

Contents

Executive Summary	1
Enrollment and Demographic Data	3
Strategic Plan Action Update	
Educational Success	
Objective 1: Learning Outcomes	7
Objective 2: Instructional Framework	7
Objective 3: Instructional Practice and Design	8
Objective 4: Curriculum and Assessment	9
Community	
Objective 1: Students Feel They Matter	10
Objective 2: Strengthen Partnerships	10
Objective 3: Build Support	11
Systems	
Objective 1: Professional Development	15
Objective 2: Improve Communications	17
Objective 3: School Culture Equitability	17
Objective 4: Employee Information	19
Objective 5: Equitable Distribution of Resources	20
Key Performance Indicators	22
Conclusion	33
References	34
Appendix: Supplemental Data	35

Executive Summary

The Strategic Plan was created by the greater Addison Central School District (ACSD) community to increase opportunities, excellence, and equity across our nine schools. The Plan, developed over the course of the 2014-2015 school year, 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 which have served as benchmarks to track our progress through substantial systems change and professional learning.

Three years into implementing ACSD's five-year Strategic Plan, this annual Strategic Plan Report allows us to assess our progress by using objective metrics, refocusing on collective goals, and identifying next steps for the final two years of the Strategic Plan.

In our first official year as a unified district, we have continued to build and tune shared systems for managing finance, facilities, curriculum, and professional learning. This year, all nine schools were officially recognized as International Baccalaureate (IB) candidate schools. We have engaged in deep learning and collaboration as we work toward formal authorization as a district of IB World Schools.

In 2016-2017, ACSD participated in a District Management Group (DMG) study to assess the efficacy and efficiency of our student services model, and this year we have been analyzing the findings from that report to inform improvements to our student support systems. On many fronts, we continue to actively explore how we can increase access and equity for all students.

This is a time of change in ACSD, and this year-end report serves as a status update on that change. Much of that update is presented in narrative form, tracking our progress toward various action steps outlined in the Strategic Plan. Ultimately, if our efforts are successful, the impact of our work should be evident in student experiences in our schools and measurable in their access, participation, and in the outcomes of their efforts. For this reason, we have identified a series of five Key

VISION

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

MISSION

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

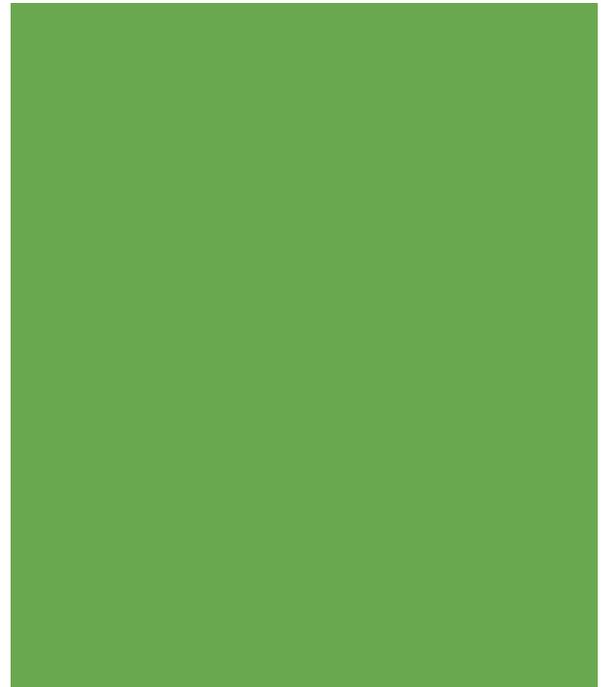
FOUNDATIONAL GOALS

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 studies.

Community: We will engage our communities in improving outcomes for all students.

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

Performance Indicators (KPIs).



Our five Key Performance Indicators 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 of school district success in working toward the goals laid out in our Strategic Plan.

Building forward from baseline data reported last year, this year's report begins the process of looking at our KPIs longitudinally to track progress over time. This data-informed 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.

Kindergarten Readiness. According to the R4K!S, in 2017-2018, 89% of ACSD kindergarteners were ready to start school based on reports of their teachers. This number is higher than the 84% of kindergarteners deemed ready across the state of Vermont but lower than last year's 94% in ACSD. The data presented in the table on page 22 of this report breaks these numbers down further to identify kindergarten readiness across genders and poverty designations among other factors and presents readiness percentages for the district and the state over the past three years.

Cohort Graduation Rates. The table and charts on page 24 of this report presents four-year, five-year, and six-year cohort graduation rates for ACSD and Vermont overall for the past six years. In ACSD in 2017, the four-year rate was 90%, the five-year rate was 88%, and the six-year rate was 90%. Tracking graduation rates over four, five, and six years honors the fact that for a wide range of reasons, it takes

some students longer than the traditional four years to finish high school. The graphs on pages 23-24 depict graduation rates for each ACSD and Vermont cohort from the classes of 2012 through 2017.

Smarter Balanced Assessment (SBAC) Math and Literacy Results. SBAC scores are presented in several tables on pages 25-28 of this report. While proficiency rates at several grade levels were lower in 2017 than 2016 at both the state and local level, the percentage of students testing at or above proficiency remains higher in ACSD than in Vermont as a whole across both subject areas. This year, in our continued efforts to increase equity for students across the district, we have focused on the achievement gap between students eligible to receive free and reduced priced lunch (FRL) and their wealthier peers. The SBAC section of this report outlines our goal to increase proficiency rates among FRL-eligible students by 10% in both ELA and math over the next two SBAC testing cycles.

Personalization, Flexible Pathways, and Citizenship. As a district and in the spirit of Vermont's Act 77, ACSD is focused on increasing student participation in personalized learning, flexible pathways, and citizenship opportunities. The table on pages 29-30 reports participation numbers across a range of opportunities over the past three academic years. At the high school, we are in the process of refining our definition of "IB for all" in the context of flexible pathways, where not all 11th and 12th grade students will elect to complete the full IB diploma. We continue to explore the possibility of offering the IB Career-related Program (CP) in partnership with the Hannaford Career Center. And we are actively studying the IB practices of Exhibition (6th grade), Personal Projects (10th grade), and Creativity, Activity, Service (CAS, 11th and 12th grades), which will provide excellent opportunities for students to develop independent learning skills and personal agency.

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 which we have accepted as proxy measures for this theme. We are still awaiting the 2017 survey results (anticipated release date of June 2018). In the meantime, on pages 32-33 we have presented our data from the previous three iterations of the survey along with fresh analysis conducted by administrators this spring and a related goal for improvement.

We have made significant progress as a district over the last three years. This annual Strategic Plan Report provides an overview of our work, including not only an update on our KPIs but also narrative updates on the action steps laid out for us three years ago. Here we recognize our accomplishments and identify areas in need of greater focus. This report acts as a feedback mechanism, and the regular reflective practice of generating it helps us to direct resources and intention towards the areas of greatest need. As an educational community, we pause to reflect on the consistent forward growth we have engaged to be sure we are on track with the strategic direction we have forged.

Enrollment and Demographic Data

Town Populations, 2011-2016*

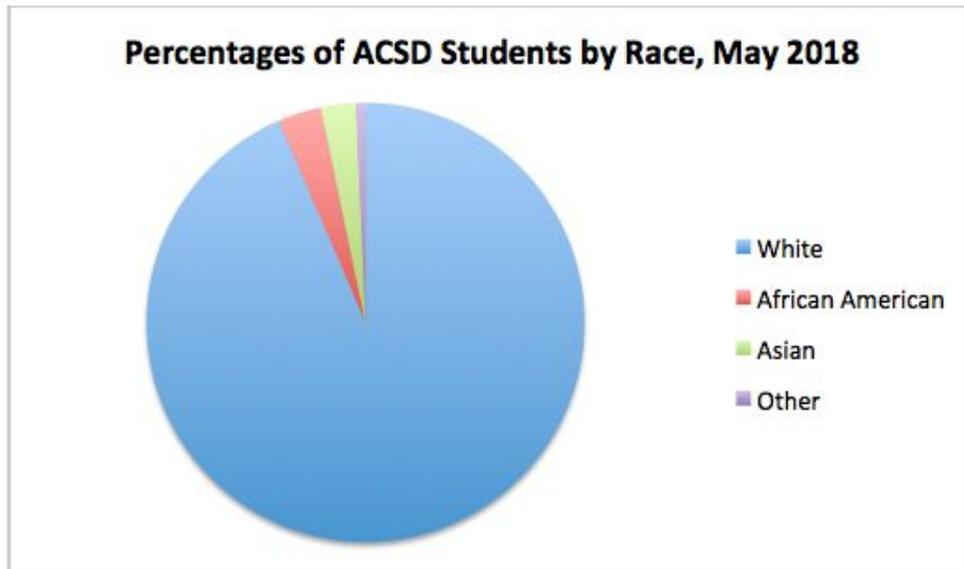
	Year						6-year Change
	2011	2012	2013	2014	2015	2016	
Bridport	1,216	1,215	1,215	1,221	1,215	1,208	-8
Cornwall	1,182	1,174	1,179	1,189	1,193	1,199	+17
Middlebury	8,483	8,477	8,501	8,545	8,557	8,654	+171
Ripton	586	582	593	595	593	588	+2
Salisbury	1,133	1,128	1,124	1,131	1,131	1,122	-11
Shoreham	1,263	1,268	1,264	1,272	1,268	1,256	-7
Weybridge	832	827	829	828	828	825	-7
Total:	14,694	14,671	14,705	14,781	14,795	14,852	+158

* According to most recent data from the Vermont Department of Health.

