# ACSU
Addison Central Supervisory Union

STRATEGIC PLANNING INITIATIVE

2015
2020

BRIDPORT / CORNWALL / MIDDLEBURY / RIPTON / SALISBURY / SHOREHAM / WEYBRIDGE *Vermont*

## OUR VISION

*All students will reach their full academic potential and be prepared for success as engaged citizens.*

## OUR MISSION

*Our mission is to provide an innovative, rigorous, and supportive educational community that inspires a passion for learning and cultivates empathy and responsibility.*

## OUR SCHOOLS

1. Bridport Central School
2. Cornwall Elementary School
3. Mary Hogan Elementary School
4. Middlebury Union High School
5. Middlebury Union Middle School
6. Ripton Elementary School
7. Salisbury Community School
8. Shoreham Elementary School
9. Weybridge Elementary School

ACSU

**T**HROUGHOUT THE 2014-2015 ACADEMIC YEAR, community members, board members, administrators, teachers, support staff, students, and parents worked together to build a vision for what we wanted to see in our schools. As we reached out to the greater community and performed a needs assessment, we affirmed that we have exceptional community involvement, dedicated and committed educators, and a strong infrastructure to support student success. Yet we recognized that we need to do more if we're going to build a stronger, more articulated system that will allow us to innovate and grow as a supervisory union.

This ACSU Strategic Plan is a bold, progressive roadmap to guide us as we work together to pursue a more personalized, engaging educational experience for our students. It is guided by our ACSU Vision and Mission statements, which reflect our shared community beliefs in education and its role in the development of articulate, committed, and successful citizens.

It will take great energy and dedication to move our supervisory union forward. When we look back on our student achievement data over time, we find that our averages stay relatively flat. We must look closely at our data and our systems, and work to support increased student and community engagement. We must think and act differently if we are going to support each student in developing to his or her full potential.

> **66** This ACSU Strategic Plan is a bold, progressive roadmap to guide us as we work together to pursue a more personalized, engaging educational experience for our students. **99**

Our Action Teams, who worked with our community to develop our three foundational goals, laid out a clear path with specific strategic actions that will guide our direction over the course of the next five years. We will organize our work, evaluate our progress, and make changes as needed to be sure that we are moving forward, that all are aware of our progress, and that we build on our momentum and success to do what is needed for the students of ACSU. This will include the development of a targeted supervisory union-wide indicator system using multiple measures to gauge student achievement outcomes and the impact of our Strategic Plan.

Thanks to all of you throughout our community who took part in the ACSU Strategic Planning process. There is much work ahead, and I look forward to working together to ensure all of our students reach their full potential in an exceptional supervisory union.

Sincerely,

Peter Burrows
*Superintendent of Schools*

## WHAT'S INSIDE

# INTRODUCTION
# MOVING TOWARD A COMMON GOAL

The Addison Central Supervisory Union is a learning community that values student success and educational innovation.

## Today's ACSU

With nine schools serving students from more than seven sending towns, ACSU provides a diversity of experience, knowledge, and perspective. This has been a considerable strength for our supervisory union and has led to a rich experience for our students. An outcome of this diversity, however, has been a lack of cohesion in our educational program. As educational initiatives continue to evolve and we begin to shift towards personalized learning, this lack of cohesion will make broad-based and equitable innovation difficult to achieve.

To address this situation, ACSU is embarking on a journey to improve and expand the educational opportunities we offer to every student and family in the towns we serve. Although much work has been accomplished over the past decade – and long before then – there is still work that needs to be done to ensure that every child not only receives the best possible education, but is prepared to successfully navigate in a world that is swiftly and constantly changing.

Fortunately, ACSU is well-positioned to move forward in this endeavor and well-poised to create an equitable and outstanding educational system.  We are also fortunate, and grateful, to have the support of the communities we serve.

As a system representing seven towns, ACSU already has many structures in place that will serve as the foundation for the work we will undertake. These structures, however, are not systematically (or evenly) applied, accessed, and implemented across our nine schools. This lack of internal cohesion and consistency has resulted in unintended consequences, including a lack of stability, equity and predictability between the members of our supervisory union. Particular areas of concern include a lack of curricular and instructional cohesion (both longitudinally and across similar age groups); differences in integration and access in terms of educational and information technology; inequities in access to educational and co-curricular activities; and a lack of formalized data-driven methods to inform instruction.

Going forward, a greater emphasis must be placed on the mutual educational interests and complex interrelationships our schools share. All stakeholders – in all of our communities – must engage with one another.

Enhancing ACSU's ability to function as a committed and sustainable collective partnership is essential to ensuring that all of our students advance through and graduate from our schools having experienced a high quality education. Therefore, while our existing systems will be drawn upon to aid in the work ahead, we must re-think some of the

*ACSU is embarking on a journey to improve and expand the educational opportunities we offer to every student and family in the towns we serve.*

older models that are still in place and work together to innovate new models capable of advancing student success and supporting our faculty and staff.

## Working Toward a Stronger Tomorrow

To that end, the strategic goals, action steps, and timelines outlined in this Strategic Plan seek to identify and address the areas we believe are in need of systematic improvement, including the cultivation of effective staff; the enhancement and coordination of communication systems; the improvement of student support infrastructure; the increased availability of and accessibility to staff resources; and the wise stewardship and equitable distribution of resources and opportunities to support student success.

To begin the process of defining our goals and developing a strategic plan that will allow us to accomplish them, several groups of people comprised of community members, teachers, and administrators met during the 2014-15 academic year to address the following questions:

- How are we doing as a supervisory union?

- What are our strengths and needs?

- Where do we need to be in order to provide our students with the best education possible?

- How will we get to where we need to be?

- What is our timeline?

The result of our work came in the form of three strategic *foundational goals*, followed by strategic actions, specific actions steps, and quantifiable metrics that we believe will guide us in the coming years towards building an outstanding and equitable school system.

