



2015-
2016

Addison Central Supervisory Union

Strategic Plan Report



May 6, 2016

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BRIDPORT

CORNWALL

MIDDLEBURY

RIPTON

SALISBURY

SHOREHAM

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Addison Central Supervisory Union Strategic Plan Report

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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 FOUNDATIONAL GOALS

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 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.

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.

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 reach and coordinate all stakeholders;
- ➡ Developing infrastructure to support student success;
- ➡ Developing systems to enhance the availability of employee information; and
- ➡ Assuring the equitable distribution and optimal use of resources in order to best support the success of our students.

See the entire plan at:
acsu.org →
 About Us →
 Strategic Plan

About this Report

Purpose

This 2015-2016 Strategic Plan Report is a summary and evaluation of the work Addison Central Supervisory Union has engaged in this year. The three foundational goals of the ACSU Strategic Plan guide our work as a learning community and provide direction to meet the ends of the ACSU vision and mission statements. Included is an overview of the work that we have undertaken to meet our specific objectives and action steps and all relevant data we have been able to gather to accurately assess our progress. Each year, the Strategic Plan Annual Report will provide direction and coherence as we continue to build stronger educational systems as a single, unified school district.



We have compiled a variety of data and information - including test scores, graduation rates, enrollment trends, and specifics regarding program development and implementation - to give us the best picture of where our work is most effective and where we need additional focus. While the data and information are helpful, we realize that we need to continue to build capacity in the development of data systems to amass the right kind of data that provide the right information to assess our progress.

In order to validly and reliably assess the outcomes of our students, Addison Central School District will work with the ACSD Board in the coming years to establish **Key Performance Indicators**, which will give the clearest metrics of our progress and performance. Our focus will be much greater than academic, summative assessments, and will include outcomes that support whole student success and well-being. The completed and ongoing work in year one of the ACSU Strategic Plan will enable us to build greater articulation and coherence and implement supportive systems that provide for the specific needs of each ACSU student.



How to Read this Report

Organization: This report is structured around the Strategic Plan's three foundational goals: Educational Success, Community, and Systems. Each goal is further subdivided into Objectives and Strategic Actions. For each of these, this report enumerates Action Steps for year one, gives an overview of our progress so far, provides evidence of our current performance, and outlines the priority work we foresee in year two.

Data: How do we demonstrate our progress toward meeting these goals? This report includes a variety of quantitative and qualitative data, including examples of work in progress and tasks completed. We are also defining the parameters for the use of data to measure and report outcomes. It is our intent to collect and provide reliable and valid data, so that we can make informed decisions that positively impact all stakeholders. For more detailed data and descriptions of ACSU's collective, ongoing work as part of the Strategic Plan, please visit our website at acsu.org → Departments → Curriculum and Assessment → Strategic Plan Report.

Moving Forward

ACSU has made great strides, and has begun work on an ambitious and comprehensive plan to continue to put students at the center of their own learning. This report will help illuminate what we have accomplished in this first year, as well as highlight priorities for the coming year, and suggest adaptations to the plan in order to refocus our efforts on what will ultimately achieve the strongest results for our students, our schools, and our community.



Enrollment and Demographic Data

Town Populations, 2010-2014*

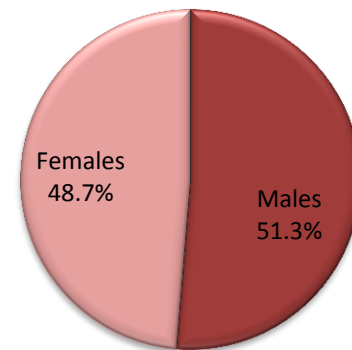
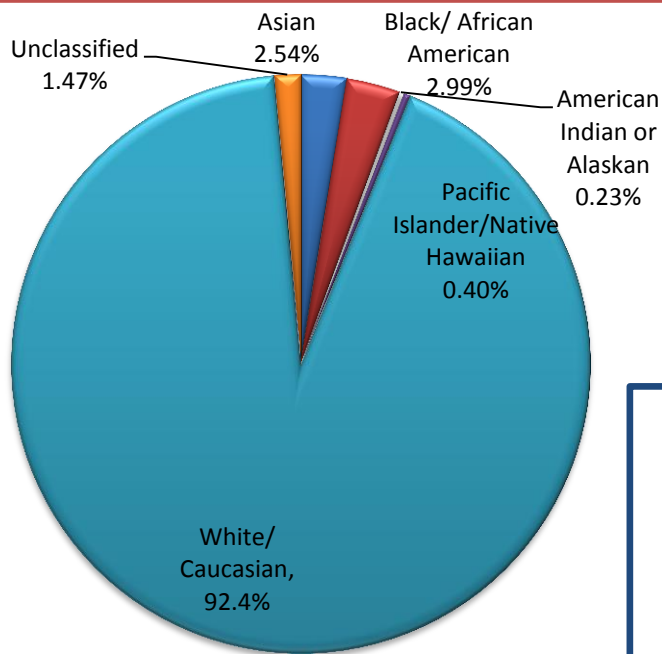
Town	Year					5-year Change
	2010	2011	2012	2013	2014	
Bridport	1,218	1,216	1,215	1,215	1,221	3
Cornwall	1,185	1,182	1,174	1,179	1,189	4
Middlebury	8,496	8,483	8,477	8,501	8,545	49
Ripton	588	586	582	593	595	7
Salisbury	1,136	1,133	1,128	1,124	1,131	-5
Shoreham	1,265	1,263	1,268	1,264	1,272	7
Weybridge	833	832	827	829	828	-5
Total:	16,731	16,706	16,683	16,718	16,795	60

*According to most recent data from the Vermont Department of Health & Agency of Human Services

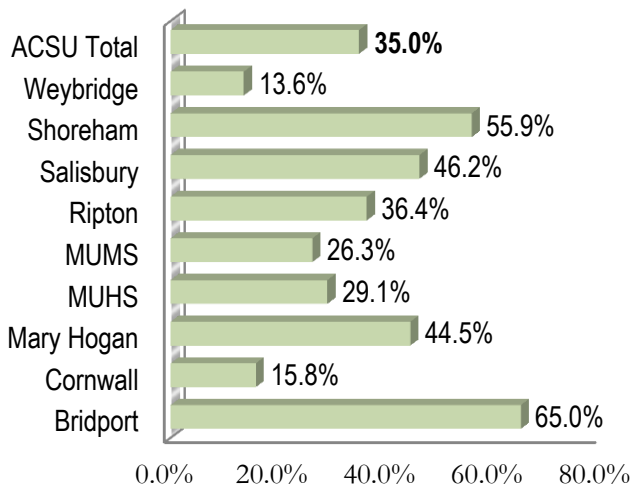
ACSU Enrollments by Town and Grade, December 1st, 2015

	Bridport	Cornwall	Midd.	Ripton	Salisbury	Shoreham	Weybridge	MUMS	MUHS	ACSU
Pre-K	13			4	11					28
Kind.	10	8	59	9	12	9	8			115
Grade 1	9	10	54	9	13	8	7			110
Grade 2	7	10	67	2	13	13	7			119
Grade 3	10	13	67	8	13	5	5			121
Grade 4	6	18	48	6	14	10	4			106
Grade 5	10	6	66	4	15	12	9			122
Grade 6	9	12	61	5	13	12	5			117
PK-6 Total	74	77	422	47	104	69	45			838
Grade 7	8	11	66	1	11	8	15	122		122
Grade 8	11	18	72	4	14	16	7	143		143
Grade 9	8	10	60	6	18	15	8		132	132
Grade 10	17	18	82	10	7	10	29		184	184
Grade 11	18	9	72	7	12	11	10		148	148
Grade 12	15	14	81	7	15	18	12		165	165
All Total	151	157	855	82	181	147	126	265	629	1,755

All ACSU Students, by Race/Ethnicity; Gender (December 1st, 2015)

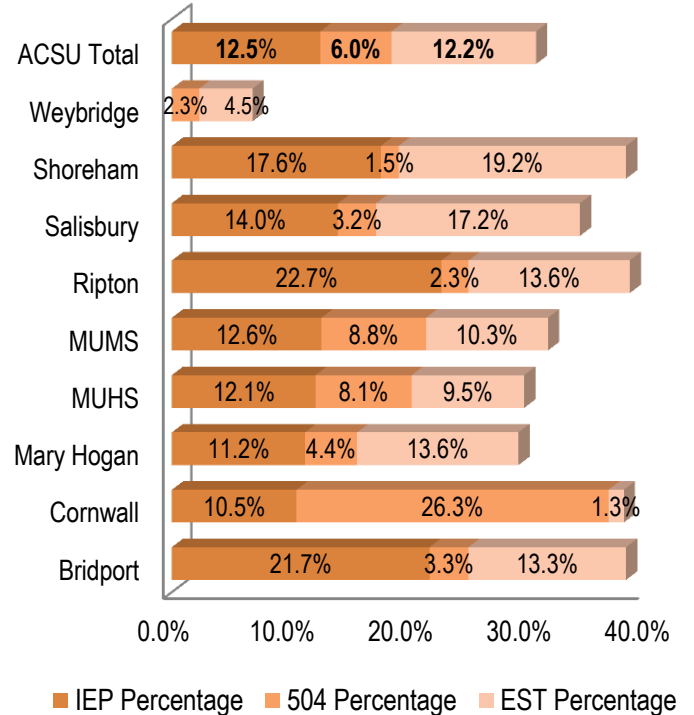


Percentage of Students Qualifying for Free or Reduced Price Lunch (FRL)



Eligibility for Free or Reduced Price Lunch represents the most basic way to determine students and families of lower socio-economic status.

Percentage of Students Receiving Services (IEP, 504, and EST)



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.



Objectives

Learning Outcomes:	Students will achieve learning outcomes that prepare them to be engaged and responsible citizens.
Instructional Framework:	Establish an educational framework based on the ACSU vision and mission that provides for the needs of each student in ACSU.
Instructional Practices and Design:	Leverage significant ACSU educational resources to establish personalized, student-centered teaching and learning models.
Curriculum and Assessment:	Build an ACSU articulated teaching and learning system.

Year One: Summary and Context

This was a year of building: our efforts revolved around establishing common goals and building capacity and understanding as a whole system. ACSU curriculum work focused on the development of Essential Learning Outcomes in grades PK-12 across ten content areas. We also embarked on a year of inquiry into International Baccalaureate (IB) as an educational framework that aligns to our vision and mission. A system for students' Personalized Learning Plans in grades 7 and 9 was implemented, and we began development of proficiency-based graduation requirements.

