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Executive Summary

Throughout the 2014-2015 school year, in what was then Addison Central Supervisory Union (ACSU), community members, board members, school and district administrators, teachers, support staff, students, and parents collaborated to create ACSU's Strategic Plan for 2015-2020. The plan was organized around three foundational goals with one unifying purpose: To increase opportunities, excellence, and equity across Addison Central's schools. Over the past four years, the plan's goals have defined our shared direction, and the action steps have served as benchmarks to track our progress through substantial change and professional learning.

Four years into implementing the plan, we are no longer ASCU, but are now the unified Addison Central School District (ACSD). We are, across all nine schools, pursuing authorization as a district of International Baccalaureate (IB) World Schools, and we have partnered with the Patricia A. Hannaford Career Center (PHCC) with the vision of offering the IB Career-related Program as well.

In 2017 we participated in the District Management Group (DMG) study to assess the efficacy and efficiency of our student services model. We are currently using the findings of that study to redesign our systems of supports for students. On many fronts, we continue to explore how we can increase access and equity for all.

Through our partnership with the Middlebury College Education Studies Program, we have applied to the National Association of Professional Development Schools (NAPDS) for recognition as a local Professional Development School (PDS) focused on transformative learning for teacher candidates and teaching professionals alike.

Internally, we have focused on streamlining systems in finance, facilities, curriculum, and professional development as we continue the evolution from ACSU to ACSD. Through the Facilities Master Plan (FMP) initiative led by our unified ACSD Board and involving extensive community engagement, we are looking to the future. From the FMP Planning Document (2018-2019): "The ACSD Facilities Master Plan aims to align our built environment with our strategic vision, acting as a long-term blueprint for meeting the changing facility needs of the District."

In the broad strokes outlined above, it is clear that ACSD is a district in motion. The purpose of our annual Strategic Plan Report is to reflect and report on the extent to which our collective actions advance the goals

ACSD MISSION

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

ACSD VISION

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

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 students.

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.

outlined by our community through the strategic planning process. Through these reports we assess our progress, refocus on collective goals, and identify next steps.

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 report out annually on five Key Performance Indicators (KPIs). Our KPIs include (1) Scores from Vermont's Ready for Kindergarten! Survey (R4K!S); (2) Four-, five-, and six-year cohort graduation rates; (3) Scores on the Smarter Balanced Assessment math and English Language Arts exams; (4) Participation in personalized learning, flexible pathways, and citizenship opportunities; and (5) Data from the Vermont Youth Risk Behavior Survey (YRBS). This year, we have supplemented these measures with data from the pilot implementation of a district equity audit.

Kindergarten Readiness. The R4K! Survey results are released annually each spring. This report will be updated with current data when the 2018-2019 results come out. 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 was higher than the 84% of kindergarteners deemed ready across the state of Vermont but lower than ACSD's 2016-2017 readiness rate of 94%. The data presented on page 23 of this report breaks these numbers down 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 four years.

Cohort Graduation Rates. Pages 24-25 of this report present four-year, five-year, and six-year cohort graduation rates for ACSD and Vermont for the past several years. The Vermont Agency of Education (AOE) typically releases these statistics with their annual School Reports, but this data has been delayed this year. This report will be updated when current information becomes available. *In 2017*, ACSD's 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 it takes some students longer than the traditional four years to finish high school.

Smarter Balanced Assessment (SBAC) Math and English Language Arts Results. SBAC scores are presented on pages 26-31 of this report. Through tables and charts, we consider trends in scores at grade levels and among cohorts of students, and we compare ACSD's performance to Vermont as a whole. In 2018 the percentage of students testing at or above proficiency remained higher in ACSD than in Vermont as a whole across both math and English Language Arts (ELA). However, in our continued efforts to increase equity for students across the district, we are also interested in the achievement gap between students eligible to receive free and reduced priced lunch (FRL) and their wealthier peers. This report includes data related to that gap and outlines our goal to increase proficiency rates among FRL-eligible students by 10% in both subject areas.

Personalization, Flexible Pathways, and Citizenship. 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 32-33 reports participation numbers across a range of opportunities over the past four academic years. This school year, through a grant from the Vermont AOE, we have designed a district-wide personal learning plan (PLP) template explicitly connecting Vermont-mandated PLPs to personalized learning projects at the heart of the IB continuum: the Primary Years Program's Exhibition, the Middle Years Program's Personal Project, and the Diploma Program's Creativity, Activity, Service. We will begin implementing the new PLP in the fall of 2019. On page 34, we provide baseline data on the extent to which students identify as "engaged and inspired learners," which we collected as part of our equity audit and in connection with this grant.

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 identified as proxy measures for this theme (e.g., Students report on whether or not “there is at least one teacher or other adult in their school that they can talk to if they have a problem” and “in their community they feel like they matter to people”). Results from the 2019 survey will be released in June of 2020. Pages 35-37 of this report include select data from 2013, 2015, and 2017 iterations of the survey. Again, we supplement this KPI with related data from the pilot implementation of our equity audit.

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. 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.

