

**Addendum**  
**Board Meeting**  
**December 1, 2022**

(Outlined by 5 Key Goals of the Strategic Plan)

1. Ensure Students Have Equitable Access to Learning Resources			
Year 1	Year 2	Year 3	Year 4-5
Analyze student achievement data for poverty, race, and gender differences and focus resources to reduce gaps (annually)  Complete Elementary curriculum alignment to ensure continuity between all classrooms & schools	Middle School curriculum alignment to ensure continuity between all classrooms & schools	High School curriculum alignment to ensure continuity between all classrooms & schools	Monitoring

**22-23 Challenge:**

***Student assessment results reveal that inequities are leading to gaps in achievement among different marginalized groups.***

**Strategy:** What approach will we take to address this challenge?

- Analyze student achievement data for poverty, race, and gender differences and focus resources to reduce gaps (annually)
- Complete Elementary curriculum alignment to ensure continuity between all classrooms & schools

**Outcomes:** If this strategy is successful, what will be the impact on students' learning or behavior?  
*There will be increased engagement, enhanced learning, and more equitable results*

**Evidence:** How will I know this is "working"?  
*Academic and nonacademic data will reflect similar outcomes regardless of different indicator status.*

<b>Action Step for 22-23:</b> What steps will we need to take to implement this strategy?	<b>Timeframe:</b> When will we implement this step?	<b>Partners:</b> Who will be involved?	<b>Comments / Resources needed:</b>
<i>Create data teams in each building</i>	<i>Oct.-Nov. ✓Barre City ✓SHS Barre Town</i>	<i>Various school staff</i>	
<i>With support of the Curriculum Director, PreK-4 Curriculum Leaders vertically align content materials, resources, and</i>	<i>Jan-June</i>	<i>Director of Curriculum, Curriculum Leaders,</i>	<i>Existing frameworks need to be revised</i>

<i>guiding documents</i>		<i>GSP Coach</i>	
<i>Instructional coaches provide job-embedded support for teachers to improve student outcomes</i>	<i>Aug-June</i> ✓	<i>Instructional Coaches</i>	<i>11/30 On-going*One coach has been shifted to fill a classroom teaching position</i>
<i>3rd-9th and 11th grade Students have an opportunity to experience an SBAC Interim Assessment in each content area that is assessed.</i>	<i>Jan-Feb</i> X	<i>Faculty members who work with these students</i>	<i>11/30 Since this plan was created, the AOE has changed vendors for the state assessment. There hasn't been any communication about interim assessments.</i>

## 2. Create Communication Systems That Foster Collaborative Internal and External Community Relationships

Year 1	Year 2	Year 3	Year 4-5
<p>Host family nights to inform families about student learning expectations (ongoing)</p> <p>Build partnerships that welcome the community into our schools &amp; engage students with community partners</p> <p>Curriculum website revision</p> <p>Create student advisory to meet with administrators to solicit feedback on Proficiency Based Learning</p>	<p>Help students understand Proficiency Based Learning &amp; Standards Based Grading</p> <p>Help families better understand Proficiency Based Learning (PBL) standards and related achievement</p> <p>-Curriculum website maintenance</p>	<p>Incorporate family access to Google Classrooms and other communication systems to expand family partnerships network</p>	<p>Monitoring</p>

### 22-23 Challenge:

***Family and community partnerships are a driver for improvement; without them, we cannot maximize student outcomes.***

**Strategy:** What approach will we take to address this challenge?

- Host family nights to inform families about student learning expectations
- Build partnerships that welcome the community into our schools & engage students with community partners
- Curriculum website revision

**Outcomes:** If this strategy is successful, what will be the impact on students' learning or behavior?  
*There will be more effective communication with stakeholders, positive support for students, and a more safe and inviting institutional environment.*

**Evidence:** How will we know this is "working"?  
*Our climate survey data (students, families, and staff) will reflect overall satisfaction on questions that are related to community support and involvement.*