Year Two Priorities: 2016-2017

Next year, we will emphasize common efforts to achieve our goals. We will establish our proficiency-based graduation requirements and develop teaching and assessment practices that build a common understanding of what proficiency means in reaching our learning outcomes. We will conclude our IB inquiry and determine subsequent development of an instructional framework. We will continue to build a community of learners who engage in professional learning and better our practice. We will increase the opportunities for students to learn a world language, engage in personalized learning experiences, and develop strong citizenship.



Educational Success Objective #1

Learning Outcomes: Students will achieve learning outcomes that prepare them to be engaged and responsible citizens.

Strategic Action 1: Determine expected learning outcomes and take actions to ensure students attain those outcomes.

Action Steps:

- Year 1: Use Act 77 requirements, Vermont Education Quality Standards, and ACSU community expectations to establish ACSU graduation requirements.
- Years 1-2: Examine current ACSU practices to determine where alignment exists and where it does not with new graduation requirements.
- Years 1-3: Make necessary changes to ensure students across ACSU schools meet new graduation requirements.

Progress:

- Developed Essential Learning Outcomes (ELOs) and Learning Targets for ten content areas, grades PreK-12; will be finalized by Summer 2016
- Practiced design and use of Learning Scales by teachers at the classroom level to inform instruction and support student progress
- Drafted Transferable Skills that cross all content areas and will represent academic practices and habits of mind that students bring to every discipline (See figure below.)

Required for Graduation	Reporting Method		Assessment Method
YES	Transcript	Transferable Skills Graduation proficiencies across content areas	Demonstration by Body of Evidence <i>Portfolios, exhibitions, and other culminating demonstrations of learning are assessed</i>
YES	Transcript and Report Cards	Essential Learning Outcomes PreK-12 proficiencies by content area 5-8 outcomes per content area	Verification of Proficiency <i>Student progress toward the achievement of standards is determined and reported</i>
NO	Progress Reports	Learning Targets Definitions or indicators of ELOs at each grade level 5-10 targets per content-area outcome	Common SU-Wide Assessments <i>Common summative assessments ensure greater consistency in the evaluation of student learning</i>
NO	Feedback and Reflection	Learning Scales Describe what students can do to make progress toward and beyond a learning target.	Formative Teacher Assessments <i>Ongoing formative assessment is used to evaluate student learning progress</i>



Evidence:

Student Proficiency, as demonstrated by:
State Testing (SBAC, NECAP)
Report Card Standards (K-8)
Graduation Rate & Dropout Rate
VSAC Report - Class of 2014

Visit acsu.org for:
Content Area ELOs

Student Proficiency in Meeting Standards

State Testing

A Note on the Smarter Balanced Assessment

Since the spring of 2015, Vermont has been part of the Smarter Balanced Assessment Consortium, using new measures of student proficiency in English Language Arts (including Reading, Writing, Listening, and Research/Inquiry skills) and Mathematics. As noted in previous communications from both ACSU and Vermont's Agency of Education, Smarter Balanced has some key differences from the former state assessment, the New England Common Assessment Program (NECAP):

- The tests are computer-based and computer-adaptive, meaning test items are selected by the computer based on students' responses to previous items.
- The tests are aligned to the Common Core State Standards in Mathematics and English Language Arts.
- The tests are designed to measure more higher-order thinking skills.

It is important to read the data with these distinctions in mind. While we were pleased to see less of a drop in scores than may have been expected, we recognize that we are viewing a comparison between two different measures.

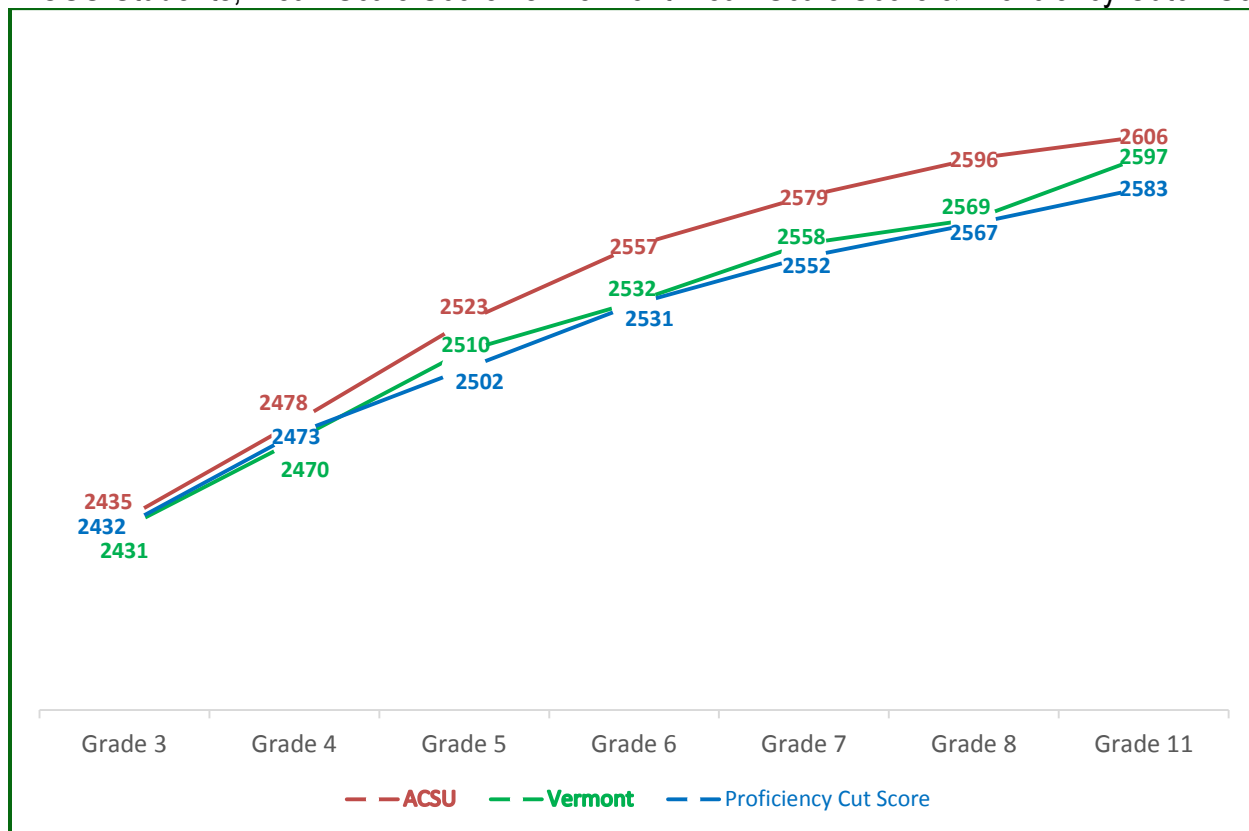


Spring 2015 Smarter Balanced Assessment Results: English Language Arts

Grade	Group	Percent Proficient or Higher	Average Scale Score	Percent at Each Achievement Level			
				1 - SBP	2 - PP	3 - P	4 - PD
3	ACSU	<div><div></div></div> 48	2435±8	<div><div></div><div></div><div></div><div></div></div> 21 30 22 26			
	Vermont	<div><div></div></div> 52	2431±1	<div><div></div><div></div><div></div><div></div></div> 24 24 25 26			
4	ACSU	<div><div></div></div> 53	2478±8	<div><div></div><div></div><div></div><div></div></div> 19 28 26 26			
	Vermont	<div><div></div></div> 51	2470±1	<div><div></div><div></div><div></div><div></div></div> 27 22 25 26			
5	ACSU	<div><div></div></div> 60	2523±9	<div><div></div><div></div><div></div><div></div></div> 21 19 31 29			
	Vermont	<div><div></div></div> 57	2510±1	<div><div></div><div></div><div></div><div></div></div> 24 19 34 23			
6	ACSU	<div><div></div></div> 64	2557±8	<div><div></div><div></div><div></div><div></div></div> 13 23 38 27			
	Vermont	<div><div></div></div> 53	2532±1	<div><div></div><div></div><div></div><div></div></div> 21 26 35 18			
7	ACSU	<div><div></div></div> 62	2579±8	<div><div></div><div></div><div></div><div></div></div> 16 22 35 27			
	Vermont	<div><div></div></div> 55	2558±1	<div><div></div><div></div><div></div><div></div></div> 21 24 38 17			
8	ACSU	<div><div></div></div> 69	2596±9	<div><div></div><div></div><div></div><div></div></div> 16 16 44 24			
	Vermont	<div><div></div></div> 54	2569±1	<div><div></div><div></div><div></div><div></div></div> 21 25 38 16			
11	ACSU	<div><div></div></div> 55	2600±9	<div><div></div><div></div><div></div><div></div></div> 21 24 26 28			
	Vermont	<div><div></div></div> 58	2597±1	<div><div></div><div></div><div></div><div></div></div> 21 24 26 28			

Spring 2015 Smarter Balanced Assessment Results: English Language Arts

All ACSU Students, Mean Scale Score vs. Vermont Mean Scale Score & Proficiency Cutoff Score



ACSU students scored, on average, higher than the mark for proficiency and higher than their Vermont peers in this new measure of the Common Core State Standards for English Language Arts (including Reading, Writing, Listening, and Research/Inquiry).



