



Strategic Plan Report

2016-2017

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Executive Summary

Two years into implementing ACSD's five-year Strategic Plan, we are once again reflecting on progress made, refocusing on collective goals, and identifying next steps for the years ahead. This spring report extends the narrative update presented in January and includes a series of data points to document the impact of our efforts. This ongoing reflective practice is central to maintaining our focus on and progress toward preparing each ACSD student for success in our schools and in life after graduation.

New this year, we have included five Key Performance Indicators, data points we will track to measure progress over time. These include (1) Scores from Vermont's Ready for Kindergarten! Survey (R4K!S); (2) Four-year, five-year, and six-year cohort graduation rates; (3) Scores on the Smarter Balanced Assessment math and literacy exams at 3rd, 4th, 5th, 6th, 7th, 8th, and 11th grades; (4) Participation in personalized learning, flexible pathways, and citizenship opportunities; and (5) Data from the Vermont Youth Risk Behavior Survey (YRBS) gauging students' sense of safety and belonging in school. Each of these data points alone presents a snapshot of student learning and experience. Taken together, they offer a more well-rounded view school district success in working toward the goals laid out in our Strategic Plan.

Kindergarten Readiness. According to the R4K!S, in 2016, 87% of ACSD Kindergarteners were ready to start school based on reports of their teachers. This number is higher than the 82% of Kindergarteners deemed ready across the state of Vermont. The data presented in the table on page 6 of this report breaks these numbers down further to identify Kindergarten readiness across genders and poverty designations among other factors. As ACSD continues to partner with private PreK providers to increase Universal PreK participation, we hope to see readiness scores increase across all subsets of students.

Cohort Graduation Rates. The table on page 10 of this report presents four-year, five-year, and six-year cohort graduation rates for ACSD and Vermont overall over the past five years. In ACSD in 2016, the four-year rate was 85%, the five-year rate was 90%, and the six-year rate was 88%. These numbers represent a modest dip from previous years.

Smarter Balanced Assessment (SBA) Math and Literacy Scores. SBA scores are presented in several tables on pages 11-14 of this report. The percentage of students testing at or above proficiency is generally higher in ACSD than in Vermont as a whole across both subject areas.

Personalization, Flexible Pathways, and Citizenship. In the coming years, ACSD will focus on increasing student participation in personalized learning, flexible pathways, and citizenship opportunities. The table on pages 16 and 17 reports participation numbers across a range of opportunities in the 2015-2016 and 2016-2017 academic years.

Sense of Safety and Belonging. A central goal of ACSD's Strategic Plan is to increase students' sense of safety and belonging. The YRBS, conducted every other year, asks a series of questions on this theme. For instance, the charts and table on pages 32 and 33 of this report share percentage-based responses (in ACSD and across Vermont) to statements like "Teachers really care about me and give me lots of encouragement," and "In my community, I feel like I matter to people." While a greater percentage of ACSD students responded positively to these survey items, there remains room to grow on each of these.

Strategic Plan: Vision, Mission, Process, and Goals

The purpose of ACSD's Strategic Plan is to increase opportunities, excellence, and equity across our district's nine schools. It serves as a focal point defining the work of enacting our mission and realizing our vision.

Developed over the course of the 2014-2015 school year, the Strategic Plan is the product of extended collaboration between community members, board members, school and district administrators, teachers, support staff, students, and parents. It is organized around three foundational goals, each involving a series of strategic actions and action steps. Together, these elements mark a path through substantial systems change and professional learning for the five years between 2015 and 2020. This year-end report marks where we are on that path now.

We are well on our way to realizing our goals. Working toward unification under Act 46, we have made progress in centralizing budgets, resources, processes, and supports, and we have redefined roles and responsibilities to increase efficiency through this centralized model. On the curriculum front, we have started the work of becoming a district of International Baccalaureate (IB) World Schools. This process has provided opportunities for increased collaboration and collegiality across the district. Principals worked together to complete extensive school applications for candidacy; teachers have collaborated to write IB-style curriculum; and IB Design Teams (including administrators, teachers, students, and others) are serving as advisory groups at the elementary, middle, and secondary levels as we build systems and structures to support our transition into an IB World District. Beyond IB, we are participating in a District Management Council (DMC) study to assess the efficacy and efficiency of our student services model; and district Leadership Councils for Special Education and English Language Learners (ELL) are actively exploring how we can increase access and equity for all students.

This is a time of change in ACSD. Importantly though, this change does not come as a series of disconnected initiatives. Rather, all aspects of the work are guided by the goals delineated in ACSD's Strategic Plan. This report describes the progress we have made in pursuit of those goals, and it provides metrics to demonstrate the impact of that work over time.

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.

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 ACSD students that result in them being engaged and responsible citizens;
- Developing and implementing an articulated PreK-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 ACSD 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.

Tracking Our Progress: About This Report

The three foundational goals of the Strategic Plan provide direction and definition to our work. Reflecting on that work biannually increases the coherence of our efforts. This report, the more extensive of two annual reflections, serves as our district-wide Continuous Improvement Plan. It reports a range of data including test scores, graduation rates, enrollment trends, and other performance and participation data across all schools, and it emphasizes data that can be tracked longitudinally to measure change over time.

In the 2015-2016 Annual Report, we wrote,

“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.”

This year’s report includes many data points but highlights five **Key Performance Indicators**:



1. Results from the Ready for Kindergarten! Survey (R4K!S)
2. Four-, five-, and six-year cohort graduation rates
3. Scores from the Smarter Balanced Assessment (SBA) exam
4. Participation in personalized learning, flexible pathways, and citizenship opportunities
5. Students’ perceptions of safety, support, and engagement in school as captured by questions in the Youth Risk Behavior Survey (YRBS)

The first of these is a measure of school readiness as reported by Kindergarten teachers to the Vermont Agency of Education (AOE). It provides a snapshot of pre-academic performance among some of our youngest students and offers insights into their foundations for future learning. As we continue to implement Universal PreK under Act 166, we hope to see our readiness scores increase over time. The second indicator, high school graduation rates, offers a complimentary bookend to R4K!S data. High school graduation is an important predictor of success later in life and therefore a simple but central measure of the success of our schools. Between Kindergarten and graduation, SBA exams in English Language Arts and Mathematics are conducted at grades 3, 4, 5, 6, 7, 8, and 11, and offer touch points of data. These first three Key Performance Indicators, each tied to an externally validated tool, provide measures of traditional academic skills. The fourth indicator - participation in personalized learning, flexible pathways, and citizenship opportunities - is collected at the district level and provides descriptive data aligned with the goals of Vermont’s Act 77. Finally, students’ perceptions of safety, support, and engagement, our fifth Key Performance Indicator provides a glimpse into inter-personal dynamics within our learning community as perceived by middle and high school students.

Taken together, these five Key Performance Indicators represent a diverse set of data by which to measure the impact of our work on student outcomes. We will revisit these metrics over the years to track our progress, aiming to increase achievement, opportunities, and sense of belonging for all ACSD students.

Enrollment and Demographic Data

Town Populations, 2011-2015*

	Year					5-year Change
	2011	2012	2013	2014	2015	
Bridport	1,216	1,215	1,215	1,221	1,215	-1
Cornwall	1,182	1,174	1,179	1,189	1,193	+11
Middlebury	8,483	8,477	8,501	8,545	8,557	+74
Ripton	586	582	593	595	593	+7
Salisbury	1,133	1,128	1,124	1,131	1,131	-2
Shoreham	1,263	1,268	1,264	1,272	1,268	+5
Weybridge	832	827	829	828	828	-4
Total:	14,694	14,671	14,705	14,781	14,795	+101

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

According to the Addison County Economic Development Corporation (ACEDC), the population of Addison County as a whole has grown modestly over the past five years, up 199 from 36,801 in 2012 to 37,009 in 2016. The ACEDC's Opportunity Index reports other relevant, county-wide statistics as well. Since 2012, Addison County's unemployment rate has declined from 4.44% to 2.70% (below the state average of 3.20%). However, median household income has also declined from \$55,800 in 2012 to \$54,595 in 2016, still above the state median of \$49,890. In Addison County, 10.20% of the population lives below the poverty line, compared to 12.20% statewide. Because we know that poverty impacts learning, we understand these numbers as part of the context of education in ACSD. The second chart on page 8 of this report shows the percentage of students qualifying for Free and Reduced Price Lunch (FRL) at each of ACSD's schools. FRL is a common measure of student poverty.

ACEDC also reported statistics about education across Addison County. On time high school graduation in 2016 was 84.00% compared to 87.80% statewide (and down from a peak of 93.00% in 2015). However, the percentage of youth (ages 16-24) not in school and not working declined from 9.39% in 2012 to 7.60% in 2016, compared to 9.10% across Vermont. A highlight of ACEDC's Opportunity Index is that preschool enrollment for three- and four-year-olds across Addison County rose from 39.00% in 2013 to 62.00% in 2016. Statewide enrollment in 2016 was 54.70%. No doubt this increase is a result of Vermont's Act 166 mandating access to Universal Pre-Kindergarten. Though much of students' preparation for school is rooted in the home, higher enrollment in early education programs does bode well for ACSD and Vermont in the years to come. We'll look for the impact of this in our Kindergarten readiness scores.



Key Performance Indicator: Kindergarten Readiness. In the Vermont AOE's Ready for Kindergarten! Survey Report (August 2016), kindergarten readiness is described as multidimensional, including "social and emotional development, communication, physical health, as well as cognitive development, knowledge, and approaches to learning (e.g., enthusiasm for learning, persistence, curiosity)." The R4K!S relies on teachers' observations of Kindergarten students to generate a composite score representing this wide range of readiness attributes.