Enrollment and Demographic Data

Town Populations, 2011-2017*

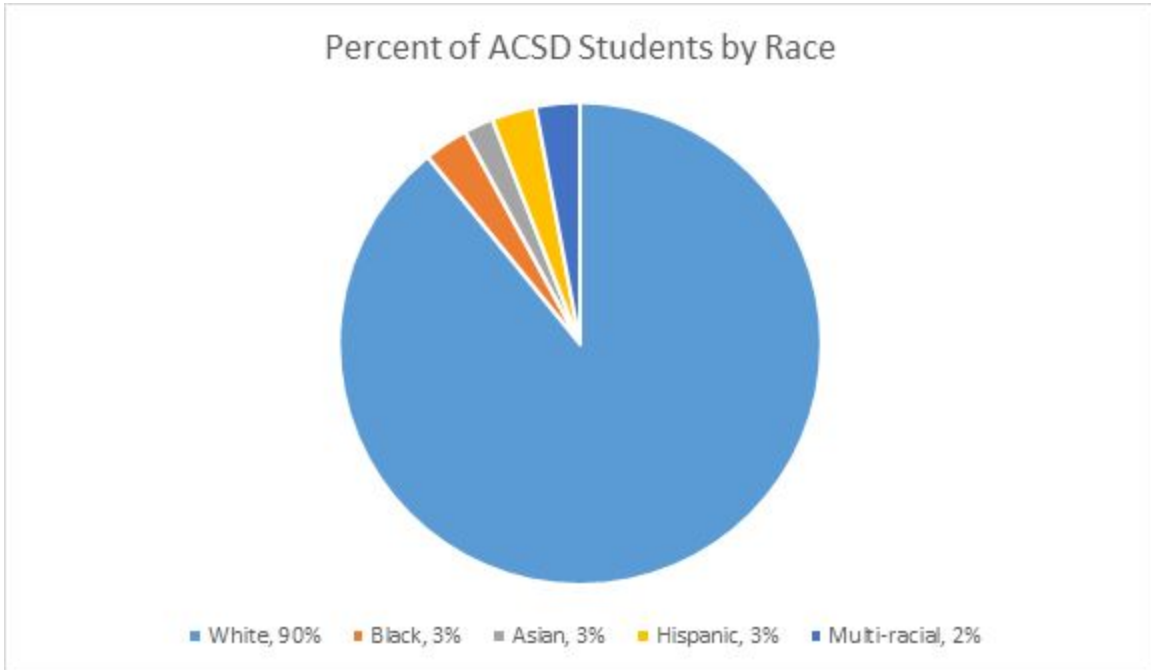
	2011	2012	2013	2014	2015	2016	2017	7-year Change
Bridport	1,216	1,215	1,215	1,221	1,215	1,208	1,193	-23
Cornwall	1,182	1,174	1,179	1,189	1,193	1,199	1,198	+16
Middlebury	8,483	8,477	8,501	8,545	8,557	8,654	8,598	+115
Ripton	586	582	593	595	593	588	581	-5
Salisbury	1,133	1,128	1,124	1,131	1,131	1,122	1,118	-15
Shoreham	1,263	1,268	1,264	1,272	1,268	1,256	1,247	-16
Weybridge	832	827	829	828	828	825	824	-8
Total:	14,694	14,671	14,705	14,781	14,795	14,852	14,759	+65

* According to most recent data from the [Vermont Department of Health](#).

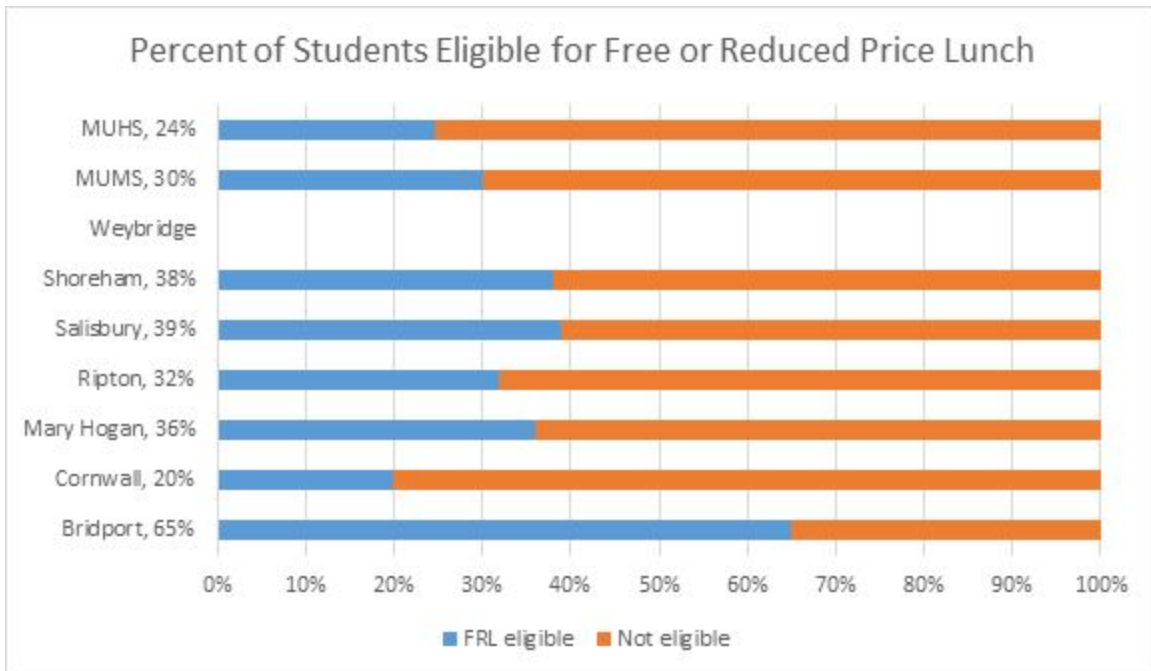
ACSD Enrollments by School and Grade, May 2019