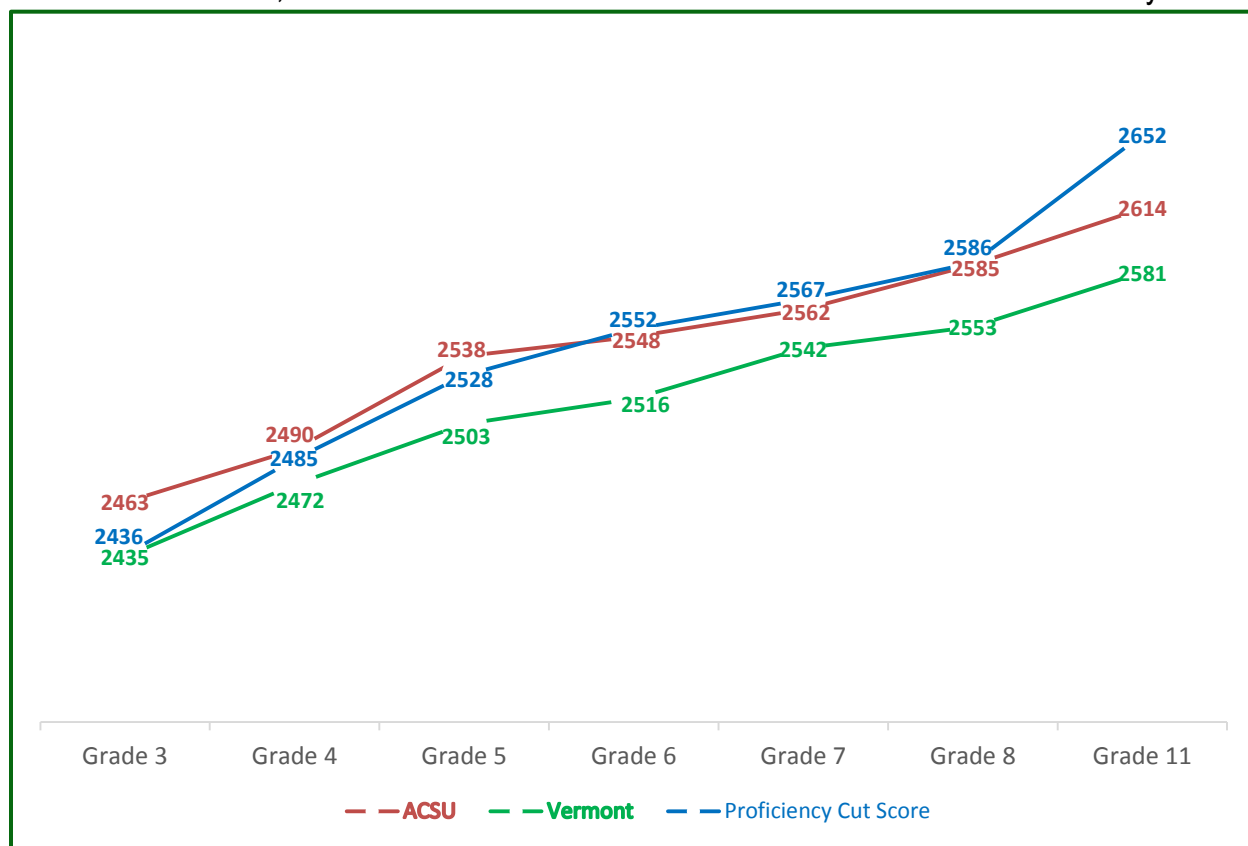


Spring 2015 Smarter Balanced Assessment Results: Mathematics

Grade	Group	Percent Proficient or Higher	Average Scale Score	Percent at Each Achievement Level			
				1 - SBP	2 - PP	3 - P	4 - PD
3	ACSU	<div><div style="width: 68%;"></div></div> 68	2463±8	<div><div style="width: 16%; background-color: red;"></div>16</div> <div><div style="width: 16%; background-color: yellow;"></div>16</div> <div><div style="width: 35%; background-color: green;"></div>35</div> <div><div style="width: 32%; background-color: blue;"></div>32</div>			
	Vermont	<div><div style="width: 51%;"></div></div> 51	2472±1	<div><div style="width: 23%; background-color: red;"></div>23</div> <div><div style="width: 26%; background-color: yellow;"></div>26</div> <div><div style="width: 31%; background-color: green;"></div>31</div> <div><div style="width: 20%; background-color: blue;"></div>20</div>			
4	ACSU	<div><div style="width: 57%;"></div></div> 57	2490±7	<div><div style="width: 15%; background-color: red;"></div>15</div> <div><div style="width: 28%; background-color: yellow;"></div>28</div> <div><div style="width: 35%; background-color: green;"></div>35</div> <div><div style="width: 22%; background-color: blue;"></div>22</div>			
	Vermont	<div><div style="width: 45%;"></div></div> 45	2470±1	<div><div style="width: 20%; background-color: red;"></div>20</div> <div><div style="width: 35%; background-color: yellow;"></div>35</div> <div><div style="width: 29%; background-color: green;"></div>29</div> <div><div style="width: 16%; background-color: blue;"></div>16</div>			
5	ACSU	<div><div style="width: 58%;"></div></div> 58	2538±9	<div><div style="width: 16%; background-color: red;"></div>16</div> <div><div style="width: 27%; background-color: yellow;"></div>27</div> <div><div style="width: 21%; background-color: green;"></div>21</div> <div><div style="width: 37%; background-color: blue;"></div>37</div>			
	Vermont	<div><div style="width: 42%;"></div></div> 42	2503±1	<div><div style="width: 28%; background-color: red;"></div>28</div> <div><div style="width: 31%; background-color: yellow;"></div>31</div> <div><div style="width: 23%; background-color: green;"></div>23</div> <div><div style="width: 19%; background-color: blue;"></div>19</div>			
6	ACSU	<div><div style="width: 49%;"></div></div> 49	2548±10	<div><div style="width: 20%; background-color: red;"></div>20</div> <div><div style="width: 31%; background-color: yellow;"></div>31</div> <div><div style="width: 19%; background-color: green;"></div>19</div> <div><div style="width: 30%; background-color: blue;"></div>30</div>			
	Vermont	<div><div style="width: 37%;"></div></div> 37	2516±1	<div><div style="width: 29%; background-color: red;"></div>29</div> <div><div style="width: 33%; background-color: yellow;"></div>33</div> <div><div style="width: 23%; background-color: green;"></div>23</div> <div><div style="width: 15%; background-color: blue;"></div>15</div>			
7	ACSU	<div><div style="width: 49%;"></div></div> 49	2562±9	<div><div style="width: 19%; background-color: red;"></div>19</div> <div><div style="width: 32%; background-color: yellow;"></div>32</div> <div><div style="width: 23%; background-color: green;"></div>23</div> <div><div style="width: 26%; background-color: blue;"></div>26</div>			
	Vermont	<div><div style="width: 43%;"></div></div> 43	2542±1	<div><div style="width: 27%; background-color: red;"></div>27</div> <div><div style="width: 30%; background-color: yellow;"></div>30</div> <div><div style="width: 26%; background-color: green;"></div>26</div> <div><div style="width: 18%; background-color: blue;"></div>18</div>			
8	ACSU	<div><div style="width: 53%;"></div></div> 53	2585±11	<div><div style="width: 27%; background-color: red;"></div>27</div> <div><div style="width: 20%; background-color: yellow;"></div>20</div> <div><div style="width: 21%; background-color: green;"></div>21</div> <div><div style="width: 32%; background-color: blue;"></div>32</div>			
	Vermont	<div><div style="width: 40%;"></div></div> 40	2553±1	<div><div style="width: 27%; background-color: red;"></div>27</div> <div><div style="width: 20%; background-color: yellow;"></div>20</div> <div><div style="width: 21%; background-color: green;"></div>21</div> <div><div style="width: 32%; background-color: blue;"></div>32</div>			
11	ACSU	<div><div style="width: 43%;"></div></div> 43	2614±11	<div><div style="width: 34%; background-color: red;"></div>34</div> <div><div style="width: 22%; background-color: yellow;"></div>22</div> <div><div style="width: 18%; background-color: green;"></div>18</div> <div><div style="width: 25%; background-color: blue;"></div>25</div>			
	Vermont	<div><div style="width: 37%;"></div></div> 37	2581±2	<div><div style="width: 38%; background-color: red;"></div>38</div> <div><div style="width: 24%; background-color: yellow;"></div>24</div> <div><div style="width: 21%; background-color: green;"></div>21</div> <div><div style="width: 16%; background-color: blue;"></div>16</div>			

Spring 2015 Smarter Balanced Assessment Results: Mathematics

All ACSU Students, Mean Scale Score vs. Vermont Mean Scale Score & Proficiency Cutoff



ACSU students scored, on average, higher than their Vermont peers in this new measure of the Common Core State Standards for Mathematics (including Concepts and Procedures; Problem Solving and Modeling & Data Analysis; and Communicating Reasoning). ACSU students in grades 3-5 averaged higher than the mark for proficiency, while those in grades 6-11 averaged below the proficiency mark.

Educational Success





Spring 2015 New England Common Assessment Program (NECAP) Results: Science

Grade	Group	Percent Proficient or Higher	Average Scale Score	Percent at Each Achievement Level			
				1 - SBP	2 - PP	3 - P	4 - PD
4	ACSU	<div><div></div></div> 50	439	<div><div></div><div></div><div></div><div></div></div>			
	Vermont	<div><div></div></div> 46	439	<div><div></div><div></div><div></div><div></div></div>			
8	ACSU	<div><div></div></div> 53	840	<div><div></div><div></div><div></div><div></div></div>			
	Vermont	<div><div></div></div> 25	834	<div><div></div><div></div><div></div><div></div></div>			
11	ACSU	<div><div></div></div> 36	1135	<div><div></div><div></div><div></div><div></div></div>			
	Vermont	<div><div></div></div> 32	1135	<div><div></div><div></div><div></div><div></div></div>			

Longitudinal (Cohort) State Testing Data

Follow a particular cohort of students throughout their time at ACSU by reading across the rows; examine a specific testing year by looking at one set of columns.

Smarter Balanced ELA*					NECAP Reading																							
Grade in 2015-16	Spring 2015				Fall 2013				Fall 2012				Fall 2011				Fall 2010				Fall 2009				Fall 2008			
	4	3	2	1	4	3	2	1	4	3	2	1	4	3	2	1	4	3	2	1	4	3	2	1	4	3	2	1
4	26%	22%	30%	21%																								
5	26%	26%	28%	19%	13%	50%	22%	14%																				
6	29%	31%	19%	21%	22%	47%	15%	17%	19%	59%	6%	16%																
7	27%	38%	23%	13%	21%	53%	19%	7%	35%	43%	9%	14%	23%	53%	14%	11%												
8	27%	35%	22%	16%	37%	51%	8%	4%	33%	44%	15%	8%	21%	48%	20%	11%	15%	60%	16%	9%								
9	24%	44%	16%	16%	16%	58%	18%	9%	18%	50%	21%	10%	16%	52%	19%	14%	15%	53%	19%	13%	12%	58%	16%	15%				
10					43%	38%	12%	7%	18%	54%	18%	10%	33%	48%	12%	8%	23%	51%	15%	11%	21%	48%	14%	17%	22%	47%	12%	18%
11									51%	40%	5%	4%	11%	61%	18%	11%	20%	57%	16%	7%	19%	58%	14%	8%	23%	46%	21%	10%
12	28%	26%	24%	21%									28%	56%	10%	5%	10%	63%	18%	9%	18%	59%	16%	6%	16%	49%	22%	13%

*The Smarter Balanced English Language Arts assessment includes both Reading and Writing.

