

Orleans Southwest Supervisory Union

Framework For Continuous Growth

2019 - 2024

Overview

The Why: MISSION

Our mission explains our **fundamental purpose** as an organization.

Successfully preparing all students for their futures.

The What: VISION

Our vision captures **the future we seek** to create for our students.

Empowering students with the knowledge, skills and disposition to be college and career ready and become successful, responsible, and contributing members of society--locally and globally.

The How: THEORY OF ACTION

Our theory of action describes the **specific methods** we will use to achieve our vision.

When we close the PK-12 achievement and completion gaps, and when we create challenging career pathways for all students, then we will equip every student to be globally competitive in college, careers, and in life.

The Way We Act: CORE VALUES

Our core values drive our culture and answer the question, "How do we want to act, consistent with our mission, along the path toward achieving our vision?"

Specific values are at the **heart of our culture** because they are levers that drive us towards achieving shared vision. Throughout this plan, three core values are prioritized:

Equity

Student equity means that all students have equal access to quality staff, courses, activities, services, and resources based on their individual needs.

Excellence

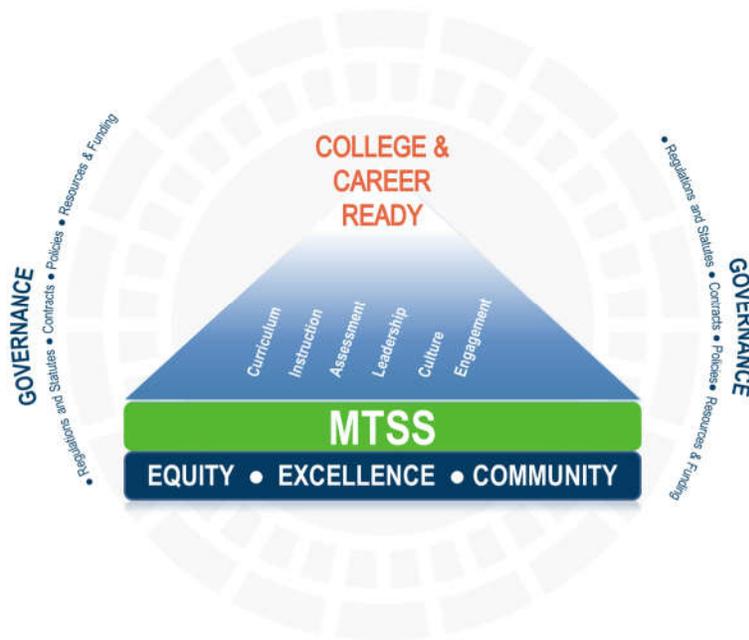
Student excellence is a balance of rigorous academic, social, and career-readiness skills.

Community

Community engagement is proactive involvement of stakeholders in school district priorities and partnerships.

What it looks like: OSSU FRAMEWORK

Our strategic framework is embedded with our three primary core values.



STRATEGY

Strategy declares the four primary district goals and targeted measures (quantitative, qualitative, and perceptual) that are essential toward achieving our desired results. Our strategy assumes an active, continuous improvement system with oversight.

Four strategic goals drive our work and focus our efforts toward accomplishing our mission and vision for our students.

The following pages present our four primary strategic goals. For each goal, there is a specific set of objectives and implementation strategies followed by a set of key indicators that measure our performance over the 5 years of the plan.

Our Four Primary Strategic Goals

1. Prepare our students to be college and career ready by raising the academic and social emotional learning bar and closing the Pre-K-12 gaps to student achievement.
2. Engage stakeholders (parents, students, staff, and community) in two-way communication focused on equity and excellence.
3. Create effective organizational systems that reinforce equity and excellence.
4. Recruit, hire, develop, and retain a diverse and premier workforce.

Goal 1

Prepare our students to be college and career ready by raising the academic and social emotional learning bar and closing the Pre-K-12 gaps to student achievement.

