

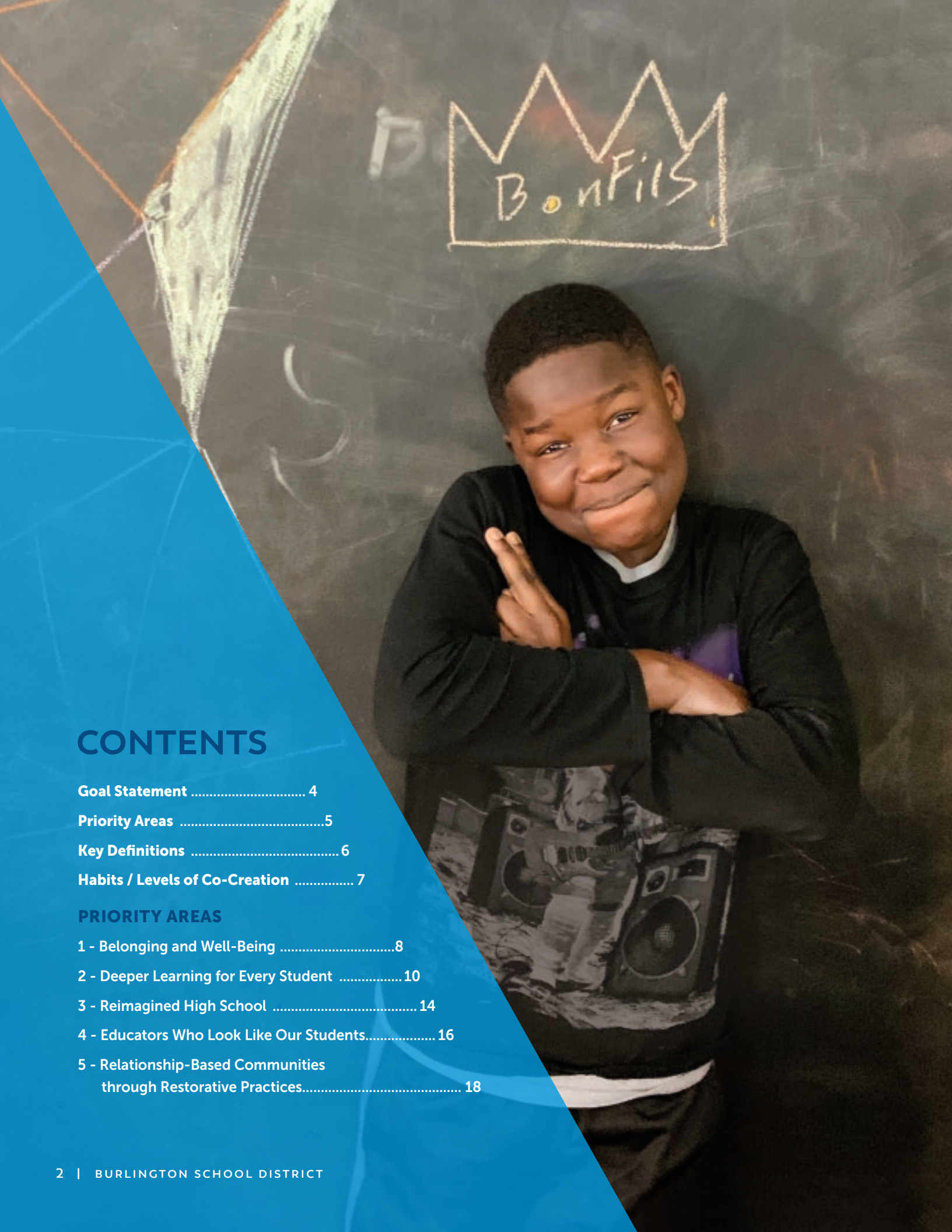


**BURLINGTON**  
SCHOOL DISTRICT

# **STRATEGIC PLAN**

**2022-2027**





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# OUR STRATEGIC PLAN

In August of 2021, Superintendent Flanagan launched the Burlington Strategic Planning Coalition to support the development of a plan that would guide the District's work for the next five years. BSD leaders took a radically inclusive approach to building the membership of the coalition; we directly appointed key members, created an open application process, and also did outreach to a random selection of Burlingtonians. This Coalition committed to co-creation, which brings stakeholders into the process of creating the plans and strategies that will create change.