Kindergarten Readiness

Demographic Group	% of Students Vermont	% of Students ACSD	Average Total Score Vermont	Average Total Score ACSD	Percent Ready Vermont	Percent Ready ACSD
All students surveyed	90.20% of total enrollment	--	77.98	79.40	81.79	86.89
Boys	52.23	44.26	75.34	80.37	77.42	92.59
Girls	47.77	55.74	80.88	78.65	86.58	82.35
FRL eligible	42.51	45.90	72.89	74.57	73.23	82.14
Not FRL eligible	57.49	54.10	81.75	83.52	88.13	90.91
Attended publicly funded PreK	54.42	57.38	79.71	80.89	85.38	88.57
Did not attend publicly funded PreK	45.58	42.62	75.93	77.42	77.52	84.62

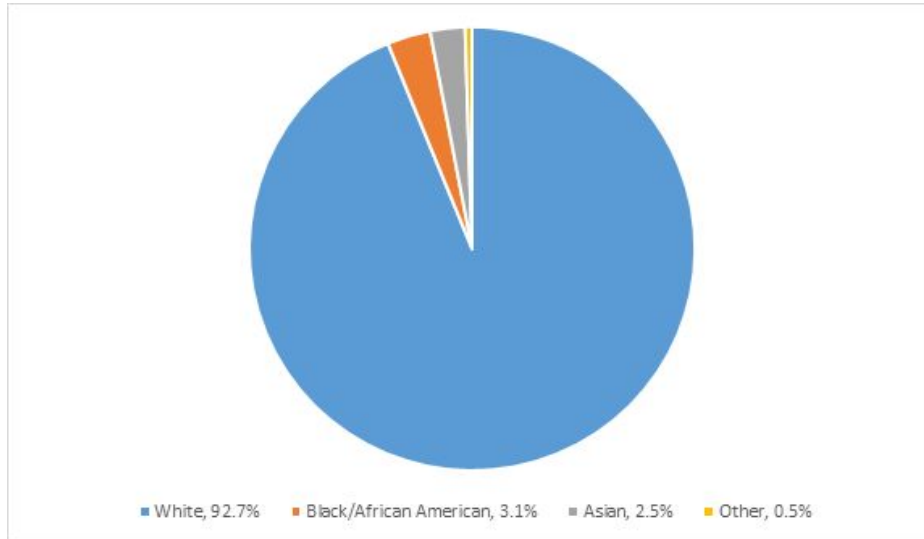
* According to the Ready for Kindergarten! Survey, 2015-2016, report published by the Vermont AOE.

ACSD Enrollments by Town and Grade, December 1, 2016

Grade	Brid.	Corn.	Midd.	Ripton	Salis.	Shor.	Wey.	MUMS	MUHS	ACSD
*PreK	14	-	12	6	15	-	-	-	-	47
+UPK	4	15	91	9	3	21	13	-	-	156
K	7	10	75	4	11	15	8	-	-	129
1	9	10	55	9	13	12	9	-	-	117
2	10	9	57	9	12	7	8	-	-	111
3	8	12	70	2	12	12	8	-	-	124
4	11	15	65	9	15	8	6	-	-	130
5	6	20	50	5	14	13	4	-	-	112
6	8	7	72	3	13	12	9	-	-	124
PK-6 Total	77	98	547	56	108	100	65	-	-	1,050
7	-	-	-	-	-	-	-	132	-	132
8	-	-	-	-	-	-	-	124	-	124
9	-	-	-	-	-	-	-	-	153	153
10	-	-	-	-	-	-	-	-	133	133
11	-	-	-	-	-	-	-	-	185	185
12	-	-	-	-	-	-	-	-	135	135
13	-	-	-	-	-	-	-	-	12	12
PK-12 Total	77	97	547	56	108	100	65	256	618	1,924

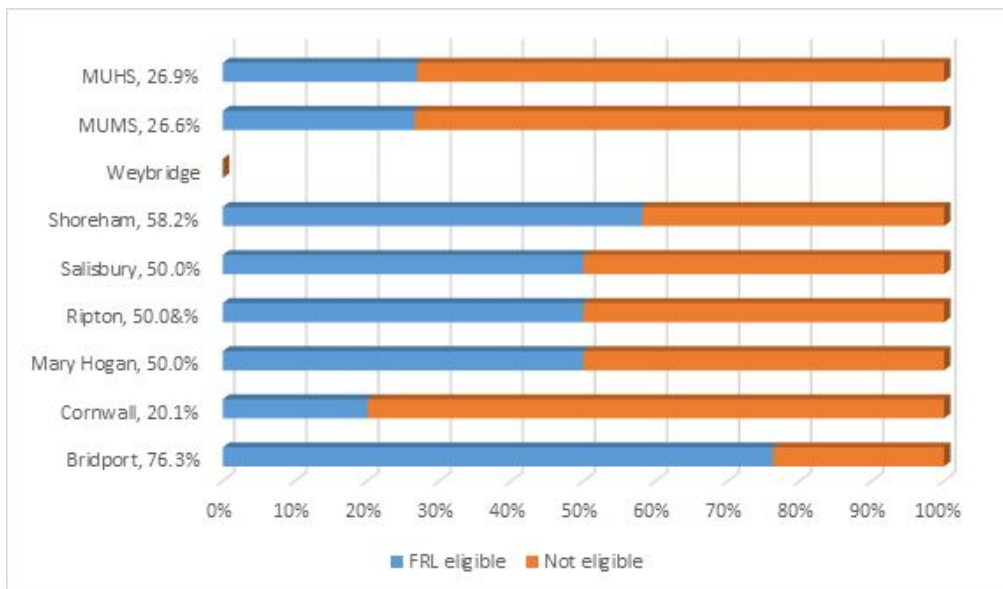
* PreK numbers here reflect the number of PreK students in the school building. The +UPK row refers to students from that town currently enrolled in Universal PreK partner programs.

Percentage of ACSD Students, by Race/Ethnicity (December 1, 2016)



Like most Vermont school districts, ACSD does not look diverse at a glance. As depicted in the pie graph above, our student population is nearly 93% white. We do currently serve many students for whom English is not their first language. They represent 18 different languages in all. Among these students, English fluency levels vary from beginner to proficient, and not all maintain fluency in their first language, but this represents a form of diversity that often goes unrecognized in our learning community. In the fall of 2016, we established an ELL Leadership Council to advocate for better systems and supports for our English Learner population, and in IB school applications, principals included a common action step emphasizing that going forward we will consciously recognize students who are English Language Learners as assets to our community as we further develop our collective capacity to support students in being and becoming multi-lingual.

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



*Weybridge numbers are too small to report.

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

School	No Support Services	Individualized Education Plan	Education Support Team	504 Plan
Bridport	65%	18%	--	--
Cornwall	68%	--	--	--
Mary Hogan	68%	11%	17%	4%
Ripton	65%	--	--	--
Salisbury	65%	--	22%	--
Shoreham	69%	17%	33%	--
Weybridge	--	--	--	--
MUMS	70%	13%	9%	8%
MUHS	68%	12%	12%	8%

* According to the Vermont AOE's 2015-2016 School Reports. Percentages are not reported when corresponding numbers drop below 11.

Strategic Plan Progress Report

Foundational Goal 1: 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 these outcomes.

In the 2015-2016 academic year, ACSD educators studied formal standards documents including the *Common Core State Standards*, *Next Generation Science Standards*, and *C3 Framework for Social Studies*, among others and from these developed a series of Essential Learning Outcomes (ELOs) to serve as the foundation of a common curriculum across the district. Teachers began the work of developing learning scales to assess student proficiency and progress toward meeting ELOs. This year, teachers have continued to develop and use learning scales, but our curriculum work has focused more on learning about IB teaching and learning frameworks, especially across the Primary Years and Middle Years Programs. The next step in advancing this objective is to infuse our IB units and curriculum maps and our Personalized Learning Plan (PLP) models with measures of proficiency in ELOs and transferable skills.

Action Step	Status	Update
→ Use Act 77 requirements, Vermont Education Quality Standards, and ACSD community expectations to establish ACSD graduation requirements.	In progress	We are currently revising our graduation requirements to align with Vermont's Act 77 and Education Quality Standards and to account for additional requirements of the International Baccalaureate instructional framework. We expect to propose a Proficiency Based Graduation Requirements (PBGR) policy to the Board later this year.
→ Examine current ACSU practices to determine where alignment exists and where it does not with new graduation requirements.	In progress	We have begun developing learning scales to assess proficiency against ELOs. We will continue this work in three central ways over the next few years: (1) Addressing assessment of ELOs through IB curriculum planning, (2) Developing district-wide common assessment of ELOs, and (3) Refining middle and high school Personalized Learning Plans (PLPs) to map proficiency toward graduation requirements.
→ Make necessary changes to ACSD practices to ensure students across ACSD schools meet new graduation requirements.	Upcoming	

Metrics:

- ★ 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.



Key Performance Indicator: Graduation Rates. At MUHS, on-time graduation rates have remained fairly steady over the years, taking a dip in 2016. (This pattern is similar to that of Addison County as a whole, discussed on page 4 above). Tracking four-year, five-year, and six-year graduation rates honors the flexible pathways concept that success in high school can occur over varying lengths of time.

Four-, Five-, and Six-Year Cohort Graduation Rates

	2011-2012		2012-2013		2013-2014		2014-2015		2015-2016	
	Vermont	ACSD	Vermont	ACSD	Vermont	ACSD	Vermont	ACSD	Vermont	ACSD
4-year Cohort Graduation Rate	87.77	89.56	86.76	87.28	87.82	86.23	87.69	85.81	87.73	85.44
5-year Cohort Graduation Rate	90.37	89.24	90.66	92.93	89.69	90.75	90.79	86.52	90.56	89.80
6-year Cohort Graduation Rate	90.86	91.77	91.17	91.77	91.48	93.51	90.67	93.02	91.50	87.94

* According to the Vermont AOE's 2015-2016 School Reports.

Post-Secondary Enrollment and Completion: MUHS also collects data on college admissions and

post-secondary plans. We reported these in the fall Ends Reports and will include this information in the Strategic Plan Report going forward. Additionally, the Youth Risk Behavior Survey (YRBS) conducted by the Vermont AOE every two years asks students about their post-secondary plans. The table below presents percentages of students who reported that they will “probably or definitely complete a post high school program” in ACSD and across Vermont.

Percentage of Students Who Plan to Complete Post High School Programs

		Vermont	ACSD
Grade	9th	75	87
	10th	80	85
	11th	83	91
	12th	84	90
Sex	Female	83	91
	Male	78	85
TOTAL		80	88

* According to the 2015 YRBS Addison Central Supervisory Union Report



Key Performance Indicator: SBA Results. In the fall Ends Report, we shared MUMS and MUHS results on the Smarter Balanced Assessment (SBA) literacy and math exams. Here we report the same data adding results at the elementary level across ACSD. Of our seven elementary schools, four have student cohorts too small to report data. For this reason, scores are reported collectively. The six tables below present 2016 proficiency rates in

English Language Arts and Mathematics for ACSD students overall, in comparison to all Vermont students, and by each claim measured in the test. In ACSD, we recognize that standardized tests like the SBA provide snapshots of student achievement. Such measures, externally validated, are useful for tracking progress within a limited context.