# Our Three Strategic Foundational Goals

**FOUNDATIONAL GOAL 1**

### EDUCATIONAL SUCCESS

*We will build a culture of innovation and continuous improvement that personalizes learning experiences, provides equitable opportunities, and results in high learning outcomes and achievement for all students. We will do this by:*

- Establishing high learning outcomes for all ACSU students that result in them being engaged and responsible citizens;

- Developing and implementing an articulated Pre-K-12 instructional framework that not only provides a context for the important work we do with students, but also articulates how all of this work fits together to help students meet our high expectations;

- Identifying and implementing instructional practices proven to have the greatest impact on student learning; and

- Developing a precise and articulated focus on what we want ACSU students to know and be able to do as they advance through our system.

**FOUNDATIONAL GOAL 2**

### COMMUNITY

*We will engage our communities in improving outcomes for all students. We will do this by:*

- Ensuring that all students feel they matter to people in the community;

- Strengthening and broadening partnerships between our schools and communities; and

- Building a relationship-based model of mutual support between schools and families.

**FOUNDATIONAL GOAL 3**

### SYSTEMS

*We will develop operational and educational systems to support learning for all students. We will do this by:*

- Developing, supporting and retaining effective teachers and school leaders;

- Developing communication systems that support students' and staff's educational success, and which reaches and coordinates all stakeholders;

- Developing infrastructure to support student success;

- Developing systems to enhance the availability of the employee information; and

- Assuring the equitable distribution and optimal use of resources in order to best support the success of our students.

*The actions outlined in this document seek to address identified shortcomings, take advantage of new thoughts and approaches in education, and leverage existing and developable assets within ACSU and across Addison County to create an environment of innovation and continuous improvement.*

# EDUCATIONAL SUCCESS

We will build a culture of innovation and continuous improvement that personalizes learning experiences, provides equitable opportunities, and results in high learning outcomes and achievement for all students.

EDUCATIONAL SUCCESS OBJECTIVE #1
## Learning Outcomes

*Students will achieve learning outcomes that prepare them to be engaged and responsible citizens.*

**NARRATIVE:** It is imperative that we establish clear student learning outcomes that provide a direction for our ACSU vision of supporting all students in reaching their full academic potential and being prepared for success as engaged citizens. ACSU will establish and ensure that all students meet high expectations for learning that result in them being engaged and responsible citizens.

**STRATEGIC ACTION 1:** Determine expected learning outcomes and take actions to ensure students attain these outcomes.

**METRICS:** The following metrics will be considered in the development of a system to measure progress:

» Increased number of students meeting graduation requirements.
» Increased number of students completing post-secondary programs.
» Increased number of students demonstrating proficiency in meeting identified grade level standards as measured by SBAC.

| ACTION STEPS | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 |
|---|---|---|---|---|---|
| Use Act 77 requirements, Vermont Education Quality Standards and ACSU community expectations to establish ACSU graduation requirements. | | | | | |
| Examine current ACSU practices to determine where alignment exists and where it does not with new graduation requirements. | | | | | |
| Make necessary changes to ACSU practices to ensure students across ACSU schools meet new graduation requirements. | | | | | |

*The instructional framework is designed to engage students, families and the community, along with providing a context for the way we work with students.*

EDUCATIONAL SUCCESS OBJECTIVE #2

# Instructional Framework

*Establish an educational framework based on the ACSU vision and mission that provides for the needs of each student in ACSU.*

**NARRATIVE:** This framework will provide a context for the important work we do with students and articulate how all of this work fits together to help students meet our high expectations. This framework will be designed to engage students, families and the community; foster self-aware and responsible citizens of community, country and world; promote self-reflection/metacognition; encourage flexible pathways; and incorporate real world application of learning.

**STRATEGIC ACTION 2:** Develop or select and implement an articulated Pre-K-12 instructional framework.

**METRICS:** The following metrics will be considered in the development of a system to measure progress:

» A system is implemented to develop and monitor students' personal learning goals in grades Pre-K-12.
» An increased number of personalized learning experiences for students is provided.
» An increased number of students demonstrating mastery of curricular standards through personalized learning experiences.
» An increased number of schools and teachers incorporating flexible pathways for students to demonstrate mastery of grade level learning standards and competencies.
» An increased number of students practicing citizenship both inside and outside the classroom.
» An increased number of students enrolling in world language courses.

| ACTION STEPS | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 |
|---|---|---|---|---|---|
| Engage in a process of determining the role of world languages to ensure all ACSU students receive equitable opportunities. | ■■■ | | | | |
| Identify and implement a system to develop and monitor students' personal learning goals. | ■■■ | ■■■ | ■■ | | |
| Ensure teachers have access to professional development to support their expanded roles as facilitators of learning beyond the school walls. | | ■■■ | ■■■ | ■■■ | ■■■ |
| Provide students with multiple opportunities to practice citizenship both inside and outside the classroom throughout their Pre-K-12 educational experience, both in groups and as individuals. | | ■■■ | ■■■ | ■■■ | ■■■ |
| Leverage relationships with other academic institutions and the expertise of members of the community to help students meet curricular standards through experiences that promote personalization, connect them to the real world, and set their discoveries and talents in motion. | | ■■■ | ■■■ | ■■■ | ■■■ |
| Ensure that schools and teachers incorporate flexible pathways for students to demonstrate mastery of grade level learning standards and competencies. | | | | | ■■■ |
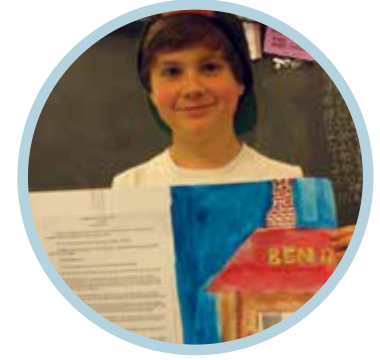
EDUCATIONAL SUCCESS OBJECTIVE #3

# Instructional Practices & Design

*Leverage significant ACSU educational resources to establish personalized, student-centered teaching and learning models.*

*ACSU will identify and implement instructional practices that have the greatest impact on student learning.*

**NARRATIVE:** Currently, there are a variety of practices and designs in place across ACSU schools. Some of the differences in practices and designs from school to school can be attributed to each school's unique factors while others can be attributed to being past practice for that school. To address this issue, ACSU will identify and implement instructional practices proven to have the greatest impact on student learning, as well as identify and implement designs that best support the implementation of these practices.