					NECAP Writing																							
Grade in 2015-16					Fall 2013				Fall 2012				Fall 2011				Fall 2010				Fall 2009				Fall 2008			
					4	3	2	1	4	3	2	1	4	3	2	1	4	3	2	1	4	3	2	1	4	3	2	1
7					19%	34%	35%	13%																				
8									21%	37%	33%	9%																
9													5%	35%	46%	14%												
10					5%	56%	24%	15%									13%	30%	40%	16%								
11									35%	45%	15%	6%																
12													10%	47%	31%	11%									33%	27%	20%	20%

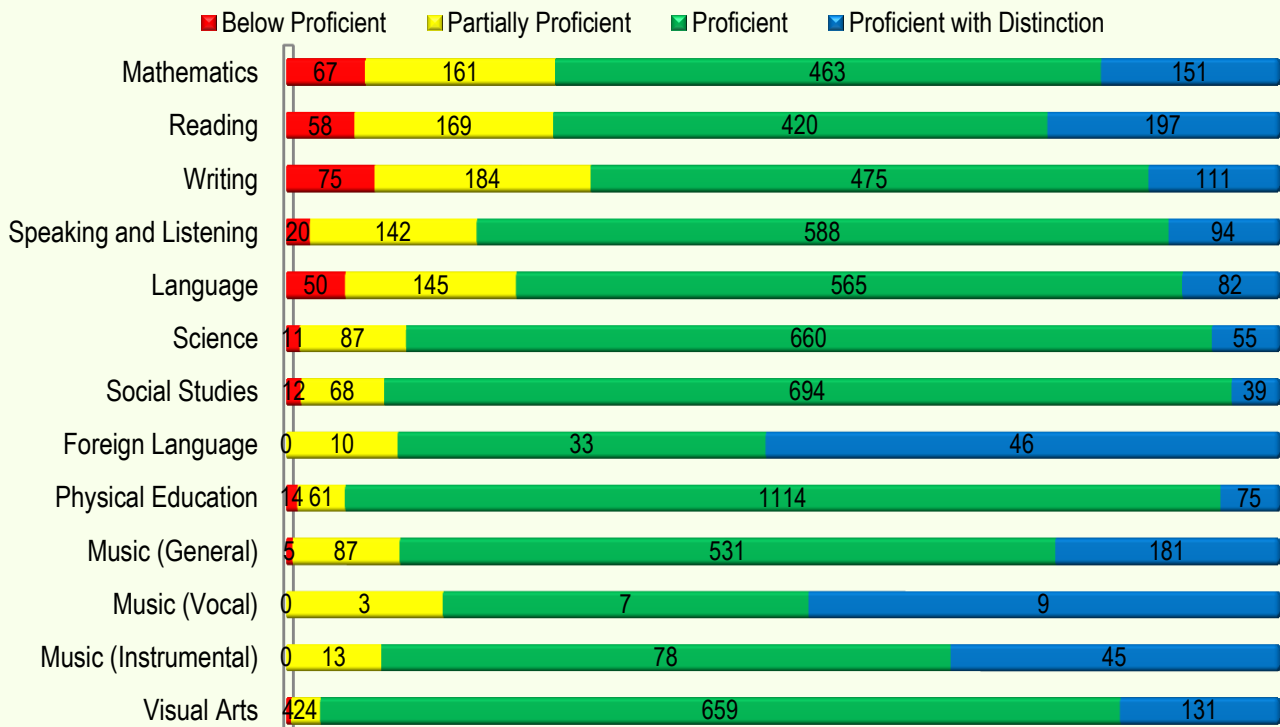
Smarter Balanced Mathematics					NECAP Mathematics																							
Grade in 2015-16	Spring 2015				Fall 2013				Fall 2012				Fall 2011				Fall 2010				Fall 2009				Fall 2008			
	4	3	2	1	4	3	2	1	4	3	2	1	4	3	2	1	4	3	2	1	4	3	2	1	4	3	2	1
4	32%	35%	16%	16%																								
5	22%	35%	28%	15%	13%	36%	27%	23%																				
6	37%	21%	27%	16%	23%	48%	16%	14%	22%	50%	17%	12%																
7	30%	19%	31%	20%	34%	37%	13%	16%	46%	25%	16%	12%	24%	38%	23%	16%												
8	26%	23%	32%	19%	26%	44%	18%	13%	29%	40%	10%	21%	31%	43%	11%	15%	27%	40%	22%	11%								
9	32%	21%	20%	27%	23%	46%	14%	17%	34%	41%	18%	8%	22%	47%	17%	14%	20%	55%	14%	11%	11%	52%	15%	23%				
10					36%	34%	17%	13%	30%	35%	15%	19%	42%	36%	8%	14%	30%	37%	17%	16%	26%	45%	17%	13%	25%	38%	18%	18%
11									30%	43%	20%	7%	29%	38%	20%	13%	40%	37%	13%	10%	34%	45%	9%	12%	34%	43%	16%	7%
12	25%	18%	22%	34%									35%	35%	17%	13%	29%	39%	16%	17%	40%	38%	9%	12%	32%	37%	11%	20%

NECAP Science																								
Grade in 2015-16	Spring 2015				Spring 2014				Spring 2013				Spring 2012				Spring 2011				Spring 2010			
	4	3	2	1	4	3	2	1	4	3	2	1	4	3	2	1	4	3	2	1	4	3	2	1
5	1%	49%	39%	12%																				
6					2%	48%	42%	8%																
7									3%	52%	34%	12%												
8													2%	54%	29%	15%								
9	5%	48%	34%	12%													0%	55%	33%	12%				
10					1%	43%	41%	15%													1%	57%	27%	16%
11									5%	55%	32%	7%												
12	3%	33%	39%	25%									1%	46%	39%	14%								

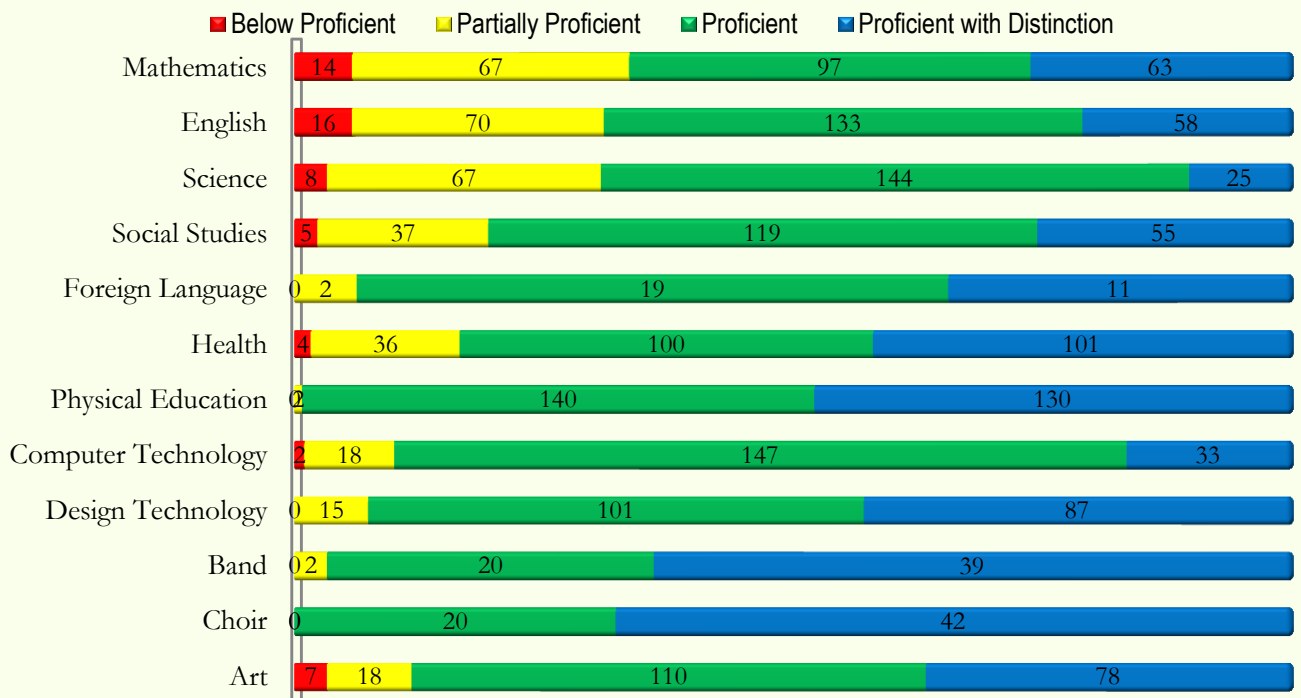


Report Card Standards

Grades K-6 Student Proficiency in Content Areas (2015-16 Semester 1)



Grades 7-8 Student Proficiency in Content Areas (2014-15 School Year Overall)



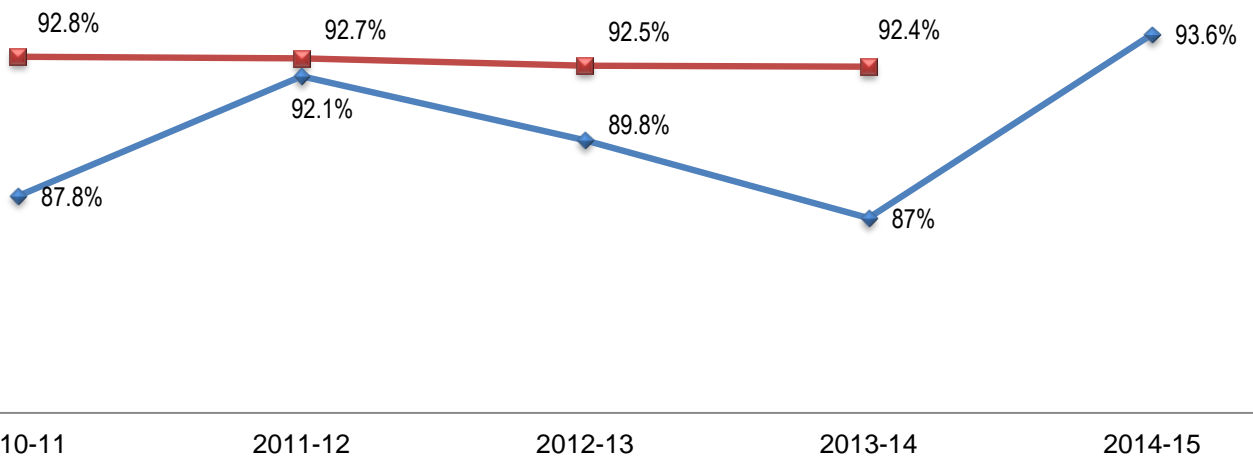


Graduation & Dropout Rates

School Year	Grade 12 Adjusted Enrollment	Graduates	Graduation Rate	Grades 9-12 Dropout Rate
2014-15	141	132	93.6%	1.72%
2013-14			87%	2.46%
2012-13		167	89.8%	1.69%
2011-12	178		92.1%	2.00%
2010-11	164		87.8%	2.14%