Research and Practice Rationale

- Closing the (PreK-12) achievement gap and completion gap is essential to preparing all students for challenging, competitive careers.
- We will raise the academic achievement and social emotional learning bar and eliminate the PreK-12 and college achievement gaps simultaneously for all students.
- Both academic and social development are essential for improved student performance.
- Our curriculum will anticipate how to best educate today's children to succeed in tomorrow's world.
- A common curricula and instructional model supports teachers in lesson planning and delivery; it accelerates student progress.
- Effective teaching is the most essential lever in student learning; it is best learned through modeling and collaborative structures.
- Career pathways offer students applied learning in the world of work and ensure their global competitiveness.
- Vertical PreK-12 curricula that are backward-mapped with rigorous college and career expectations have become an accelerator towards improved student achievement.

Objectives

Academic Bar

Ensure academic growth for all students by closing the PreK-12 achievement gap.

1. Establish grade and school performance targets to track academic and social growth and to close the achievement gap in 4 years.
2. Conduct a "needs assessment" for each school focused on improved implementation of curriculum, instruction, formative assessments, embedded technology, Professional Learning Communities (PLCs) and career pathways.

Social Emotional Learning Growth Bar

Ensure social growth appropriate for college and career readiness.

1. Implement social development curricula with fidelity in every school and ensure that all staff are trained in a normed system of behavioral and social supports

District Curriculum

Establish a clear, PreK-12 Proficiency-based curriculum aligned with Common Core, NGSS standards, etc, and integrates place based learning, which will prepare students to become college and career ready.

1. Develop proficiency-based instructional and assessment practices in all content areas that are directly aligned to our proficiency-based graduation requirements.
2. Develop personalized capstone projects in sixth, eighth, and twelfth grade measuring transferable skills of all students.
3. Develop criteria for meeting graduation requirements.
4. Sustainable Agriculture, Environmental, and Outdoor Learning:

Integrate place based learning in a way that incorporates ecological integrity, community, social and economic vitality, and student achievement. Place-based learning is a common theme across all schools in the OSSU. Agriculture plays a significant role in communities across the supervisory union, both as a source of employment and as a key component in economic development across the region. The OSSU sees this is an opportunity to expand opportunities for all students. These resources support students in becoming critical thinkers, active learners and problem solvers who are scientifically literate, engaged citizens who value and respect the environment. Hands-on learning in the outdoors fosters a realistic, relevant educational experience where students will be immersed in an environment that engages inquiry, promotes proactive learning, and cultivates curiosity. Additionally, outdoor learning experiences can be applied to content areas beyond the sciences to include writing and the arts. We feel that collaboratively utilizing these resources within our communities can directly impact the quality of student learning experiences across the district.

Instructional Model

Design a multi-tiered instruction model in which all students access material in meaningful and transformative ways. As such, instruction is intended to be focused on differentiation and student-centered pedagogy.

Teachers must represent learning as an ongoing, growth-driven process which allows for individual pathways to learning, engages students at their individual levels, and promotes personalizable assessment.

1. Create common planning or PLC structure to continue the production and sharing of integrated, universally designed lessons.
2. Utilize multiple instructional strategies during each instructional block, focusing on differentiation, student-centered pedagogy, and a minimum of teacher-centered pedagogy.
3. Develop high impact lessons, formative assessments, and units for college and career pathways utilizing a learning management system.
4. Collaborate and develop cross-curricular opportunities and connect ALL learning to the transferable skills.
5. Create a uniform reporting system on student progress towards meeting the graduation proficiencies and transferable skills.

Career Pathways

Partner with community, tech centers and businesses to stimulate the creation of multiple career pathways, work based learning and STEM at each high school to ensure career-ready graduates.

1. Implement rigorous career pathways, work based learning and STEM offerings through local business

- partnership plans for secondary students (7-12).
2. Implement rigorous vertical curricula for multiple new career pathways courses, STEM offerings and work based learning.

Close College Gaps

Incentivize and support college entry and completion strategies to close the college gap.

1. Increase college entry applications.
2. Increase the enrollment in Advanced Placement courses.
3. Increase dual enrollment applications.
4. Adopt college guidance and support strategies that close the gaps and ensure equitable access for all students.
5. Partner with strong local colleges and postsecondary institutions and backward plan exemplary bridge (ie Upward Bound) and summer programs for juniors and seniors.