**STRATEGIC ACTION 3:** Identify and implement instructional practices and designs proven to have the greatest impact on student learning.

**METRICS:** The following metrics will be considered in the development of a system to measure progress:

» Professional development in best practices in teaching is provided for teachers, administrators and support staff.
» An increased number of ACSU teachers implementing research-based best practices in teaching.
» Increased feedback to and support of teachers, administrators, and support staff in their effective use of best practices resulting in greater achievement of intended outcomes for students.
» School and classroom structures, and the use of time resulting in an increase in the number of students who demonstrate proficiency in intended outcomes.
» The efficacy of selected instructional practices and designs are regularly assessed.

| ACTION STEPS | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 |
|---|---|---|---|---|---|
| Implement best practices in teaching in all ACSU classrooms. | ■ | | | | |
| Routinely assess fidelity with which practices are implemented and provide feedback to teachers, administrators and support staff to continue their growth in implementing practices. | ■ | | | | |
| Use national and local research to identify best practices in teaching to be implemented in ACSU. | ■■ | | | | |
| Identify time use designs (e.g. school hours, free blocks, student and teacher schedules) that optimize student learning and promote equitable experiences for ACSU students. | | ■ | | | |
| Provide professional development for teachers, administrators and support staff to ensure practices achieve intended outcomes. | | ■■■■ | | | |
| Identify ACSU, school and classroom designs (e.g. 6th grade at MUMS, primary schools, magnet schools, looping, departmentalization, instructional grouping, multi-grade classrooms) that optimize student learning for ACSU students. | | | ■ | | |
| Develop a process and timeline to regularly assess the efficacy of selected practices and designs. | | | ■ | | |
| Implement identified designs in ACSU schools. | | | | ■■ | |

EDUCATIONAL SUCCESS OBJECTIVE #4

# Curriculum & Assessment

*Build an ACSU articulated teaching and learning system.*

**NARRATIVE:** Developing a precise and articulated focus on what we want ACSU students to know and be able to do, as well as the system we use to determine their progress, is crucial to our success in realizing our vision. This work needs to include ACSU developed and/or selected common formative and summative assessments to be administered across ACSU, each within a narrow window of time, to be analyzed by same subject, same grade teachers for the purpose of improving and refining instructional practice.

*ACSU will create a supervisory union-wide curriculum, plus a system to measure our progress towards identified learning outcomes.*

**STRATEGIC ACTION 4:** Establish supervisory union-wide curriculum and a system to measure progress towards identified learning outcomes.

**METRICS:** The following metrics will be considered in the development of a system to measure progress:

» Pre-K-12 essential learning outcomes for each content area are articulated and communicated to teachers, students and their families.
» All ACSU teachers and administrators understand the essential learning outcomes.
» Essential learning outcomes are mapped across the school year and are vertically and horizontally aligned.
» All teachers follow instructional maps.
» A system of assessments including screening, diagnostic and progress monitoring to identify students significantly above or below the standard is in place.
» Same subject, same grade level teachers meet regularly to analyze student data from common assessments to inform instruction.
» Teachers and administrators use a decision-making process based on data to make academic and behavior intervention and enrichment decisions for students.
» Teachers and administrators use a flexible system of intervention and enrichment to address identified student behavior and academic needs.
» The efficacy of interventions and enrichments is monitored and adjusted as needed to meet student needs.

| ACTION STEPS | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 |
|---|---|---|---|---|---|
| Map essential learning outcomes across the school year, with vertical and horizontal alignment, and develop a culture where all teachers follow these maps in order to engage in professional discourse while student data is relevant and can be used to inform instruction. | ███ | | | | |
| Develop articulated, Pre-K-12, essential learning outcomes for each content area. | ████ | ███ | | | |
| Develop or select local, common, formative and summative assessments for essential learning outcomes. | ████ | ███ | | | |
| Develop and implement a decision-making process that uses data to make academic and behavior intervention and enrichment decisions for students. | ████ | ███ | | | |
| Build understanding of essential learning outcomes with ACSU teachers and administrators. | ████ | ████ | ████ | ████ | |
| Develop a system to monitor fidelity to curriculum maps. | | ███ | | | |
| Identify and implement a flexible system of intervention and enrichment to address identified student behavior and academic needs. | | ███ | | | |
| Develop and implement a system to monitor the efficacy of interventions and enrichments and adjust as needed to meet student needs. | | ████ | ███ | | |
| Develop a system where same subject, same grade level teachers meet regularly to analyze student data from common assessments to inform instruction. | | ████ | ████ | ████ | ███ |
| Provide professional development to teachers on data analysis to inform instruction. | | ████ | ████ | ████ | ███ |

# COMMUNITY

We will engage our communities to improve outcomes for all students.

COMMUNITY OBJECTIVE #1

## Students Feel They Matter

*All students feel they matter to people in the community.*

**NARRATIVE:** To improve outcomes for all students, it is essential that all students experience acceptance and a strong connection with adults and peers across the community. Because families in ACSU experience marked disparity relative to income and levels of education, the full involvement of the community will be essential for the attainment of this goal and others within the strategic plan. When the community is engaged in meaningful ways, the necessary human and fiscal resources for improved student outcomes will be forthcoming.

**STRATEGIC ACTION 1:** Create and charge an ACSU Community Partnership Council, made up of students, educators, and members of the community. The Council will act as a sounding board and help to develop a range of resources to support initiatives designed to improve outcomes for all students.