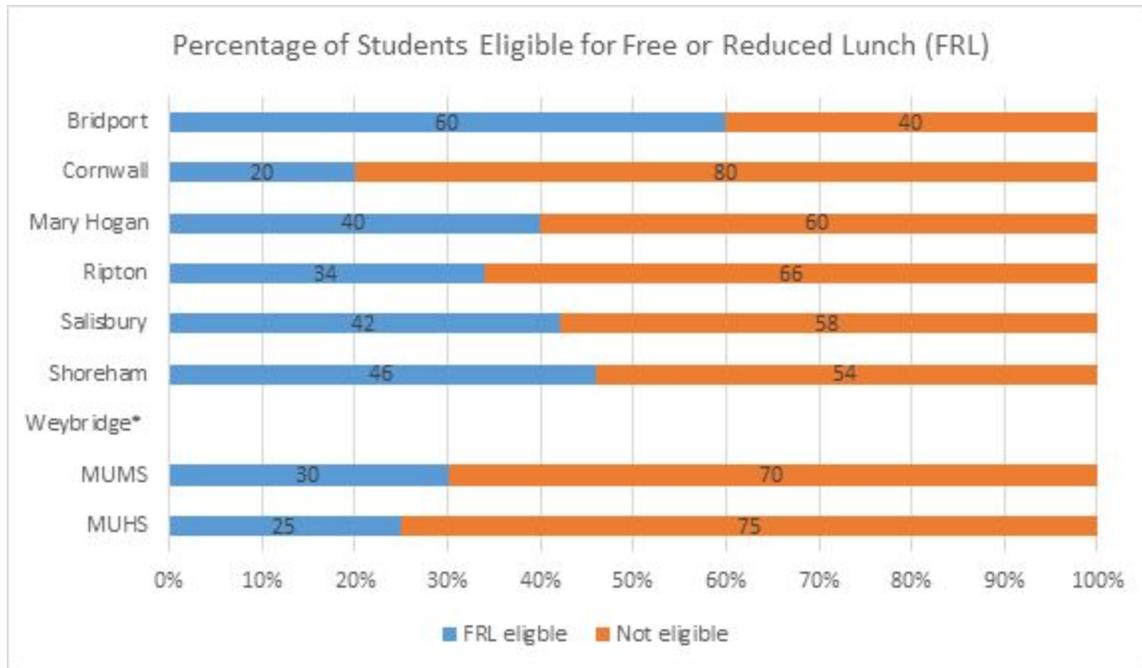
ACSD Enrollments by Town and Grade, May 2018

Grade	Brid.	Corn.	Midd.	Ripton	Salis.	Shor.	Wey.	MUMS	MUHS	ACSD
*PreK	16	3	14	7	11	6	-	-	-	47
+UPK	3	10	89	4	5	28	9	-	-	156
K	10	9	69	6	10	14	8	-	-	129
1	7	6	70	3	13	14	9	-	-	117
2	6	7	59	8	13	12	8	-	-	111
3	11	10	62	9	14	6	9	-	-	124
4	7	11	61	3	12	10	8	-	-	130
5	12	16	64	9	19	9	7	-	-	112
6	7	20	50	5	14	9	4	-	-	124
7	-	-	-	-	-	-	-	146	-	146
8	-	-	-	-	-	-	-	133	-	133
9	-	-	-	-	-	-	-	-	121	121
10	-	-	-	-	-	-	-	-	150	150

11	-	-	-	-	-	-	-	-	127	127
12	-	-	-	-	-	-	-	-	168	168
13	-	-	-	-	-	-	-	-	8	8
PK-13 Total	79	92	538	54	111	105	61	279	574	1893



Like most Vermont school districts, ACSD does not look diverse at a glance. As depicted in the pie graph above, our student population is 93.7% white, 3.2% African American, 2.6% Asian, and 0.7% other. We do 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.



*According to the Vermont AOE's 2016-2017 School Reports. Percentages are not reported when corresponding numbers drop below 11.

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

School	No Support Services	Individualized Education Plan	Education Support Team	504 Plan
Bridport	74%	--	--	--
Cornwall	78%	--	--	--
Mary Hogan	77%	6%	13%	3%
Ripton	68%	--	--	--
Salisbury	70%	--	19%	--
Shoreham	73%	--	13%	--
Weybridge	--	--	--	--
MUMS	72%	12%	--	--
MUHS	68%	13%	10%	9%

* According to the Vermont AOE's 2016-2017 School Reports. Percentages are not reported when corresponding numbers drop below 11.

Strategic Plan Action Update

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.

Action Step	Status	Update
→ Use Act 77 requirements, Vermont Education Quality Standards, and ACSD community expectations to establish ACSD graduation requirements.	Completed	Last school year, the board formally approved a proficiency-based graduation (PBGR) policy effective for this year's freshman class, the class of 2021.
→ Examine current ACSD practices to determine where alignment exists and where it does not with new graduation requirements.	In progress	As we build new curricula, schedules, and systems aligned to IB requirements, we are actively designing to support students in demonstrating proficiency to meet graduation requirements in terms of ACSD's ELOs and IB's assessment criteria.
→ Make necessary changes to ACSD practices to ensure students across ACSD schools meet new graduation requirements.	In progress	

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.

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	For the 2018-2019 school year, we have expanded world language programs at MUMS and MUHS and have hired a teacher to serve the four elementary schools that did not already provide world language instruction. We are currently reviewing a draft of a district-wide IB Language Policy.
→ 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), to reflect upon and plan learning goals. We were recently awarded an AOE Flexible Pathways grant to support the development of a K-12 PLP system.
→ 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.

<p>→ 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.</p>	<p>Ongoing</p>	<p>Examples include student participation in out-of-school programs like <i>What's the Story?</i>; artist in residencies in several schools; the Community Partnership Council's mentorship program; Addison Central /Middlebury College Partnership including a Professional Development School model currently under development.</p>
<p>→ Ensure that schools and teachers incorporate flexible pathways for students to demonstrate mastery of grade level learning standards and competencies.</p>	<p>In progress</p>	<p>We are working on a clear articulation of what flexible pathways will look like in the IB context. This includes an ongoing exploration into the possibility of offering the IB Career-related Program (CP) in partnership with the Hannaford Career Center.</p>

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.

Action Step	Status	Update
<p>→ Use national and local research to identify best practices in teaching to be implemented in ACSD.</p>	<p>Ongoing</p>	<p>Under updated education law (ESSA), the Vermont AOE is currently requiring much more attention to research to justify educational investments and to support the continuous improvement process.</p>
<p>→ Implement best practices in teaching in all ACSD classrooms.</p>	<p>Ongoing</p>	<p>We are currently building teachers' skills to use inquiry-driven and concept-based teaching strategies and to use authentic assessments to gauge student learning.</p>
<p>→ Routinely assess fidelity with which practices are implemented and provide feedback to teachers, administrators, and support staff to continue their growth in implementing practices.</p>	<p>Ongoing</p>	<p>We currently assess the fidelity with which some programs and practices are implemented. We need to systematize evaluation processes.</p>
<p>→ Develop a process and timeline to regularly assess the efficacy of selected practices and designs.</p>	<p>In progress</p>	<p>The IB application, authorization, and evaluation processes will inform our school and district needs assessments and continuous improvement planning. The Vermont AOE's new approach to Continuous Improvement Planning also requires frequent reflection, assessment, and redesign as needed.</p>
<p>→ 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.</p>	<p>In progress</p>	<p>Schools have designed new schedules to optimize student learning, including adding elements like WIN (What I Need) Blocks at some elementary schools and FlexTime at the high school, which will be in place by the start of the 2018-2019 school year.</p>
<p>→ 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</p>	<p>In progress</p>	<p>This changes from year to year based on enrollment and available resources. The results of the Facilities Master Planning process will help us design longer-range goals.</p>

student learning for ACSD students.		
→ 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	At the high school, teachers will engage in collaborative learning to maximize new FlexTime structures. At the elementary level, we are focused on supporting math instruction in multi-age classrooms.