English Language Arts, Proficiency Levels

ACSD Students	Level 1 Substantially Below Proficient	Level 2 Partially Proficient	Level 3 Proficient	Level 4 Proficient with Distinction
Grade 3	13%	14%	31%	42%
Grade 4	25%	24%	20%	31%
Grade 5	25%	14%	40%	20%
Grade 6	11%	23%	33%	32%
Grade 7	13%	15%	38%	34%
Grade 8	13%	18%	33%	36%
Grade 11	16%	18%	24%	42%

Mathematics, Proficiency Levels

ACSD Students	Level 1 Substantially Below Proficient	Level 2 Partially Proficient	Level 3 Proficient	Level 4 Proficient with Distinction
Grade 3	13%	14%	35%	38%
Grade 4	9%	28%	31%	33%
Grade 5	23%	27%	23%	27%
Grade 6	20%	29%	23%	29%
Grade 7	20%	22%	29%	29%
Grade 8	19%	24%	22%	35%
Grade 11	26%	21%	22%	30%

English Language Arts, Proficient and Proficient with Distinction

	ACSD	Vermont
Grade 3	73%	54%
Grade 4	51%	54%
Grade 5	61%	58%
Grade 6	65%	56%
Grade 7	72%	58%
Grade 8	69%	59%
Grade 11	66%	57%

Mathematics, Proficient and Proficient with Distinction

	ACSD	Vermont
Grade 3	73%	56%
Grade 4	63%	50%
Grade 5	50%	43%
Grade 6	51%	41%
Grade 7	58%	46%
Grade 8	57%	44%
Grade 11	52%	38%

English Language Arts, Proficiency by Claim

	Claim	Below standard	At/near standard	Above standard
Grade 3	Reading	16%	42%	42%
	Writing	17%	45%	38%
	Listening	7%	60%	32%
	Research/Inquiry	10%	56%	34%
Grade 4	Reading	26%	46%	28%
	Writing	15%	61%	24%
	Listening	16%	63%	20%
	Research/Inquiry	21%	50%	29%
Grade 5	Reading	29%	42%	30%
	Writing	25%	47%	28%
	Listening	16%	64%	20%
	Research/Inquiry	14%	53%	33%
Grade 6	Reading	22%	43%	35%
	Writing	17%	40%	43%
	Listening	10%	67%	23%
	Research/Inquiry	11%	44%	44%
Grade 7	Reading	16%	49%	35%
	Writing	11%	38%	51%
	Listening	11%	65%	24%
	Research/Inquiry	12%	43%	45%
Grade 8	Reading	16%	49%	35%
	Writing	14%	37%	49%
	Listening	15%	58%	27%
	Research/Inquiry	9%	42%	49%
Grade 11	Reading	16%	43%	41%
	Writing	22%	31%	46%
	Listening	17%	55%	28%
	Research/Inquiry	14%	38%	49%

Mathematics, Proficiency by Claim

	Claim	Below standard	At/near standard	Above standard
Grade 3	Concepts & Procedures	20%	32%	48%
	Problem Solving and Modeling & Data Analysis	12%	46%	42%
	Communicating Reasoning	13%	40%	47%
Grade 4	Concepts & Procedures	21%	37%	42%
	Problem Solving and Modeling & Data Analysis	16%	48%	36%
	Communicating Reasoning	19%	43%	38%
Grade 5	Concepts & Procedures	31%	34%	34%
	Problem Solving and Modeling & Data Analysis	26%	48%	26%
	Communicating Reasoning	24%	52%	25%
Grade 6	Concepts & Procedures	29%	41%	30%
	Problem Solving and Modeling & Data Analysis	24%	47%	29%
	Communicating Reasoning	17%	55%	29%
Grade 7	Concepts & Procedures	25%	41%	35%
	Problem Solving and Modeling & Data Analysis	14%	44%	42%
	Communicating Reasoning	14%	50%	36%
Grade 8	Concepts & Procedures	23%	36%	41%
	Problem Solving and Modeling & Data Analysis	13%	46%	42%
	Communicating Reasoning	14%	51%	35%
Grade 11	Concepts & Procedures	35%	23%	42%
	Problem Solving and Modeling & Data Analysis	15%	54%	31%
	Communicating Reasoning	16%	49%	35%

Objective 2: Instructional Framework

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

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

After sixteen months of formal inquiry into the IB teaching and learning frameworks, ACSD decided to move forward with applications for IB candidacy across all nine schools this spring. We are excited about the alignment between our district-wide vision and mission and the mission of the International Baccalaureate Organization.

The International Baccalaureate® (IB) aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

*www.ibo.org/about-the-ib/mission

We are confident that the IB framework - tailored to our local context - can meet the needs of all students, and we are actively exploring inclusive models of instruction to ensure that as we roll out our IB programs, we roll them out in an “IB for all” model.

Action Step	Status	Update
→ Engage in a process of determining the role of world languages to ensure all ACSD students receive equitable opportunities.	In progress	We are in the process of envisioning an ideal model for district language program. Over the next two years, we will make decisions to provide equitable staffing and instruction across schools.
→ Identify and implement a system to develop and monitor students’ personal learning goals.	In progress	At the middle and high schools, each student has a Personalized Learning Plan (PLP), through which to track his or her learning goals.
→ Ensure teachers have access to professional development to support their expanded roles as facilitators of learning beyond the school walls.	Upcoming	Teachers and administrators need high quality professional development in structuring and supporting personalized learning opportunities.
→ Provide students with multiple opportunities to practice citizenship both inside and outside the classroom throughout their PreK-12 educational experience, both in groups and as individuals.	Ongoing	See Personalization, Flexible Pathways, Citizenship table below.
→ 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.	Ongoing	ACSD leaders are strengthening relationships with several local and statewide organizations and institutions including Middlebury Youth Educators, the Vermont Folklife Center, the Town Hall Theater, Middlebury College (through established programs like SITA and MiddArts), the Rowland Foundation, and Vermont Learning for the Future, among others. Each of these groups emphasizes student-centered learning

		and offers possibilities for promoting personalized learning and real world connections.
→ Ensure that schools and teachers incorporate flexible pathways for students to demonstrate mastery of grade level learning standards and competencies.	In progress	We are working on a clear articulation of what flexible pathways will look like in the IB context.

Metrics:

- ★ A system is implemented to develop and monitor students’ personal learning goals and grades PreK-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.



Key Performance Indicator: Participation in Personalized Learning, Flexible Pathways, and Citizenship Opportunities. Vermont’s Act 77 mandates personalized learning and flexible pathways to graduation across Vermont schools. In ACSD, we continue to strengthen our PLP formats and supports and increase opportunities for students to engage in personalized learning experiences. The table below highlights several existing opportunities at MUMS and MUHS and reports participation numbers for the current and past academic years.

Personalized Learning, Flexible Pathways, and Citizenship Program Participation, Grades 7-12

ACSD Program/Offering	Applicable Schools	2015-2016 Student Participation	2016-2017 Student Participation
<i>Personalization and Flexible Pathways</i>			
Personalized Learning Plans Students reflect and generate plans related to their academic, interests, goals, strengths, and needs.	Cornwall, MUMS & MUHS	6th graders at Cornwall All 7th and 9th grade students	6th graders at Cornwall All students, grades 7-10
Math Enrichment Students elect to take an additional math course to challenge themselves.	MUMS	119 students	121 students
Branching Out Students work with a mentor to complete a program of learning based on their interests and career aspirations.	MUHS	11 students	29 students
Independent Study Program Students complete courses in a flexible format when the current course offerings and schedule do not meet their learning needs.	MUHS	25 students	23 students

ACSD Program/Offering	Applicable Schools	2015-2016 Student Participation	2016-2017 Student Participation
Personalization and Flexible Pathways (cont.)			
What's the Story 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.	MUMS & MUHS	MUMS: 2 students MUHS: 5 students	MUMS: 1 student MUHS: 10 students
Virtual High School Students receive credit for completing online courses not offered at MUHS.	MUHS	43 students	50 students
Dual Enrollment Students earn credit for high school as well as college for certain course offerings.	MUHS	24 students	21 students
Early College Program	MUHS	1 student	4 students
Middlebury College Course 500 Seniors may sign up for courses offered at Middlebury College that are not available at MUHS.	MUHS	7 students	12 students
Alternative Education Students whose learning needs are not met in standard courses have the opportunity to learn in different ways.	MUHS	16 students	18 students
Hannaford Career Center	MUHS	177 students	156 students
Citizenship			
Student Government Students are elected by their peers.	MUMS & MUHS	MUMS Student Council: 32 MHS Student Senate: 16	MUMS Student Council: 32 MHS Student Senate: 16
Green Up Day Students clean up and beautify the neighborhood.	MUMS	All 7th and 8th grade students	
Student Court Students volunteer to help with peer conflict resolution.	MUMS	8 students	20 students
PRIDE 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)	32 students serve on the PRIDE Panel
United Way Day of Caring Students volunteer for service projects around the community.	MUHS	All 10th grade students; Hannaford Career Center Students	
Model UN Students participate in this extracurricular activity focused on global issues.	MUHS	30 students	12 students

All MUMS students create Personalized Learning Plans (PLPs) and update them throughout two school years. Students have two PLP conferences with their Teacher Advisory (TA) teachers and parents each year. Students also have many opportunities to make choices in their learning activities, such as the recent Suspense Festival where students could do written, theatrical, dance, or video demonstrations of

their learning. The teachers at MUMS consistently add more choices for students, such as adding additional possible roles in the projects in English. Across learning opportunities, all assessment is standards-based, and students know what standards are being assessed and how they will be assessed. In addition to those offerings identified in the table above, MUMS students have opportunities to practice citizenship through TA community activities, core team volunteering, and fundraising activities.

At MUHS, beyond those offerings indicated above, students have opportunities to participate in work-based learning through co-ops, internships, and job shadowing. They can choose to participate in class trips for a day to a week, and they have opportunities to study abroad for a semester or a year at a time. Many engage in community service abroad and close to home. This year, the PLP committee has led the effort to use PLPs as tools for reflecting on proficiency in transferable skills.