Grade	Brid.	Corn.	MH	Ripton	Salis.	Shor.	Wey.	MUMS	MUHS	ACSD
UPK	3	14	79	5	9	19	7	--	--	136
PreK	20	--	25	5	8	--	--	--	--	58
K	11	13	55	9	8	18	5	--	--	119
1	8	10	63	7	10	14	10	--	--	122
2	7	8	67	3	12	13	9	--	--	119
3	5	9	57	9	13	13	6	--	--	112
4	9	12	64	4	16	6	7	--	--	118
5	8	12	62	4	12	8	8	--	--	114
6	10	15	67	8	20	10	6	--	--	136
7	--	--	--	--	--	--	--	116	--	116
8	--	--	--	--	--	--	--	155	--	155
9	--	--	--	--	--	--	--	--	131	131
10	--	--	--	--	--	--	--	--	124	124
11	--	--	--	--	--	--	--	--	138	138
12	--	--	--	--	--	--	--	--	115	115
13	--	--	--	--	--	--	--	--	8	8
PK-13 Total*	78	79	460	49	99	82	51	271	516	1,685

* Totals excluding Universal PreK.



* According to the Vermont AOE's 2017-2018 [School Reports](#). Percentages are not reported when corresponding numbers drop below 11.



* According to the Vermont AOE's 2017-2018 [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	75%	12%	--	--
Mary Hogan	78%	10%	8%	4%
Ripton	59%%	--	22%	--
Salisbury	69%	--	16%	--
Shoreham	72%	17%	--	--
Weybridge	--	--	--	--
MUMS	68%	14%	14%	4%
MUHS	70%	12%	10%	9%
Vermont	72%	16%	7%	4%

* According to the Vermont AOE's 2017-2018 [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	We continue to refine curricula, schedules, and systems aligned with IB authorization requirements and Vermont State mandates around personalized and proficiency-based teaching and learning to support students in demonstrating proficiency and meeting graduation requirements in terms of Vermont State Standards and IB’s assessment criteria.
→ Examine current ACSD practices to determine where alignment exists and where it does not with new graduation requirements.	In progress	
→ 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 first time this year, we teach Spanish in every ACSD elementary school. In the coming years, we will continue to build and strengthen our district-wide world language programming.
→ Identify and implement a system to develop and monitor students’ personal learning goals.	In progress	In the spring of 2018, in partnership with the PHCC, we received a flexible pathways grant from the Vermont AOE. This year that grant has funded collaborative work designing a district-wide approach to supporting personalized learning, flexible pathways, and student agency.
→ 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	Ongoing	This year we have started to build a directory of community experts to support student learning

<p>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>through Exhibition and Personal Project. Other examples: 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.</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>Addressed this year through the Agency of Education grant we received in partnership with PHCC titled, "Building Skill and Agency through a PK-12 Approach to Personalized Learning and Flexible Pathways," discussed above.</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>→ Implement best practices in teaching in all ACSD classrooms.</p>	<p>Ongoing</p>	<p>We continue to focus collective learning on inquiry-driven and concept-based teaching strategies, inclusive teaching and Universal Design for Learning, proficiency-based teaching and learning, and using 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>→ 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 inform our school and district needs assessments and continuous improvement planning. The Vermont AOE's 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>We continue to reflect on and revise time use designs. Elements like WIN (What I Need) Blocks at some elementary schools and FlexTime at the high school seems to be particularly effective in terms of optimizing student learning.</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 student learning for ACSD students.</p>	<p>In progress</p>	<p>This is a primary focus of the ongoing Facilities Master Planning process.</p>
<p>→ Implement identified designs in ACSD schools.</p>	<p>In progress</p>	
<p>→ Provide professional development for teachers, administrators, and support staff to ensure practices achieve intended outcomes.</p>	<p>Upcoming</p>	