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	We are in the process of aligning our ELOs to our new IB curriculum design. At the elementary level, this means designing ELOs into our shared IB curriculum. At the secondary level, we anticipate that this may involve revisiting ELOs to align with criterion-referenced assessment embedded in the IB framework.
→ 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	Teachers at MUMS have regularly scheduled collaborative time. MUHS teachers will have similar time in the upcoming school year. And we are increasing structures for elementary teachers to meet regularly across schools.
→ Develop or select local, common, formative, and summative assessments for essential learning outcomes.	In progress	See Common Assessment Tools table in the appendix of this document.
→ Provide professional development to teachers on data analysis to inform instruction.	In progress	We have done this in the past. It is an area in need of attention in the coming years.
→ Develop a system to monitor fidelity to curriculum maps.	In progress	We are actively building new curriculum maps and developing systems that will allow regular review.
→ Develop and implement a decision-making process that uses data to make academic and behavior intervention and enrichment decisions for students.	In progress	These are central elements of our response to the District Management Group study discussed in the executive summary above.
→ Identify and implement a flexible system of intervention and enrichment to address identified student behavior and academic needs.		
→ Develop and implement a system to monitor the efficacy of interventions and enrichments and adjust as needed to meet student needs.		

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.

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	The Mentorship Committee of the Community Partnership Council has begun to design a mentor program for rising 7th graders to ensure students have ongoing access to adult support. The committee has been looking at programs in place in other schools and in our community to identify successful practices, including matching mentees and mentors, scheduling, training and supporting mentors, and funding. The intention is to pilot a small program, beginning this fall and through the next school year.
→ Find opportunities to recognize students for their diverse interests and accomplishments.	Ongoing	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	ACSD middle and high school students participated in the Youth Risk Behavior Survey (YRBS) in the spring of 2017. Results were released in June 2018 and are included in this update to our Strategic Plan Report.
→ 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> .		In the fall, the Behavior Specialist at MUHS will bring together a group of students to participate in <i>Getting to 'Y': Youth Bring Meaning to their Youth Risk Behavior Survey</i> . The Community Partnership Council will review the YRBS data when it is released and use this data to help guide their work.

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 continues to represent the district networking with a wide range of community groups and will continue to lead the way in coordinating services and making

		<p>connections with organizations in our community to maximize supports for students, schools, and families.</p> <p>With the amendment to Policy E2:1 Distribution of Non-School Sponsored Literature in Schools, we have been working on a new procedure for the community to request distribution of their literature and to share a listing of upcoming community events and opportunities for students and their families.</p>
→ 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.	In progress	<p>Last spring we began to work with the Town of Middlebury to recruit students to serve on town committees. This year we were successful in placing two students on town committees. We also worked to match a high school student with the Energy Efficiency and Renewable Energy for Homes and Businesses Committee.</p> <p>We will continue to reach out to our towns and connect students with opportunities to serve on boards and committees</p>
→ 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	At the high school, the combination of FlexTime and our focus on the MYP Personal Project and DP Creativity, Activity, Service requirements align with this action step.

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.

Action Step	Status	Update
→ Identify and evaluate existing structures/programs that support families' engagement in their children's education.	In progress	Partnership Teams will be evaluating our current partnership practices and seek ways to engage ALL of our families in their children's education.
→ Design and implement an orientation program for families of new students.	In progress	Parent groups at several of our schools are reaching out to new families and helping them navigate our schools and answer their questions.

<p>→ Increase social/emotional support services to make available a full range of direct services (e.g. delivery of core curriculum, planning with individual students, intervention, and crisis response); and indirect services (e.g. referrals, consultation, and collaboration with parents, teachers, other educators, and community organizations).</p>	<p>In progress</p>	<p>This fall the pk-6 nurses and guidance counselors have been engaged in a study and reflection on how we can help all students feel they matter, develop resilience, and be supported in their social-emotional learning. The work the group has done connects with other district work around trauma and social emotional learning with the goal of creating systems and practices to support and connect students to other members of their school and town communities.</p> <p>As we continue to work together, the group will be connecting with efforts being made by the Community Partnership Council as well as others in the district thinking about systems to support all students, particularly those affected by adversity and/or developmental trauma. The group will also be working to create consistency in practices across elementary schools to support all students' social-emotional learning.</p>
<p>→ 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.</p>	<p>In progress</p>	<p>The IFS (Integrating Family Services) Steering Committee, in collaboration with Addison County school districts and representatives from many community groups, have begun organizing a year-long Resiliency Project in Addison County. The campaign is aimed at increasing resiliency within Addison County youth and will focus on our mission of "Thriving communities and healthy families grow resilient kids." This community-wide effort kicks off this fall and will include a parent education component.</p>
<p>→ Review ACSD facilities use policies and procedures and revise to ensure maximum access for wide range of community activities.</p>	<p>Upcoming</p>	
<p>→ 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.</p>	<p>In progress</p>	<p>Community Coordinator participates in monthly meetings with the Integrating Family Services (IFS) group and continues to explore opportunities to better coordinate support.</p> <p>The Whole Child Wellness Committee of the CPC visited Burlington and Winooski schools in January to learn about their school-based health centers and the details behind getting their centers started and how they operate. The committee has connected with providers from Middlebury Pediatric and Adolescent Medicine (MPAM) and is working with MPAM to evaluate costs and to develop a plan to move the conversation about creation of a school-based health center forward with the medical community. Our goal is to start with a SBHC at MUHS and to grow from there.</p>
<p>→ Create a team to research, design, and implement school-based health centers.</p>		<p>In progress</p>
<p>→ Create and implement a plan to make schools open and inviting spaces, including activities held outside normal school hours.</p>	<p>In progress</p>	

<p>→ 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.</p>	<p>In progress</p>	<p>Four elementary schools have formed Partnership Teams. Team members attended a one-day team training where they learned about our partnership program and began work writing a one-year action plan. Teams will meet monthly to plan family and community engagement activities linked to school goals that support student success. More schools will be forming teams over the next several years. This research based approach to organizing family and community involvement at schools follows the model from the NNPS (National Network for Partnership Schools) at Johns Hopkins University.</p>
<p>→ Maintain a collection of parenting materials that are accessible to families at home.</p>	<p>In progress</p>	<p>Varies across schools.</p>

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

Action Step	Status	Update
<p>→ 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.</p>	<p>Completed</p>	<p>Over the summer, ACSD Administrators analyzed parent and student communication survey results to strengthen our communication practices.</p>
<p>→ Identify and evaluate existing home-to-school and school-to-home communications, including progress report system and websites.</p>	<p>In progress</p>	<p>In January we released the first ACSD District Newsletter, a quarterly publication that serves as a means to keep our communities connected to important news and events and to give them a deeper view of what's happening across ACSD.</p>
<p>→ Determine families' preferred ways to receive school announcements.</p>	<p>In progress</p>	<p>A team made up of district leaders and the IB Coordinators has been work on an International Baccalaureate Communication Plan to increase awareness and understanding of IB, house updated IB content on our website with more detailed information about each program (PYP, MYP, and DP), show our community what IB in action looks like in our schools, and answer frequently asked questions.</p>
<p>→ Create standard protocols to ensure school-to-home communication reaches all who need to know, directly and in a timely fashion.</p>	<p>In progress</p>	<p></p>
<p>→ Provide multiple pathways for effective two-way communication to occur between families and teachers as well as between families and administration.</p>	<p>In progress</p>	<p></p>
<p>→ Ensure families have clearly articulated, safe, and effective means of providing feedback related to home/school interactions (e.g. team meetings, personnel concerns).</p>	<p>In progress</p>	<p></p>
<p>→ Determine what information needs to be in all ACSD school handbooks.</p>	<p>In progress</p>	<p></p>
<p>→ 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.</p>	<p>In progress</p>	<p>The MUHS Post-Secondary Planning Coordinator along with the guidance team has increased communication with families about upcoming opportunities to learn more about postsecondary education requirements and deadlines.</p> <p>This spring we sent MUHS guidance counselors to a training on DP counseling to increase student</p>

		access to that rigorous program.
→ 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	We have created a calendar to keep track of important events across the district. This spring, we will be developing a system to coordinate important events to avoid double booking.
→ Maintain easy-to-navigate ACSD/school websites for enhanced communication using consistent website formats among schools (seek user feedback on a regular basis).	Ongoing	In the fall, ACSD defined roles and responsibilities to clarify goals and management of our websites across the district. Our District Website Coordinator works with Webmasters at each of our schools provide continuity across all of our websites and to continuously improve our website structure and content.
→ Issue an annual ACSD report card showing progress toward achieving its goals.	In progress	This Annual Strategic Plan Report serves this purpose.

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	Partnership Teams, made up of administrators, teachers, staff, parents and community members, will be addressing ways to strengthen partnership practices with goals that are linked to student success. Administrator participation on these teams is key to advancing school/family partnerships at each of our schools.
→ 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	We have provided training on Trauma-Informed Practices to a few dozen employees across the district and will be providing additional training during the 2018 - 2019 school year. Rebecca Haslam, from Seed the Way, will be working with Administrators this summer on equity and equity related issues.