Goal 1 Measures

Indicators here are aggregated at the Supervisory Union level. Disaggregated data will be made available to individual school boards through periodic Monitoring Reports. This document is intended to describe what the measurement tools will be, and to compare 2016-17 baseline data to the 2022 goals. "Achievement" levels, below, are defined by proficiency rates, unless otherwise noted.

Academic and Social/Emotional Implementation:

| INDICATOR: | 2016-17 Baseline: (Achievement) | 2022 Goal: (Achievement) | 2016-17 Baseline: (Growth) | 2022 Goal: (Growth) |
|----------------------------------------------------------------------------------------------------------|------------------------------------|-----------------------------|-------------------------------|------------------------|
| Proficiency-based curriculum, assessment, grading and reporting, with data-driven instruction | | 100% | | |
| High fidelity implementation of social-emotional curricula (e.g. PBIS, Second Step, Restorative Justice) | | 100% | | |

Early Elementary:

| INDICATOR: | 2016-17 Baseline: (Achievement) | 2022 Goal: (Achievement) | 2016-17 Baseline: (Growth) * | 2022 Goal: (Growth) * |
|-------------------------------------------------------------------|------------------------------------|-----------------------------|-----------------------------------------|--------------------------|
| 2nd grade Fountas & Pinnell end-of-year Independent Reading Level | 46% | | 8.9 reading levels (vs. ~9 expected) | |
| 2nd grade Math (MAP) ** | 60% | | n/a | |

* Growth = 2 year growth, K to 2nd.

** MAP does not use Proficiency cut scores. Achievement here is based on % of students at or above grade level, in 2017-18.

Elementary:

| INDICATOR: | 2016-17 Baseline: (Achievement) | 2022 Goal: (Achievement) | 2016-17 Baseline: (Growth) | 2022 Goal: (Growth) |
|-------------------------------------------------------------------|------------------------------------|-----------------------------|-------------------------------|------------------------|
| 3rd grade ELA (SBAC) | 33% | 90% | n/a | n/a |
| 3rd grade Math (SBAC) | 34% | 90% | n/a | n/a |
| 5th grade ELA (SBAC) * | 40% | 90% | 65 (vs. ~74 expected) | |
| 5th grade Math (SBAC) * | 39% | 90% | 74 (vs.~ 82 expected) | |
| 6th grade Capstone/Portfolio (Transferable Skills and Content) | n/a | 80% | n/a | |

* Growth = 2 year growth in Scale Score, 3rd to 5th.

Middle School:

| INDICATOR: | 2016-17 Baseline: (Achievement) | 2022 Goal: (Achievement) | 2016-17 Baseline: (Growth) | 2022 Goal: (Growth) |
|-------------------------------------------------------------------|------------------------------------|-----------------------------|-------------------------------|------------------------|
| 8th grade ELA (SBAC) * | 52% | 90% | 29 (vs. ~36 expected) | |
| 8th grade Math (SBAC) * | 20% | 90% | 2 (vs.~ 33 expected) | |
| 8th grade Science (NGSS) * | n/a | 90% | | |
| 8th grade Capstone/Portfolio (Transferable Skills and Content) | n/a | 90% | n/a | |

* SBAC Growth = 2 year growth in Scale Score, 6th to 8th. NGSS Growth = 4th to 8th.

High School / College and Career Readiness / Persistence:

| INDICATOR: | 2017-18 Baseline: (Achievement) | 2022 Goal: (Achievement) | 2017-18 Baseline: (Growth) | 2022 Goal: (Growth) |
|-----------------------------------------------------------------|------------------------------------|-----------------------------|-------------------------------|------------------------|
| 9th grade ELA (SBAC) * | 50% | 90% | 21 (vs. ~19 expected) | |
| 9th grade Math (SBAC) * | 27% | 90% | -19 (vs. ~34 expected) | |
| 11th grade Science (NGSS) * | n/a | 90% | n/a | |
| Students taking AP or Dual Enrollment courses (9th-12th) | 35% | 80% | | |
| SAT Participation (11th, 12th) | 47% | 80% | | |
| Career Pathway activity | | 100% | | |
| 12th grade Capstone/Portfolio (Transferable Skills and Content) | n/a | 100% | n/a | |

* SBAC Growth = 2 year growth in Scale Score, 7th to 9th. NGSS Growth = 8th to 11th.