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	Our locally constructed IB curriculum (currently under development) is designed based on state standards. Our collaboration process for building and reflection on curriculum and assessment directly addresses these action steps.
→ 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	We continue to build and refine structures that allow teachers across grade levels and content areas to collaborate in this way.
→ Develop or select local, common, formative, and summative assessments for essential learning outcomes.	In progress	In addition to common diagnostics and screeners (primarily for math and literacy), we are developing common formative and summative assessments across grade levels and content areas as we collaboratively build our IB curriculum.
→ Provide professional development to teachers on data analysis to inform instruction.	Upcoming	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	In response to the 2017 District Management Group study, a district-wide Systems of Services Design Team is currently working on these related action steps.
→ 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
<p>→ 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.</p>	In progress	<p>The Mentorship Committee has been planning a small pilot mentorship program for 7th graders, hopefully to launch in 2020. Our goal is to ensure students have ongoing access to adult support and connections with the broader Addison County community. The committee is currently working to connect with other similar mentorship programs in Vermont, to identify best practices for how to build and sustain a successful mentorship program, and for recruiting and matching mentors with students. We are in the process of partnering with Mentor Vermont, formerly Mobius, to provide technical support as we build a mentorship program. We have also reached out to Middlebury College Community Friends and the United Way for partnership and guidance in this work. With the addition of three new high school members on the Mentorship Team, we are also exploring reestablishing a peer-to-peer mentorship program at MUHS which would connect high school mentors with sixth grade student mentees.</p>
<p>→ Find opportunities to recognize students for their diverse interests and accomplishments.</p>	Ongoing	<p>Examples include Talent Showcase, Honor Rolls, successful showings at Field Days, quarterly recognitions, and year-end sports banquets.</p>
<p>→ 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.</p>	In progress	<p>ACSD students in grades 5-12 participated in the district equity audit this winter. MUMS and MUHS students also participated in a student survey on ACSD facilities to give student voice to the development of the Facilities Master Plan.</p>
<p>→ 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>.</p>		<p>ACSD middle and high school students participate in every other year in the Youth Risk Behavior Survey (YRBS). MUHS students who attended <i>Getting to 'Y': Youth Bring Meaning to their Youth Risk Behavior Survey</i> training in October led a data analysis retreat with MUHS students to identify the group's top three concerns and top three strengths. The Community Partnership Council will review the 2019 YRBS data when it is released and use this data to help guide their work.</p>

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 connections with organizations in our community to maximize supports for students, schools, and families. We formed a partnership this year with Tri-Valley Transit to provide drivers for students covered under the McKinney-Vento Act who live in locations where regular transportation is not provided. This partnership has been very helpful in providing transportation that typically is very challenging to arrange.
→ Create a speakers’ bureau of community members who can share personal and professional knowledge/experience in classrooms.	In progress	We have begun to explore what needs to be put into place to build a system that will allow us to connect community mentors and experts with our students.
→ Encourage towns to create student positions on appointed boards that work on youth issues.	In progress	This year, we have worked with the ACSD Board to establish student positions on the Board. Their voice will be critical here, as it has been on the Community Partnership Council.
→ Provide training programs for community members who work with students.	Upcoming	This will be integral to the develop of the mentorship program.
→ 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.	In progress	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	In progress	Partnership Teams have been evaluating our current

<p>that support families’ engagement in their children’s education.</p>		<p>partnership practices and seek ways to engage ALL of our families in their children’s education. Parent groups at several of our schools are reaching out to new families and helping them navigate our schools and answer their questions.</p>
<p>→ Design and implement an orientation program for families of new students.</p>		
<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>As we continue to work on the development of school-based health centers, we will explore opportunities to provide direct and indirect social/emotional support services for our students. The presence of health care providers in our schools will allow collaboration with teachers and other educators to occur.</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 been working together to kick off the “ok, you’ve got this” Resiliency Campaign in Addison County. Parent education classes were offered at several locations in our district this year, including an evening with four workshops for parents of students in 6th - 12th grade. More workshops will be offered during the 2019 - 2020 school year. Partnership Teams will also provide opportunities to support parents as partners in their child’s education.</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>The Whole Child Wellness Committee formed a partnership with UVM Health Network-Porter Medical Center and the high school to facilitate the development of a school-based health center where students will be able to be seen by a doctor or nurse practitioner from Porter Practice during the school day. This project has been in development for two years, and we have transitioned the work of developing the school-based health center from the Community Partnership Council to a steering committee at MUHS that also includes representatives from UVM Health Network-Porter Pediatric Primary Care. That steering committee is finalizing details around opening and operating the center and the targeted opening date is Fall 2019.</p>
<p>→ Create a team to research, design, and implement school-based health centers.</p>	<p>In progress</p>	<p>We have also connected with Mountain Health Center to discuss the possibility of providing services at some of our outlying schools. In addition to providing primary care services they also provide dental and mental health services. We are in the process of exploring how we can work together and continue to meet to discuss options.</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>Partnership Teams have been working on initiatives to create a welcoming school environment and strengthen connections between schools and families.</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>This year, four elementary schools (Mary Hogan, Salisbury, Shoreham, and Weybridge) piloted our Partnership Team program based on the Johns Hopkins model for parent and community engagement. Teams met monthly to plan family engagement activities linked to school goals that support student success. The events were well attended and the teams received positive feedback from families. In May, we held a gathering with members from each team to celebrate the first year, share information about events held, and problem solved challenges that arose. We will continue to hold these district wide gatherings as they are important to growing our partnership program.</p> <p>Bridport, Cornwall, Ripton, and MUMS will be forming teams in the fall.</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>→ Identify and evaluate existing home-to-school and school-to-home communications, including progress report system and websites.</p>	<p>Ongoing</p>	<p>We are continually focused on building and maintaining strong communication networks with families at the classroom, school, and district level.</p>
<p>→ Determine families’ preferred ways to receive school announcements.</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>→ Provide multiple pathways for effective two-way communication to occur between families and teachers as well as between families and administration.</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>→ Determine what information needs to be in all ACSD school handbooks.</p>	<p>In progress</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>This year, we hosted multiple family engagement events to communicate changes and opportunities coming with our new IB programming.</p>

→ 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	
→ 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.	In progress	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.	In progress	This year we continued our professional learning both in trauma-informed practices and in equity-based education.