**METRICS:** The following metrics will be considered in the development of a system to measure progress:

» The 2015 Youth Risk Behavior Survey - baseline data; administered again in 2017.
» Student survey/s (to be identified) to determine students' sense of safety, agency and connection.

| ACTION STEPS | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 |
|---|---|---|---|---|---|
| Create structures within each school to ensure that all students have at least one school staff member/volunteer they can count on/look to as an advocate. | | | | | |
| Find opportunities to recognize students for their diverse interests and accomplishments. | | | | | |
| Select/design and administer student surveys for different age groups to determine students' sense of safety, agency and connection. Results of surveys will be used to set goals and create responsive plans for individual students, groups of students and/or the whole school. | | | | | |
| Host youth-adult forums to ensure students have opportunities to assume meaningful roles in shaping their learning and their lives; and building on successful programs already in existence, such as *Getting to 'Y': Youth Bring Meaning to their Youth Risk Behavior Survey*. | | | | | |

COMMUNITY OBJECTIVE #2
# Strengthen Partnerships

*Strengthen and broaden partnerships between our schools and communities to improve outcomes for students.*

*Schools are centers where all families and community members should feel welcome. Engaging the community in the life of the school is vitally important to the success of our students.*

**NARRATIVE:** Schools are centers where all families and community members should feel welcome. Engaging the community in the life of the school is vitally important to the success of our students. Community partnerships provide students with opportunities for personal and professional development; opportunities to enhance their experiential learning, supplement their academic study, and prepare them to be engaged citizens. Such partnerships allow students to learn through real-world experiences and provide opportunities to solve real-world problems on behalf of the community. They also offer resources that support learning inside and outside of the classroom.

**STRATEGIC ACTION 2:** Develop programs, structures, and resources that will strengthen and broaden the range of partnerships between the schools and communities.

**METRICS:** The following metrics will be considered in the development of a system to measure progress:

» Survey and evaluate existing partnerships (recurring).
» Assess the Partner Program outcomes.

| ACTION STEPS | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 |
|---|---|---|---|---|---|
| Identify and evaluate existing partnerships. | ▇ | | | | |
| Create a speakers' bureau of community members who can share personal and professional knowledge/ experience in classrooms. | ▇ | | | | |
| Encourage towns to create student positions on appointed boards that work on youth issues. | ▇▇▇▇▇▇▇▇ | | | | |
| Provide training programs for community members who work with students. | | ▇▇▇▇▇▇ | | | |
| Develop a program in which all students have opportunities to shadow a professional, work with a vocational mentor, or participate in an apprenticeship or internship. | | | ▇▇▇▇ | | |
| Review and revise the design of the school day and year to allow for richer collaboration with community partners, including religious organizations, businesses, non-profit institutions, government agencies, service providers, and post-secondary institutions of higher learning. | | | ▇▇▇▇ | | |

COMMUNITY OBJECTIVE #3

# Build Support

*Build a relationship-based model of mutual support between schools and families.*

*To build support between our schools and families, we will establish three strategic action plans: 3A, 3B and 3C.*

**NARRATIVE:** Families are our most important partners. Engaging them as equal partners in their children's education increases student success. When families and schools share values about and hold high expectations for effort, behavior, and learning, students are more likely to be successful. We need to shift our thinking and devise structures/avenues that invite and encourage families to participate in their child's education. To do so, we will need to take stock of what is working and what is not (i.e. identify when and why families and children are slipping through the cracks); build on identified strengths; and seek ways to provide a comprehensive and coherent system of support that is easy for families to access and easy for schools to execute. Schools face enormous challenges that cannot be met without family and community partnerships.

➡ **STRATEGIC ACTION 3A:** Create structures to increase trust and support between families and schools to help all families become more engaged in their children's education.

**METRICS:** The following metrics will be considered in the development of a system to measure progress:

» Survey and evaluate existing partnerships (recurring).
» Create a model from the outcomes.

| ACTION STEPS: 3A | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 |
|---|---|---|---|---|---|
| Identify and evaluate existing structures/ programs that support families' engagement in their children's education. | ██ | | | | |
| Design and implement an orientation program for families of new students. | ████ | | | | |
| Increase social/emotional support services to make available a full range of direct services (e.g. delivery of core curriculum, planning with individual students, intervention, and crisis response); and indirect services (e.g. referrals, consultation and collaboration with parents, teachers, other educators and community organizations). | ████ | | | | |
| Offer parenting classes/education that allow families to support one another on topics that address child development, social and emotional competencies for children at all stages, and how to support academic growth at home. | ████ | | | | |
| Review ACSU facilities use policies and procedures and revise to ensure maximum access for wide range of community activities. | ████ | | | | |
| Provide care coordination for family support in all schools including concrete supports in times of need by partnering with existing community agencies, including parent/child centers and mental health agencies that work with families. | ████████████████ | | | | |
| Create a team to research, design and implement school-based health centers. | ████████████████ | | | | |
| Create and implement a plan to make schools open and inviting spaces, including activities held outside normal school hours. | ████████████████ | | | | |
| Create a Family Engagement Team consisting of school staff and parents at each school to design, implement, and monitor a plan to engage families in student learning at home and at school. | | ██ | | | |
| Maintain a collection of parenting materials that are accessible to families at home. | | ██ | | | |
| Create opportunities for families to build relationships with school leaders and educators (e.g. principal coffees). | | ████ | | | |

**NARRATIVE:** Clear, regular communication between schools, parents, and students is key to building strong partnerships. In today's busy world, it is more important than ever that multiple avenues of communication and outreach are employed to ensure that families are informed of important school programs and practices; and that they feel welcome, invited, and valued. Annual feedback regarding communication is critical to ensuring that methods employed are effective.

➡ **STRATEGIC ACTION 3B:** Establish effective, inclusive communications between schools and families.