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.

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 once again developed a slate of diverse workshops and collaborative opportunities to offer teachers choice in their professional learning while advancing common goals laid out in our Strategic Plan. Administrators continue working on 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.	Ongoing	

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	Teacher leadership takes many forms in ACSD. This year, of note, 10 teachers (PreK-12) served as IB Teacher Leaders. Their responsibilities included learning ahead of colleagues (through formal workshops and independent reading), leading short workshops for colleagues, facilitating collaboration, and serving on a representative team to make high level decisions about our shared IB curriculum. This model was effective at the elementary level. It is being revamped at the secondary level to work more smoothly alongside existing teacher leader models including department coordinators.
→ Identify curriculum areas in which teacher leaders or additional teacher leaders are needed and identify currently competent teacher leaders.	Ongoing	
→ 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.	In progress	Last summer, we hired a new leader of the district mentor program. She created a mentor handbook, led the orientation session for mentors, and continued to support the mentor process throughout the school year. She is currently in the

→ Identify and recruit mentors.	Recurrent	process of collecting survey data to evaluate the updated program.
→ Provide annual training of mentors.	Recurrent	IB Coordinators are helping to design an updated orientation to introduce new hires to IB in ACSD this coming August.

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	In the 2017-18 school year, 7-12 departments met at least once a month to work on curriculum and collaboration. That will continue in the upcoming school year. Elementary teachers collaborated during inservice and early release time and were released from teaching duties for half-day sessions to continue building IB curricula. In 2018-2019, new structures at the elementary and secondary levels will create additional opportunities for collaboration.
→ Intentionally promote and reduce barriers to collegiality, the sharing of ideas and resources, and cross-disciplinary relationship building that will promote professional growth.	Ongoing	At the secondary level, we will kick off the new school year with a two day training in collaborative practices to support department coordinators in facilitating group work. We are currently designing additional structures to extend the learning through the year. This is a central element of our Rowland Foundation fellowship. At the elementary level, IB teacher leaders have filled this facilitator role for us this year, and we are currently considering opportunities to further their learning about collaborative practices.
→ 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	This is currently allowable, but we need to formalize structures to encourage this practice.

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.	Upcoming	
→ Revise, update, or adopt a new model for supervision and evaluation of staff.	Upcoming	
→ Articulate staff and administrative roles and responsibilities.	Upcoming	
→ Develop formal supervision/evaluation process of administrators.	Upcoming	
→ Ensure all staff supervisors are highly trained in	Upcoming	Training will follow the adoption of new processes.

staff supervision and evaluation process.		
Objective 2: Improve Communications <i>Develop communication systems that support students' and staff's educational success and that reach and coordinate all stakeholders.</i>		
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 continue to improve our communication systems including the ACSD website. Ongoing updates to protocols, procedures, and handbooks are improving 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	In the new school year, School Messenger will replace Blackboard Connect. It includes text translation and is expected to work more reliably. We are strengthening systems of communication with families for whom English is not accessible.
Objective 3: School Culture Equitability <i>Boost student supports and develop infrastructure to support student success.</i>		
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	The Vermont AOE is developing a tool that we expect to fill this purpose.
→ 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	Middle and high school administrators and IB coordinators meet weekly, often including Central Office administration. Elementary principals and Central Office administrators meet monthly, often inviting IB coordinators. The full administrative team meets monthly as well. These structures and the shared work of transitioning to IB and responding to the DMG report have been key to our progress on this front.
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.	In progress	A behavior framework has been drafted. Workgroups are reviewing and updating our Educational Support Team process, Systems for Intervention and intervention implementation.
→ Identify academic and behavior standards.	In progress	District Essential Learning Outcomes (ELOs), Transferable Skills, and the IB's Approaches to Learning, Learner Profile, and MYP assessment criteria 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.	In progress	This will be incorporated into the systems work described in the first box.

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	The referral process for Educational Support Teams and other services are under review for the coming year.

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 has built 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. The Digital Learning Plan, adopted in January 2018, also puts into place a roadmap toward standardization, which was put into action immediately in purchasing decisions.

→ Recruit education technology professionals to ensure teachers have time, access, and training to incorporate technology in their classrooms.	Ongoing	While the Technology Innovation Specialist provides an architect for education technology in the district, the Digital Learning Plan developed at the start of this school year also calls for library-media specialists to become education technology leaders.
→ 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 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	

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 has developed 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.

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	This process includes last year’s SchoolDude facilities report and current Facilities Master Planning Committee work.

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.	In progress	ACSD’s centralized budget and Facilities Department set the foundation for this work. We are in the process of centralizing vendor agreements, identifying redundancies, and increasing efficiency.
→ Establish savings opportunities with vendors, communicate them to all staff, and ensure that they are being fully utilized to conserve funds.	In progress	

→ 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.	In progress	
→ 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 human resources are made by ACSD’s district leadership in consultation with school principals.
→ 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.	In progress	The District Management Group Report “Expanding and Strengthening Best-Practice Supports for Struggling Students” provides recommendations for prioritizing need and matching need with expertise.
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	The ACSD Board has a policy committee that leads this work.
→ Identify internal and external funding possibilities to equitably fund and protect elective and enrichment programs.	Ongoing	A unified district and budget supports this ongoing work.
→ 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	The Business Team has been restructured to add efficiencies and conserve time and money.

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

Action 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	<p>Mandated trainings are available at the start of each year for all staff. There are several trainings that are required of all staff with additional trainings required by category of staff.</p> <p>The Vermont AOE rolled out a new approach to continuous improvement planning along with a new grants management platform. District personnel have been trained and are working with the new systems.</p>

Key Performance Indicators

Kindergarten Readiness. In the Vermont AOE's Ready for Kindergarten! Survey Report (August 2016, June 2017), 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.

In this report we present readiness data from the past three years. At the state level, the percent of students overall deemed "ready for kindergarten" overall and across subgroups has remained relatively stable. In ACSD numbers are more variable. This could be the result of a smaller sample size where differences between one cohort and the next could be more pronounced.

Demographic Group	% of Students Vermont	% of Students ACSD	Average Total Score Vermont	Average Total Score ACSD	Percent Ready Vermont			Percent Ready ACSD		
	2018	2018	2018	2018	2016	2017	2018	2016	2017	2018
All students surveyed	72.05% of total enrollment	--	79.19	78.84	81.79	83.83	83.93	86.89	94.21	89.19
Boys	52.02	56.76	76.92	75.81	77.42	79.40	80.35	92.59	88.71	80.95
Girls	47.98	43.24	81.66	82.81	86.58	88.60	87.81	82.35	100.00	100.00
FRL eligible	41.00	40.54	73.86	74.40	73.23	74.58	74.31	82.14	74.29	93.33
Not FRL eligible	59.00	59.46	82.90	81.86	88.13	90.47	90.62	90.91	98.68	86.36
Attended publicly funded PreK	75.57	89.19	78.45	78.58	85.38	84.53	84.08	88.57	89.86	87.88
Did not attend publicly funded PreK	24.43	10.81	79.43	81.00	77.52	82.25	83.48	84.62	98.08	100.00

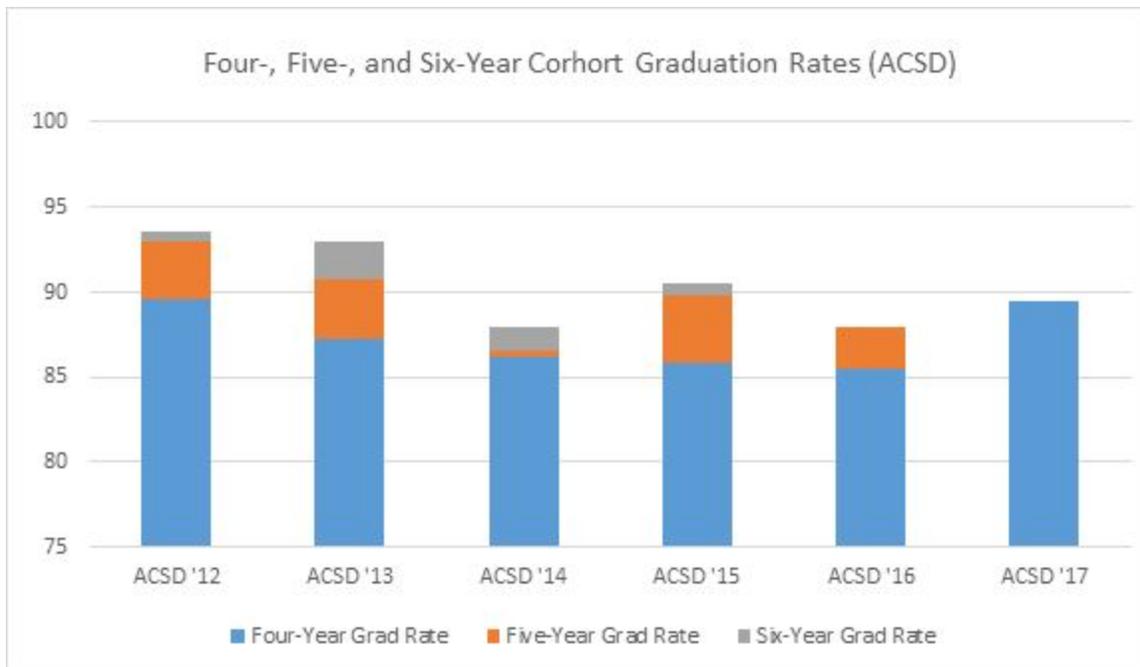
* According to the Ready for Kindergarten! Survey 2015-2016, 2016-2017, and 2017-2018 reports published by the Vermont AOE