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.	Ongoing	In the spring and summer we outline a professional development plan for the year ahead with a goal of providing 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.
→ Develop and implement a comprehensive professional development plan for PreK-12 aligned to district goals.		
→ Ensure full participation by relevant staff.		
→ Evaluate and update professional development plan to meet the ongoing needs of staff.		

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

Action Step	Status	Update
→ Articulate the role of district teacher leader.	Ongoing	Teacher leadership takes many forms in ACSD. In our transition to IB, teachers leaders and department coordinators have been essential to leading grade level and subject area collaborative teams. This year teachers served on the teams designing implementation of PYP Exhibition, MYP Personal Project, and DP Creativity, Activity, Service; and they led the development of our new district-wide PLP. Teachers currently serve on the Systems of Services Design Team focused on systems of support for academic and social emotional learning.
→ Identify curriculum areas in which teacher leaders or additional teacher leaders are needed and identify currently competent teacher leaders.		
→ Increase number of teacher leaders to support curriculum.		
→ Provide ongoing trainings in leadership and content.		

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

Action Step	Status	Update
→ Reflect on, revise, and enhance mentor/mentee roles and responsibilities.	In progress	We are currently exploring how we may enhance our new teacher induction program as a component of our Middlebury College Professional Development School Partnership.
→ Identify and recruit mentors.		
→ Provide annual training of mentors.		

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.	Ongoing	Our common pursuit of IB authorization has created many opportunities for purposeful collaboration across schools and grade levels. We have built teams, established structures, and begun training in collaborative practices to strengthen this collective work.
→ Intentionally promote and reduce barriers to collegiality, the sharing of ideas and resources, and cross-disciplinary relationship building that will promote professional growth.		
→ Identify and implement a model for forming and fostering purpose-driven collaborative groups.		
→ 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	In 2019-2020, a committee will be formed to rework our supervision and evaluation system. Training will follow the adoption of new processes.
→ Revise, update, or adopt a new model for supervision and evaluation of staff.		
→ Articulate staff and administrative roles and responsibilities.		
→ Develop formal supervision/evaluation process of administrators.		
→ Ensure all staff supervisors are highly trained in staff supervision and evaluation process.		

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 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.		
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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.	Completed	In 2019, we conducted a district-wide equity audit. Administrators have begun analyzing baseline data to inform professional learning, systems of support, and school culture. Some data from the student component of that audit is included with this report.
→ Develop a (recurring) survey for stakeholders to evaluate school climate.		
→ Discuss and determine baseline school culture and identify needs using data from the assessment.		
→ Develop a foundation for and implement steps toward functioning as a coherent, equitable, and inclusive culture.	In progress	We continue to engage in professional learning around equity, social-emotional learning, and inclusive practices.

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 district System of Services Design Team is currently focused on this work to bring together systems work and analysis completed within the last few years along with research on best practice to develop a unified system of services that supports all students. Information to be reviewed will include external work completed by the District Management Group and the Agency of Education along with internal work on assessment, behavior, instruction, intervention, staffing, educational support systems and teams, and multi-tiered systems of support.
→ Identify academic and behavior standards.		
→ Develop and implement a decision making framework, reliant upon the documentation and interpretation of data that guides and monitors academic and behavior outcomes for students.		
→ Develop or identify measures of proficiency for standards.	In progress	This action steps aligns with our IB curriculum development and our related focus on proficiency-based teaching and learning..

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	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
→ Identify and train district liaison to coordinate	Completed	

collaboration with interagency services.		Department of Children and Families to address the needs of particular students.
→ Review and enhance referral process to expedite services.	In progress	This year we implemented a district-wide Educational Support Team (EST) handbook. We are working on consistent implementation of process and protocols.

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 and is in the process of standardizing our IT assets building toward universal access.
→ Recruit education technology professionals to ensure teachers have time, access, and training to incorporate technology in their classrooms.	In progress	In the absence of a Technology Innovation Specialist, this work has slowed down a bit. However, our Digital Learning Plan (DLP) completed in 2018 provides a roadmap.
→ 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).		
→ 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.		
→ Create opportunities for teachers to explore professional development in the area of technology integration.		
→ Build the capacity for technology integration (i.e. current library/media specialists and/or technology professional).		

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	We continue to streamline systems and processes.
→ Ensure full participation by relevant staff.		

→ 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.		

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	
→ 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	

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. The district has also engaged in a series of community dialogues to involve the community in this process.