**METRICS:** The following metrics will be considered in the development of a system to measure progress:

» Survey and evaluate existing home/school and school/home communications.
» Johns Hopkins University Partnership Surveys
» Vermont parent survey (under development)

| ACTION STEPS: 3B | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 |
|---|---|---|---|---|---|
| Identify and evaluate existing home-to-school and school-to-home communications, including progress report system and websites. | ► | | | | |
| Determine families' preferred ways to receive school announcements. | ► | | | | |
| Determine what information needs to be in all ACSU school handbooks. | ► | | | | |
| Maintain a calendar of ACSU and school-based notifications to be sent to families. | ► | | | | |
| Create standard protocols to ensure school-to-home communication reaches all who need to know, directly and in a timely fashion. | ► | | | | |
| Maintain easy-to-navigate ACSU/school websites for enhanced communication using consistent website formats among schools (seek user feedback on a regular basis). | ► | | | | |
| Maintain an ACSU calendar to schedule important events to avoid double booking and to ensure families and employees are able to attend. | ► | | | | |
| Ensure families have clearly articulated, safe, and effective means of providing feedback related to home/school interactions (e.g. team meetings, personnel concerns). | ────── | ────── | ────── | ────►  | |
| Issue an annual ACSU report card showing progress towards achieving its goals. | ────── | ────── | ────── | ────►  | |
| Provide multiple pathways for effective two-way communication to occur between families and teachers as well as between families and administration. | | ► | | | |
| Create a family survey to be administered annually. Results will be analyzed by the school-based Family Engagement Action Teams and the Community Partnerships and responsive plans will be created and shared with families. | | ──── | ──►  | | |
| Expand resources for UD#3 families to obtain timely information to plan programs of study that will support their children's goals and aspirations for post secondary work and education. | | ──── | ──►  | | |

**NARRATIVE:** Currently, many home-school relationships are awkward and limited to parents attending conferences or school events, especially as students enter middle and high school. Through professional development opportunities, educators will examine current practice (where productive engagement occurs and where it does not) and gain understanding, skills and tools to build and advance partnerships with families.

➡ **STRATEGIC ACTION 3C:**  Expand and provide professional development opportunities for all school staff that focus on the diverse experiences of children and families.

**METRICS:** The following metrics will be considered in the development of a system to measure progress:
» Course enrollment and evaluations.
» The metrics identified in all three Strategic Action Steps above are relative to the Community Foundational Goals.

| ACTION STEPS: 3C | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 |
|---|---|---|---|---|---|
| Support educators' capacity to develop and advance school/family partnerships (working with families as equal partners) that focus on enhancing student outcomes. | ▶ | | | | |
| Provide professional development activities that focus on understanding the nature and needs of diverse families and the protective factors of the Strengthening Families Framework; age specific training related to child and adolescent development; and the awareness/accessibility of child and family related resources within the community and how to access them. | | ▶ | | | |

*When families and schools share values about and hold high expectations for effort, behavior, and learning, students are more likely to be successful. We need to shift our thinking and create avenues that invite and encourage families to participate in their child's education.*

Our new systems will allow staff to pursue professional development opportunities and take advantage of a mentoring system.

# SYSTEMS

We will develop operational and educational systems to support learning for all students.

## SYSTEMS OBJECTIVE #1
## Professional Development

*Develop, support and retain effective teachers and school leaders.*

**NARRATIVE:** Professional development should foster both teacher and staff growth and be directed by the ACSU vision. This system will allow staff to pursue varied and personalized professional development opportunities and engage with colleagues and professionals both within and outside ACSU. Teacher leaders will assist in developing and delivering needs-based professional development opportunities that are robust and meaningful. A mentoring system is also a valued part of continued professional growth for all staff.

**METRICS:** The following metrics will be considered in developing a system to measure progress:
» Increased application of professionally developed practices aligned to ACSU vision.
» Increased feedback to employees on performance objectives.
» Expanded professional learning is aligned to employee needs and ACSU vision.
» Increased cadre of trained, engaged teacher leaders and mentors.
» Increased use of effective collaborative teams across grades, content areas, and school settings.

➡ **STRATEGIC ACTION 1A:** Develop a clear vision for robust, meaningful and needs-based professional development.

| ACTION STEPS: 1A | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 |
|---|---|---|---|---|---|
| Develop professional development opportunities that allow for individualized pathways that support supervisory union goals. | ■ | ■ | ■ | ■ | ■ |
| Develop and implement a comprehensive professional development plan for Pre-K-12 aligned to supervisory union goals. | | | ■ | ■ | ■ |
| Ensure full participation by relevant staff. | | | | ■ | ■ |
| Evaluate and update professional development plan to meet the ongoing needs of staff. | | | | | ■ |
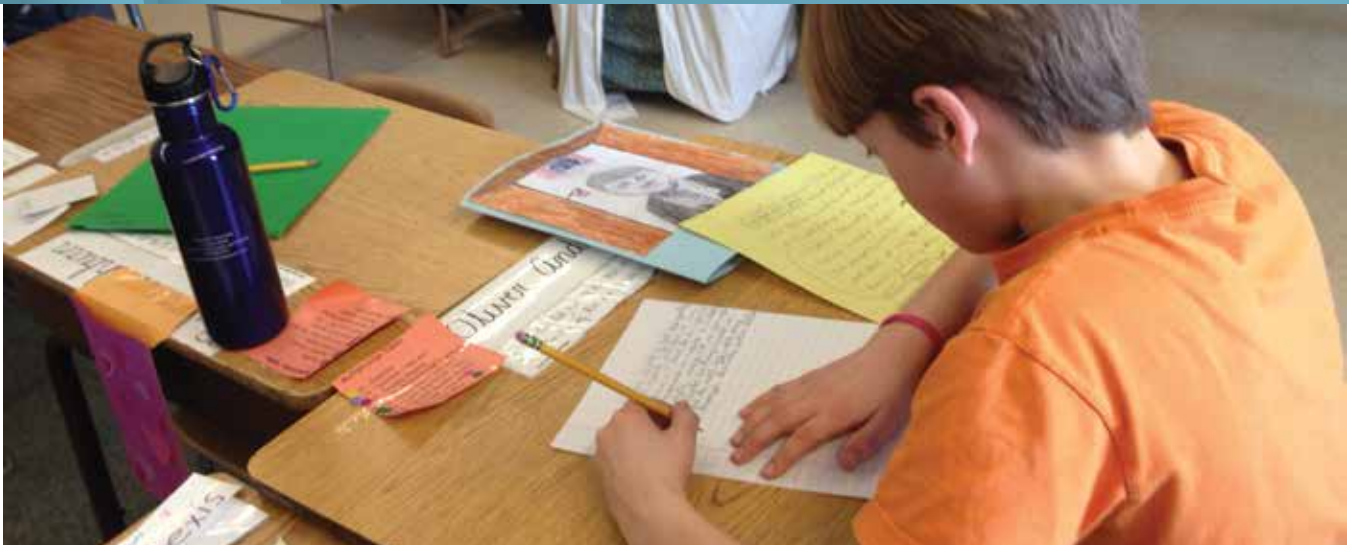
➡ **STRATEGIC ACTION 1B:** Identify and develop a cadre of teacher leaders to support development/ delivery of a professional development system.