The Coalition conducted dozens of empathy interviews with community members, students, teachers, and family members across Burlington. The coalition worked with the District's leadership team to use the data from these interviews to identify ongoing issues and to understand the root causes of why they occur. These themes and root causes led the Coalition to identify this **PROBLEM STATEMENT:**

**The District has not yet created a culture based on values and beliefs that reflect how the community aspires to support the full range of student needs, especially those who are most systematically marginalized or outside of conventional expectations. This gap undermines trust with students, families, and educators.**

**The gap occurs because the District lacks a shared approach for identifying root causes and generating a plan of action with clear lines of resources, responsibility, timelines, and accountability.**

# OUR GOAL

To address this issue directly, we will unite around this goal:

**Burlington School District will be student-centered and responsive to the full range of identities, abilities, cultures, and languages in our community, such that every student is challenged, empowered, and engaged in their learning throughout their time in our schools.**

# PRIORITY AREAS

In order to be a district that is student-centered, we will focus on these priority areas for the next five years.



**1** Belonging and Well-Being



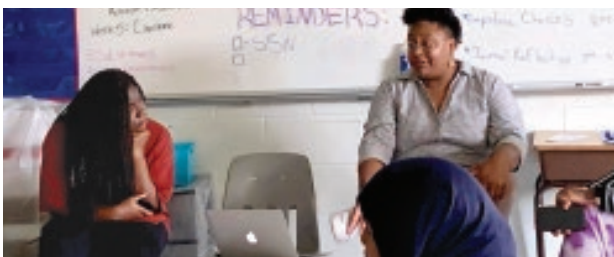
**2** Deeper Learning for Every Student



**3** Reimagined High School



**4** Educators Who Look Like Our Students



**5** Relationship-Based Communities through Restorative Practices

All five of these priority areas are focused on improving outcomes for all students. By focusing on the needs of students, and responding to who they are as full people, we will support every young person to achieve their potential.

# KEY DEFINITIONS

These definitions relate to the structure and key ideas in the planning template for each priority area. It may be useful to review them prior to digging into the process.

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**Community Commitments:** What the community should see in order to know that there is progress being made, and when they might see it.

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**Deeper Learning:** In Burlington School District, Deeper Learning is characterized by instruction that is engaging, empowering, and challenging. Deeper Learning experiences are characterized by opportunities for students to do work that is: personalized and based on real-world, authentic issues; allows for student choice and agency; and allows students to demonstrate competency based on specific standards. These definitions are derived from EL Education, Students at the Center, and Jobs for the Future.

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**Goal Statement or Driver:** The vision for the kind of organization we strive to be.

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**Habits:** Ways of doing the work that address the themes and problem statement.

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**IEP:** Individualized Education Program

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**Levels of Co-Creation:** Definitions of the extent to which an element of the strategic plan is co-created with the community, and the responsibilities of each party at each level.

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**Metrics:** The measures that will be reported to the community annually.

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**Objectives:** Major steps or projects the organization will take to achieve a goal (will include prototypes that must be developed, tested and iterated upon).

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**Outcome Indicators:** Finer grain measures than the community commitments that signal success and demonstrate reasonable progress on an important measure.