5-Year Trend in Graduation Rate

— MUHS Graduation Rate — Vermont Graduation Rate

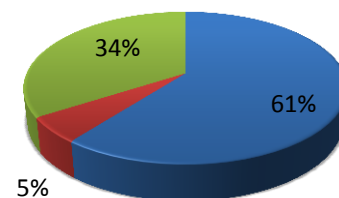
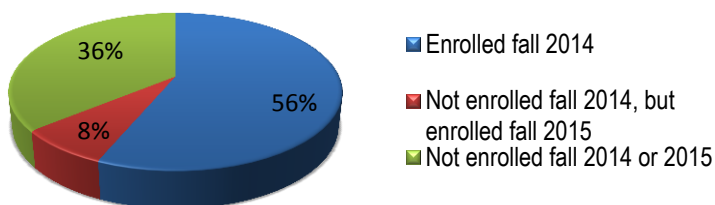


Information from VSAC Report on Class of 2014

Graduates Enrolled in Post-Secondary Education

MUHS (117 graduating students)

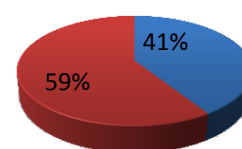
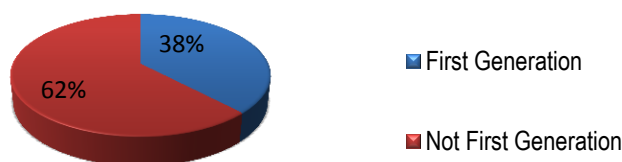
Vermont (5,245 graduates)



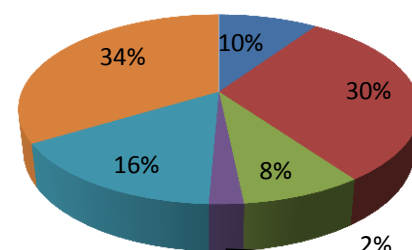
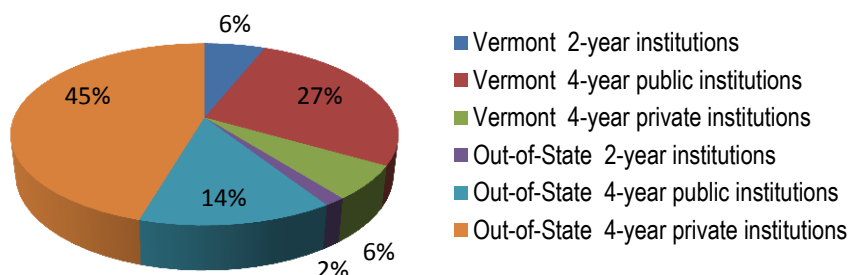
Students Continuing to Post-Secondary Education

MUHS (66 immediate continuers)

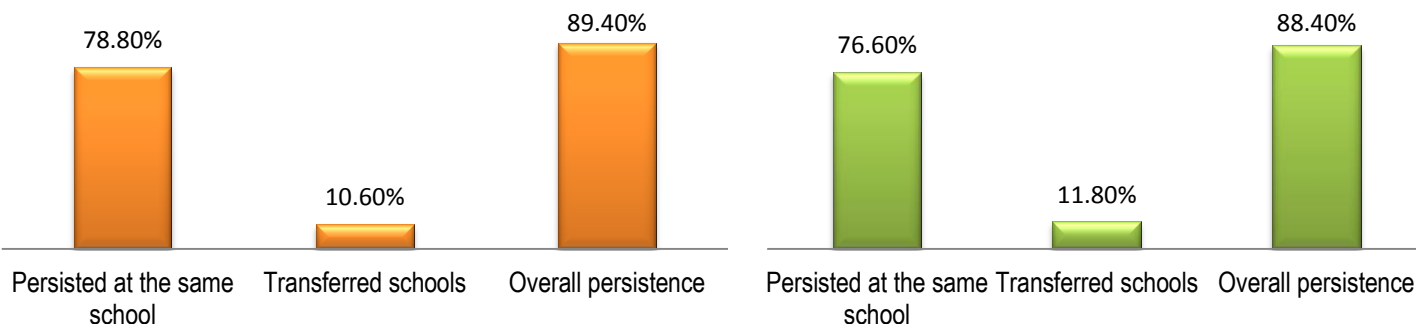
Vermont (3,173 immediate continuers)



Types of Institutions Attended



Persistence Rates



Year 2 Priorities:

- Finalize transferable skills.
- Identify proficiency-based graduation requirements and finalize the ACSU Graduation Policy.
- Provide learning opportunities for teachers and students to gain increasing understanding of the ELOs, graduation requirements, and graduation policy.
- Determine where current practices align with graduation requirements, and identify changes needed to support alignment, including designing proficiency-based assessment and reporting systems.

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.

Strategic Action 2: Develop or select and implement an articulated PreK-12 instructional framework.

Action Steps:

- Year 1: Engage in a process of determining the role of world languages to ensure all ACSU students receive equitable opportunities.
- Years 1-2: Identify and implement a system to develop and monitor student's personal learning goals.

Progress:

- Inquiry year for International Baccalaureate (IB) as a possible instructional framework to meet the needs of each ACSU student and align to the ACSU vision and mission
- Design and implementation of Personalized Learning Plans (PLP) at Middlebury Union Middle School (MUMS) and Middlebury Union High School (MUHS) for 7th and 9th grade students. As part of the PLP system, students identify learning goals and evidence that shows progress toward meeting them

Evidence:

Student enrollment in World Language courses

ACSU Offerings & Student Participation in

- Personalized Learning
- Flexible Pathways
- Citizenship programs

Visit acsu.org for:
"What Is an IB Education?"

Graphic update: IB & curriculum alignment

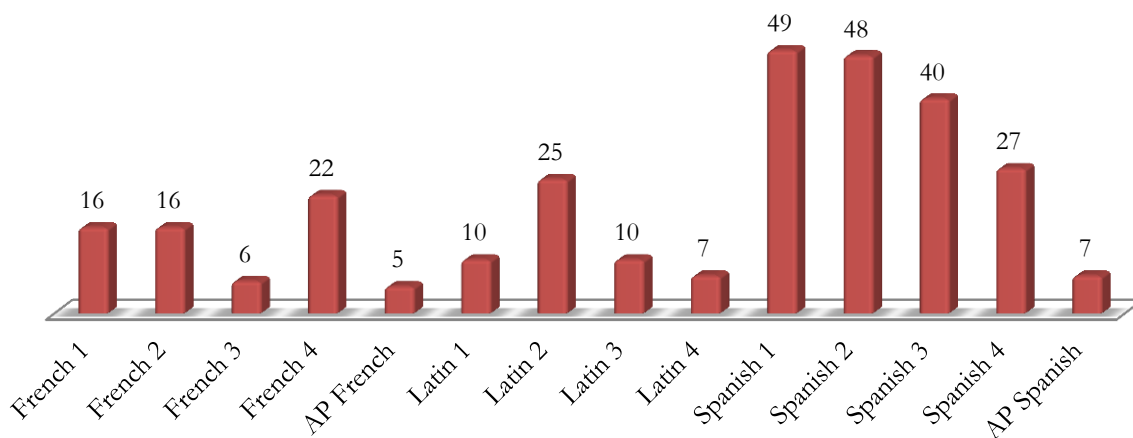
Presentation: IB alignment with Strategic Plan



Student Enrollment in World Language Courses

Middlebury Union High School

Course Enrollment

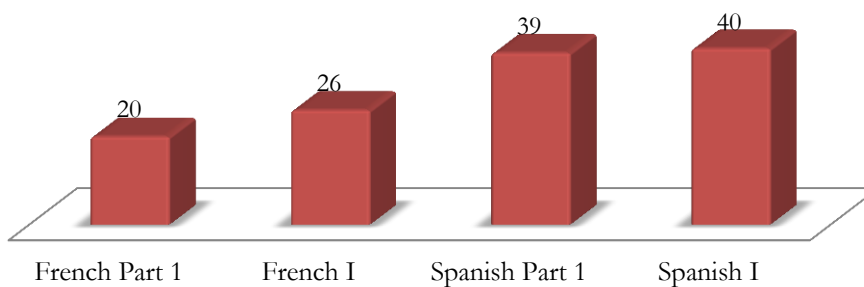


Total: 272 Students

43.2% of all MUHS Students

Middlebury Union Middle School

Course Enrollment

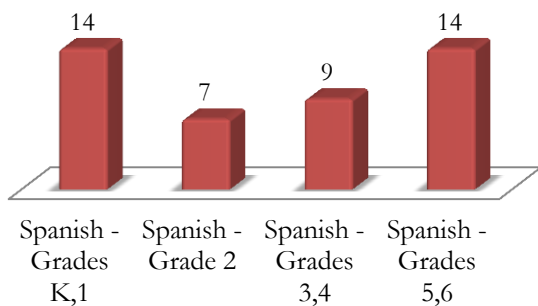


Total: 125 Students

47.2% of all MUMS Students

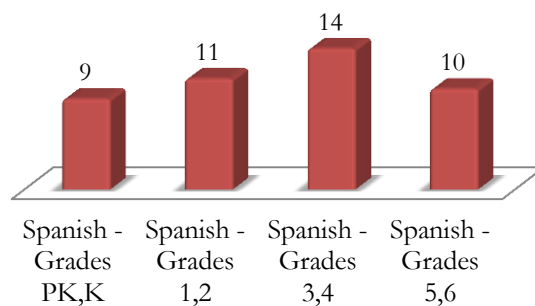
Elementary Schools

Weybridge Course Enrollment



Total: 88 Students

Ripton Course Enrollment



10.7% of all K-12 Students

Personalized Learning, Flexible Pathways, & Citizenship Programming

The Educational Success goal mirrors Vermont Act 77 and Educational Quality Standards in calling for personalization of learning and flexible pathways for middle and high school students to demonstrate proficiency in standards and earn credit.