K-6 Personalization. At the elementary level, personalized learning looks different from school to school. At Cornwall, for instance, 4th-6th graders undertake Curiosity Projects, in which they engage in extended inquiry around a topic of their choice. Ripton 5th and 6th graders engage in similar projects. At Mary Hogan, some students have opportunities to participate in STEM (science, technology, engineering, mathematics) and STEAM (science, technology, engineering, art, mathematics) challenges. At Salisbury, students engage in a series of optional learning activities including a naturalist series, an author luncheon, kitchen helpers, and talent showcase, among others. The whole school is moving toward individual research projects in an effort to immerse students in experiences that they can then connect to individually to expand their learning. At Weybridge beginning in Kindergarten, all students complete research projects which often incorporate a level of personal choice within a subject area. In third grade students begin researching a topic of their choice across disciplines. For fifth and sixth graders this research includes interviewing and spending time with an expert in their field of research. Sixth graders present their research to the school board, community members, parents and peers. These are only a few highlights across schools. Within schools, teachers are able to increase personalization by providing students with choice of reading materials and methods/media for demonstrating their learning.

K-6 Citizenship. ACSD students have opportunities to practice and reflect on citizenship starting at the elementary level. At Bridport, older students participate in helping in the cafeteria for breakfast or lunch; classes (teacher and students) plan and run All School Meetings; and a couple students help maintain the school's bird feeders. At Cornwall, multi-age groups in All School Meeting work on citizenship with a focus on "how we work together and take care of one another." Their PBIS work this year recognizes citizenship with an emphasis on being responsible. At Mary Hogan, fourth graders have visited the Vermont Statehouse. During election years, 4th-6th graders hold mock elections. At Salisbury, the Green Team focuses on environmental stewardship. At Weybridge, because older students have Kindergarten buddies, recess is K-6, and there are cross-grade level engineering projects. Students develop a sense of responsibility toward one another as models, protectors, emulators, and friends. Students in the upper grades volunteer in the meals program, and students initiate and implement fundraisers (e.g., supplies for refugees, dental products for HOPE, service raffle for FOWE). Ripton students engage in local community service projects and in Days of Caring. Across the district, as we move more purposefully toward international mindedness and incorporating action into the learning cycle, we will continue to reflect on our citizenship practices and opportunities.

Objective 3: Instructional Practice and Design

Leverage significant ACSD 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.

This year, ACSD educators have engaged in ongoing professional learning and reflection to increase implementation of best practices (focusing on math, science, literacy, technology, social studies and citizenship at the elementary level; focusing on IB curriculum design and global citizenship at the middle and high school levels). Through future professional learning opportunities, we will develop common understandings of *proficiency-based teaching and learning*, *personalized learning*, and *flexible pathways*, and study best practices within those domains.

In general, we need to develop more robust systems for evaluating the efficacy of our instruction and the fidelity with which we implement programs like Bridges for math. We are tackling this in two important ways. (1) ACSD was recently selected to collaborate with the District Management Council (DMC) on a project sponsored by the Vermont AOE. The DMC is conducting a robust review of our current student services practices to recommend improvements in both efficiency and outcomes. (2) Our IB school applications will serve as an important baseline for measuring fidelity to that instructional framework, and the authorization and evaluation timeline prescribed by the International Baccalaureate Organization will provide structure to continually reassess our work.

Action Step	Status	Update
→ Use national and local research to identify best practices in teaching to be implemented in ACSD.	Ongoing	A major benefit of moving forward with IB is that the IB Organization curates and synthesizes research and continually updates its instructional frameworks and professional development opportunities to reflect current understandings. As we immerse ourselves in IB, we are exposed to ongoing reminders of best practice.
→ Implement best practices in teaching in all ACSD classrooms.	Ongoing	
→ Routinely assess fidelity with which practices are implemented and provide feedback to teachers, administrators, and support staff to continue their growth in implementing practices.	Ongoing	We currently assess the fidelity with which some programs and practices are implemented. We need to systematize evaluation processes.
→ Develop a process and timeline to regularly assess the efficacy of selected practices and designs.	In progress	The IB application, authorization, and evaluation processes will inform our school and district needs assessments and continuous improvement planning.
→ Identify time use designs (e.g., school hours, free blocks, student and teacher schedules) that optimize student learning and promote equitable experiences for ACSD students.	In progress	We are tackling this work through IB Structural Design Teams.

→ Identify ACSD, 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 ACSD students.	In progress	
→ Implement identified designs in ACSD schools.	In progress	
→ Provide professional development for teachers, administrators, and support staff to ensure practices achieve intended outcomes.	In progress	

Metrics:

- ★ Professional development in best practices in teaching is provided for teachers, administrators, and support staff.
- ★ An increased number of ACSD 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 instructional practices and designs are regularly assessed.

Evidence:

This year, we have conducted a review of literacy programs and practices across our seven elementary schools. Our next step with that is to recruit a team of administrators and teacher leaders to analyze the findings of that report in the context of research-based best practices in literacy instruction (specifically through the lens of *Visible Learning for Literacy* by Hattie, Fisher, and Frey).

We have also begun exploring the possibility of establishing a new teacher evaluation model. A summer 2016 in-house survey found that while 83% of district principals felt our current model leads to effective professional conversations between faculty and administrators, fewer than half felt the current system promotes professional learning, provides effective measures of teacher performance, or measures the impact of teacher practice on student learning. No one agreed or strongly agreed that our current system is efficient with time and resources or is sufficiently differentiated to meet the needs of all teachers. These are significant shortcomings. The Vermont AOE recently shared the results of their statewide review of teacher and leader evaluation processes. The feedback they provided, specific to ACSD, will be valuable as we dig into the work of designing new systems down the line.

School Day Structures

School	Length of School Day				How much planning time do teachers have (in minutes/day)?	
	Start and End Time for Students	Duration of Student Day	Start and End Time for Teachers	Duration of Teacher Day	Range	Average
Bridport	7:45-2:30	6 hours 45 min.	Ready to receive children through the close of the day.	Varies from 6 hours 45 min. to hours	40 min.	40 min.
Cornwall	8:00-2:30	6 hours 30 min.	Ready to receive children through the close of the day.	7+ hours	45-85 min. if they do not have recess or a meeting.	60 min.
Mary Hogan	8:20-2:50	6 hours 30 min.	7:50-3:10	7 hours 40 min.	40 min. (grades 3-6 have an additional 40 min./week).	40 min.
Ripton	8:00-3:15	7 hours 15 min.	8:00-3:30	7 hours 30 min.	55-115 min. daily	75 min.
Salisbury	7:45-2:30	6 hours 45 min.	Same as students (as per Master Agreement)	6 hours 45 min.	30-40 min.	40 min.
Shoreham	7:45-2:30	6 hours 45 min.	7:40-2:30	6 hours 50 min.	40 min.	40min.
Weybridge	7:50-2:50	7 hours	Ready to receive children through the close of the day.	Varies - expectation for teachers to be prepared and fully present.		
MUMS	8:23-3:05	6 hours 42 min.				
MUHS	8:30-2:50	6 hours 20 min.	Same as students with caveat of "prof. responsibilities fulfilled"	6 hours 20 min.	80 min.	80 min.

Instructional and Common Planning Time. The length of the school day is a concrete metric for gauging equity across the district. We have room to improve here. Across schools, students experience schedules that vary in terms of content exposure. While Kindergarteners may receive 300 minutes/week of literacy instruction in one school, at another school, the same age group may receive 500. Weekly recess times for 6th graders range from 175 to 270 minutes by school. It is not possible, necessary, or even desirable

to unify schedules across schools completely, but over time, measures like these may be useful points of comparison as we increase equity. Likewise, across schools teachers have varying amounts of time dedicated to collaborative planning, as communicated in the table below. We know that this is an area for targeted improvement as we work toward authorization as a district of IB World Schools.

Literacy Instruction, minutes per week

	K	1	2	3	4	5	6
Bridport	330	525	600	600	580	580	450
Cornwall	400	400	400	400	500	500	500
Mary Hogan	450	450	450	450	450	450	450
Ripton	450	450	450	375	375	375	375
Salisbury	500	700	700	600	600	600	600
Shoreham	525	525	525	525	525	525	525
Weybridge*	2100	2100	2100	2100	2100	2100	2100

* "A siloed table such as this makes it difficult to accurately document the level of integrated instruction we are striving for. Literacy is part of the entire day and every subject area and activity." - Weybridge Principal

Mathematics Instruction, minutes per week

	K	1	2	3	4	5	6
Bridport	360	450	225	225	300	300	300
Cornwall	525	525	525	525	525	525	350
Mary Hogan	375	375	375	375	375	375	375
Ripton	375	375	375	600	600	350	350
Salisbury	300	400	450	475	450	375	450
Shoreham	425	425	425	425	425	425	425
Weybridge	450+	450+	450+	450+	450+	450+	450+

Science, S.S., Inquiry, and/or Transdisciplinary Studies, minutes per week

	K	1	2	3	4	5	6
Bridport	120	60	225-300	225-300	160	160	225
Cornwall	150	150	300	300	300	300	300
Mary Hogan	225	225	225	225	225	225	225
Ripton	300	300	300	300	300	300	300
Salisbury	240	240	240	265	350	375	375
Shoreham	300	300	300	300	300	300	300
Weybridge	600	600	600	600	600	600	600

Art, minutes per week

	K	1	2	3	4	5	6
Bridport	40	40	45	45	40	40	45
Cornwall	45	45	50	50	50	50	50
Mary Hogan	30	40	40	50	50	50	50
Ripton	45	45	45	60	60	60	60
Salisbury	30	40	40	40	40	40	40
Shoreham	40	40	40	40	40	40	40
Weybridge	50	50	50	60	60	60	60

Music, minutes per week

	K	1	2	3	4	5	6
Bridport	40	40	45	45	40	40	40
Cornwall	45	45	50	50	50	50	50
Mary Hogan	30	40	40	50	50	50	50
Ripton	45	45	45	45	45	45	45
Salisbury	30	40	40	40	40	40	40
Shoreham	40	40	40	40	40	40	40
Weybridge	50	50	50	60	60	60	60

PE, minutes per week

	K	1	2	3	4	5	6
Bridport	80	80	90	90	80	80	80
Cornwall	90	100	100	100	120	120	120
Mary Hogan	30	40	40	45	45	45	45
Ripton	60	60	60	60	60	60	60
Salisbury	60	80	80	80	80	80	80
Shoreham	80	80	80	80	80	80	80
Weybridge	65	70	70	75	75	70	70