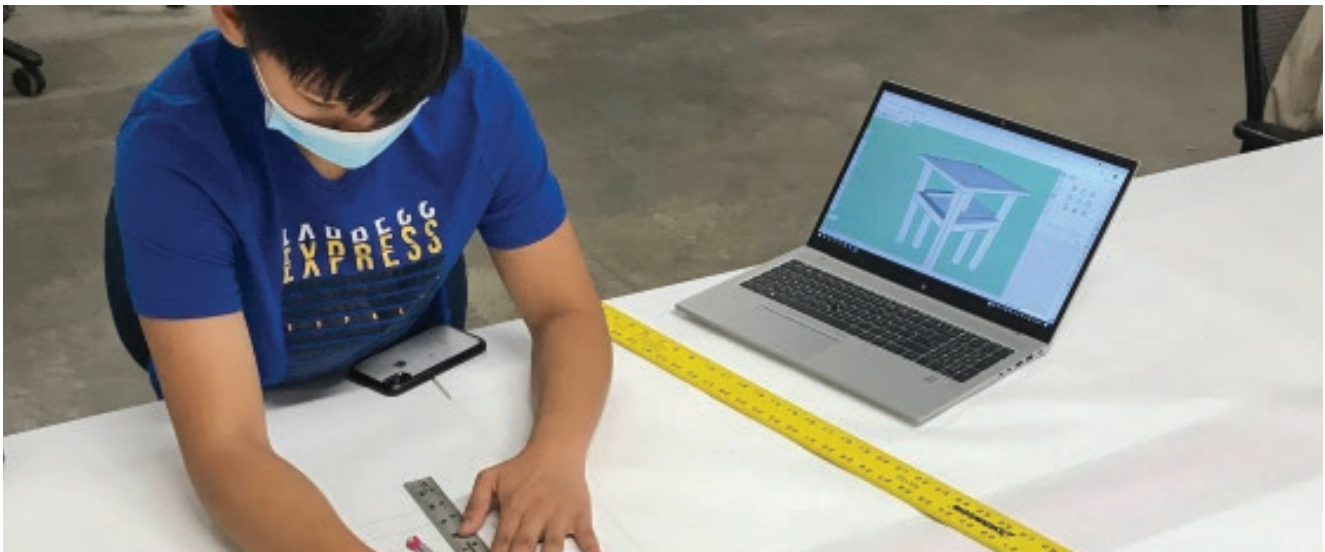
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**Priority Areas:** Description of specific focus areas that the organization needs to make progress on in order to achieve the desired future state.

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**Problem Statement and Themes about the Current State:** A description of how different users currently experience the system, and the issues that get in the way of equitable achievement.

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# HABITS

We will be successful in these priority areas if:

- We begin with what students need in order to belong and thrive.
- We partner with students, families, and community to co-create the conditions for deeper learning.
- We build strong relationships with students, families, and educators to understand and respond to their needs.
- We make a concerted effort to ensure that people from all backgrounds feel like they belong.
- We create disciplined plans with accountability and transparency.
- We practice honest and forgiving reflection in service of learning.
- We keep student engagement and learning at the heart of our decisions.