| ACTION STEPS: 1B | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 |
|---|---|---|---|---|---|
| Articulate the role of SU teacher leader. | ■ | | | | |
| Identify curriculum areas in which teacher leaders or additional teacher leaders are needed and identify currently competent teacher leaders. | ■ | ■ | ■ | ■ | ■ |
| Increase number of teacher leaders to support curriculum. | | ■ | ■ | ■ | ■ |
| Provide ongoing trainings in leadership and content. | | ■ | ■ | ■ | ■ |

➡ **STRATEGIC ACTION 1C:** Establish a mentoring program for teachers/staff.

| ACTION STEPS: 1C | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 |
|---|---|---|---|---|---|
| Reflect on, revise, and enhance mentor/ mentee roles and responsibilities. | ■ | | | | ■ |
| Identify and recruit mentors. | | ■ | ■ | ■ | ■ |
| Provide annual training of mentors. | | ■ | ■ | ■ | ■ |

➡ **STRATEGIC ACTION 1D:** Guarantee sufficient resources for collegiality and collaboration.

| ACTION STEPS: 1D | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 |
|---|---|---|---|---|---|
| Commit to scheduling and protecting time for teachers to meet, collaborate and innovate in whatever form is deemed optimal for each building. | ▰▰ | | | | |
| Identify and implement a model for forming and fostering purpose-driven collaborative groups. | ▰▰▰▰▰▰▰▰ | | | | |
| Intentionally promote and reduce barriers to collegiality, the sharing of ideas and resources, and cross-disciplinary relationship building that will promote professional growth. | | ▰ | | | |
| Allow and encourage staff to use professional release time to observe and debrief colleagues' classrooms and instruction, in order to create a vibrant and growth-oriented teaching community and foster professional trust. | ▰▰▰▰▰ | | | | |

➡ **STRATEGIC ACTION 1E:** Supervision and evaluation.

| ACTION STEPS: 1E | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 |
|---|---|---|---|---|---|
| Evaluate current supervision / evaluation system to identify strengths and weaknesses that place a focus on student outcomes. | ▰ | | | | |
| Articulate staff and administrative roles and responsibilities. | ▰▰▰▰▰▰▰▰ | | | | |
| Revise, update or adopt a new model for supervision and evaluation of staff. | | ▰ | | | |
| Develop formal supervision/evaluation process of administrators. | | ▰ | | | |
| Ensure all staff supervisors are highly trained in staff supervision and evaluation process. | | | ▰▰▰▰ | | |

SYSTEMS OBJECTIVE #2

# Improve Communications

*Develop communication systems that support students' and staff's educational success and that reach and coordinate all stakeholders.*

*Developing, implementing and maintaining an improved system of communication is critical to the success of our work.*

**NARRATIVE:** Communication is integral to students' academic success and achievement and to the effectiveness of faculty and staff. Essential elements of effective communication within and between schools include a clearly articulated, equitable, and uniform vision of professional roles, responsibilities, and learning outcomes; timely and constructive feedback and evaluation; dedicated time for robust professional collaboration and innovation; streamlined and up-to-date networks of student service providers; established modes for two-way communication with families and other stakeholders; and access to and competent use of technologies to facilitate all of the above. Developing, implementing and maintaining this system is critical to the success of our work.

**STRATEGIC ACTION 2:** Establish a streamlined, inclusive, and real-time communication system between students, teachers, service providers and other stakeholders.

**METRICS:** The following metrics will be considered in the development of a system to measure progress:
» Higher stability of technology infrastructure and support.
» Increase in data available to all stakeholder groups.
» Higher levels of satisfaction by teachers, students, parents, service providers, and stakeholders.

| ACTION STEPS | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 |
|---|---|---|---|---|---|
| Identify networks of communication that are not currently effective, timely, or inclusive of all relevant stakeholders. | | ► | | | |
| Adopt and train staff in the use of communication procedures to ensure the accurate and timely communication and coordination of students services in order to better support students. | | | ►►►►► | | |

SYSTEMS OBJECTIVE #3

# School Culture Equitability

*Boost student supports and develop infrastructure to support student success.*

**NARRATIVE:** Learning occurs best in environments where students and staff feel a sense of safety, belonging and significance – an environment in which expectations are clear, and within which students and staff work in a coherent, equitable and inclusive culture. Developing and implementing such a culture will first require the intentional and deliberate evaluation, across schools, of current culture in order to identify successes, struggles, points of leverage and anticipated roadblocks; the development of a comprehensive academic and behavior assessment system; the implementation of a decision-making framework driven by data; the assurance of effective and responsive student supports; and equitable access to facilities, opportunities and activities.

➡ **STRATEGIC ACTION 3A:** Assess school culture in an intentional and structured way so clear expectations are established. Develop a foundation for how our communities/schools will function as a coherent, equitable and inclusive culture.