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.	Ongoing	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. We currently bid items like fuel, propane, natural gas,
→ Establish savings opportunities with vendors, communicate them to all staff, and ensure that they	Ongoing	

are being fully utilized to conserve funds.		
→ Identify purchasing redundancies in relation to school equipment, materials, and supplies, and develop a formalized process to ensure school-to-school sharing, raiding, and buying.	Ongoing	paper, and supplies district-wide to secure the greatest efficiencies in bulk purchasing. Recently, we identified over \$21,000 in annual savings by performing an audit of our phone, internet, and fax lines.
→ 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. District leadership is in the process of examining staff-to-student ratios as an objective measurement of equitable distribution of staff resources. The District Management Group Report “Expanding and Strengthening Best-Practice Supports for Struggling Students” provides recommendations for prioritizing need and matching need with expertise.
→ 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	

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	A district-wide transportation audit is in process, which will examine current routes to and from school. Extra and co-curricular activities transportation will follow.
→ 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/In process	The Finance Team works with Infinite Visions software. In January 2020, the district will transition to eFinance, the new state mandated financial software. The district will explore eFinance’s capabilities to determine if there are additional efficiencies not available in the current software.

<p>→ Streamline activities of financial group to add efficiencies and conserve time and money.</p>	<p>Ongoing</p>	<p>The Business Team has been restructured to add efficiencies and conserve time and money.</p>
<p>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.</p>		
<p>Action Step</p>	<p>Status</p>	<p>Update</p>
<p>→ Develop performance indicators for central office departments to evaluate effectiveness.</p>	<p>Upcoming</p>	
<p>→ Establish an annual, ongoing, and centralized process that coordinates mandated trainings, grant requirements, and school improvement actions plans.</p>	<p>In progress</p>	<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 (R4KIS) Report, 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 R4KIS 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	Mean Total Score Vermont	Mean Total Score ACSD	Percent Ready Vermont				Percent Ready ACSD			
	2018	2018	2018	2018	2016	2017	2018	2019	2016	2017	2018	2019
All students surveyed	72% of total enrollment	--	79	79	82	84	84		87	94	89	
Boys	52	57	77	76	77	79	80		93	89	81	
Girls	48	43	82	83	87	89	88		82	100	100	
FRL eligible	41	40	74	74	73	75	74		82	74	93	
Not FRL eligible	59	59	83	82	88	90	91		91	99	86	
Attended publicly funded PreK	76	89	78	79	85	85	84		89	90	88	
Did not attend publicly funded PreK	24	11	79	81	78	82	83		85	98	100	

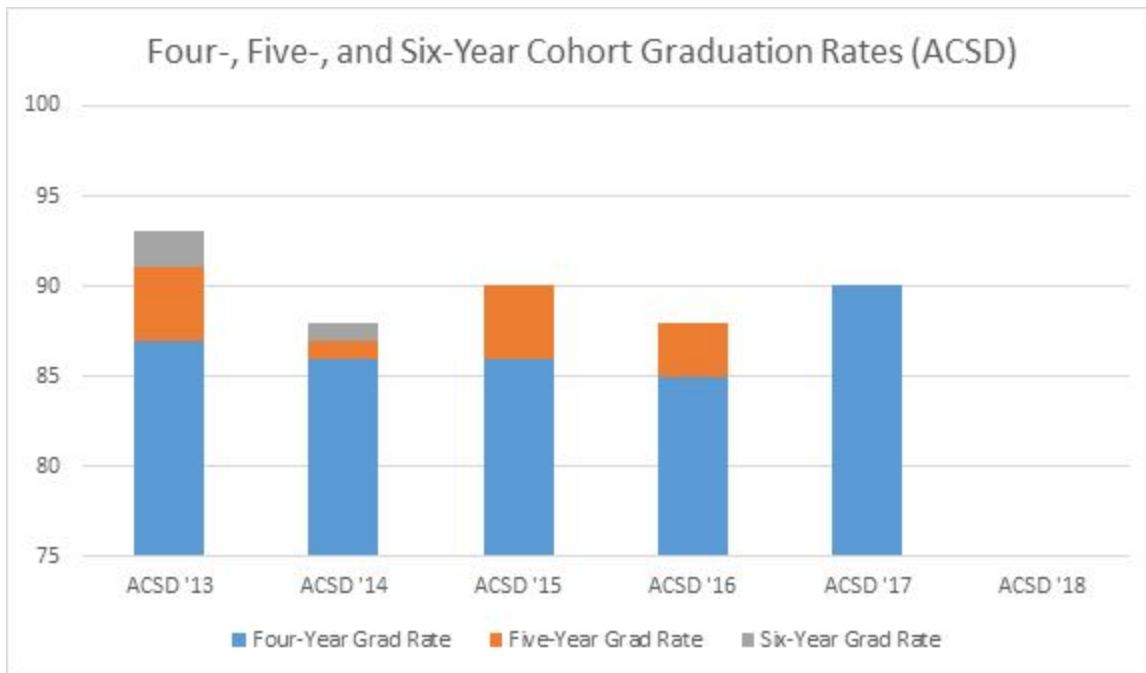
* According to the Ready for Kindergarten! Survey 2015-2016, 2016-2017, and 2017-2018 reports published by the Vermont AOE. Note, this table will be updated with the release of the 2018-2019 R4KIS results in June.