Library, minutes per week

	K	1	2	3	4	5	6
Bridport	40	40	45	45	40	30	40
Cornwall	45	45	50	50	50	50	50
Mary Hogan	30	40	40	varies	varies	varies	varies
Ripton	45	45	45	45	45	45	45
Salisbury	30	30	40	40	40	40	30
Shoreham	40	40	40	40	40	40	40
Weybridge	30	30	30	30	30	30	30

World Language, minutes per week

	K	1	2	3	4	5	6
Bridport	0	0	0	0	0	0	0
Cornwall	0	0	0	0	0	0	0
Mary Hogan	0	0	0	90	90	90	90
Ripton	60	60	60	70	70	70	70
Salisbury	0	0	0	0	0	0	0
Shoreham	0	0	0	0	0	0	0
Weybridge	90	95	95	100	100	115	115

Lunch, minutes per week

	K	1	2	3	4	5	6
Bridport	125	150	150	150	100	100	100-150
Cornwall	125	125	100	100	100	100	100
Mary Hogan	125	125	125	125	125	125	125
Ripton	100	100	100	100	100	100	100
Salisbury	150	150	150	150	125	125	125
Shoreham	175	175	175	150	150	125	125
Weybridge	150	150	150	150	150	150	150

Recess, minutes per week

	K	1	2	3	4	5	6
Bridport	125	125	150	150	100	100	150
Cornwall	125	125	125	125	125	125	125
Mary Hogan	200	200	200	200	200	200	200
Ripton	200	200	200	200	200	200	200
Salisbury	150	150	150	150	175	175	175
Shoreham	225	125	125	125	125	125	125
Weybridge	270	270	270	270	270	270	270

Common Planning Time

School	The groups that meet	Meeting frequency and duration	Hoped for outcomes
Bridport	Yes - team meetings: PreK-3, 4-6.	1 hr/week	Ideally there would be time to collaborate on curriculum, but it's not enough time. We manage to put out fires and do some preventative work.
Cornwall	Multi-age groups (K-2, 2-3, and 4-6 teams) collaborate each week. There is also an expectation that teachers meet and collaborate with interventionists and special educators on a regular basis. These meetings are during prep times that exist in excess of the contract.	Mostly weekly, sometimes biweekly, or 5-6 teachers meet up to 2 times/week.	Common approaches to student learning and support. Consistency in how students are learning and building of capacity and knowledge across teachers.

School	The groups that meet	Meeting frequency and duration	Hoped for outcomes
Mary Hogan	Grade level teaching teams	40 min./week 4 times each year on professional development release days	Collaboratively planned units of study.
Ripton	RSST; core faculty	1x/month; 1x/week, about an hour	Consistent implementation of behavior plans and adult response to problem behaviors; planning and collaboration of school wide thematic studies and curriculum, instruction, and assessment..
Salisbury	K-2 and 3-6 teachers	4-5 times/year for a half day	Developing units of study, reflecting on these past teaching (including looking at student work) and making revisions for the next time they are taught.
Shoreham	Staff Meetings Guided Reading Lunch Collaboration 1-6	3 to 4 times per month Weekly	
Weybridge	Educational Support Team (EST) Staff meetings	EST: 1-2 times/week for 30-40 min. Staff meetings: 2-3 times/month for 1.5 hours	EST: support for individual students, support for classroom, discovery of instructional gaps/confusions across grades to inform need for professional learning, resetting. Staff meetings and 2 collaboratively planned inservice days: coherent, inspiring planning and reflective practice.
MUMS	Core academic teams, data team partners, departments, EST-B team, 7-12 department meetings	Core, data team and EST-B meet at least once a week. Departments meet at least monthly. 7-12 departments have worked together throughout this year on vertical alignment, and IB expectations.	Clear academic and behavioral expectations across teams. EST plans. Vertical and horizontal alignment (departments). Clear assessment criteria.
MUHS	Subject groups	Only during inservice/early release.	

* Question: Does your school schedule and protect time for teachers to be part of purpose-driven collaborative groups?

Objective 4: Curriculum and Assessment
 Build an ACSD articulated teaching and learning system.

Strategic Action 4: Establish district-wide curriculum and a system to measure progress toward identified learning outcomes.

Action Step	Status	Update
→ 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.	In progress	ELOs are done. We need to further imbed them into our written curriculum and assessment plans. This work will happen concurrently with IB unit and course planning. As we build district wide curriculum maps (unique to each school, with common anchor points) the ELOs strengthen the structural framework and accountability system for an equitable curriculum.
→ Develop articulated, PreK-12 essential learning outcomes for each content area.	Completed	
→ Build understanding of essential learning outcomes with ACSD teachers and administrators.	In progress	
→ Develop a system where same subject, same grade level teachers meet regularly to analyze student data from common assessments to inform instruction.	In progress	Individual schools and the district as a whole have increased opportunities for teachers to collaborate vertically and horizontally in faculty meetings and during early release and in-service days. In the future, we will use some of these common times to develop common assessments and analyze data to inform instruction.
→ Develop or select local, common, formative, and summative assessments for essential learning outcomes.	In progress	We currently assess math and literacy using FAST for grades PreK-6 and STAR for grades 7 and 9.
→ Provide professional development to teachers on data analysis to inform instruction.	In progress	Currently, this happens in small pockets, especially around data from FAST and STAR assessments and the Bridges math program.
→ Develop a system to monitor fidelity to curriculum maps.	Upcoming	
→ Develop and implement a decision-making process that uses data to make academic and behavior intervention and enrichment decisions for students.	In progress	See Data Team Structures table below.
→ Identify and implement a flexible system of intervention and enrichment to address identified student behavior and academic needs.	In progress	See descriptions of DMC and IB evaluation processes above.
→ Develop and implement a system to monitor the efficacy of interventions and enrichments and adjust as needed to meet student needs.	Upcoming	

Metrics:

- ★ PreK-12 essential learning outcomes for each content area are articulated and communicated to teachers, students, and their families.
- ★ All ACSD 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.

Common Assessment Tools

Literacy		Mathematics	
TS Gold	Pre-K	TS Gold	Pre-K
FASTBridge Early Reading a-Reading Curriculum-Based Measurement	K-1 K-6 2-6	FASTBridge Early Math a-Math Curriculum-Based Measurement	K-1 K-6 2-6
Fountas and Pinnell Benchmarks	K-6	Bridges Baseline & Number Corner Checkups Unit Checkpoints Unit Assessments Support & Intervention Progress Monitoring	K-5
Foundations	K-2		
Smarter Balanced Assessments	3-8		
School-Wide Writing Assessments	7-8	Smarter Balanced Assessments	3-8
STAR 360	7-9	STAR 360	7-9
PSAT	10-11	PSAT	10-11
SAT	11	SAT	11
Behavior			
FAST: General, Social, Academic, & Emotional Behavior		K-6	

Within the context of research-based best practices, it is worthwhile to consider the extent to which teachers are systematically supported in analyzing student data to inform instruction. Principals were asked, “Does your school engage in data meetings where educators look at data to inform instructional practices?” For those who answered yes, details for their school are presented in the table below.

Data Team Structures and Sample Outcomes Across Schools

School	Who is part of these meetings?	How often do these meetings happen?	What are examples of meeting outcomes?
Bridport	Yes - team meetings: PreK-3, 4-6. Each team meeting includes Title teacher, Sped, admin and classroom teachers.	1 hr/week	Strategies for teacher/team to try, referral to EST, meeting with parent, regrouping, or addition/change in support.
Cornwall	The whole staff looks at data. Specifically, the PBIS Committee looks at behavior data. The Student Support Team looks at academic and behavior data, and the Educational Support Team looks both at academic and behavior data.	PBIS and SST meet monthly. EST meetings are every 6-8 weeks. Whole staff data meetings occur 2-4 times a year.	The PBIS team looked at survey data to create next steps to improve school climate and PBIS fidelity and compared this to behavior data to see where we needed to focus. SST and EST groups meet and use data to set student goals, check in on goals and interventions. Whole staff

			look at data to determine how to provide interventions in the most effective ways.
Mary Hogan	Data teams include classroom teachers, special educators, academic interventionists.	They meet twice monthly.	Inclusion of a student in an intervention group, exiting a student from intervention when academic goals are met.
Ripton	RSST (assigned team members); Core Faculty (4 core teachers); Full Faculty	1x/year; 1x/week; 1x/month	Initiate or modify student behavior plan(s); plan curriculum, instruction, and assessment for all grades.
Salisbury	Data teams include classroom teachers, special educators, academic interventionists.	They meet three times a year for all students, more for some.	Introducing, making changes to, or exiting students from intervention plans. Modifying instruction, measuring progress.
Weybridge	Data teams include the classroom teacher and principal in all classes (with additional staff as needed) and the classroom teacher, assistant, special educator, and principal in two classes.	Data teams meet once weekly.	Planning to address needs as indicated by data/evidence. Specific planning of supplemental instruction.
MUMS	Each teacher has a data partner at their grade-level with whom they collaboratively plan. They also plan assessments, review their data, and adjust their instruction as needed.	At least weekly.	Proficiency scales have been adapted to make them clearer. Assessments have been updated to be more clearly connected to the ELOs.
MUHS	Several contexts: departments, Educational Support Team; staffings	Regularly	Course placement, extra support, more testing, creation of support plans.

Foundational Goal 2: Community

Objective 1: Students Feel They Matter

All students feel they matter to people in the community.

Strategic Action 1: Create and charge an ACSD 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.

This year, we hired a Community Coordinator and established the ACSD Community Partnership Council. That group is tackling a lot of the work associated with the Community Foundational Goal and has started unpacking the data associated with the 2015 Youth Risk Behavior Survey (YRBS). ACSD students participated in the YRBS again in the spring of 2017. Results have not yet been returned. Next year we hope to demonstrate progress on key metrics reported below.