**METRICS:** The following metrics will be considered in the development of a system to measure progress:
» Increased sense of connection and belonging by students, parents and staff.
» Higher levels of knowledge, understanding and action toward established positive expectations by students and staff.
» Improved alignment of resources with student learning.
» Increased equity of access across schools and classrooms.
» Increased technology proficiency among teachers, parents, and students.

| ACTION STEPS: 3A | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 |
|---|---|---|---|---|---|
| Develop process to evaluate current school culture. | ▰ | | | | |
| Discuss and determine baseline school culture and identify needs using data from the assessment. | | ▰ | | | |
| Develop a foundation for and implement steps towards functioning as a coherent, equitable and inclusive culture. | | ▰▰▰▰▰ | | | |
| Develop a (recurring) survey for stakeholders to evaluate school climate. | | ▰ | | | ▰ |

➡ **STRATEGIC ACTION 3B:** Academic and Behavior Assessment – Develop a comprehensive academic and behavior assessment and monitoring system

| ACTION STEPS: 3B | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 |
|---|---|---|---|---|---|
| Recruit personnel or services to develop comprehensive academic and behavior assessment systems. | ▬ | | | | |
| Identify academic and behavior standards. | ▬ | | | | |
| Develop or identify measures of proficiency for standards. | | ▬▬ | | | |
| Develop and implement a decision making framework, reliant upon the documentation and interpretation of data that guides and monitors academic and behavior outcomes for students. | | ▬▬▬▬▬ | | | |



➡ **STRATEGIC ACTION 3C:** Ensure effective student supports through collaboration with inter-agency services.

| ACTION STEPS: 3C | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 |
|---|---|---|---|---|---|
| Identify service agencies and collaborative programs integral to supporting students. | ▬ | | | | |
| Identify and train SU liaison to coordinate collaboration with interagency services. | ▬ | | | | |
| Review and enhance referral process to expedite services. | | ▬ | | | |

➡ **STRATEGIC ACTION 3D:** Develop integrated information technology and management systems to support effective and meaningful academic practices that broaden and deepen the integration of technology to open new pathways, and to demonstrate and inspire learning.

| ACTION STEPS: 3D | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 |
|---|---|---|---|---|---|
| Identify and implement best practices for effective technology integration for each grade level as related to child development (e.g. typing, screen time, exposure to socal media, coding, etc.). | ▰ | | | | |
| Assess technological needs and knowledge gaps in order to promote students' and staff's education success, including communicating learning targets and activities to families and cultivating parent and community involvement. | ▰ | | | | |
| Ensure universal access to technology and timely technology support. | | ▰ | | | |
| Create opportunities for teachers to explore professional development in the area of technology integration. | | ▰▰▰▰ | | | |
| Build the capacity for technology integration (i.e. current library/media specialists and/or technology professional). | | ▰▰▰▰ | | | |
| Recruit education technology professionals to ensure teachers have time access and training to incorporate technology in their classrooms. | | | ▰ | | |

SYSTEMS OBJECTIVE #4

# Employee Information

*Develop systems to enhance the availability of employee information.*

**NARRATIVE:** Information that pertains to employment in the supervisory union should be readily available to all employees. Developing a system that is user-friendly, accurate and efficient will allow employees, supervisors, and HR personnel access to valid and up-to-date information.

**METRICS:** The following metrics will be considered in the development of a system to measure progress:

» Expanded use (numbers and scope) of the informational portal by employees.

*Our new systems will give ACSU employees easy access to information about employment in the supervisory union.*

➡ **STRATEGIC ACTION 4A:**  Enhance employee portal to allow access to personal records and information, and provide ongoing training.

| ACTION STEPS: 4A | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 |
|---|---|---|---|---|---|
| Provide employee personal information online via portal. | ▬ | | | | |
| Ensure full participation by relevant staff. | | ▬▬▬▬▬▬▬ | | | |
| Provide portal training for employees Including online tutorials and refreshers. | | ▬▬▬▬▬▬▬ | | | |
| Ensure 100% paperless implementation. | | | | | ▬ |

➡ **STRATEGIC ACTION 4B:**  Ensure a system for access to the master agreements, employee handbook, benefits and programs.

| ACTION STEPS: 4B | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 |
|---|---|---|---|---|---|
| Implement electronic contract renewal. | ▬ | | | | |
| Ensure understanding by all employees of how to access the document center and use the portal. | ▬▬▬▬▬▬▬▬ | | | | |
| Ensure full access and participation by relevant staff. | | ▬▬▬▬▬▬▬ | | | |

➡ **STRATEGIC ACTION 4C:**  Develop and maintain current technology systems to support information management.

| ACTION STEPS: 4C | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 |
|---|---|---|---|---|---|
| Evaluate and enhance current technology systems for efficiency. | ▬ | | | | |
| Ensure all employees have access to technology within the workplace. | | ▬▬▬▬▬▬▬ | | | |
| Ensure that roles/responsibilities are defined in order to keep information current and useful. | | ▬▬▬▬▬▬▬ | | | |

SYSTEMS OBJECTIVE #5

# Equitable Distribution of Resources

*Assure the equitable distribution and optimal use of resources in order to best support the success of our students.*

*Our final system will ensure that resources are shared across the system and that all schools benefit from joint purchasing power.*

**NARRATIVE:** Given the diversity of enrollment, facilities, and staffing within the schools of ACSU, it is essential that the supervisory union ensure an equitable distribution of resources that prioritizes the needs of students. Broadly, this includes access to and conservation of resources. All of ACSU's students must be guaranteed equal opportunity related to the use of technology, arts education, materials, co-curricular activities, and foreign language instruction. Conservation of resources includes expanding cost-effective joint purchasing power, centralizing resources when possible (including, but not limited to, psychological, behavioral, and academic supports), creating centralized and efficient systems to responsibly maintain district facilities, and ensuring that staff resources are allocated in a way that most effectively utilizes expertise and time.