<b>Action Step for 22-23:</b> What steps will we need to take to implement this strategy?	<b>Timeframe:</b> When will we implement this?	<b>Partners:</b> Who will be involved?	<b>Comments / Resources needed:</b>
<i>Organize opportunities to bring in family and other community members</i>	<i>Aug-June</i> ✓	<i>Building Administrators, Curriculum Leaders, Director of Curriculum</i>	<i>grant funding            building/space access request             11/30 to-date: we've had 2 K-8 family engagement events, one listening session, 2 open-houses; near future: 12/14 PreK family targeted event.</i>
<i>Outreach to local agencies and businesses to identify common interests and opportunities for collaboration</i>	<i>Oct-Nov</i> ✓	<i>Director of Curriculum Administrative Assistant, Director of Curriculum, Superintendent</i>	<i>11/30 Coordination with the Barre Partnership to begin in December; Outreach to to Jake Hemmerick to pursue leads with the City Counsel</i>
<i>Revise the curriculum website to reflect standards and performance indicators for each grade level.</i>	<i>Jan-June</i> ✓	<i>Director of Curriculum, Director of Communications</i>	<i>11/30 Revision has begun; major changes include two main sections - "For Families" and a "For Teachers;" another undertaking has been defining an Instructional Guidance framework</i>

### 3. Develop Creative and Flexible Curriculum and Career Pathways That Enable Students to Become Successful Citizens and Skillful Workers

Year 1	Year 2	Year 3	Year 4-5
<p>Articulate curriculum with proficiency standards and learning progressions, PK-12</p> <p>Articulate all student assessment systems in each content area and grade level and use analysis to adapt learning practices</p> <p>Support administrators to increase their capacity as instruction leaders</p>	<p>Implement Multiple Modes of instruction to reach all levels of students</p> <p>Identify Proficiency based graduation requirements</p>	<p>Work with the Career Center to create middle and high school career exploratory experiences for middle and high school students</p>	<p>Implement personalized learning opportunities for each grade 7-12 student, including goals, assessments, and career exploration resources</p>

#### 22-23 Challenge:

**Students are leaving the system without the necessary skills to be successful citizens and/or skillful workers**

**Strategy:** What approach will we take to address this challenge?

-Articulate curriculum with proficiency standards and learning progressions, PK-12

-Articulate all student assessment systems in each content area and grade level and use analysis to adapt learning practices

-Support administrators to increase their capacity as instruction leaders

**Outcomes:** If this strategy is successful, what will be the impact on students' learning or behavior?  
*More students will graduate in the typical timeframe; students will graduate with the necessary skills to be successful.*

**Evidence:** How will we know this is "working"?  
*Graduation data is improving; alumni surveys reflect that Barre students report being prepared for their next occupational or educational step.*

<b>Action Step for 22-23:</b> What steps will we need to take to implement this strategy?	<b>Timeframe:</b> When will we implement this step?	<b>Partners:</b> Who will be involved?	<b>Comments / Resources needed:</b>
<i>With support of the Curriculum Director, PreK-12 Curriculum Leaders and Departments heads define proficiency standards and learning progressions</i>	Jan-June ✓	Director of Curriculum, Curriculum Leaders, Department Heads, GSP Coach	Existing frameworks need to be revised
<i>Curriculum leaders to share assessment frameworks for each grade level</i>	Jan-June	Director of Curriculum, Curriculum Leaders, Department Heads,	
<i>Instructional coaches provide job-embedded support to improve student outcomes</i>	Aug-June ✓	Instructional Coaches Director of Curriculum	11/30 On-going *One coach has been shifted to fill a classroom teaching position
<i>Provided monthly-weekly support for administrators by building coach-administrator relationships</i>	Aug-June ✓	Director of Curriculum, Coaches, Administrators	11/30 On-going

<b>4. Provide the Physical, Mental, Emotional, and Environmental Resources that Students Need for Successful Learning and Personal Wellbeing</b>			
Year 1	Year 2	Year 3	Year 4-5
Continue to build student Social Emotional Learning (SEL) capacity  Align research-based practices which support student wellness PK-12  Expand health and dental centers in all schools	Ensure all teachers, staff, and administrators receive ongoing trauma informed training (ongoing)	Sustaining	Sustaining

**22-23 Challenge:****Students' social emotional needs are inhibiting successful learning and personal well being.****Strategy:** What approach will we take to address this challenge?