This is not a complete list of programs and offerings; it is intended to show examples of what ACSU's secondary schools currently offer in order to show how we can expand opportunities and increase participation. In addition, ACSU's elementary schools offer some programs that could be considered personalized learning and citizenship opportunities. In the coming year, we will work to define personalized learning and increase opportunities across all schools.

ACSU Program / Offering	Applicable School(s)	2015-2016 Student Participation
<u>Personalized Learning Plans</u> Students in grades 7 and 9 reflect and generate plans related to their academic interests, goals, strengths, and needs.	MUMS & MUHS	All 7 th & 9 th grade students
<u>Student Government</u> Students are elected by their peers.	MUMS & MUHS	MUMS Student Council: 32 students MUHS Student Senate: 16 students
<u>Green Up Day</u> Students clean up and beautify the neighborhood.	MUMS	All 7 th & 8 th grade students
<u>Student Court</u> Students volunteer to help with peer conflict resolution.	MUMS	8 students
<u>PRIDE</u> Students recognize peers for exemplary behavior; a student panel plans events to encourage and recognize positive behavior.	MUMS	All students (peer recognition); team of students nominated by team teachers (PRIDE Panel)
<u>Math Enrichment</u> Students elect to take an additional math course to challenge themselves.	MUMS	20 students
<u>Branching Out</u> Students work with a mentor to complete a program of learning based on their interests and career aspirations.	MUHS	11 students
<u>Independent Study Program</u> Students complete courses in a flexible format when the current course offerings and schedule do not meet their learning needs.	MUHS	25 students

ACSU Program / Offering (continued)	Applicable School	2015-2016 Student Participation
<u>What's the Story</u> Course offered for high school credit through a network of schools; students choose a current issue facing Vermont and present research findings in videos and blog posts.	MUHS & MUMS	MUMS: 2 students MUHS: 5 students
<u>United Way Day of Caring</u> Students volunteer for service projects around the community.	MUHS	All 10 th grade students; Hannaford Career Center students
<u>Model UN</u> Students participate in this extra-curricular activity focused on global issues.	MUHS	30 students
<u>Virtual High School</u> Students receive credit for completing online courses not offered at MUHS.	MUHS	43 students
<u>Dual Enrollment</u> Students earn credit for high school as well as college for certain course offerings.	MUHS	24 students
<u>Early College Program</u>	MUHS	1 student
<u>Middlebury College Course 500</u> Seniors at MUHS may sign up for courses offered at Middlebury College that are not available at MUHS.	MUHS	7 students
<u>Alternative Education</u> Students whose learning needs are not met in standard courses have the opportunity to learn in different ways.	MUHS	16 students

Year 2 Priorities:

- Determine if IB will be ACSU's educational framework.
- Increase the number of students enrolled in world language courses.
- Develop and communicate the system for monitoring student progress toward personal learning goals.
- Generate a common understanding of *proficiency-based learning, personalized learning, and flexible pathways*.
- Partner with other educational institutions and experts in the community to provide students with experiences that promote personalization, develop real world connections, and meet curricular outcomes.
- Ensure teacher access to professional learning to support their expanded roles as facilitators of learning beyond the classroom.

Educational Success Objective #3

Instructional Practices and Design: Leverage significant ACSU educational resources to establish personalized, student-centered teaching and learning models.

Strategic Action 3: Identify and implement instructional practices and designs proven to have the greatest impact on student learning.

Action Steps:

- Year 1: Implement best practices in teaching in all ACSU classrooms.
- Year 1: Routinely assess fidelity with which practices are implemented and provide feedback to teachers, administrators, and support staff to continue their growth in implementing practices.
- Year 1-2: Use national and local research to identify best practices in teaching to be implemented in ACSU.

Progress:

- Professional development focused on teachers working collaboratively to design teaching and learning toward common ACSU student learning outcomes.
- Inquiry has shown that International Baccalaureate would provide research-based best practices in teaching.

Evidence:

Faculty Data

Professional Learning

- Teacher Learning Targets
- 2015-16 Schedule
- Excerpts from Faculty Feedback

Teacher Evaluation Instrument

Visit acsu.org for:

Curriculum and Assessment department page, with professional learning resources

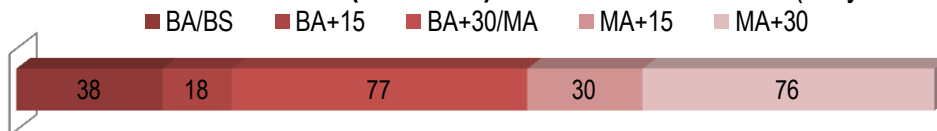
Approaches to Teaching and Learning in:

- Primary Years Programme
- Middle Years Programme
- Diploma Programme

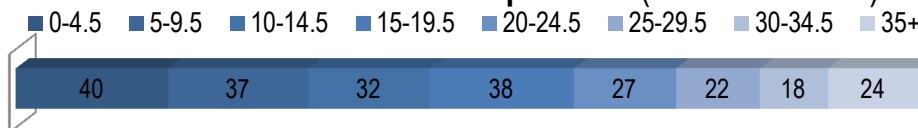


2015-16 ACSU Faculty Data

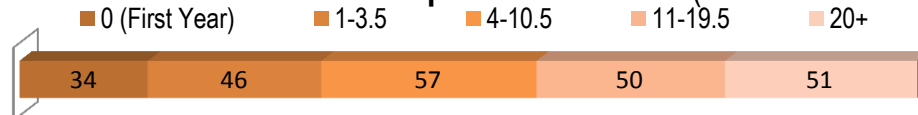
Certified Teachers (241 total): Level of Education (May 1st, 2016)



Total Years of Experience (Prior to 2015-16)



Years of Experience in ACSU (Prior to 2015-16)



ACSU Professional Learning

At the start of the 2015-16 school year, ACSU outlined goals and targets for faculty learning throughout the year. Below are the targets as initially planned in August of 2015 and subsequently revised in February of 2016. Not all targets were met for all teachers; however, all Professional Development in ACSU focused on these targets.

System Targets

- ❖ We have ACSU PreK-12 Essential Learning Outcomes for each content area at each grade level aligned to standards.
- ❖ We have graduation requirements that align with our ELOs and Vermont Act 77 & Education Quality Standards.
- ❖ We have a local common assessment system that identifies which assessments are given when, and which ELOs they assess.

Teacher Learning Targets

- ❖ I understand our work this year, and I see how it connects to and supports the work I do with my students and colleagues.
- ❖ I use our ELOs to design, implement, and reflect on instruction and assessment for my learners.
 - I reference, update, and adapt existing ACSU instructional and assessment resources for use with the ELOs.
 - I design/adapt/use performance-based assessments that target the ELOs.
 - I create learning targets and learning scales based on our ELOs that invite students to identify what they can currently do and what they need to do to improve their performance.
- ❖ With my colleagues, I create a network of ongoing inspiration and support where we seek and provide constructive feedback and begin to see how our adjustments improve student learning.
- ❖ I identify short and long term learning goals, making a plan for sustaining my learning beyond this year.



2015-16 Professional Development Schedule

Pre-Week		
PreK-6 2 days building-based 1 day curriculum work: Essential Learning Outcomes (ELOs)	7-8 1.5 days building-based .5 day curriculum work: ELOs	9-12 2 days building-based
September 30: Early Release Day		
PreK-6 Building-based work related to Strategic Plan (Ed. Success/Systems)	7-8 Building-based: assessment data	9-12 Building-based: responding to trauma in our students
September – November: After School Meetings		
PreK-12 representative groups of volunteer teachers Drafting ELOs for 10 content areas		
October 15: Full day In-Service		
PreK-12 faculty: text-based protocol with readings on ELOs and Learning Targets Vertical teams focused on content areas: developing and/or reacting to draft ELOs School/department faculties met to discuss implications and implementation in practice		
October – January: Release Time		
PreK-12 representative groups of volunteer teachers Revising and finalizing new drafts of ELOs for 10 content areas		
October – June: After School Meetings, Release Time, Multi-Day Trips		
International Baccalaureate Inquiry Workgroups Text studies, orientation conference, workshop conferences, site visits, and other research on IB instructional framework		
<u>Primary Years Programme (PYP)</u> PreK-5 teachers and administrators	<u>Middle Years Programme (MYP)</u> 6 th -10 th grade teachers and administrators	<u>Diploma Programme (DP)</u> 11 th -12 th grade teachers and administrators
November 18: Early Release Day		
PreK-12 faculty: introduction to IB programmes Further information on PYP, MYP, and DP – questions and answers with educators from IB schools		
January 27: Early Release Day		
PreK-12 teachers: introduction, modeling, and practicing with Learning Scales Building understanding of ELOs and Learning Targets; clarifying expectations and progression of learning for students		
March 16: Early Release Day		
PreK-6 Building-based work related to Strategic Plan (Ed. Success/Systems)	7-8 Building-based: Curriculum and Assessment work	9-12 Building-based: International Baccalaureate; differentiated instruction
April 13: Early Release Day		
PreK-6 Success Analysis Protocol Reflect on connections across content area ELOs	7-12 Reflect on connections across content area ELOs Synthesize transferable skills & consider graduation requirements	
May 13: Full Day In-Service		
Building-based: Collaboratively planned with faculty		

Teacher Evaluation Instrument

The current Master Agreement specifies the following Competencies of Professional Practice, based on Charlotte Danielson's *Framework for Teaching*, within the Teacher Evaluation System.