Graduates / Career and Future Ready:

| INDICATOR: | 2016-17 Baseline: (Achievement) | 2022 Goal: (Achievement) | 2016-17 Baseline: (Growth) | 2022 Goal: (Growth) |
|-----------------------------------------------------------------------|------------------------------------|-----------------------------|-------------------------------|------------------------|
| Graduation Rate (4 year) | 94% | 90% | | |
| Graduation Rate (6 year) | | 100% | | |
| Enroll in a post-secondary institution within two years of graduation | 79% | 85% | | |
| College degree within 5 years | | 80% | | |

Goal 2

Engage parents, students, staff and community members in two-way communication focused on equity and excellence.

All stakeholders (students, parents, teachers, and community members) are active members of team OSSU; they are all partners in creating, sustaining, and investing in actions vital to ensuring equity and excellence.

Research and Practice Rationale

- Parent engagement focused on academic growth and social emotional development is the most powerful support because it simultaneously improves student equity and promotes achievement.
- In order to ensure academic success for every student, we must address the need for cultural understanding and mutual respect.
- Communication becomes high impact when it encourages collaborations focused on a shared vision.
- Language proficiency among bilingual students is best built through a Teaching English to Speakers of Other Languages (TESOL) program with meaningful access to core instruction and clear performance criteria.
- Aligned two-way, mutual communication promotes understanding of the perspective of others.

Objectives

Mutual Respect

Create a culture of mutual respect of differences to guide student behavior in school and in the community.

1. Increase behavioral exchanges of mutual respect and decrease bullying and harassment incidents:
2. Develop staff expertise in modeling and teaching culturally competent and social emotional behaviors.
3. Create a culture of respectful communication at all levels: students, parents, faculty and staff, administration, boards and community.
4. Fully implement an anti-bullying curriculum that builds cultural understanding and inclusive behaviors through acceptance of different perspectives.
5. Norm and enforce a proactive code of student and staff conduct that includes the early elimination of verbal insults and bullying.

Shared Vision

Create a district culture that builds community understanding and ownership of our shared vision of creating locally and globally competitive graduates.

1. Improve two-way communication, engagement, and outreach by focusing on a shared goal of producing

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- globally competitive students:
2. Organize schools and their parent and student communities in feeder pattern teams to promote college and career readiness and to produce globally competitive graduates.
 3. Sponsor community events that build understanding of college and career-ready business partnerships and applied learning projects in OSSU.

Language Proficiency

Strengthen TESOL to accelerate language growth for identified students.

1. Strengthen TESOL outreach to identify and serve all eligible students and enlist parents as partners.
2. Ensure adequate curriculum and testing materials for both TESOL.
3. Create separate proactive criteria to assess the growth of TESOL students.
4. Conduct a middle school and high school study of TESOL students to track the success of elementary level programming.

Shared Learning

Educate parents and students to navigate the college readiness system.

1. Create a menu of training offerings for parents, students and family members to navigate all aspects of college entry, readiness and completion.
2. Provide enhanced college and career support in high schools.
3. Secure active family engagement in college visits, college marketing and summer campus options.

Aligned Communications

Improve two-way communication, engagement and outreach that connect the community, the schools and central office.

1. Create a mutual system of communication between schools and central office focused on joint ownership of framework goals.
2. Create two-way conversations between schools and parents about how to best support student learning at home and in school.
3. Strengthen and coordinate student interventions with parents and community prevention services.