## LEVELS OF CO-CREATION

### LEVEL 1

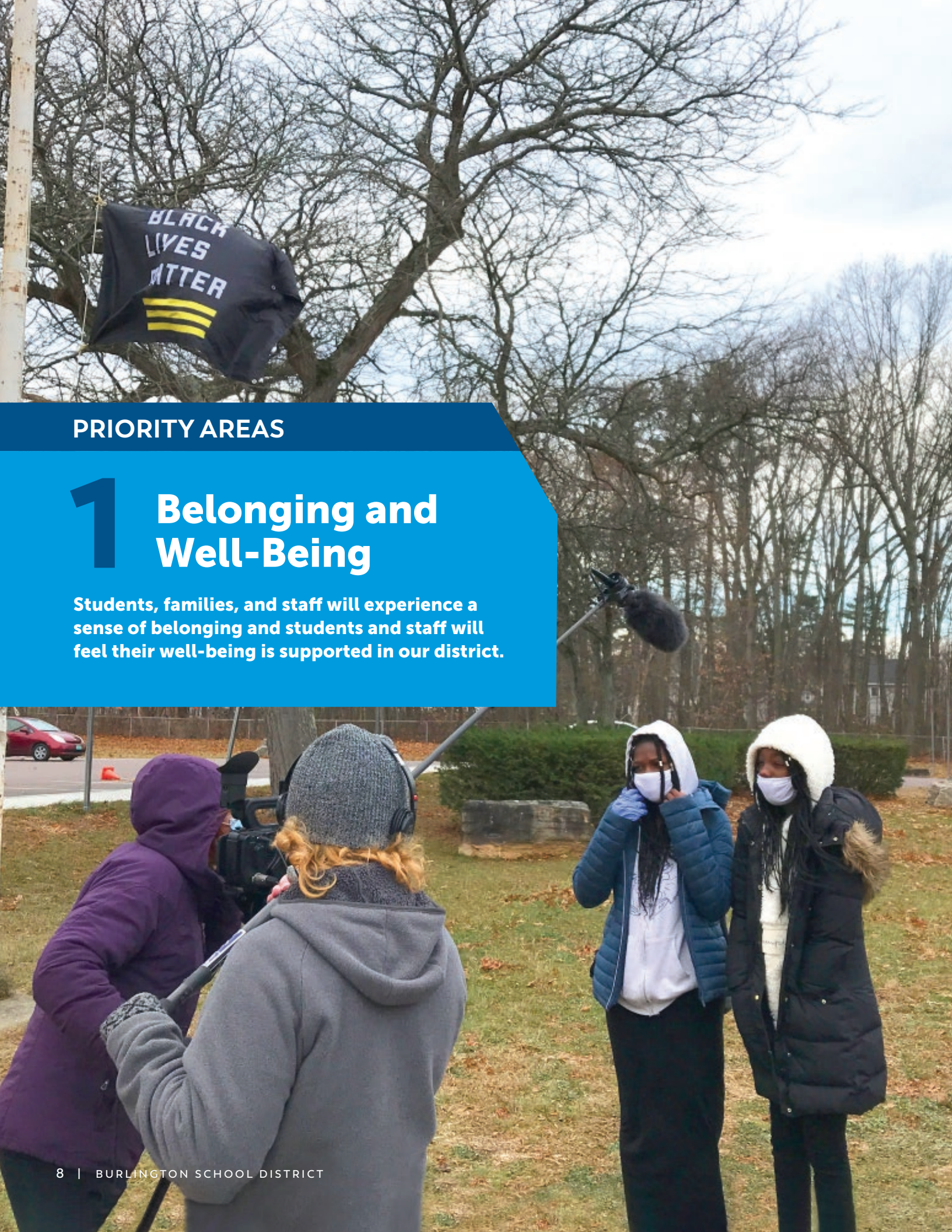
This work will be done by the lead team or lead individual. They will let the staff and community know when the work begins and will share the product of the work and the rationale broadly when they are done.

### LEVEL 2

This work will be done by the lead team or lead individual. However, unlike a level 1 action, before making a final decision or implementing at scale, the lead(s) will test their best idea with relevant stakeholders and refine, if needed. Lead(s) will still communicate the product of the work and the rationale broadly when they are done.

### LEVEL 3

An Inclusive coalition is formed. Together they either represent or seek stakeholder input, design a solution, test solutions with stakeholders and ultimately communicate broadly about the product of their work and the rationale.



## PRIORITY AREAS

# 1 Belonging and Well-Being

Students, families, and staff will experience a sense of belonging and students and staff will feel their well-being is supported in our district.



## METRICS

- 90% of students and staff say they belong and that their wellbeing is supported at their schools.
- Decrease in the disparity between students on IEPs and students not on IEPs.
- Increase in the percentage of families that feel they belong in our district.
- Decrease in chronic absenteeism for students who qualify for free and reduced lunch.

## COMMUNITY COMMITMENTS

### What will the community see when we have made substantial progress in this priority area?

- Students are connected with peers and faculty in positive ways.
- Students and families have many different ways to communicate directly with schools and with the District.
- All students and families find themselves represented in District materials, communications, and initiatives.
- Information from students, families, and the community inform the District's interactions with these groups.
- Students and staff are proud to be a part of Burlington School District.



## OBJECTIVES

### Belonging

Understand the degree to which students, families, and staff feel welcomed in BSD, where they feel supported, where they have pride, and how they feel the climate can be improved.

### Measure & Monitor Social, Emotional, and Academic Support

BSD creates systems to measure and monitor student mental health and well-being and whether or not students are getting the social, emotional, and academic support they need to be successful.

### Staff

Improve staff climate and culture.

### Inclusive Communication

Develop District communication and feedback strategies that consistently affirm ability, language, identity, and culture.





## PRIORITY AREAS

# 2 Deeper Learning for Every Student

Students will feel challenged, empowered and engaged in learning environments with rigorous and inclusive curricular materials and practices that meet the individual needs of students while cultivating, promoting, and celebrating identity, ability, language and culture.