ACSD COMMUNITY COUNCIL

Co-Leaders

Peter Burrows - Superintendent/Middlebury
 Erika Garner - Community Coordinator/Middlebury

Community

6 Members (3 one-year terms, 3 two-year terms)
 Bryan Alexander - Ripton (two-year)
 Keith Grier - Bridport (two-year)
 Elizabeth Gaucher - Middlebury (one-year)
 Ashley Laux - Middlebury/Middlebury College (two-year)
 Erik Remsen - Shoreham (one-year)
 Pat Whitley - Weybridge (one-year)

Educators

5 Members (2 one-year terms, 3 two-year terms)
 Diane Benware - Salisbury Elementary/Leicester (one-year)
 Jake Burnham - Hannaford Career Center/Cornwall (two-year)
 Kate Carroll - High School /Middlebury(one-year)
 Christina Johnston - Elementary Administrator/Middlebury (two-year)
 Pam Quinn - Middle School/Middlebury (two-year)

MUHS Students (1 one-year term, 2 two-year terms)

Brennan Bordonaro - Hancock/11th grade (2-year)
 Meigan Clark - Middlebury/12th grade (1-year)
 Sarah Grace Kutter - Weybridge/10th grade (2-year)

Action Step	Status	Update
→ 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.	Ongoing	We continue to address this in various ways, through elementary level programming like Everybody Wins!, through mentoring across levels, and through an advisory program at the high school.
→ Find opportunities to recognize students for their diverse interests and accomplishments.	Ongoing	Current examples include Talent Showcase, Honor Rolls, successful showings at Field Days, quarterly recognitions, and year-end sports banquets.
→ 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.	In progress	The Community Partnership Council is currently reviewing the 2015 Youth Risk Behavior Survey (YRBS). See select YRBS data below.
→ 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 <i>Getting to 'Y': Youth Bring Meaning to their Youth Risk Behavior Survey</i> .	Upcoming	

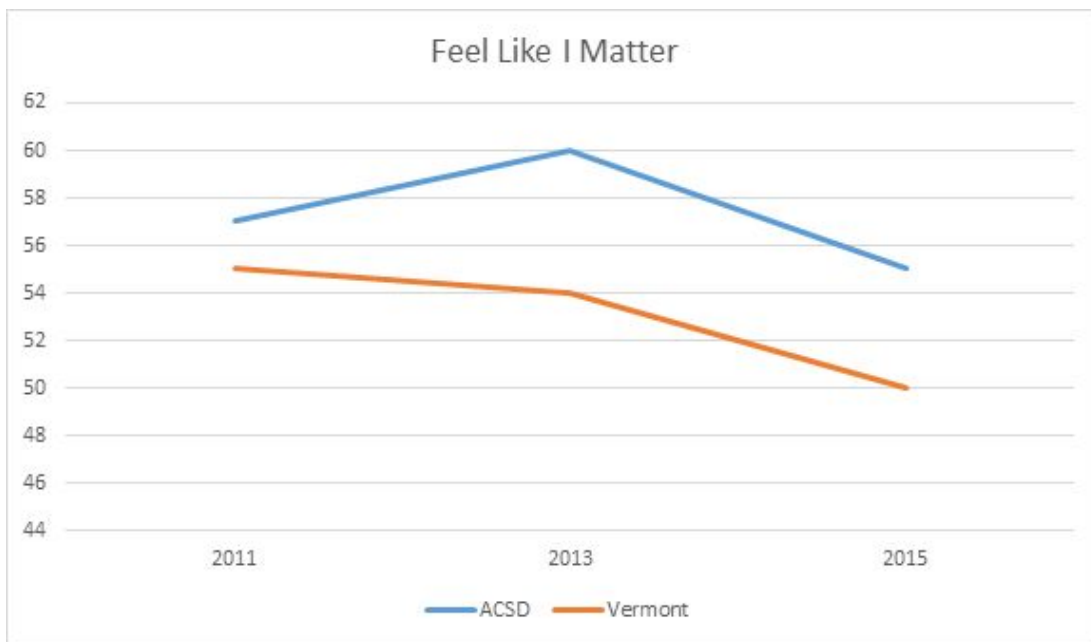
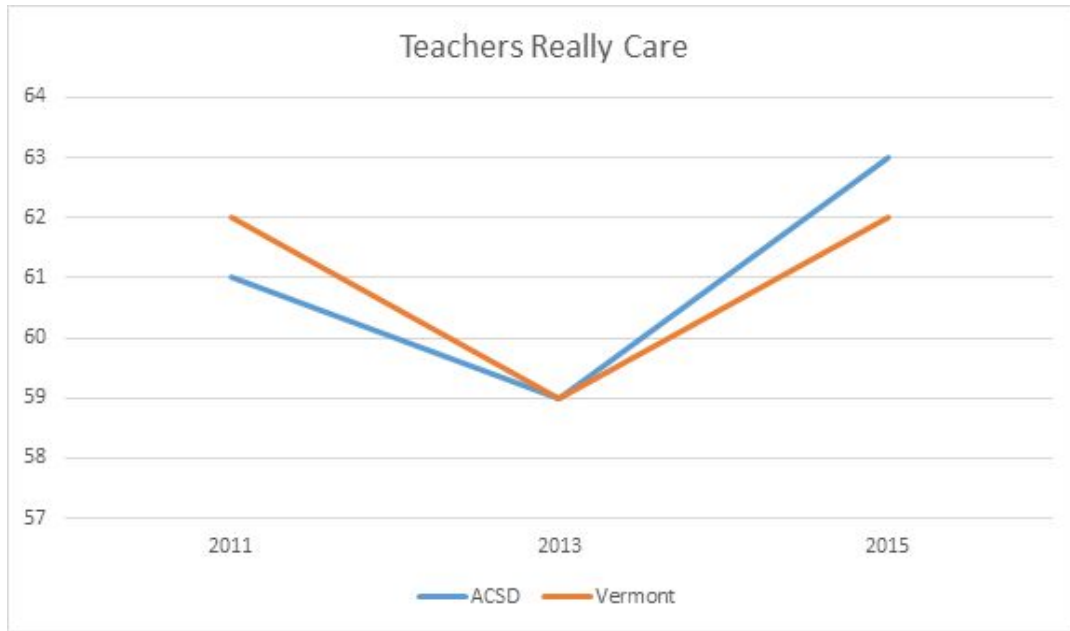
Metrics:

- ★ 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,



Key Performance Indicator. Every other year since 1993, the Vermont AOE has conducted the Youth Risk Behavior Survey (YRBS). Across the state, over 20,000 students (grades 9-12) participated in 2015. That year, 511 MUHS students took the survey. In the process, they responded to a wide range of questions about topics like physical activity,

nutrition, drug and alcohol use, sexual behaviors, etc. Most relevant to ACSD’s Community foundational goal are two questions that gauge students’ sense of belonging. They ask students the degree to which they agree or disagree with the statements, “Teachers really care about me and give me lots of encouragement,” and “In my community, I feel like I matter to people.” The two graphs below track the percentage of students in ACSD and across the state of Vermont who agreed or strongly agreed with each of these statements over the past three iterations of the survey.



Beyond these two key questions, the YRBS collects a series of data points that taken together offer insights into ACSD students’ educational experiences.

Youth Risk Behavior Survey, 2015

Percent of students who ...	Vermont	MUHS
... agree that teachers really care about them and give them lots of encouragement	62	63
... agree that in their community they feel like they matter to people	50	55
... agree that students help decide what goes on in school	48	46
... did not go to school because they felt unsafe, past 30 days	6	5
... reported being bullied, past 30 days	18	15
... reported being electronically bullied, past 12 months	16	15
... felt sad or hopeless for two weeks in a row, past 12 months	24	20
... spoke with their parents at least weekly about school	76	79

* According to the 2015 YRBS Addison Central Supervisory Union Report

Objective 2: Strengthen Partnerships

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

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

Action Step	Status	Update
→ Identify and evaluate existing partnerships.	Ongoing	ACSD's Community Coordinator represents the district on the Hunger Council of Addison County, Youth Educators Group, Addison County Development Cabinet, and Integrating Family Services Steering Committee. Additionally, the Coordinator spends time in the community building relationships and a better understanding of resources available to schools. She has met with HOPE, Charter House Coalition, John Graham Shelter, Vermont Department of Health, Open Door Clinic, CSAC, Middlebury College Community Engagement, Building Bright Futures, Addison County Teens, United Way of Addison County, and other community groups.
→ Create a speakers' bureau of community members who can share personal and professional knowledge/experience in classrooms.	Upcoming	
→ Encourage towns to create student positions on appointed boards that work on youth issues.	Upcoming	Students have positions on the Community Partnership Council, IB Design Teams. Connections with the Town of Middlebury were made this year and we are working to find

		students to serve on a few Town Committees.
→ Provide training programs for community members who work with students.	Upcoming	
→ 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.	Ongoing	
→ 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.	Upcoming	

Metrics:

- ★ Survey and evaluate partnerships (recurring).
- ★ Assess Partner Program outcomes.

Objective 3: Build Support

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

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.

This year, ACSD joined the National Network of Partnership Schools (NNPS). NNPS helps schools strengthen programs of family and community involvement to improve student success. Their program is based on over 30 years of research and is led by Dr. Joyce Epstein whose *Six Types of Family and Community Involvement* was often referenced when developing the Community component of the Strategic Plan. ACSD’s Community Coordinator attended their Leadership Institute on Family and Community Engagement in October. She and the Community Partnership Council are actively working on strengthening connections between families and schools.

Action Step	Status	Update
→ Identify and evaluate existing structures/programs that support families’ engagement in their children’s education.	In progress	The three Addison County school districts along with private PreK partner programs hosted a PreK-Kindergarten transition summit to identify opportunities to better support students and families transitioning into schools. In our five Title I schools, we have identified Parent Liaisons to lead efforts to increase parent involvement.
→ Design and implement an orientation program for families of new students.	Upcoming	
→ Increase social/emotional support services to make available a full range of direct services (e.g. delivery of core curriculum, planning with	In progress	The Community Coordinator attended the National Association for the Education of Homeless Children and Youth Conference in

individual students, intervention, and crisis response); and indirect services (e.g. referrals, consultation, and collaboration with parents, teachers, other educators, and community organizations).		October to support her role as the Homeless Education Liaison for ACSD. A team of leaders from across the district participated in a course on Trauma-Informed Schools led by David Melnick.
→ 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.	Upcoming	
→ Review ACSD facilities use policies and procedures and revise to ensure maximum access for wide range of community activities.	Upcoming	ACSD staff have begun reviewing the "Community Use of School Facilities" policy from individual districts. The original document appears to have been adopted SU-wide in 1991. Since then Boards have made revisions at their discretion. ACSD staff are updating existing policies to create one universal document for adoption by the Board as well as district-wide procedures and requirements.
→ 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.	Upcoming	Community Coordinator participates in monthly meetings with the Integrating Family Services (IFS) group and is exploring opportunities to better coordinate support.
→ Create a team to research, design, and implement school-based health centers.	Upcoming	The CPC is currently looking at student health and investigating support systems that can be put in place to support our students.
→ Create and implement a plan to make schools open and inviting spaces, including activities held outside normal school hours.	Upcoming.	
→ 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.	In progress	We have begun this work through the collaborative effort of Parent Liaisons across Title I schools.
→ Maintain a collection of parenting materials that are accessible to families at home.	In progress	Varies across schools.
→ Create opportunities for families to build relationships with school leaders and educators (e.g. principal coffees).	In progress	

Metrics:

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

Strategic Action 3B: Establish effective, inclusive communications between schools and families.