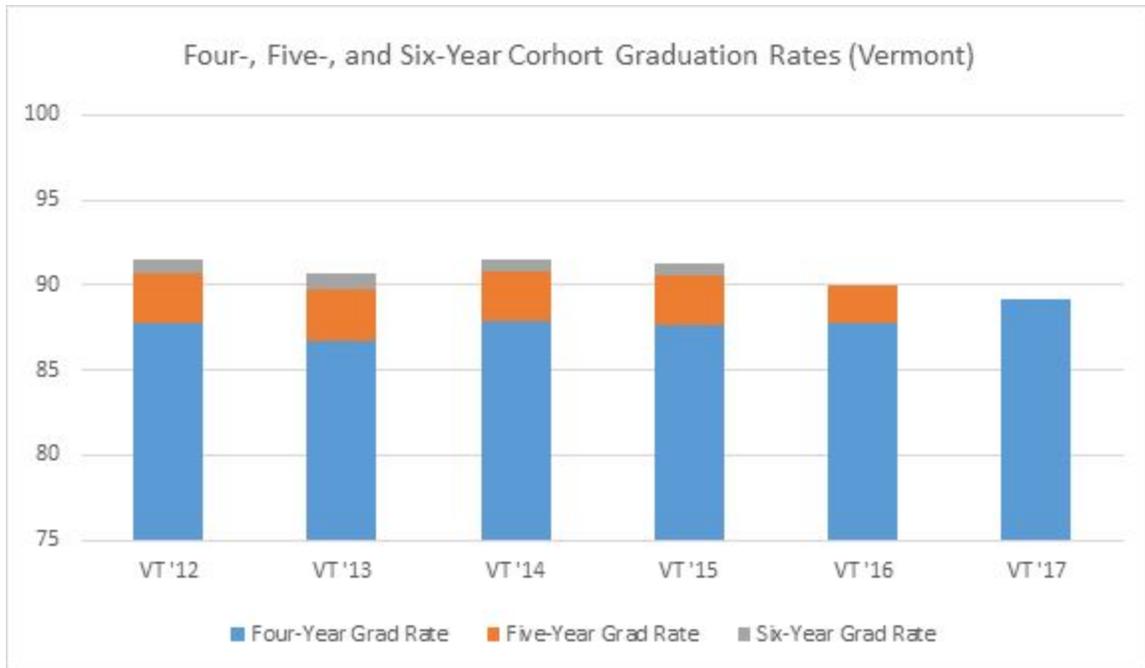
Cohort Graduation Rates. At MUHS, on-time graduation rates have remained fairly steady over the years, taking a dip in 2016 but rising to a five-year high in 2017. Tracking four-year, five-year, and six-year graduation rates honors the flexible pathways concept that success in high school can occur over varying lengths of time.

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

	2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		2016-2017	
	VT	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	89.13	89.51
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	89.97	87.90
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	91.30	90.48

* According to the Vermont AOE's School Reports.



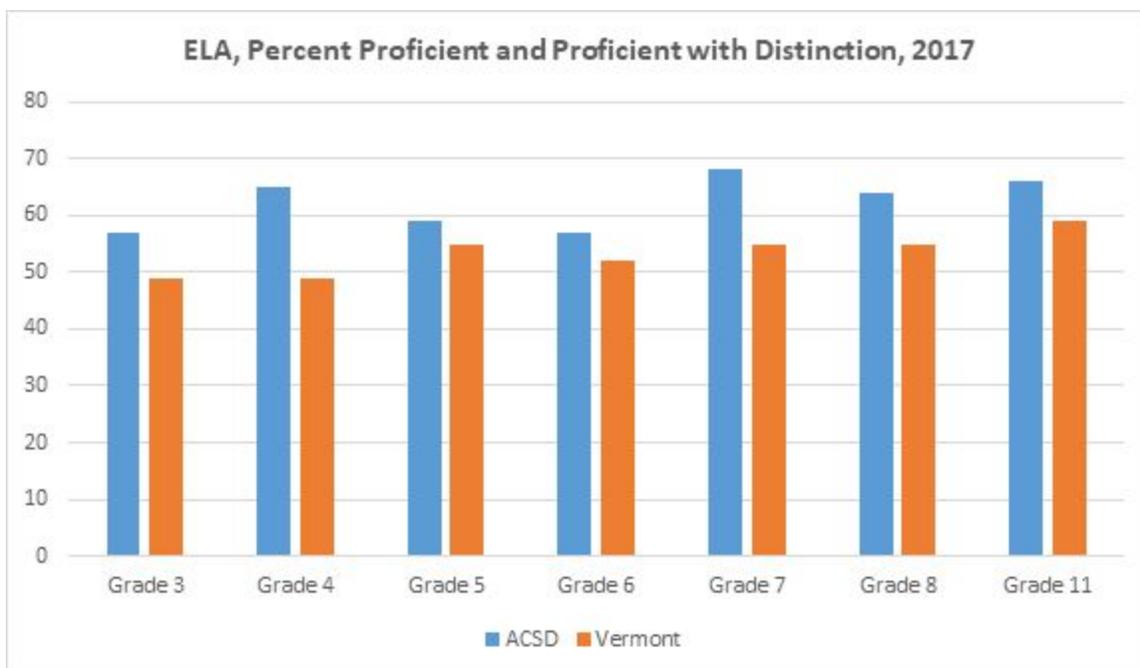


SBAC Results. Each fall we receive official results from the previous year’s Smarter Balanced Assessment (SBAC) English language arts (ELA) and math exams. Each school has access to school and student level data to inform instruction. However, of our seven elementary schools, four have student cohorts too small to report data. For this reason, scores here are reported at the district level. The tables and graphs below present 2017 proficiency rates in English Language Arts and Mathematics for ACSD students overall, in comparison to all Vermont students and in comparison to last year’s scores. At several grade levels, proficiency rates dropped from 2016 to 2017. This pattern was fairly consistent in both ACSD and Vermont for ELA and held for math at the state level. In ACSD math proficiency rates rose at grades 5, 7, 8, and 11.

English Language Arts, Percent Proficient and Proficient with Distinction

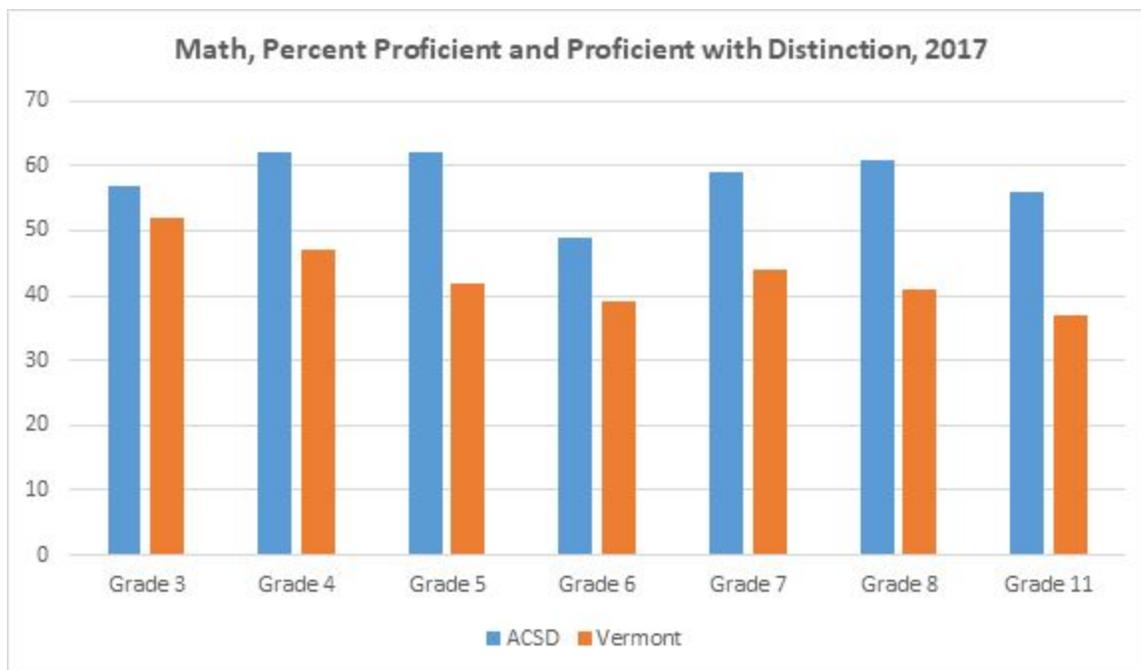
	ACSD		Vermont	
	2016	2017	2016	2017
Grade 3	73%	57%	54%	49%
Grade 4	51%	65%	54%	49%
Grade 5	61%	59%	58%	55%
Grade 6	65%	57%	56%	52%
Grade 7	72%	68%	58%	55%
Grade 8	69%	64%	59%	55%
Grade 11	66%	66%	57%	59%

Note: Based on data in the AIR TIDE Online Reporting System.



