best practice to improve school culture and climate**
- **Community of Practice/ Culture of Change: The school community will continue to promote collaboration and best practices in teaching and learning**
- **Shared Leadership: The district will continue to promote the use of shared leadership among administration, teacher leaders, and teachers.**
- **Personalized Learning: The school community will create opportunities for students to engage in a personalized learning experience throughout their PK-12 career.**

By the end of this year…..
- **Each building will establish a MTSS team to review student performance, identify struggling students, and provide interventions where necessary**
- **Shared leadership practices, including instructional rounds, will be facilitated among department and curriculum leads**
- **Schools will continue to explore ways to increase personalization through the use of ILPs, scheduling at the secondary level, and post-secondary planning**

Strategic Objectives				
Goal	**Action Steps**	**Responsibility**	**Resources Needed**	**Completion Date**
Multi-Tiered System of Supports (MTSS) (PBIS/ RtI): MTSS will be defined district wide, with policy and guidance developed. Schools will implement MTSS teams and utilize research and best practice to improve school culture and climate.	● Schools to develop teams that address both PBIS and RtI needs of students ● Teams will work collaboratively to address academic, behavioral and social-emotional needs of students ● Employ a universal screening and data monitoring process to ensure that all student needs are being effectively addressed. ● Create scheduling opportunities to promote intervention and enrichment opportunities. ● Schools will utilize a district wide data collection system via Skyward	MTSS Teams Principals Teachers Staff Members	● Skyward ● Time for teams to meet ● Resources for acknowledgement system (paper and prizes) ● Professional development for staff on how to effectively progress monitor the interventions that are being provided	● End of 2017-2018 school year ● Ongoing

Shared Leadership: The district/ schools will employ shared leadership among staff and administration	• The district/schools will research and implement strategies to develop shared leadership among all stakeholders throughout the district. • At the high school level, BHS will work to incorporate student input on school-based decisions • Increase the opportunity for grade/team level and subject specific leaders to engage in professional development together • Increase the efficiency and effectiveness of all collegial meetings • Schools to engage in "learning walks" within the district and in other districts/schools	Administration Department Leaders Curriculum Leads Teachers High school students	• Time to meet • Funding for PD for instructional rounds • Time to conduct instructional rounds and debrief • Common Planning Time	• End of 2017-2018 school year • Ongoing
Community of Practice/Culture of Change: The school community will continue to promote collaboration and best practices in teaching and learning	• Schools will increase collaboration on school-based initiatives for best practices • Increase the opportunities for vertical alignment across all schools • Increase the efficiency and effectiveness of all collegial meetings • Schools will create opportunities for teachers to observe each other and give/receive feedback	Administration Department Leaders Curriculum Leads Teachers	• Time to meet • Funding for Professional Development • Common Planning Time	• Ongoing

Personalized Learning: The school community will create opportunities for students to engage in a personalized learning experience throughout their PK-12 career.	● Schools will research opportunities to allow for personalized learning environments ● Schools will help students to understand their own style of learning to promote maximum personal achievement ● Schools will work with students to research, investigate and prepare for their post-secondary goals	Administration Department Leaders Curriculum Leads Teachers Guidance Counselors	● ILPs ● Transition Assessments	● Ongoing

Evaluation

Formative Evaluation: What evidence will we use to evaluate the progress we are making towards this result?
- Observations
- MTSS Meetings
- Review of student data (grades, common assessments, formative assessments, etc…)
- Review of IEPs/ ILPs
- Meeting Minutes

Summative Evaluation: What evidence will we use to evaluate the progress we will have made at the end of our timeline?
- Data/Assessment review/Student progress
- Participation in Professional Development
- Evidence of Teacher Leaders

Burrillville School Department Strategic Plan

Part 3: Family and Community Involvement

By the end of the 3 year period….
- **The school committee and district staff will actively work together to involve families and the community in promoting student achievement, community-wide leadership, and input on decision making.**
- **The district communicates directly with families and the community concerning learning expectations, available resources, student outcomes, and the quality of schools and teachers.**
- **The district ensures that opportunities are provided to foster collaboration and partnerships among schools, parents and the community to improve student achievement and school performance.**
- **Recognizing a diverse learning community, the superintendent and central office will actively support schools in working effectively with families and the community in promoting the success of all learners.**

By the end of this year…..
- **Family & community digital notifications (Student Information System, Remind, Twitter, Facebook, Instagram) will improve by at least 10% across the district and in each school.**