Action Step	Status	Update
→ 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.	Completed	
→ Identify and evaluate existing home-to-school and school-to-home communications, including progress report system and websites.	In progress	The Community Partnership Council conducted surveys on school-family and school-student communication and analyzed survey responses to inform standard protocols for school-to-home communication.
→ Determine families' preferred ways to receive school announcements.	In progress	
→ Create standard protocols to ensure school-to-home communication reaches all who need to know, directly and in a timely fashion.	In progress	Additionally, we have established an English Language Learner (ELL) Leadership Council to strengthen services we provide to ACSD's ELL student population. A primary focus of that Council has been increasing access to and use of translation and interpretation services.
→ Provide multiple pathways for effective two-way communication to occur between families and teachers as well as between families and administration.	In progress	
→ Ensure families have clearly articulated, safe, and effective means of providing feedback related to home/school interactions (e.g. team meetings, personnel concerns).	In progress	
→ Determine what information needs to be in all ACSD school handbooks.	In progress	
→ Expand resources for middle and high school families to obtain timely information to plan programs of study that will support their children's goals and aspirations for postsecondary work and education.	In progress	At MUHS this year, we hired a Post-Secondary Planning Coordinator.
→ Maintain a calendar of ACSD and school-based notifications to be sent to families.	In progress	
→ Maintain an ACSD calendar to schedule important events to avoid double booking and to ensure families and employees are able to attend.	In progress	
→ Maintain easy-to-navigate ACSD/school websites for enhanced communication using consistent website formats among schools (seek user feedback on a regular basis).	Ongoing	A team was created to address website improvement. This year, the ACSD website was overhauled. Outdated information was pulled down, new updates were added frequently, and it was reorganized to improve both aesthetics and access to information.
→ Issue an annual ACSD report card showing progress toward achieving its goals.	In progress	This Annual Strategic Plan Report serves this purpose.

Metrics:

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

This year the Community Partnership Council conducted a parent communication survey assessing communication practices across all our schools. 343 surveys were returned. 93% of respondents identified email as the best way to receive updates on their child’s classroom activities. A large number of parents responded that they would like to feel more connected to their child’s school experience and receive regular information on what’s going on in the classroom and school. In particular, many said they would like to be informed of school events and to receive reminders closer to event dates. Parents would also like more opportunities to connect with other parents in our community and are interested in ways they can support their student. While the Council is still analyzing the results of that survey, a few data points are worth noting: When asked which areas have been a struggle for parents, 18% indicated “clarity of communications,” 19% indicated “websites,” 24% indicated “timely communications,” and 34% indicated “finding needed information.” On the positive end, only 4% indicated that they struggle with “access to technology,” and 38% indicated that they have not experienced any struggles with communication. On the same survey, a large majority of respondents indicated that they agree or strongly agree with the statements, “It is easy to communicate with my child’s teacher(s) when necessary”; “The school knows my child well”; and “The school keeps me informed about important events.” More parents offered a neutral response to the statement, “The school welcomes my suggestions and feedback.” Very few respondents disagreed or strongly disagreed with any of these statements.

Strategic Action 3C: Expand and provide professional development opportunities for school staff that focus on the diverse experiences of children and families.

Action Step	Status	Update
→ Support educators’ capacity to develop and advance school/family partnerships (working with families as equal partners) that focus on enhancing student outcomes.	Ongoing	The Special Education Leadership Council and the ELL Leadership Council, both established this school year, are actively working on compiling resources and improving processes and protocols to strengthen communication and collaboration with families.
→ Provide professional development activities that focus on understanding the 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.	Ongoing	In October, approximately 20 members of the ACSD community attended the annual Rowland Conference in Burlington. This year’s theme was “Excellence and Equity: Closing the Achievement Gap in Vermont Schools.”

Metrics:

- ★ Course enrollment and evaluations.

- ★ The metrics identified in all three Strategic Action Steps above are relative to the Community Foundational Goals.

Foundational Goal 3: Systems

Objective 1: Professional Development

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

Strategic Action 1A: Develop a clear vision for robust, meaningful, and needs-based professional development.

Between Vermont's mandates to increase personalized learning and flexible pathways and to develop proficiency-based approaches to teaching and learning and ACSD's decision to adopt an IB framework, our teaching community is working through a lot of change. Over the next few years, five core themes will guide district-wide professional learning aligned with ACSD's Strategic Plan and IB.

1. **Inquiry:** We will study inquiry across curricula as we consider how to ignite the curiosity of our students and build their skills for self-directed learning. The Next Generation Science Standards (NGSS), IB framework, and best practices in student-centered pedagogy will guide our development of inquiry-based teaching and learning.
2. **Integration:** We will integrate educational systems, structures, and practices as we combine resources, energy, and expertise across all nine of ACSD's schools. Growing into a unified IB World District will propel us to synthesize subjects, skills, and knowledge to increase transdisciplinary teaching and learning and connect our studies beyond our school walls.
3. **Citizenship:** We will consider action, service, community, and diverse perspectives as we extend our concept of citizenship across local and global contexts, guided by ACSD's vision: "All students will reach their full academic potential and be prepared for success as engaged citizens."
4. **Full Membership:** Tapping into the collective expertise of all of ACSD's educators (including classroom teachers, special educators, English language learning teachers, paraeducators, etc.), we will actively design an "IB for all" education. As ACSD unifies, we will increase excellence and equity by building skills in designing inclusive classroom instruction, implementing best practices, accommodating learning differences, focusing on abilities, and building forward on students' strengths.
5. **Collaboration:** Collaboration within ASCD communities has developed a forward looking Strategic Plan and made possible our unification into a single district. Going forward, collaboration will be central to our becoming an IB World District. Together, we will design systems and structures for collective learning and action to improve student learning.

Action Step	Status	Update
→ Develop professional development opportunities that allow for individualized pathways that support district goals.	In progress	This year the Teaching and Learning Team in collaboration with building principals developed a slate of diverse workshops and collaborative opportunities to offer teachers choice in their professional learning while advancing the common goals laid out in our Strategic Plan. We are currently designing a long-term comprehensive professional development plan aligned with (not limited by) our transition to IB.
→ Develop and implement a comprehensive professional development plan for PreK-12 aligned to district goals.	In progress	
→ Ensure full participation by relevant staff.	In progress	
→ Evaluate and update professional development plan to meet the ongoing needs of staff.	In progress	This spring, through a Google form, teachers will provide year-end feedback on professional development experiences and indicate needs and requests for future learning opportunities. Administrators' responses to a professional development needs assessment are included at the end of this report.

As ACSD works to become an IB World District over the next few years, we will need to train all ACSD faculty and administrators. The chart below indicates progress to date.

Teachers and Administrators Who Have Attended IB Workshops

School	Number	Percent
Bridport	3	20%
Cornwall	2	11%
Mary Hogan	6	14%
Ripton	2	9%
Salisbury	4	25%
Shoreham	3	23%
Weybridge	5	42%
MUMS	7	17%
MUHS	19	28%

Strategic Action 1B: Identify and develop a cadre of teacher leaders to support development/delivery of a professional development system.

Action Step	Status	Update
→ Articulate the role of district teacher leader.	Completed	This year four district teacher leaders (in math, literacy, science, and technology) have worked

→ Identify curriculum areas in which teacher leaders or additional teacher leaders are needed and identify currently competent teacher leaders.	Ongoing	closely as members of the Teaching and Learning Team. Next year, IB coordinators for the Primary Years, Middle Years, and Diploma Programs will join that team to lead the the district in strengthening proficiency-based instructional models while developing IB-style curricula. Additionally, we selected 12 IB Teacher Leaders to receive depth of training in the IB instructional framework and contribute to professional learning opportunities for their faculty peers.
→ Increase number of teacher leaders to support curriculum.	Recurrent	
→ Provide ongoing trainings in leadership and content.	In progress	

Strategic Action 1C: Establish a mentoring program for teachers/staff.

Action Step	Status	Update
→ Reflect on, revise, and enhance mentor/mentee roles and responsibilities.	Upcoming	This summer, district teacher leaders will collaborate to review and revamp the current New Teacher Orientation model.
→ Identify and recruit mentors.	Recurrent	
→ Provide annual training of mentors.	Recurrent	

Strategic Action 1D: Guarantee sufficient resources for collegiality and collaboration.

Action Step	Status	Update
→ Commit to scheduling and protecting time for teachers to meet, collaborate, and innovate in whatever form is deemed optimal for each building.	In progress	Time to collaborate varies across schools, as described above. At the district level, we have used early release days to increase teacher collaboration across schools. Between February and November of 2017, the IB Structural Design Teams will explore additional possibilities for finding and protecting time for teachers to meet, collaborate, and innovate.
→ Intentionally promote and reduce barriers to collegiality, the sharing of ideas and resources, and cross-disciplinary relationship building that will promote professional growth.	In progress	
→ Identify and implement a model for forming and fostering purpose-driven collaborative groups.	In progress	
→ 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.	Upcoming	Staff are currently allowed to use professional release time for this for this purpose. However, there is not yet a formal process or official expectation. We could promote participation by adding structure.

Strategic Action 1E: Supervision and evaluation.

Action Step	Status	Update
→ Evaluate current supervision/evaluation system to identify strengths and weaknesses that place a focus on student outcomes.	In progress	In the summer of 2016, we conducted a survey to gauge administrators' thoughts on the current supervision and evaluation model. There was

→ Revise, update, or adopt a new model for supervision and evaluation of staff.	Upcoming	overwhelming support for either revising our current model or adopting a new one. We have begun reviewing various tools and models for supervision and evaluation, but we have put this process on hold while we learn more about IB.
→ Articulate staff and administrative roles and responsibilities.	Upcoming	
→ Develop formal supervision/evaluation process of administrators.	In progress	The Vermont AOE provided us with an analysis of our existing model. This feedback will inform a redesign of our supervision/evaluation processes.
→ Ensure all staff supervisors are highly trained in staff supervision and evaluation process.	Upcoming	Training will follow the adoption of new processes.