Mathematics, Percent Proficient and Proficient with Distinction

	ACSD		Vermont	
	2016	2017	2016	2017
Grade 3	73%	57%	56%	52%
Grade 4	63%	62%	50%	47%
Grade 5	50%	62%	43%	42%
Grade 6	51%	49%	41%	39%
Grade 7	58%	59%	46%	44%
Grade 8	57%	61%	44%	41%
Grade 11	52%	56%	38%	37%



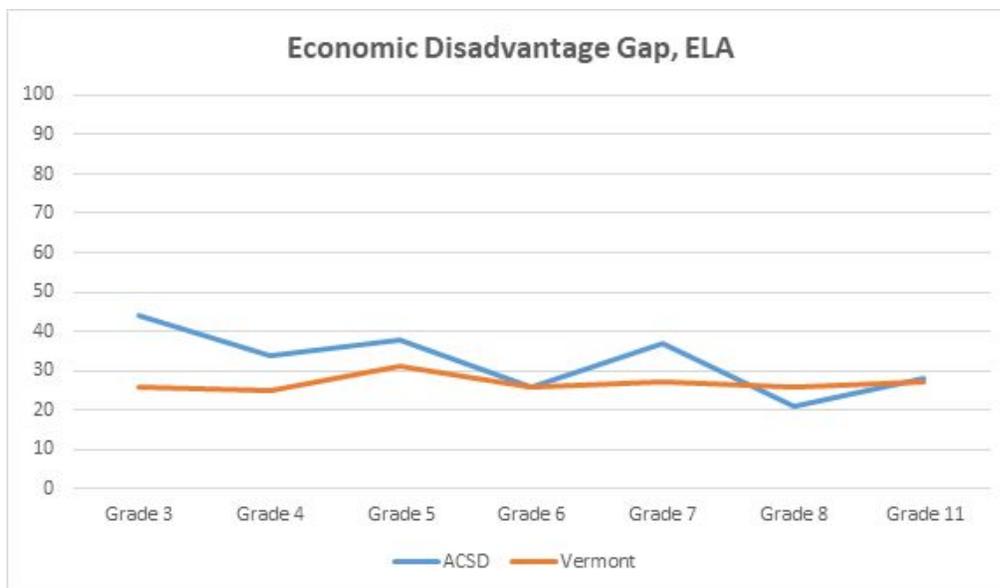
For our district Continuous Improvement Plan (CIP), submitted to the Vermont AOE in March, we focused on the difference in SBAC proficiency rates between students eligible for free or reduced price lunch (FRL) and their non-eligible peers. In ACSD, as demonstrated in the tables and graphs below, we do not see a consistent pattern of FRL-eligible students in ACSD demonstrating lower rates of proficiency than their FRL-eligible peers in Vermont. At both the state and local level, this group consistently demonstrates lower rates of proficiency than wealthier peers. However, in ACSD the performance gap between students from low SES families and grade-level peers from mid- to high-SES families is bigger.

Our CIP included two parallel achievement gap goals, one for ELA and one for math. Each aims, by June 2019, to narrow the achievement gap through a 10% increase in rates of FRL-eligible students testing proficient or proficient with distinction on assessment measures at each grade level. (For example, in 2017, 49% of FRL-eligible 8th graders in ACSD scored proficient or proficient with distinction on the SBAC ELA test. By 2019, we would expect to see at least 59% of students in this group scoring proficient or better.)

**English Language Arts, Percent Proficient and Proficient with Distinction
(Economic Disadvantage Gap)**

	ACSD			Vermont		
	FRL Eligible	Not Eligible	GAP	FRL Eligible	Not Eligible	GAP
Grade 3	31%	75%	44	35%	61%	26
Grade 4	41%	75%	34	35%	60%	25
Grade 5	33%	71%	38	37%	68%	31
Grade 6	40%	66%	26	37%	63%	26
Grade 7	40%	77%	37	39%	66%	27
Grade 8	49%	70%	21	39%	65%	26
Grade 11	45%	73%	28	40%	67%	27

Note: Based on data in the AIR TIDE Online Reporting System. Where possible, verified against the official reporting of scores by the Vermont AOE.

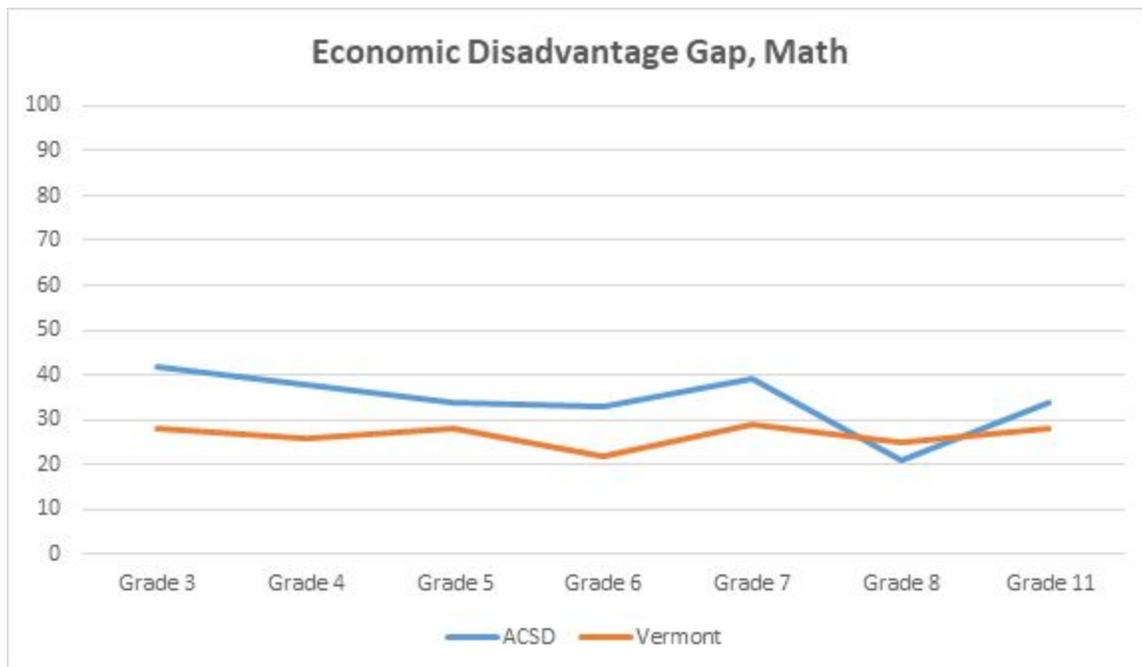


Note: Data points on the lines above show the size of the achievement gap between FRL-eligible and non-eligible students in ACSD and Vermont.

**Mathematics, Percent Proficient and Proficient with Distinction
(Economic Disadvantage Gap)**

	ACSD			Vermont		
	FRL Eligible	Not Eligible	GAP	FRL Eligible	Not Eligible	GAP
Grade 3	32%	74%	42	37%	65%	28
Grade 4	36%	74%	38	32%	58%	26
Grade 5	39%	73%	34	26%	54%	28
Grade 6	28%	61%	33	26%	48%	22
Grade 7	30%	69%	39	29%	54%	29
Grade 8	46%	67%	21	26%	51%	25
Grade 11	31%	65%	34	17%	45%	aaaa

Note: Based on data in the AIR TIDE Online Reporting System. Where possible, verified against the official reporting of scores by the Vermont AOE.



Note: Data points on the lines above show the size of the achievement gap between FRL-eligible and non-eligible students in ACSD and Vermont.