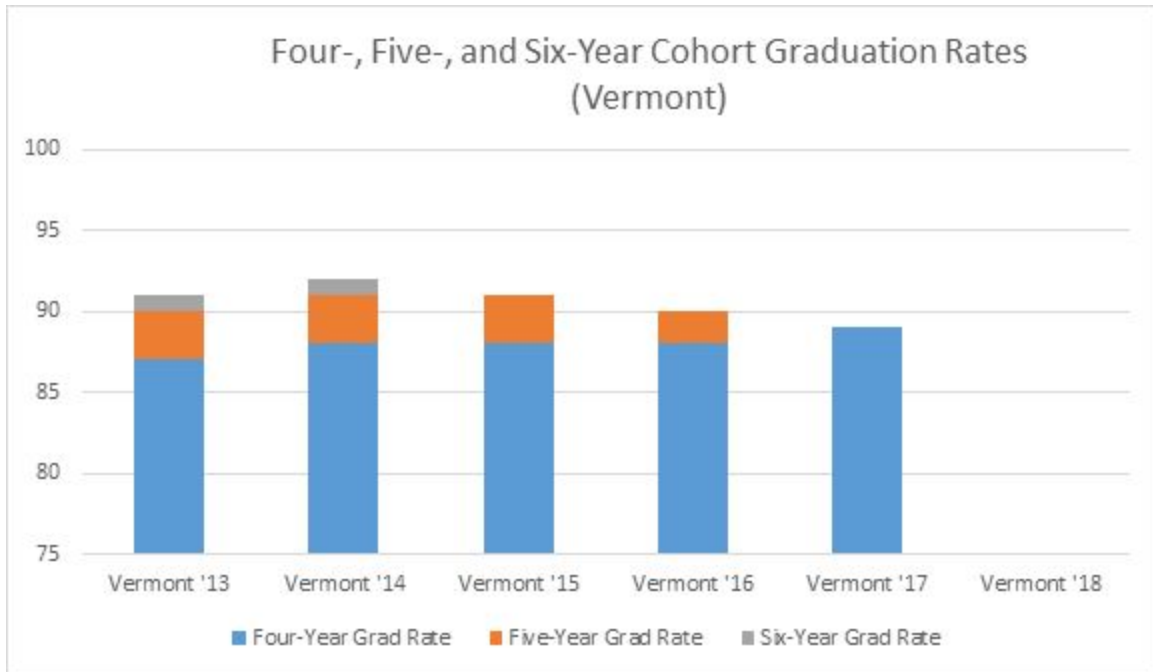
Cohort Graduation Rates. At MUHS, on-time graduation rates have remained fairly steady over the years, taking a dip in 2016 but rising to a five-year high in 2017. Tracking four-year, five-year, and six-year graduation rates honors the flexible pathways concept that success in high school can occur over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

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

	2012-2013		2013-2014		2014-2015		2015-2016		2016-2017		2017-2018*	
	VT	MUHS	VT	MUHS	VT	MUHS	VT	MUHS	VT	MUHS	VT	MUHS
4-year Cohort Graduation Rate	87	87	88	86	88	86	88	85	89	90		
5-year Cohort Graduation Rate	91	93	90	91	91	87	91	90	90	88		
6-year Cohort Graduation Rate	91	92	91	94	91	93	92	88	91	90		

* According to the Vermont AOE’s School Reports. This data was not available with the release of the 2017-2018 School Reports. The Vermont AOE reports that it may be available as soon as June 2019.





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 2018 proficiency rates in English Language Arts and Mathematics for ACSD students overall, in comparison to all Vermont students and in comparison to scores from the past two years. According to these results, across both ACSD and Vermont, proficiency rates have varied from 2016 to 2018.