COMPETENCIES OF PROFESSIONAL PRACTICE

Vital Area 1: Planning and Preparation

- Competency 1a: Demonstrating Knowledge of Content and Methodology
- Competency 1b: Demonstrating Understanding of Students
- Competency 1c: Selecting Instructional Goals
- Competency 1d: Demonstrating Knowledge of Resources
- Competency 1e: Designing Coherent Instruction
- Competency 1f: Assessing Student Learning

Vital Area 2: The Classroom Environment

- Competency 2a: Creating an Environment of Respect and Rapport
- Competency 2b: Establishing a Culture for Learning
- Competency 2c: Managing Classroom Procedures
- Competency 2d: Managing Student Behavior
- Competency 2e: Organizing Physical Space

Vital Area 3: Instruction

- Competency 3a: Communicating Clearly and Accurately
- Competency 3b: Using Questioning and Discussion Techniques
- Competency 3c: Engaging Students in Learning
- Competency 3d: Providing Written and Oral Feedback to Students
- Competency 3e: Demonstrating Flexibility and Responsiveness

Vital Area 4: Professional Responsibilities

- Competency 4a: Reflecting on Teaching
- Competency 4b: Compliance with Administrative/Board Policies & Procedures
- Competency 4c: Maintaining Accurate Records
- Competency 4d: Communicating with Families
- Competency 4e: Contributing to the School, District and Profession
- Competency 4f: Growing and Developing Professionally
- Competency 4g: Showing Professionalism

Faculty Feedback from Professional Development

The following Learning Scales were used to guide PreK-12 professional development. Below the scales are the percentages of teachers who evaluated themselves at each level at the end of the January session.

	Getting Started	Making Progress	Proficient	Moving Beyond
Essential Learning Outcomes and Learning Targets	I'm studying the ELOs, and I'm beginning to see how using them could support student progress.	I've begun to identify ELOs that align to my design of student learning, and I see how using them will support a progression of PK-12 student learning within and across content areas in ACSU.	I design student learning grounded in our ELOs and learning targets, and I see how this design could support progress for my students.	I use our ELOs and learning targets in my design of student learning, and I invite my learners to use them to guide their learning and engage in an ongoing conversation with us, their teachers, about how to best help them learn.
	10.5%	70.9%	16.1%	2.4%

	Getting Started	Making Progress	Proficient	Moving Beyond
Learning Targets and Learning Scales	I'm studying examples of learning targets and learning scales * and considering how they are similar to and different from rubrics .	I refer to models and I'm getting familiar with the design features of learning targets and learning scales. I'm getting familiar with the concepts of " grain size " and " duration of assessment span ."	I've begun drafting / using learning targets and scales that describe what my learners can do to make progress from their starting point toward and beyond the learning target.	I write and use learning targets and learning scales, and my learners and I use them from the outset of learning to identify what they can currently do, and to determine what they / I will do next to make progress.
	16.9%	68.5%	13.7%	0.8%

	Getting Started	Making Progress	Proficient	Moving Beyond
Network of Colleagues	I'm getting familiar with the distinction between congeniality and collegiality , thinking through our SU's adult culture and how my colleagues and I work together on behalf of our learners.	I can work well with colleagues, contributing to a congenial and collegial culture that is committed to improving how we serve our learners through open and respectful conversation driven by the focus of our work.	I can describe and show how my commitment to being part of a network of colleagues is helping me improve my instruction in ways that are having a positive impact on student learning.	I embody and model the collegial and congenial habits of collaboration that promote the kind of professional culture that relentlessly pursues improved learning through better instructional design.
	9.7%	40.3%	41.9%	8.1%

Year 2 Priorities:

- Use research from IB inquiry to identify best practices in teaching and learning to be implemented in ACSU.
- Continue professional learning and implementation of these best practices.
- Share outcomes of implementation with colleagues.

Educational Success Objective #4

Curriculum and Assessment:

Build an ACSU articulated teaching and learning system.

Strategic Action 4: Establish supervisory union-wide curriculum and a system to measure progress towards identified learning outcomes.

Action Steps:

- Year 1: 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.
- Years 1-2: Develop articulated, preK-12, essential learning expectations for each content area.
- Years 1-5: Build understanding of essential learning expectations with ACSU teachers and administrators.
- Years 1-2: Develop or select local, common, formative and summative assessments for essential learning expectations.
- Years 1-2: Develop and implement a decision-making process that uses data to make academic and behavior intervention and enrichment decisions for students.

Progress:

- Essential Learning Outcomes (ELOs) and Learning Targets for ten content areas, grades PK-12, to be finalized by Summer 2016
- Professional learning to build understanding of expectations and targets, as well as alignment to currently used assessments
- Development of ACSU Multi-Tiered System of Support (MTSS)
- ACSU local assessment plan, including:
 - Assessment for screening, diagnosing, and progress monitoring student learning
 - Development of local common formative and summative assessments
 - Reporting and housing of common data
 - Decision-making protocols for use with data
- MUMS Draft Curriculum Map, including locally developed, grade level, standards-based common tasks
- MUHS Common Tasks, by course, aligned to standards



Evidence:

Current Assessment Tools

Curriculum Mapping at a Glance

Visit acsu.org for:
Ten content area ELOs

MTSS Implementation at ACSU

MUHS Common Tasks

Current Assessment Tools in Use

Literacy	
TS Gold	Pre-K
<u>FASTBridge</u>	
Early Reading	K-1
a-Reading	K-6
Curriculum-Based Measurement	2-6
Fountas and Pinnell Benchmarks	K-6
Fundations	K-2
Smarter Balanced Assessments	3-8
School-Wide Writing Assessments	7-8
STAR 360	7-9
PSAT	10-11
SAT	11

Mathematics	
TS Gold	Pre-K
<u>FASTBridge</u>	
Early Math	K-1
a-Math	K-6
Curriculum-Based Measurement	2-6
<u>Bridges</u>	K-5
Baseline & Number Corner Checkups	
Unit Checkpoints	
Unit Assessments	
Support & Intervention Progress Monitoring	
Smarter Balanced Assessments	3-8
STAR 360	7-9
PSAT	10-11
SAT	11

Behavior	
FAST: General, Social, Academic, and Emotional Behavior	K-6

Curriculum Mapping at a Glance

This year teachers at MUMS began a process for mapping the units they have planned and implemented in the classroom. In the coming year(s), ACSU will seek ways to continue this process for all schools, so that the ELOs will be aligned to units of instruction and assessment tasks, mapped across the school year.

This example from 8th Grade English shows the components of the map in progress:

Unit	Approximate Unit Start Date & End Date	Essential Learning Outcome(s)	Learning Targets	Standards	Common Assessment Title & Window of Administration (Includes link to each assessment)
The Relationship Between Character Traits and Conflict	Quarter 1	ELO1 ELO2 ELO4	LT1A,B,D,E,F LT4A,D,E LT8A,B	CCSS: RL8.1-3, L8.2, L8.6, W8.1(A-E), W8.4, W8.6	<u>Summative Assessment #1:</u> Write an argument essay discussing how your protagonist demonstrates the character trait of bravery in the face of conflict. Administered on 10/22 & 10/23, 2015

Year 2 Priorities:

- Align current assessments to ELOs and Transferable Skills
- Develop local common assessments for ELOs and Transferable Skills that are not currently assessed
- Map assessments across the school year to ensure both horizontal (within a grade level) and vertical alignment (across grades)
- Finalize local assessment plan
 - Support sites in developing processes and timelines to fulfill the plan
 - Determine infrastructure for housing and access of the plan and procedures



Foundational Goal #2: Community

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



Objectives

Students Feel They Matter:

All students feel they matter to people in the community.

Strengthen Partnerships:

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

Build Support:

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

Year One: Summary and Context

Much of our community outreach this year focused on the formation of a unified school district. This work was central to our ability to realize the overall objectives of the Strategic Plan, as well to work together as a cohesive educational community. Unification entailed significant community outreach, communication, and leadership alongside our board members.

As we embarked on our community work this year, we realized the place to begin was in the formation and development of the Community Partnership Council, the group that will guide our efforts in this foundational goal. The Community Action Team (the group that developed this foundational goal) met throughout the year to define the Council. The team identified the need for a Community Partnership Council Coordinator who will facilitate the council as a bridge between community agencies, our schools, and our school communities. Funding was procured for this permanent, full-time position. This community connection will be critical with the formation of a unified school district and the dissolution of our current town school boards.

Year Two Priorities: 2016-2017

Looking ahead, we will establish pathways for the Community Partnership Council to have the greatest effect on increasing community engagement in schools. This work will begin with identifying priorities from the Strategic Plan in order to frame and guide the Community Partnership Council's work.

Evidence:

Addison Central School District Board: Members Elect

Visit acsu.org for:

District Unification Information

- **Creating a Unified School Board:
An Overview**
- **Current versus Proposed
Governance Structure**



Members of the ACSD Board, as of March 2016:

Suzanne Buck
Nick Causton
Peter Conlon
Jason Duquette-Hoffman
Christopher Eaton
Perry Hanson
Ruth Hardy
Victoria Jette
Lorraine Morse
Jennifer Nuceder
Steve Orzech
Josh Quinn
JP Rees

Community Objective #1

Students Feel They Matter: All students feel they matter to people in the community.

Strategic Action: 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.

Progress:

- Development of the Community Partnership Council
- Creation of Community Partnership Council Coordinator position
- Procurement of Medicaid grant to support coordinator position
- Continued use of the Vermont Youth Risk Behavior Survey to understand students' sense of safety, agency and connection

Action Steps:

- Years 1-5: 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.

Evidence:

Visit acsu.org for:

Community Partnership Council
Coordinator Job Description

2013 Vermont Youth Risk Behavior
Survey Report for ACSU

2015 Vermont Youth Risk Behavior
Survey for Addison County
(supervisory union-level results not
yet released)



Community Objective #2

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

Strategic Action: Develop programs, structures, and resources that will strengthen and broaden the range of partnerships between the schools and communities.

Action Steps:

- Years 1-5: Encourage towns to create student positions on appointed boards that work on youth issues.

Progress:

- Student membership on boards and hiring committees
- Development of student leadership and voice through participation in school-based and statewide leadership opportunities

Community Objective #3

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

Strategic Actions: Create structures to increase trust and support between families and schools to help all families become more engaged in their children's education.
Establish effective, inclusive communications between schools and families.

Action Steps:

- Identify and evaluate existing structures/programs that support families' engagement in their children's education.
- 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).
- Identify and evaluate existing home/school and school/home communications, including progress report system, websites.
- Maintain a calendar of ACSU and school-based notifications to be sent to families.
- Maintain easy-to-navigate ACSU/school websites for enhanced communication using consistent website formats among schools (seek user feedback on a regular basis).
- Issue an annual ACSU report card showing progress toward achieving its goals.