## METRICS

- Increase in overall proficiency and decrease in the disparity in math and reading proficiency (based on free and reduced lunch status) in grades 3, 8, and 11.
- 90% of students say they are regularly challenged, empowered, and engaged in learning.
- Decrease in the disparity in responses with students who have IEPs.
- Decrease in the disparity of responses with students of the Global Majority.
- 90% of students say their identity, ability, language and culture is cultivated, promoted, and celebrated.
- Notable decrease in chronic absenteeism.

## COMMUNITY COMMITMENTS

### What will the community see when we have made substantial progress in this priority area?

**Students at all levels will be engaged in authentic deeper learning experiences.**

This will include:

- Increased opportunities for students to engage with community and community partners
- An increase in diverse course offerings and compelling content
- Creating learning environments that inspire curiosity, joy, and student agency

**Teachers will use culturally responsive teaching and learning practices.**

This means:

- Prioritizing relationship building and social emotional learning
- Student voice is included in curricular design and reflection
- Students' cultural background and experiences are integrated into instruction

**Students will experience an inclusive curriculum.**

This means:

- The organic diversity of the students is represented, taught, and understood through curricular design
- Students see themselves, people, and stories like them in the curriculum
- Challenging curricular materials are accessible to students with disabilities



# 2 Deeper Learning for Every Student CONTINUED

## OBJECTIVES

### **Inclusive & Affirming Curriculum**

Review and revise curriculum to reflect inclusion, student identity, voice, and needs, starting with election and implementation of K-5 curricular materials with a long-term plan for all of PreK-12.

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### **Instruction**

Develop foundational instructional practices that build student empowerment and inclusion.

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### **Professional Learning**

Implement coherent professional development structures and systems for ongoing improvement that are collaborative and transparent to the community.

### **Equitable Systems**

Build systems to ensure compliance with state and federal subgroup populations (IEP, HHB, 504, Title IX).

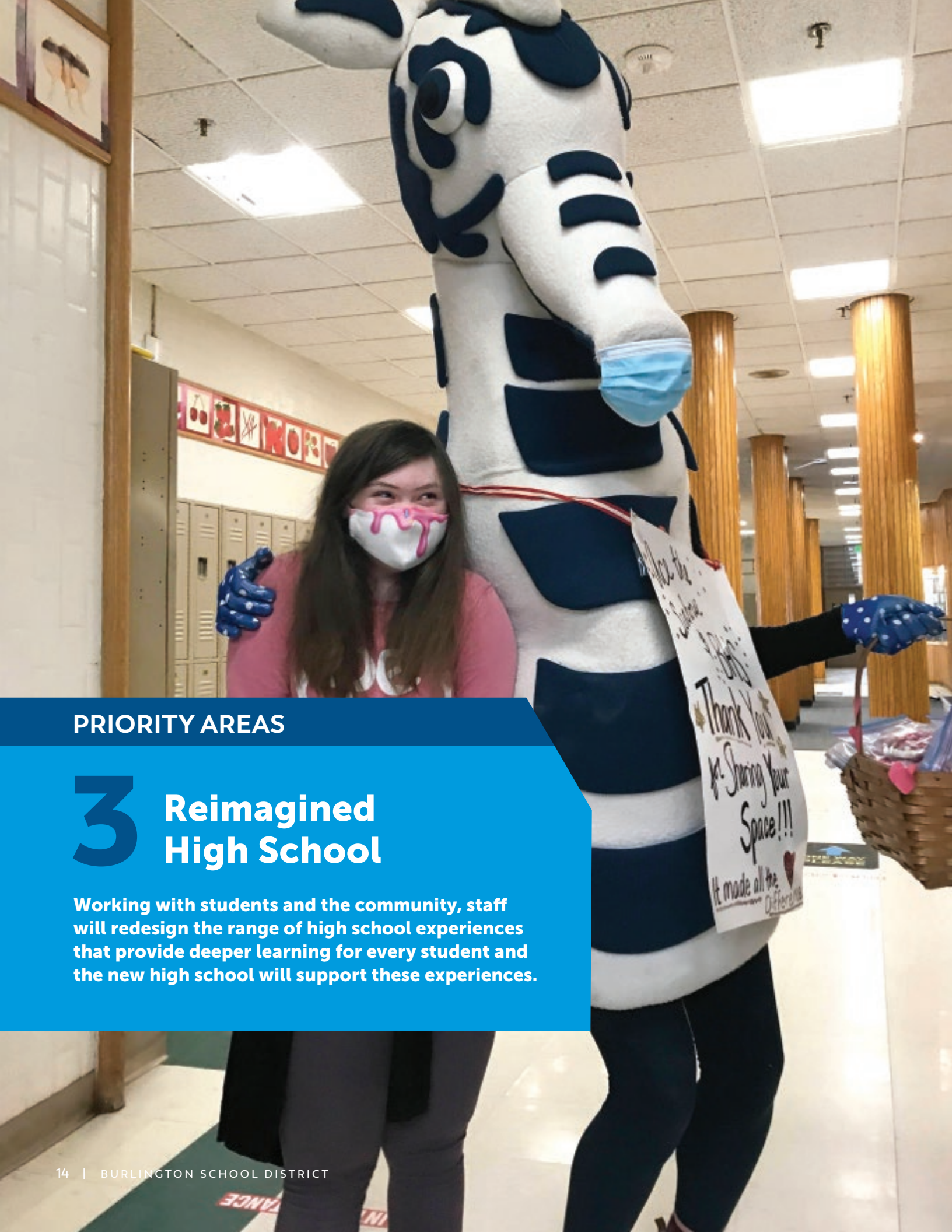
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### **Empowering Student Voice**