- Build student Social Emotional Learning (SEL) capacity
- Align research-based practices which support student wellness PK-12
- Expand health and dental centers in all schools

**Outcomes:** If this strategy is successful, what will be the impact on students' learning or behavior?*There will be increased engagement and enhanced learning.***Evidence:** How will we know this is "working"?*There will be fewer behavior and nurse referrals. Academic assessment data will improve (5% improvement each year). Our climate survey data (students, families, and staff) will reflect overall satisfaction on questions that are related to students' social emotional needs.*

<b>Action Step for 22-23:</b> What steps will we need to take to implement this strategy?	<b>Timeframe:</b> When will we implement this step?	<b>Partners:</b> Who will be involved?	<b>Comments / Resources needed:</b>
<i>Promote use of the Essential Elements of Instruction (EEI) document to focus on practices that are research-based.</i>	<i>Aug-June and beyond</i> ✓	<i>All staff and administrators</i>	<i>11/30 incorporated into professional goals, included as outcomes in meetings, reflected upon by teacher leaders; midyear action: collect student voice regarding their perception on how well the EEI are being incorporated into instruction</i>
<i>Instructional coaches provide job-embedded support for teachers to improve student outcomes</i>	<i>Aug-June</i> ✓	<i>Instructional Coaches</i>	<i>11/30 On-going*One coach has been shifted to fill a classroom teaching position</i>
<i>Enroll BTMES in the Dental Van program.</i>	<i>Oct</i> X	<i>Director of Curriculum, BT nurses, Dental Van support persons</i>	<i>Hasn't happened yet, new target: March</i>

## 5. Promote Student Engagement and Ownership in Their Learning

Year 1	Year 2	Year 3	Year 4-5
<p>Develop Multi- Tiered Systems of Support (MTSS) initiative</p> <p>Expand student critical thinking skills</p> <p>Increase student ownership in accomplishing learning goals</p> <p>Conduct school culture and climate survey that focuses on student aspirations and student voice in the school setting (ongoing)</p>	<p>Consistently implement MTSS (ongoing)</p> <p>Ensure all students have access to a diverse array of co-curricular and club activities</p>	<p>Teachers work in Professional Learning Groups to develop interdisciplinary learning units (ongoing)</p>	<p>Monitoring</p>

### 22-23 Challenge:

***Student engagement overall has decreased; less ownership has led to less interest in learning.***

**Strategy:** What approach will we take to address this challenge?

*-Develop Multi- Tiered Systems of Support (MTSS) initiative*

*-Expand student critical thinking skills*

*-Increase student ownership in accomplishing learning goals*

*-Conduct school culture and climate survey that focuses on student aspirations and student voice in the school setting*

**Outcomes:** If this strategy is successful, what will be the impact on students' learning or behavior?  
*There will be increased engagement and enhanced learning.*

**Evidence:** How will we know this is "working"?

*There will be fewer behavior and nurse referrals. Academic assessment data will improve (5% improvement each year). There will be a 5% improvement on attendance data each year. Our climate survey data (students, families, and staff) will reflect overall satisfaction on questions that are related to students' social emotional needs.*



<b>Action Step for 22-23:</b> What steps will we need to take to implement this strategy?	<b>Timeframe:</b> When will we implement this step?	<b>Partners:</b> Who will be involved?	<b>Comments / Resources needed:</b>
<i>Pilot a progress monitoring system for use with additional layers of support.</i>	Sept-Nov ✓	<i>Special Services Directors, Director of Curriculum, Barre City Interventionists</i>	<i>11/30 In use by Barre City interventionists; expanding in Jan to include Special Educators use District-wide</i>
<i>Promote use of the Essential Elements of Instruction document to focus on practices that are research-based.</i>	Aug-June and beyond ✓	<i>All staff and administrators</i>	<i>11/30 incorporated into professional goals, included as outcomes in meetings, reflected upon by teacher leaders; midyear action: collect student voice regarding their perception on how well the EEI are being incorporated into instruction</i>
<i>Administer PBIS climate surveys; data teams make recommendations based on the results.</i>	2-3 times per year ✓	<i>Barre Students, staff, and families</i>	<i>11/30 Fall climate survey completed; next steps to be determined by building</i>