Metrics:

- ★ Increased application of professionally developed practices aligned to ACSD vision.
- ★ Increased feedback to employees on performance objectives.
- ★ Expanded professional learning is aligned to employee needs and ACSD vision.
- ★ Increased cadre of trained, engaged teacher leaders and mentors.
- ★ Increased use of effective collaborative teams across grades, content areas, and school settings.

Objective 2: Improve Communications

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

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

Action Step	Status	Update
→ Identify networks of communication that are not currently effective, timely, or inclusive of all relevant stakeholders.	Ongoing	We have implemented several upgrades to our communication systems. The superintendent publishes a monthly communique to the board and faculty. All board documents are now shared via the Board Paq platform. We have made important improvements to the ACSD website, updating and organizing information to improve accessibility along with aesthetics. Ongoing updates to protocols, procedures, and handbooks will improve district-wide coordination of communications and services.
→ Adopt and train staff in the use of communication procedures to ensure the accurate and timely communication and coordination of student services in order to better support students.	Ongoing	

Metrics:

- ★ 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.

Objective 3: School Culture Equitability
Boost student supports and develop infrastructure to support student success.

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.

Action Step	Status	Update
→ Develop process to evaluate current school culture.	Upcoming	
→ Develop a (recurring) survey for stakeholders to evaluate school climate.	Upcoming	
→ Discuss and determine baseline school culture and identify needs using data from the assessment.	Upcoming	
→ Develop a foundation for and implement steps toward functioning as a coherent, equitable, and inclusive culture.	In progress	We have increased communication and collaboration across the district. The full administrative team meets twice monthly, and smaller groups (PreK-6 principals and 7-12 principals) meet at least monthly as well. Teachers come together for district-wide professional development and collaboration several times a year.

Strategic Action 3B: Academic and Behavior Assessment - Develop a comprehensive academic and behavior assessment and monitoring system.

Action Step	Status	Update
→ Recruit personnel or services to develop comprehensive academic and behavior assessment systems.	Upcoming	
→ Identify academic and behavior standards.	In progress	District Essential Learning Outcomes (ELOs), Transferable Skills, and the IB's Approaches to Learning and Learner Profile together make up a broad series of academic and behavior standards.
→ Develop or identify measures of proficiency for standards.	In progress	See details in curriculum sections above.
→ 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.	Upcoming	

Strategic Action 3C: Ensure effective student supports through collaboration with inter-agency services.

Action Step	Status	Update
→ Identify service agencies and collaborative programs integral to supporting students.	Completed	
→ Identify and train district liaison to coordinate collaboration with interagency services.	Completed	ACSD's Community Coordinator serves as a liaison with various agencies. Additionally, school and district administrators work directly with the Counseling Service of Addison County and the Department of Children and Families to address the needs of particular students.
→ Review and enhance referral process to expedite services.	Upcoming	

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 Step	Status	Update
→ Ensure universal access to technology and timely technology support.	Ongoing	The ACSD Tech Team is in the process of building a district-wide inventory of hardware (computers, wireless access points, printers, iPads, etc.) and software. This list will provide grounds for the standardization of our IT assets. Standardized hardware and software creates less to manage; depth of knowledge can be substituted for the breadth of knowledge currently required to maintain a highly varied inventory. This facilitates support and increases user access and adoption by increasing the opportunity for users to help other users and to provide specific PD to a larger audience.
→ Recruit education technology professionals to ensure teachers have time, access, and training to incorporate technology in their classrooms.	Completed	
→ 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).	In progress	ACSD's new Technology Innovation Specialist works across three teams, the district Technology Team, the Teaching and Learning Team, and Student Services. This position has increased capacity for in house professional development and collaboration to develop greater capacity for technology integration.
→ 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.	In progress	
→ Create opportunities for teachers to explore professional development in the area of technology integration.	Ongoing	
→ Build the capacity for technology integration (i.e. current library/media specialists and/or technology professional).	Ongoing	

Metrics:

- ★ 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.

Objective 4: Employee Information

Develop systems to enhance the availability of employee information.

Strategic Action 4A: Enhance employee portal to allow access to personal records and information and provide ongoing training.

Action Step	Status	Update
→ Provide employee personal information online via portal.	Completed	
→ Ensure full participation by relevant staff.	Completed	
→ Provide portal training for employees including online tutorials and refreshers.	In progress	
→ Ensure 100% paperless implementation.	In progress	

Strategic Action 4B: Ensure a system for access to the master agreements, employee handbook, benefits, and programs.

Action Step	Status	Update
→ Implement electronic contract renewal.	Completed	
→ Ensure understanding by all employees of how to access the document center and use the portal.	In progress	All employees access contracts and payroll information through the employee portal. Many additional resources are available there as well.
→ Ensure full access and participation by relevant staff.	In progress	

Strategic Action 4C: Develop and maintain current technology systems to support information management.

Action Step	Status	Update
→ Evaluate and enhance current technology systems for efficiency.	In progress	The Tech Team is looking for opportunities to improve efficiency by eliminating or upgrading legacy systems. They will also explore offsite

		hosting for existing systems, and professional consultation when needed in situations with a high level of complexity. There is preliminary work afoot to build a K-12 scope and sequence for digital citizenship and literacy that focuses on empowerment, responsibility, and safety.
→ Ensure all employees have access to technology within the workplace.	Completed	The Tech Team is in the process of developing a proactive technology replacement plan that is sustainable, manageable, and meets the needs of students and staff.
→ Ensure that roles/responsibilities are defined in order to keep information current and useful.	In progress	All Tech Team members have current job descriptions that define their roles and responsibilities. These are subject to modification based on need and the goal to improve efficiency. The Tech Team is responsible to ensure that all communication channels are functioning. Non-Tech Team responsibilities require further definition. Many schools still need to identify a webmaster to keep their website current.

Metrics:

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

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 Action 5A: Develop a streamlined system to effectively respond to school facility needs in a timely manner.

Action Step	Status	Update
→ Evaluate long-term needs of facilities and equipment and create a plan for prioritizing modifications.	In progress	

Strategic Action 5B: Assure district-wide resource conservation by capitalizing on purchasing power, identifying redundancies, and developing a formalized process for school-to-school sharing/buying/savings.

Action Step	Status	Update
→ Identify opportunities for resource conservation related to facilities overhead.	Upcoming	Centralizing the ACSD budget and Facilities Department this year sets the foundation for this work. In coming years, this will allow us to centralize vendor agreements, identify redundancies, and increase efficiency.
→ Establish savings opportunities with vendors, communicate them to all staff, and ensure that they are being fully utilized to conserve funds.	Upcoming	

→ Identify purchasing redundancies in relation to school equipment, materials, and supplies, and develop a formalized process to ensure school-to-school sharing, raiding, and buying.	Upcoming	
→ Optimize opportunities for the reuse and recycling of equipment between buildings.	Upcoming	

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 Step	Status	Update
→ Develop a process for evaluating a need for services, and the level of service, in order to allocate funds.	In progress	Decisions on distribution of resources are currently made by ACSD’s Assistant Superintendent, Associate Director of Student Services, and Business Manager in collaboration with school principals. Processes will be evaluated under the District Management Council (DMC) study described above and adapted in response to data.
→ 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.	Upcoming	

Strategic Action 5D:

Action Step	Status	Update
→ Develop a transportation plan that allows for equitable participation for all students in extra- and co-curricular activities and programs.	Upcoming	
→ 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.	Upcoming	
→ Identify internal and external funding possibilities to equitably fund and protect elective and enrichment programs.	Ongoing	A unified district and budget will support this ongoing work in the years ahead.
→ Identify opportunities to share programmatic resources.	Ongoing	

Strategic Action 5E: Develop a streamlined system to effectively and efficiently respond to school facility needs.

Action Step	Status	Update
→ Leverage financial software to enhance budget building process and conserve time and energy.	Completed	The Finance Team works with Infinite Visions software.
→ Streamline activities of financial group to add efficiencies and conserve time and money.	In progress	As the Finance Team has designed the unified district budget this year, they have discussed

		changes, most of which will take effect next year, to add efficiencies and conserve time and money.
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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 Step	Status	Update
→ Develop performance indicators for central office departments to evaluate effectiveness.	Upcoming	
→ Establish an annual, ongoing, and centralized process that coordinates mandated trainings, grant requirements, and school improvement actions plans.	In progress	Mandated trainings are clearly organized and easily accessible on the district website. The AOE is developing a new template and process for Continuous Improvements Plans (CIPs). The Director of Teaching and Learning will attend AOE trainings as available to learn about the new system and determine how best to streamline state requirements with IB requirements for ongoing program evaluation.

Metrics:

- ★ Decrease in time between need and delivery of specialized services.
- ★ Expanded opportunities for all students across the district to participate in extra- and co-curricular activities.
- ★ Increased student participation in extra- and co-curricular activities.
- ★ Increased opportunities for conservation and efficient use of resources.
- ★ Decreased response time to resolve building needs.

Conclusion: Looking Ahead

The highly collaborative process of building ACSD’s Strategic Plan set the stage for the collaborative projects that have carried this work forward. Since formally adopting the Strategic Plan, the ACSD community, with extensive stakeholder engagement, has voted to merge into a single unified district and decided to pursue authorization as a district of IB World Schools. Both decisions marked concrete progress in line with the Strategic Plan, and each has created new opportunities for effective collaboration between schools, principals, faculty members, and staff.

Looking ahead, school and district leaders have identified several areas for continued focus and learning. Most generally, principals have expressed a need for time for faculty to work together on IB curriculum design and other projects, and they have expressed a desire for professional development in effective collaborative practices. Teachers need training in IB models and expectations around the written curriculum and assessment, subject-specific pedagogies and Diploma Program classes, and inclusive

practices at all levels, PreK-12, among other things. Beyond IB, principals indicated a need for further training in social studies curricula, the Responsive Classroom model, and trauma-informed instructional practices. On July 1, 2017, ACSU will officially become ACSD. Principals have indicated that administrative assistants would benefit from training in the new district-wide finance system and purchasing processes.

As ACSD unifies and all nine schools together pursue authorization as an IB World District, we are in learning mode. Our Strategic Plan continues to guide this work.

References

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