Develop systems to ensure students are recognized as partners of change (i.e. students are co-constructors).







## PRIORITY AREAS

# 3 Reimagined High School

Working with students and the community, staff will redesign the range of high school experiences that provide deeper learning for every student and the new high school will support these experiences.

## METRICS

- 90% of graduates are enrolled in post-secondary school or training; or are employed.
- High school students report that they are provided with the experiences that are challenging, engaging, and empowering (which are needed to help them meet their goals).
- Build a high school and technical center that supports deeper learning by August 2025.
- Increase in the percentage of students of the Global Majority who are enrolled in:
  - Challenging, engaging course work.
  - AP, Honors, and dual enrollment courses.
- Eliminate disparities by race in high school math courses.

## COMMUNITY COMMITMENTS

### What will the community see when we have made substantial progress in this priority area?

- The community will see high school students engaging in innovative experiences that provide for academic learning and emotional growth, and who are prepared for a range of postsecondary experiences.
- The community will see intentional efforts by District leaders and staff to ensure challenging and engaging learning is accessible to all students.
- The district will form an inclusive team of students, staff, families and community members that will inform the design of the new high school through a steering committee, community forums, and surveys.



## OBJECTIVES

### Physical Design

BSD uses an inclusive process to create a high school building that supports all learners. The process is clearly defined ahead of time and allows for appropriate input from stakeholders and deeper learning experts.

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### Professional Development & Resources

BSD provides appropriate, regular, and ongoing professional development and other support to allow for deeper learning at our high schools.

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### Student Designed Learning Experiences

Students and teachers will have opportunities to influence, create, and design curriculum for deeper learning and flexible pathways toward graduation.

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### Enrollment Checks & Balances

Students will be involved in a process to ensure that barriers to course enrollment are examined and that the enrollment process includes multiple checks and balances for equity.



## PRIORITY AREAS

# 4 Educators Who Look Like Our Students

Students and families will have a community of teachers, school leaders and district staff that are representative of the global majority.