Goal 2 Measures

The perceptual indicators are based on climate/satisfaction surveys administered every spring. The baseline metric for many of these indicators will be established as of 2018. Indicators for the following focus areas are based on Smarter Balance and Tiered Fidelity Inventory (TFI) assessments.

| Parent and Student Academic/Social Emotional Engagement | | |
|--------------------------------------------------------------------------------------------------------------------------------|------------|-----------------|
| Indicators | 2017-2018 | 2022 |
| Parents who report satisfaction with parent-teacher communications about the academic and social progress of the child. | TBD | 100% |
| Parents who understand their school's academic and behavior expectations for their child. | | 100% |
| Parents who feel their child has access to the same learning opportunities as all other students in the supervisory union. | | 100% |
| Students in grades 7-12 who report they understand the next steps in their learning pathway and could explain those to others. | | 100% |
| Mutual Respect: culture and development | | |
| Indicators | 2017-2018 | 2022 |
| Reduction in number of allegations of hazing, harassment, and bullying. (last 3 3-yr avg's) | 25, 21, 18 | |
| Parents who agree with the statement, "My child's school maintains a safe environment." | | 100% |
| Students who report they know what to do when they feel bullied or harassed at school. | | 100% |
| Students who report school staff addresses bullying and harassment issues when they become aware of them. | | 100% |
| Students who feel safe on school grounds. | | 100% |
| Students who report they have an adult they trust and can access when they need to talk. | | 100% |
| Staff, students, and parents report a culture of respectful communication between all parties. | | 100% |
| Teachers who report they know how to work with students to build cultural understanding in a diverse group. | | 100% |
| Increasing Language Proficiency | | |
| Indicators | 2017-2018 | 2022 |
| TESOL students who meet requirements for transitioning annually. | | Speak with Anna |
| TESOL students making progress in learning English as measured by local assessments. | | Speak with Anna |
| Shared Vision | | |
| Indicators | 2017-2018 | 2022 |

| | | |
|------------------------------------------------------------------------------------------------------------------|-----------|------|
| Principals and staff who are aware of the shared vision and work towards achieving it. | | 100% |
| Parents, teachers and students who understand high school requirements, grading, courses and credits. Grade 9-12 | | 100% |
| Shared Learning | | |
| Indicators | 2017-2018 | 2022 |
| Students and parents who report access to college and career ready opportunities. Grade 7-12 | | 100% |
| Students who report proactive outreach of counselors. | | 100% |
| Students/parents who feel knowledgeable about navigating college entry systems. | | 100% |
| Aligned Communications | | |
| Indicators | 2017-2018 | 2022 |
| | | |

Goal 3

Create effective organizational systems reinforcing equity and excellence.

To ensure global competitiveness for every student, we must build organizational systems reinforcing our core values of equity and excellence.

Research and Practice Rationale

- Equity of student access and positive opportunities to learn are essential to accelerating learning for all.
- Safe, well-maintained and modernized school facilities and an embedded, reliable technology infrastructure are essential for ongoing student learning.
- Variety of dashboard of data and collaborative sharing promote accelerated learning and more informed teaching.
- Performance management supports implementation best when it is designed in a continuous feedback loop.
- Implementations are rarely successful unless conditions of learning and equity are established first.
- OSSU accountability is achieved by holding all internal stakeholders accountable for their outcomes.
- A healthy, safe, and supportive learning environment enables students, adults, and even the school as a system to learn in powerful ways. Such an environment promotes innovation, inquiry, and risk taking.
- The MTSS model is a multi-tiered approach to providing high quality instruction and intervention matched to student needs, using learning rate over time and level of performance to inform instructional decisions.
- Being a Trauma-Informed School leads to improved academic achievement and test scores, improved school climate, improved retention of new teachers, reduction of student behavioral outburst and referrals to the office and reduction of stress for staff and students.
- Continuous improvement helps to ensure effective learning remains the primary focus of learning communities and to develop a plan of ongoing evaluation

Objectives

Provide safe and innovative environments for all students

Implement a proactive plan of facility modernization, student safety and technology implementation.

1. Intentional schedule of maintenance and updates for facility spaces and technology implementations over the next five years.
2. Continue to reduce overall suspension rates with a focus on reducing exclusionary practices and disproportionality.
3. Increase the timeliness and safety of school transportation services.
4. Maximize technology integration for teachers as a teaching and learning tool.