**METRICS:** The following metrics will be considered in the development of a system to measure progress:

» Decrease in time between need and delivery of specialized services.
» Expanded opportunities for all students across SU to participate in extra- and co-curricular activities.
» Increased student participation in extra- and co-curricular activities.
» Increased satisfaction with SU level services by staff and faculty.
» Increased opportunities for conservation and efficient use of resources.
» Decreased response time to resolve building needs.

➡ **STRATEGIC ACTION 5A:** Develop a streamlined system to effectively respond to school facility needs in a timely manner.

| ACTION STEPS: 5A | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 |
|---|---|---|---|---|---|
| Evaluate long-term needs of facilities and equipment and create a plan for prioritizing modifications. | ▶ | | | | |
| Develop a district-wide and electronic work order system for submitting and tracking maintenance requests. | | ▶ | | | |

➡️ **STRATEGIC ACTION 5B:** Assure supervisory union-wide resource conservation by capitalizing on purchasing power, identifying redundancies, and developing a formalized process for school-to-school sharing/buying/savings.

| ACTION STEPS: 5B | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 |
|---|---|---|---|---|---|
| Identify opportunities for resource conservation related to facilities overhead. | | | ▰ | | |
| Establish savings opportunities with vendors, communicate them to all staff, and ensure that they are being fully utilized to conserve funds. | | | ▰ | | |
| Identify purchasing redundancies in relation to school equipment, materials and supplies, and develop a formalized process to ensure school-to-school sharing, rading, and buying. | | | | ▰ | |
| Optimize opportunities for the reuse and recycling of equipment between buildings. | | | | ▰ | |

➡️ **STRATEGIC ACTION 5C:** Develop and implement a plan for equitable distribution of staff resources, including: psychological, behavioral and academic support staff, and technology and facilities maintenance staff.

| ACTION STEPS: 5C | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 |
|---|---|---|---|---|---|
| Develop a process for evaluating a need for services, and the level of service, in order to allocate funds. | ▰ | | | | |
| Create a formalized process for prioritizing needs and ensuring equitability of access to adequate psychological, behavioral and academic support staff, and technology and facilities maintenance staff. | | ▰ | | | |

➡ **STRATEGIC ACTION 5D:** Develop and implement a plan for equitable distribution of and access to educational resources, including co- and extra-curricular activities, arts and language instruction, materials, and other educational enrichment programs.

| ACTION STEPS: 5D | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 |
|---|---|---|---|---|---|
| Develop a transportation plan that allows for equitable participation for all students in extra- and co-curricular activities and programs. | ▰ | | | | |
| Form a representative team to assess and monitor the implementation of current policies to promote equity, and to identify on an ongoing basis the need for new policy work. | ▰▰ | | | | |
| Identify internal and external funding possibilities to equitably fund and protect elective and enrichment programs. | | ▰ | | | |
| Identify opportunities to share programmatic resources. | | ▰ | | | |

➡ **STRATEGIC ACTION 5E:** Develop a streamlined system to effectively and efficiently respond to school facility needs.

| ACTION STEPS: 5E | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 |
|---|---|---|---|---|---|
| Leverage financial software to enhance budget building process and conserve time and money. | ▰▰ | | | | |
| Streamline activities of financial group to add efficiencies and conserve time and money. | ▰▰▰▰▰▰▰▰ | | | | |

➡ **STRATEGIC ACTION 5F:** Implement a management system to routinely review and discuss data and performance indicators for central office departments to identify challenges, opportunities and compliance requirements.

| ACTION STEPS: 5F | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 |
|---|---|---|---|---|---|
| Develop performance indicators for central office departments to evaluate effectiveness. | ▰ | | | | |
| Establish an annual, ongoing and centralized process that coordinates mandated trainings, grant requirements, and school improvement action plans. | | | ▰▰▰▰ | | |

# THANK YOU

ACSU would like to express its thanks and appreciation to the ACSU school board members, students, parents, teachers, administrators, and community members who gave their time, energy, and effort towards helping us create the 2015-2020 ACSU Strategic Plan. We are especially grateful to the following individuals who participated on our ACSU Strategic Plan Steering Committee and our three Foundational Goal Action Teams. These groups spent countless hours researching, meeting, discussing, and developing our Strategic Plan.

## Steering Committee Members

Peter Burrows, *Superintendent*
Leigh Harder, *Elementary Teacher*
Kathy Reynolds, *Early Education Teacher*
Casey O'Meara, *Secondary Teacher*
Martha Santa Maria, *Secondary Teacher*
Alyce Schermerhorn, *Elementary Art Teacher*
Sharon Fletcher, *Executive Assistant*
C. McKeever-Parks, *Business Owner/Community*
Rick Scott, *Bridport Board Member*
JP Rees, *Middlebury Board Member*

Perry Hanson, *Ripton Board Member*
Katie Holmes, *MUHS Senior*
Ryan Biette, *MUHS Senior*
Patrick Reen, *Secondary Administrator*
Michael Lenox, *Elementary Administrator*
Val Gardner, *Educational Leader*
Dave Donahue, *Middlebury College Administration/Community*
Tracy Weston, *Middlebury College Education Faculty/Community*

## Educational Success Action Team

Patrick Reen, *Co-Facilitator*
Jessica Lynch, *Co-Facilitator*
Pam Quinn
Lili Foster
Bethany Morrissey
Bjarki Sears
Natasha Causton

## Community Action Team

Christina Johnston, *Co-Facilitator*
Allison Stanger, *Co-Facilitator*
Beth Hill
Andrew Nagy-Benson
Kevin Unrath
Diane Benware
Breena Holmes
Julie Berg
Ken Perine
Erika Garner

## Systems Action Team

Fernanda Canales, *Co-Facilitator*
Joy Dobson, *Co-Facilitator*
Amy Clapp
Jennifer Eaton
Chris Johnstone
Jenn Larocque
Sharon Fletcher
Sabrina Case

LEARN MORE: **acsu.org**

BRIDPORT / CORNWALL / MIDDLEBURY / RIPTON / SALISBURY / SHOREHAM / WEYBRIDGE *Vermont*