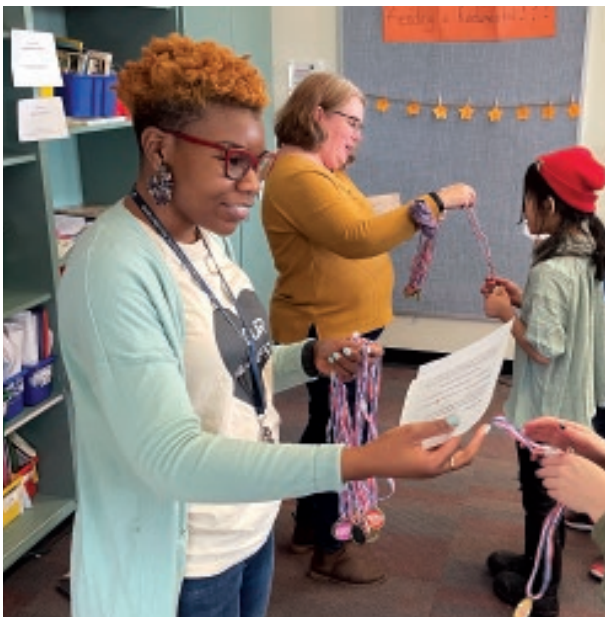
## METRICS

- Increase the percentage of faculty (teachers and principals) of the global majority each year and ensure every school has multiple staff of the global majority.
- Increase percentage of staff of the global majority who say they feel they belong in their school and in our district.
- Increase percentage of students of the global majority who say they see educators who look like them.

## COMMUNITY COMMITMENTS

### What will the community see when we have made substantial progress in this priority area?

- The community will work alongside teachers and other instructional staff of the global majority.
- Teachers and leaders of the global majority will feel connected, supported, and valued.
- Students of the global majority will have staff who look like them in their schools.
- Every student will have a trusted adult in their school.



## OBJECTIVES

### Local Recruitment

BSD will create processes focused on developing, recruiting, and hiring candidates from the local global majority community.

### Out of State Recruitment

BSD will establish diversified recruitment and hiring strategies which will be attractive to out-of-state global majority candidates and reflect the values of our learning community.

### Hiring Systems

BSD revises hiring practices, policies, and procedures at the school and district level to better support individuals of the global majority.

### Retention

BSD will increase teacher and administration retention, specifically focusing on their first five years of employment.

## PRIORITY AREAS

# 5 Relationship-based communities through restorative practices

Students, staff and families will consistently integrate restorative practices to build community, redistribute power, address harm between people, and eliminate the use of punitive disciplinary practices.



## METRICS

- Increase in percentage of students, staff, and families who report feeling that they are treated fairly, respected, able to work better with peers, self-regulate, and have opportunities to repair harm.
- Eliminate disparities by race, for students with IEPs, and for students receiving free/reduced lunch in suspension and office discipline referrals.
- Reduce suspensions and office discipline referrals overall by 50% by the end of the 2022-2023 school year, and by 90% in five years.

## COMMUNITY COMMITMENTS

### What will the community see when we have made substantial progress in this priority area?

- Community members will see schools in Burlington as safe and welcoming learning environments in which students are engaged in shared decision-making, have trusted adults as resources, and are fully engaged as partners in their learning.
- A variety of common practices will be employed in each school to build community, redistribute power, address harm between people, and eliminate disparate uses of disciplinary procedures.
- Behavior responses will use a restorative approach to ensure all are accountable to repairing harm.

## OBJECTIVES

### Restorative Practices Professional Learning

All BSD staff are trained and supported in order to operate from an anti-racist, restorative mindset and stance with students, families, and fellow staff members.

### Restorative Systems

Each school/department will implement, maintain, and evaluate a coordinated restorative approach to responding to need and harm.

### Relationship Building

We will be intentional about building student to student, student to adult, and adult to adult relationships.





All are welcome  
Wote wanakaribishwa  
Hoan Nghênh Quý Vj  
Tous sont les bienvenus  
Dhamaantiina soo dhowaada

सबैलाई स्वागत छ।

(သးရတုာ် လိာ်မုာ်ဘာ်ပုကဲးဂါဒဲးလီၤ)

Svi su dobrodošli  
Ikaze kuri bose

*Image created and copyrighted by the International Club at Burlington High School, used with permission. Translations of "All are Welcome" message provided by BSD's Multilingual Liaisons.*



**BURLINGTON**  
SCHOOL DISTRICT

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#### TRANSLATIONS

Contact Nijaza Semic at 802-288-6048 for translation services for this document.

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Fadlan laso xariir Nijaza Semic at 802-288-6048

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Xin liên lạc cô Nijaza Semic 802-288-6048 cho các dịch vụ dịch thuật cho tài liệu này.