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	2017-2018 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	All students, grades 7-12
Math Enrichment Students elect to take an additional math course to challenge themselves.	MUMS	119 students	121 students	125 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	17 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	22 students
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	MUMS: 1 student MUHS: 6 students
Virtual High School Students receive credit for completing online courses not offered at MUHS.	MUHS	43 students	50 students	46 students
Dual Enrollment Students earn credit for high school as well as college for certain course offerings.	MUHS	24 students	21 students	26 students
Early College Program	MUHS	1 student	4 students	2 students
Middlebury College Course 500 Seniors may sign up for courses offered at Middlebury College, not available at MUHS.	MUHS	7 students	12 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	16 students <i>This program has been discontinued for the 2018-2019 school year.</i>
Hannaford Career Center	MUHS	177 students	156 students	134 students

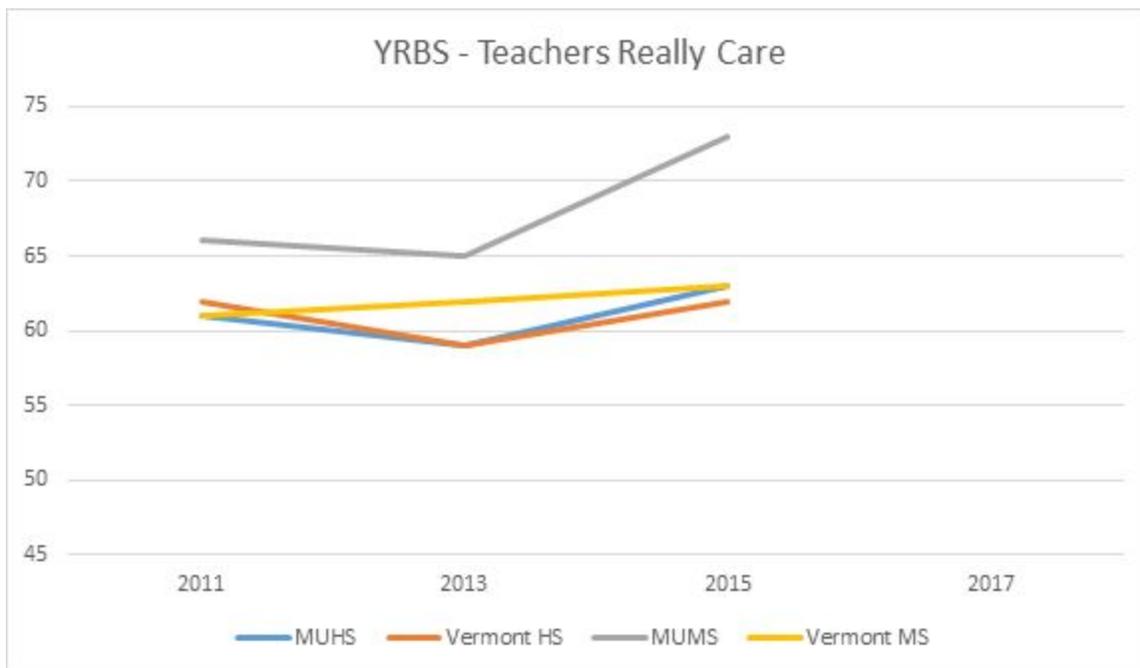
ACSD Program/Offering	Applicable Schools	2015-2016 Student Participation	2016-2017 Student Participation	2017-2018 Student Participation
Citizenship				
Student Government Students are elected by their peers.	Cornwall, MUMS & MUHS	MUMS Student Council: 32 MUHS Student Senate: 16	MUMS Student Council: 32 MUHS Student Senate: 16	Cornwall Committee of Play to work on planning collaborative games at recess: 22 students, grades 3-6 MUMS: PRIDE has replaced student government MUHS Student Senate: 16
Green Up Day Students clean up and beautify the neighborhood.	Cornwall, MUMS, Ripton, Weybridge	Ripton: 20 students All 7th and 8th grade students	Cornwall: 81 students Ripton: 17 students Weybridge: 53 students All 7th and 8th grade students	Cornwall: 79 students Ripton: 14 students Weybridge: 53 students All 7th and 8th grade students
Student Court Students volunteer to help with peer conflict resolution.	MUMS	8 students	20 students	25 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	32 students
United Way Day of Caring Students volunteer for service projects around the community.	MUHS	All 10th grade students; Hannaford Career Center Students	All 10th grade students; Hannaford Career Center Students	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	13 students
Students on School Committees	Cornwall, MUMS, MUHS			Playground Committee: 2 students, grades 5 & 6 Secondary students on IB Design Teams.

In June 2018, ACSD in partnership with the Hannaford Career Center was awarded a Flexible Pathways grant through the Vermont AOE. The title of the grant is “Building Skill and Agency through a PK-12 Approach to Personalized Learning and Flexible Pathways.” It will fund a steering committee and related work groups to clearly define and communicate opportunities for choice and engagement beyond traditional coursework within an equitable, unified school system; and build a systemic, scaffolded approach to support students in developing the independent learning skills and personal agency required to make informed decisions about their own learning.

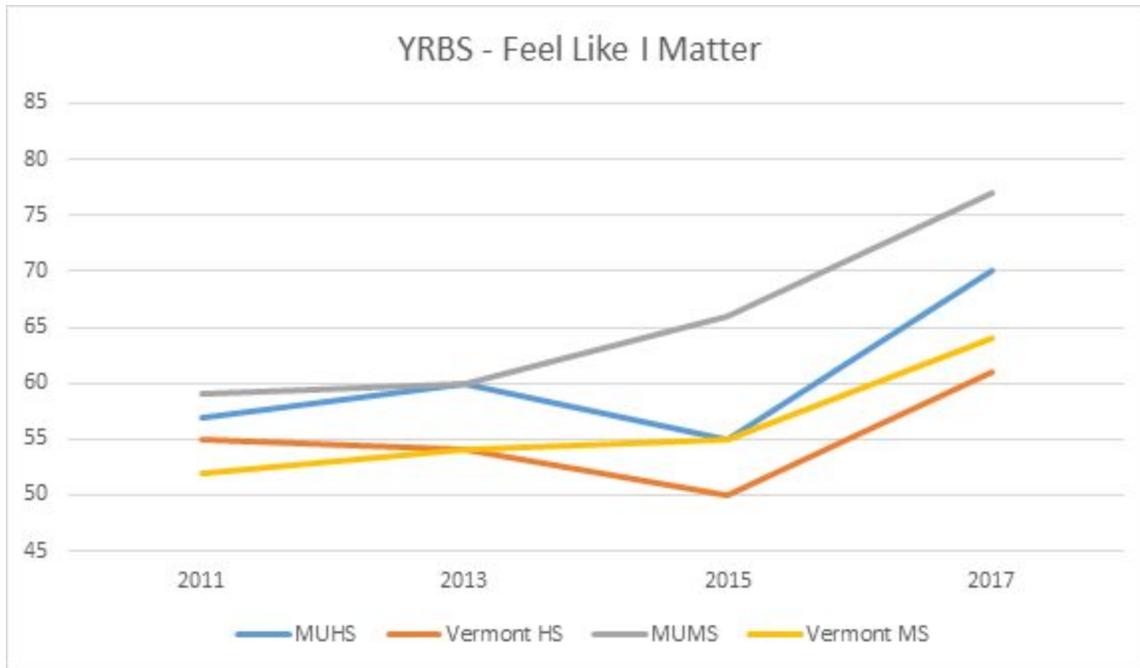
Sense of Safety and Belonging. Every other year since 1993, the Vermont AOE has conducted the Youth Risk Behavior Survey (YRBS). The most recent survey was in 2017; those results were released in June 2018 and this report was updated to include the most recent data in the tables below. This spring, we reanalyzed YRBS data from previous years for our district Continuous Improvement Plan (CIP) submitted to the AOE in March. For that plan, we observed

There is room for improvement in measures of students' sense of safety, belonging, and agency in ACSD schools, as measured by proxy items in the YRBS. For example, in 2015 63% of MUHS students and 73% of MUMS students agree or strongly agree that "teachers really care about them and give them lots of encouragement." These numbers are above the state average at each level; however, this means that of students surveyed 37% of MUHS and 27% of MUMS students *did not* report positively on this measure. Likewise, 45% of MUHS and 34% of MUMS students *did not* agree or strongly agree that in their community they feel like they matter to people, and 54% of MUHS students and 47% of MUMS students *did not* agree or strongly agree that students help decide what goes on in their schools. We believe that the more students feel that they matter to their community, that they are safe at school, that teachers really care about them, and that they have agency and voice in their schools, the more fully available they will be to learn and the more likely they will be to reach their personal academic potential.

In our CIP, we set a goal to see 10% improvements from 2015 percentages (increase or decrease, question dependent) on YRBS items related to students' sense of safety, belonging, and agency at school. Those items are included in the charts and tables below. Unfortunately, due to changes in the survey itself, some metrics we were tracking were not collected or reported for 2017. We have selected proxy items (labeled "NEW" below) to stand in for those no longer included. Because the YRBS survey is not conducted at the elementary level, we will identify or develop a similar instrument to measure students' sense of safety, belonging, and agency at school in younger grades. In 2019, we will capture baseline data.