Progress:

- Calendar of ACSU board meetings maintained through acsu.org
- School-specific calendars maintained through acsu.org
- Investigation of the *Whole School, Whole Community, Whole Child* model (from Center for Disease Control and Association for Supervision and Curriculum Development)
- Strategic Plan Report issued annually to report progress toward achieving ACSU goals
- Continuing work:
 - Evaluate existing communications
 - Update progress report system
- Maintain ACSU website and calendar



Foundational Goal #3: Systems

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



Objectives

Professional Development:	Develop, support and retain effective teachers and school leaders.
Improve Communications:	Develop communication systems that support students' and staff's educational success and that reach and coordinate all stakeholders.
School Culture Equitability:	Boost student supports and develop infrastructure to support student success.
Employee Information:	Develop systems to enhance the availability of employee information.
Equitable Distribution of Resources:	Assure the equitable distribution and optimal use of resources in order to best support the success of our students.

Year One: Summary and Context

This year, ACSU launched multiple systemic changes in an effort to build unifying practices that support all students, staff, and community members. Our supervisory-union wide professional learning, designed for PK-12 educators, focused on developing common standards-based student learning outcomes. ACSU communication systems greatly improved through the development and implementation of our website: acsu.org. Assessment and technology practices became more consistent across schools; job roles and responsibilities were clarified; employees gained easier access to information; and resource distribution was evaluated.

Year Two Priorities: 2016-2017

Looking ahead, we will continue to build more streamlined and consistent systems. We will articulate a long-term professional development plan, including support for mentoring, instruction and assessment practices, technology, and collaboration. We will finalize a local assessment plan, and consider data and learning management systems. The central office staff will continue to create greater efficiency in communication, finances, and access to support and resources.

Systems Objective #1

Professional Development: Develop, support and retain effective teachers and school leaders.

Strategic Actions:

- Develop a clear and robust, meaningful and needs-based professional development.
- Identify and develop a cadre of teacher leaders to support development/delivery of a professional development system.
- Establish a mentoring program for teachers/staff.
- Guarantee sufficient resources for collegiality and collaboration.
- Supervision and Evaluation.

Action Steps:

- Years 1-5: Develop professional development opportunities that allow for individualized pathways that support supervisory union goals.
- Year 1: Articulate the role of supervisory union teacher leader.
- Years 1-2: Commit to scheduling and protecting time for teachers to meet, collaborate and innovate, in whatever form is deemed optimal for each building.
- Years 1-5: Identify and implement a model for forming and fostering purpose-driven collaborative groups.
- Year 1: Evaluate the current system for supervision and evaluation of staff to identify strengths and weaknesses and to place a focus on student outcomes.
- Year 1: Articulate staff and administrative roles and responsibilities.

Progress:

- ACSU professional development focused on working toward common supervisory union goals as well as meeting the needs of individual learners.
- Self-selected representative groups of educators drafted ACSU Essential Learning Outcomes (ELOs) and Learning Targets in ten content areas for grades PreK-12.
- Inquiry has shown that International Baccalaureate (IB) requires commitment to consistent collaboration time for teachers. Some school schedules currently include grade level and/or content area collaboration time.
- A central office organizational chart and job descriptions were developed; school-based job descriptions are in process. Each job description includes the following components:
 - Job Summary
 - Essential Functions
 - Qualifications
 - Required Knowledge, Skills, and Abilities
 - Tools / Technology Requirements
 - Physical and Mental Demands
 - Work Environment
 - Disclaimer

Evidence:

ACSU Professional Learning Calendar
(See page 27)

Visit acsu.org for:

Teacher participants in ELO development
[Central Office Organizational Chart](#)



Year 2 Priorities:

- Generate 3-5 year ACSU professional development plan that allows for individualized pathways to support supervisory union goals.
- Identify the areas in which teacher leaders are needed and provide ongoing trainings in leadership and content.
- Create a means to reflect upon and revise mentor/mentee roles and responsibilities; formalize protocols for mentor/mentee engagement; recruit new mentors, and provide annual training.
- Generate purpose and charge of collaborative groups, both at the building level and supervisory union-wide.
- Commit to scheduling and protecting time for teacher collaboration and innovation.
- Develop a working group to evaluate the current supervision and evaluation model and make recommendations.



Systems Objective #2

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

Strategic Action: Establish a streamlined, inclusive, and real-time communication system between students, teachers, service providers, and other stakeholders.

Action Steps:

- No Year One Actions

Progress:

- SchoolWires was established as the ACSU website platform.
- Educators were trained in developing web pages to communicate design of student learning.
- ACSU increased the use of Google Docs and Google Drive to promote collaboration and communication.
- Research was initiated to identify an effective learning management system that clearly communicates student data to students and parents.

Evidence:

acsu.org

Year 2 Priority:

- Identify networks of communication that are not currently effective, timely, or inclusive of all relevant stakeholders.



Systems Objective #3

School Culture Equitability: Boost student supports and develop infrastructure to support student success.

Strategic Actions:

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.

Academic and Behavior Assessment - Develop a comprehensive academic and behavior assessment and monitoring system.

Ensure effective student supports through collaboration with inter-agency services.

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:

- Year 1: Develop a process to evaluate current school culture.
- Year 1: Recruit personnel or services to develop comprehensive academic and behavior assessment systems.
- Year 1: Identify academic and behavior standards.
- Year 1: Identify service agencies and collaborative programs integral to supporting students.
- Year 1: 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 social media, coding, etc.).
- Year 1: 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.



Progress:

- Strategic Plan Coordinator hired to support development of comprehensive academic and behavior systems.
- Academic standards, including student outcomes in Technology and Media Literacy, developed in the ACSU ELOs.
- Draft Transferable Skills include overarching behavior expectations.
- Two-year pilot completed for common assessments for screening, diagnostic, and progress monitoring in reading, math, and behavior in kindergarten through 9th grade.
- Collaboration with multiple counseling service agencies provided support and services to students and families.
- School-based teams continued training in crisis prevention.
- Technology Innovation Specialist position created to work closely with Director of Teaching and Learning, Assistant Superintendent of Student Services, Director of Technology, and library/media specialists to provide professional support, including assistive technology and inquiry-based instruction.

**Evidence:**

Visit acsu.org for:

2013 Vermont Youth Risk Behavior Survey Report for Addison Central Supervisory Union

2015 Vermont Youth Risk Behavior Survey for Addison County

Library/Media/Technology ELOs

Five ACSU schools access school-based clinicians from counseling service agencies

Technology Innovation Specialist job description

Development of ACSU Multi-Tiered System of Support (MTSS)

Year 2 Priorities:

- Determine method for collecting data on school culture and gather baseline data.
- Finalize a local assessment plan/system, to include:
 - Assessment for screening, diagnosing, and progress monitoring student learning;
 - Development of local common formative and summative assessments;
 - Reporting and housing of common data;
 - Decision-making protocols for use with data;
 - Support for sites in developing processes and timelines to fulfill the plan;
 - Infrastructure for housing of and access to the plan and procedures.
- Form a team of ACSU educators to design training in use of assessments, analyzing data, and shifting instructional practices to meet student learning needs.
- Survey staff on professional development needs for effective and meaningful technology integration practices.
- Provide educators with needs-based professional development in technology integration.
- Complete identification of school technology infrastructure needs.
- Continue to upgrade school infrastructure and ensure equitable and reliable technology across sites.



Systems Objective #4

Employee Information: Develop systems to enhance the availability of employee information.

Strategic Actions:

Enhance employee portal to allow access to personal records and information, and provide ongoing training.

Ensure a system for access to the master agreements, employee handbook, benefits and programs.

Action Steps:

- Year 1: Provide employee personal information online via portal.
- Year 1: Implement electronic contract renewal.
- Years 1-5: Ensure understanding by all employees of how to access the document center and use the portal.

Progress:

- All necessary employee personal information is now in the portal.
- 2016-2017 contracts were created and renewed via the online portal.
- Employees access the portal for employee benefits and programs.

Evidence:

Employee portal at a glance

- ➔ ACSU regional master agreements
- ➔ Payroll & Payroll Forms
- ➔ Retirement
- ➔ Life Insurance
- ➔ Health Insurance & Dental/Vision Plan
- ➔ Flex Spending
- ➔ Long-Term Disability
- ➔ Supervision and Evaluation
- ➔ Teacher Licensing
- ➔ Grants
- ➔ Employee Discounts
- ➔ Phone Directory
- ➔ School Calendars

Year 2 Priorities:

- Evaluate and ensure technology systems for efficiency and information management.
- Provide portal training for employees, including online tutorials and reminders.
- When unification is complete, a new portal will be established; training in the new system will be required.

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.

Strategic Actions:

Develop a streamlined system to effectively respond to school facility needs in a timely manner.

Develop and implement a plan for equitable distribution of staff resources, including: psychological, behavioral and academic support staff, and technology and facilities maintenance staff.

Develop a streamlined system to effectively and efficiently respond to school facility needs.

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:

- Year 1: Evaluate long-term needs of facilities and equipment and create a plan for prioritizing modifications.
- Year 1: Develop a process for evaluating a need for services, and the level of service, in order to allocate funds.
- Years 1-2: Leverage financial software to enhance budget building process and conserve time and money.
- Years 1-5: Streamline activities of financial group to add efficiencies and conserve time and money.
- Develop performance indicators for central office departments to evaluate effectiveness.

Progress:

- School technology and facility needs assessed through building walk-throughs; upgrades to technology and building infrastructures prioritized, including approximate costs.
- Facility Operating Plan in development for each building; protocols in place for sites to access facility repair.
- Review of facility expenditures for budgeting purposes.
- Accounting system used to develop budgets for the 2016-2017.
- Director of Technology and financial team are generating a method to use the financial software to more efficiently and equitably purchase technology.

Evidence:

Visit acsu.org for:

- Building Facility Operating Plans
- Central Office Organizational Chart and job descriptions

Year 2 Priorities:

- Research building control systems to support more effective maintenance and efficient use of resources.
- Promote consistent use of facility protocol for work done on sites.
- Implement Facility Operating Plan for each building.
- Develop and implement a plan for equitable distribution of staff resources, including:
 - Psychological, behavioral, and academic support staff;
 - Technology staff; and
 - Facilities maintenance staff.