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5. Create and maintain partnerships with outside agencies to provide support in creating safe environment.

SU Accountability to Framework for Continuous Growth Goals

Establish a performance management system with continuous improvement monitoring for key student outcomes.

1. Create a performance management system that sets the learning targets for schools and populations of students. Establish measurable goals, progress cycles and metrics.
2. Create a biannual continuous improvement feedback loop to the Executive Committee/SU Board to verify progress in achieving projected targets.
3. Develop a data dashboard of continuous framework goals extracted from the Performance Management System.
4. Couple the school dashboard with readiness assessments based on periodic school visits.
5. Establish online, transparent teacher collaboration sites organized vertically and horizontally to support strategic plan goals.
6. Establish common formats and methods for sharing curriculum, assessment, and instructional strategies, as well as known pilots such as career pathways and other best-we-know practices.

Equity of Student Access

Distribute resources by aligning to student needs and desired outcomes, and then ensure equal access to high-quality resources.

1. Fund schools through a system of identified student needs and desired outcomes.
2. Ensure that students have equal access to high-quality district resources and positive opportunities to have:
 - Review student entry and participation data in programs, courses and activities; ensure normed learning expectations for all.
 - Explore and pilot new school environments to equalize access and opportunity for target student populations.
 - Ensure that highly qualified teachers are assigned to low socioeconomic students.
 - Ensure that high-need students are supported early and often through coordinated school and central office interventions.

Goal 3 Measures

When school-based conditions of learning are embedded with the values of equity and excellence, the potential for accelerating student learning is improved. In order to ensure equity and excellence for every child, we must establish organizational systems designed to reinforce equity. Indicators for the following focus areas are based on satisfaction surveys and internal reports (budget and IT plan).

| Needs-Based Resource Distribution | | |
|---------------------------------------------------------|-----------|------|
| Indicators | 2016 - 17 | 2022 |
| Average needs-based budget distribution to all schools. | | 95% |

| District Accountability to Continuous Framework | | |
|------------------------------------------------------------------------|-----------|------|
| Indicators | 2016 - 17 | 2022 |
| School and central units reporting successfully on framework goals. | | 95% |
| Key student outcomes (proficiencies) successfully achieved by schools. | | 90% |

| Safe and Innovative Learning Environments | | |
|-----------------------------------------------------------------------------------------------------------------|-----------|------|
| Indicators | 2017 - 18 | 2022 |
| Facility projects on time and within budget. | | 90% |
| Decrease in total out of school suspensions. (last 3 yrs # of OOS suspensions) | 68,109,62 | 90% |
| Decrease disproportionate suspensions. Two subgroups represent largest disproportionate suspensions/expulsions. | | 90% |
| On-time school bus arrivals and drop offs. | | |
| Decreased monthly student injury incidents. | | |
| Decreased monthly accidents. | | |
| Technology installations on time and within budget. | | |
| Teachers trained annually in integrated instructional technology. | | |

Goal 4

Recruit, hire, develop and retain a diverse and premier workforce.

To ensure we hire and retain talented staff, embed staff support systems with high-quality professional development to continuously build instructional capacity.

Research and Practice Rationale

- Recruit and hire diverse teacher role models with proven performance to motivate students.
- Internal staff offer both loyalty and system knowledge that often helps build organizational capacity.
- Vertical teams provide the best structure to provide student personalization and continuity. Integration of best practice ideas between vertical teams is a powerful resource for principals.
- Hands-on learning, live modeling, and instructional coaching are three of the most impactful ways to improve the craft of teaching.
- Teachers trained in data and continuous design methods often produce a positive track record of impressive student results.

Objectives

Diverse and Proven Staff Hiring

Ensure equity and excellence through diverse staff hiring based on proven performance.

1. Partner with strong university systems and nonprofits to build a predictable pipeline of diverse, highly effective new hires.

Sharing Best Practices

Establish a systematic way of sharing teacher best-we-know practices within and across schools.

1. Strengthen Personal Learning Communities at all schools by promoting school-based professional development, formative assessments and career pathway curricula.
2. School leaders focus continuously on both vertical and horizontal sharing of best practices from the PLCs.
3. Principals meet to present their own successful practices to colleagues at leadership team meetings.