This question was not asked in the 2017 YRBS survey.



Youth Risk Behavior Survey, 2015*

Percent of students who ...	High School		Middle School	
	Vermont	MUHS	Vermont	MUMS
... agree that teachers really care about them and give them lots of encouragement	NR	NR	NR	NR
NEW ... reported there is at least one teacher or other adult in their school that they can talk to if they have a problem	80	83	76	81
... agree that in their community they feel like they matter to people	61	70	64	77
... agree that students help decide what goes on in school	NR	NR	NR	NR
NEW ... strongly agree or agree that their school has clear rules and consequences for behavior	65	70	71	84
... did not go to school because they felt unsafe, past 30 days	5	3	8	3
... reported being bullied, past 30 days	16	11	22	11
... reported being electronically bullied, past 12 months	16	13	24	17
... felt sad or hopeless for two weeks in a row, past 12 months	25	19	19	12
... spoke with their parents at least weekly about school	NR	NR	NR	NR
NEW ... ate dinner at home with at least one of their parents 4+ days, past week	77	83	88	92

*Updated with release of 2017 survey results in June 2018. NR = Not Reported.

Conclusion

Passing the halfway mark on the ACSD Strategic Plan has given us time to reflect deeply and critically on our three foundational goals and the work we have engaged over the course of the last three years to truly serve all students in our communities. In our review of the objectives we laid out in the spring of 2015 and the ambitious timelines we created, we have realized that establishing a culture of continuous improvement requires continual reflection and analysis. In order to build on previous knowledge, we are actively using our Strategic Plan to shape a cohesive IB World District¹ that continues to gather momentum towards greater positive change.

We have made significant progress on all areas of the Plan during the course of the 17-18 school year. Our work on International Baccalaureate, our burgeoning community partnership work, and our development of systems within the IB framework all directly align to the goals our community created. Critically, we are developing metrics to assess our progress and build shared understanding of both the goals we've set forth and our assessment of them. Upon the conclusion of year three of the ACSD Strategic Plan, we are poised to continue our growth to realize the exceptional potential we have as an educational community.

¹ Note: The 9 schools of Addison Central School District are candidate schools for the International Baccalaureate (IB) Primary Years Programme, Middle Years Programme, and Diploma Programme and pursuing authorization as IB World Schools. IB World Schools share a common philosophy—a commitment to improve the teaching and learning of a diverse and inclusive community of students by delivering challenging, high quality programmes of international education that share a powerful vision. Only schools authorized by the International Baccalaureate can offer any of its four academic programmes: the Primary Years Programme (PYP), the Middle Years Programme (MYP), the Diploma Programme or the IB Career-related Certificate (IBCC). Candidate status gives no guarantee that authorization will be granted.

For further information about the IB and its programmes, visit www.ibo.org. ACSD's applications for candidacy to become an IB World District were approved near the end of the 2016-2017 school year. The candidacy phase is typically a two to three year process.

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Appendix: Supplemental Data

Additional SBAC Data

English Language Arts, Proficiency Levels

ACSD Students	Level 1 Substantially Below Proficient		Level 2 Partially Proficient		Level 3 Proficient		Level 4 Proficient with Distinction	
	2016	2017	2016	2017	2016	2017	2016	2017
Grade 3	13%	23%	14%	21%	31%	31%	42%	26%
Grade 4	25%	18%	24%	18%	20%	27%	31%	37%
Grade 5	25%	25%	14%	16%	40%	28%	20%	31%
Grade 6	11%	16%	23%	27%	33%	28%	32%	29%
Grade 7	13%	16%	15%	16%	38%	31%	34%	37%
Grade 8	13%	13%	18%	24%	33%	25%	36%	39%
Grade 11	16%	20%	18%	13%	24%	31%	42%	35%

Note: Based on data in the AIR TIDE Online Reporting System.

Mathematics, Proficiency Levels

ACSD Students	Level 1 Substantially Below Proficient		Level 2 Partially Proficient		Level 3 Proficient		Level 4 Proficient with Distinction	
	2016	2017	2016	2017	2016	2017	2016	2017
Grade 3	13%	18%	14%	25%	35%	32%	38%	25%
Grade 4	9%	13%	28%	25%	31%	31%	33%	31%
Grade 5	23%	15%	27%	23%	23%	28%	27%	34%
Grade 6	20%	22%	29%	29%	23%	23%	29%	26%
Grade 7	20%	17%	22%	23%	29%	30%	29%	29%
Grade 8	19%	17%	24%	22%	22%	23%	35%	38%
Grade 11	26%	26%	21%	17%	22%	24%	30%	33%

Note: Based on data in the AIR TIDE Online Reporting System.

School Day Structures

Instructional and Common Planning Time. The length of the school day and allocation of school time are concrete metrics for gauging equity across the district. Last year's Strategic Plan Report, included a table (page 21) outlining related numbers and practices. At that point, the length of the student day ranged from 6 hours 20 minutes at MUHS to 7 hours 15 minutes at Ripton. Expectations around the length of the teacher work day varied similarly. We noted in last year's report that there was room to improve equity here, and much of this was resolved with the adoption of a new Master Agreement. Starting next year, across the district, the length of the student day will be seven hours. The official teacher work day will begin fifteen minutes before students arrive and end fifteen minutes after they leave.

Across elementary schools, students experience schedules that vary in terms of content exposure. We reported minutes per week of instruction time across a range of subjects last year and have updated these tables for this year, because measures like these can be useful points of comparison as we increase equity.

Literacy Instruction, minutes per week

	K	1	2	3	4	5	6
Bridport	330	600	600	450	450	450	450
Cornwall	550	550	500	500	500	500	450
Mary Hogan	450	450	450	450	450	450	450
Ripton	450	450	450	375	375	375	375
Salisbury	500	700	650	600	600	600	600
Shoreham	525	525	525	525	525	525	525
Weybridge	2100	2100	2100	2100	2100	2100	2100

Mathematics Instruction, minutes per week

	K	1	2	3	4	5	6
Bridport	360	300	300	315	315	300	300
Cornwall	375	375	450	400	400	415	350
Mary Hogan	375	375	375	375	375	375	375
Ripton	375	375	375	600	600	350	350
Salisbury	300	400	450	450	450	425	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	225-300	225-300	120	120	225	225
Cornwall	250	175	175	275	300	275	275
Mary Hogan	225	225	225	225	225	225	225
Ripton	300	300	300	300	300	300	300
Salisbury	240	240	240	300	300	400	400
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	40	45	40	45	45
Cornwall	45	45	45	45	45	45	45
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	40	45	40	40	40
Cornwall*	45	45	45	45	45	45	45
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

* Additional: Show chorus, grades 3-6 (30+ students) - 50 min./week; Instrumental music, grades 4-6 (students who choose to play) - 45 min./week

PE, minutes per week

	K	1	2	3	4	5	6
Bridport	75	70	70	75	75	75	75
Cornwall	90	90	90	90	90	90	90
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	45	40	40	45	45	40	45
Cornwall	45	45	45	45	45	45	45
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

Second 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	125	125	125	125	125	125
Cornwall	125	100	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*	125-250	125-250	125-250	125-250	125-250	125-250	125-250
Cornwall	225	225	225	225	225	225	225
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	100
Weybridge	270	270	270	270	270	270	270

* At Bridport, student receive 20 min. of recess, 5x/week and 20 min. of "movement and social/emotional" time 5x/week.

Common Planning Time

School	The groups that meet	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 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	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 post teaching (including looking at student work) and making revisions for the next time they are taught.
Shoreham	Staff Meetings Guided Reading	3 to 4 times per month	
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?

Common Assessment Tools

Literacy		Mathematics	
TS Gold	Pre-K	TS Gold	Pre-K
<u>FASTBridge</u> Early Reading a-Reading Curriculum-Based Measurement	K-1 K-6 2-6	<u>FASTBridge</u> Early Math a-Math	K-1 K-6
Fountas and Pinnell Benchmarks	K-6	<u>Bridges</u> Baseline & Number Corner Checkups Unit Checkpoints Unit Assessments Support & Intervention Progress Monitoring	K-5
Foundations	K-2		
Smarter Balanced Assessments	3-9		
School-Wide Writing Assessments	7-8	Smarter Balanced Assessments	3-9
STAR 360	7-9	STAR 360	7-9
PSAT	10-11	PSAT	10-11
SAT	11	SAT	11
Other Content Areas			
Vermont Science Assessment (VTSA)	5, 8, 11	Vermont Physical Education Assessment	4, 7, 10
Behavior			
FAST: General, Social, Academic, & Emotional Behavior	K-6		

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.