Strategic Objectives

Goal	Action Steps	Responsibility	Resources Needed	Completion Date
The school committee and district staff will actively work together to involve families and the community in promoting student achievement, community-wide leadership, and input on decision making.	● Create and communicate a clear, shared vision for home-school-community collaboration and sharing of information.	Superintendent School Committee Principals Teachers	● Time to collaborate ● Mass notification system	● Ongoing
The district communicates directly with families and the community concerning learning expectations, available resources, student outcomes, and the quality of schools and teachers.	● Using multiple communication strategies and contexts, ensure parent involvement in curriculum design, student learning plans, school improvement and school decisions.	Central Office Administrators Principals Teachers	● Planning time ● Mass notification system	● Ongoing

The district ensures that opportunities are provided to foster collaboration and partnerships among schools, parents, and the community to improve student achievement and school performance.	● Develop and strengthen community partnerships that provide opportunities for student internships and projects, linking learning to post-secondary outcomes.	Guidance staff Proficiency Based Graduation Requirements (PBGR) Coordinator School to Career Coordinator	● Time to collaborate	● Ongoing
Recognizing a diverse learning community, the superintendent and central office will actively support schools in working effectively with families and the community in promoting the success of all learners.	● Staff and administration at all levels (K-12) effectively apply strategies resulting in meaningful parent and community involvement, promoting a culture of acceptance and collaboration.	Administrators/staff School Improvement Teams Parent Organizations Town Officials Positive Behavior Interventions and Supports (PBIS) Burrillville Police Department	● Time to collaborate	● Ongoing

Evaluation

Formative Evaluation
- Ongoing communication between and amongst the superintendent, school committee, principals, teachers and the community through websites, newsletters, publications and mass notification system broadcasts
- Examples of notifications, invitations and announcements; meeting notes; school and district newsletters

Summative Evaluation
- Annual school, district and/or statewide parent surveys

Burrillville School Department Plan

Part 4: Infrastructure / Technology

The Facilities, Technology, and Business departments will collaborate with various stakeholders to develop and implement a series of assessments to define the infrastructure and technology roadmap of the Burrillville School Department.

By the end of the 3 year period….
- **the Facilities Department will complete prioritized recommendations from the Facility Condition Assessment**
- **the Technology Department will complete prioritized recommendations from the Technology Health Assessment**
- **allocate resources effectively and efficiently to ensure a safe learning environment, as well as continue to promote a blended learning community**

By the end of this year…..
- **the Facilities Department will conduct a Facility Condition Assessment and review of all buildings and grounds**
- **the Facilities Department will review the Facility Condition Assessment and plan the execution of the priority recommendations**
- **the Technology Department will conduct a Technology Health Assessment and review of all IT infrastructure**
- **the Technology Department will review the assessment and plan the execution of the priority recommendations**

Strategic Objectives

Goal	Action Steps	Responsibility	Resources Needed	Completion Date
Improve the district's use of technology.	● Technology Department conducts a Technology Health Assessment of district IT assets and infrastructure	Technology Department Infrastructure/Tech Subcommittee; Facilities Department Building Administrators Superintendent School Committee	● Time ● Funding	● Ongoing
	● Provide technology resources to grow the district's blended learning initiative	Technology Committee Building Administrators	● Funding	● Ongoing
	● Explore the expansion of the district's safety, security, and communication measures	Technology Director Facilities Director Building Administrators School Committee Superintendent	● Funding	● Ongoing

Improve the facilities of the Burrillville School Department	● Facilities Department conducts a Facility Condition Assessment of campus buildings in order to evaluate and document projects to be identified in the School Department Facilities Plan	Facilities Director Technology Director Superintendent School Committee Building Committee Business Manager	● Time	● June 30, 2018
	● Facilities Department conducts a Facility Condition Assessment of campus buildings in order to evaluate and document the level of deferred maintenance	Facilities Director Technology Director Superintendent School Committee Building Committee Business Manager	● Time	● June 30, 2018
Continuously monitor and improve the safety and security of all facilities, staff, and students	● Review and update Safety/Emergency Operations plan	Facilities Director; Building Administrators; Superintendent; School Committee; Local Emergency officials	● Time	● Ongoing
	● Collaborate with Town/School officials and Rhode Island Department of Education to ensure proper funding allocations	Superintendent; School Committee; Town Council; Central Office Administrators	● Time	● Ongoing
	● Resources will be allocated to ensure adequate staffing levels are maintained to provide a safe and conducive learning environment	Superintendent; School Committee; Central Office Administrators	● Time	● Ongoing

Evaluation

Formative Evaluation
- The Technology Health Assessment will be completed when a vendor is selected to perform the assessment, the recommendations have been reviewed and prioritized, and the projects are addressed and/or completed.
- The expansion of technology to support the district's blended learning initiative will be continually reviewed and updated by the district's Technology Committee, as needed.
- The Facility Condition Assessments will be completed when a Building Committee is formed and reviews the assessments, who will make recommendations.

Summative Evaluation
- The action plan will be considered successful with the completion of the facility/technology assessment plans, and the prioritized recommendations have been addressed and/or completed.