Building Teaching Capacity

Build teaching capacity through embedded instructional coaching and integrated technology.

1. Staff each school have access to coaches and/or mentors who focus on modeling and supporting what

- great instruction should look like in multi-tiered system of supports.
- 2. Faculty contribute to the development of a streamline, locally prioritized instructional model.
- 3. All IT installations are accompanied with onsite professional development and the modeling of technology-integrated lessons for cross-school sharing.

Professional Development

Support the delivery of customized professional development in schools and SU-wide.

- 1. PLCs organized in grade level or content teams to develop and share customized instructional solutions for learning needs within their school’s classrooms.
- 2. Reduce teacher and principal time away from school. Utilize electronic learning, school-based collaborations, and voluntary after-hours professional development.
- 3. Support national board certification for teacher leadership and pipeline development.

Goal 4 Measures

In order to ensure all students are globally competitive, attract and sustain a diverse group of talented teachers and administrators with proven experience who are eager to continuously improve their practice. Indicators for the following focus areas are based on satisfaction surveys and internal reports (budget and IT plan).

| Staff Hiring | | |
|----------------------------------------------------------------------------------------|-----------|------|
| Indicators | 2016 - 17 | 2022 |
| Increase the number of teachers hired through pipeline partnerships with universities. | | |

| Grow Internal Leadership Capacities | | |
|---------------------------------------------------------------------------------------------|-----------|------|
| Indicators | 2016 - 17 | 2022 |
| Increase internal hires for leadership positions. | | 95% |
| Internal hires who feel well-mentored and supported in their pursuit of internal positions. | | |

| Share Best Practices | | |
|-----------------------------------------------------------------------------|-----------|------|
| Indicators | 2016 - 17 | 2022 |
| Schools that meet or exceed criteria on School Readiness Review | | |
| Principals who have adopted best practices from other principal colleagues. | | |

| | | |
|--------------------------------------------------------------------------------------------|--|--|
| Teachers who have adopted lessons or curricula from sharing within the school or district. | | |
|--------------------------------------------------------------------------------------------|--|--|

Build Teacher Capacity

| Indicators | 2016 - 17 | 2022 |
|-------------------------------------------------------------------------------|-----------|------|
| Schools whose teachers participated in a model lesson followed by mentoring.. | | |
| Teachers who feel well trained on technology integration. | | |

School-Based Performance Development

| Indicators | 2016 - 17 | 2022 |
|---------------------------------------------------|-----------|------|
| Increase on-site professional development options | | |

Conclusion

This plan concludes with a summary of the OSSU way of achieving this vision. Many of our stakeholders asked for clarity around our shared expectations for students, staff, classrooms, instruction, schools and district offices. The OSSU Leadership Team responded by authenticating its core beliefs and commitments in a document that captures these expectations:

The OSSU Way: A PreK-12 Shared Framework

OSSU Graduate Profile:

- OSSU graduates are prepared to be college and career ready and responsible, contributing citizens.
- Successful OSSU students engage and persist in learning; they actively seek help and demonstrate skills for their chosen professions.

OSSU Schools:

- OSSU Schools offer well-rounded, relevant, standards-based curriculum that serves the whole child.
- Effective OSSU schools engage students to meet their diverse needs, and promote excellent teaching and parent involvement.

OSSU Classrooms:

- Effective OSSU classrooms are welcoming to all students with caring teachers, joy and engagement in learning and students all working to their potential.

OSSU School/District Staff:

- Effective school/district staff members care deeply about students, make student-centric decisions, work with team members toward a common goal of high achievement for all, and instill a sense of hope and belief in students.

OSSU Instruction:

- Quality instructional programs are rigorous and aligned to Vermont State Learning Standards, support individualization and group differentiation through teaching, coaching and mixed resources, and offer career pathways beginning in middle schools.

OSSU School and District Offices:

- Effective school offices and district offices support each other's successes, set a clear vision, and help all students succeed; they provide high impact resources and support transparent communication tied to clear expectations.