English Language Arts, Percent Proficient and Proficient with Distinction

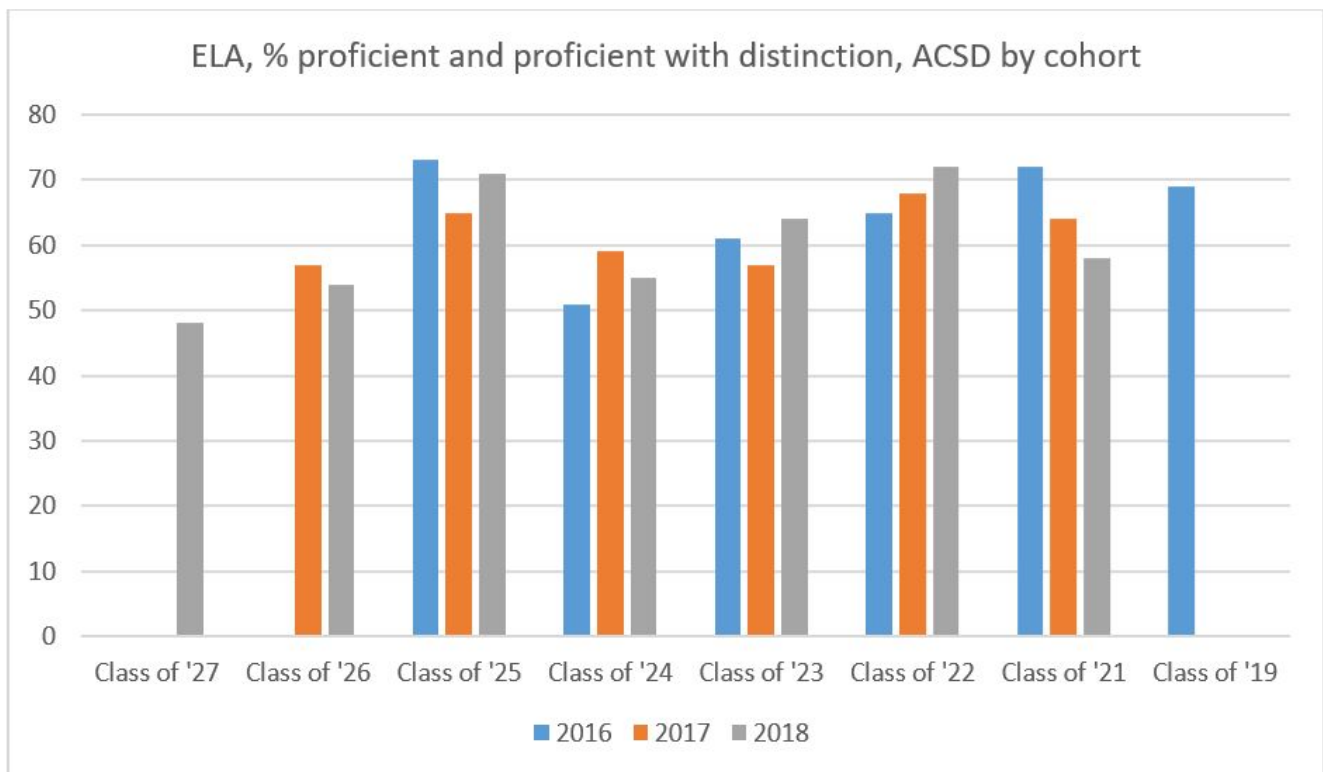
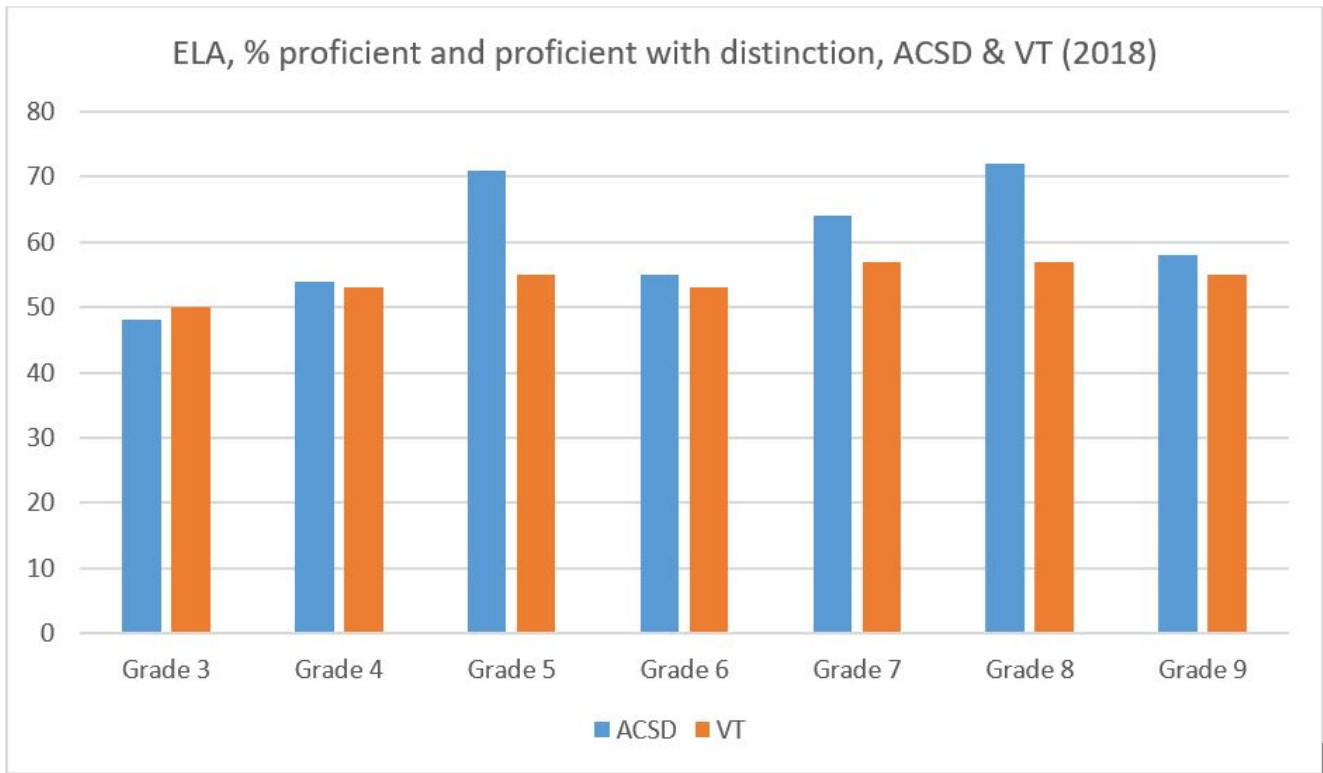
	ACSD			Vermont		
	2016	2017	2018	2016	2017	2018
Grade 3	73%	57%	48%	54%	49%	50%
Grade 4	51%	65%	54%	54%	49%	53%
Grade 5	61%	59%	71%	58%	55%	55%
Grade 6	65%	57%	55%	56%	52%	53%
Grade 7	72%	68%	64%	58%	55%	57%
Grade 8	69%	64%	72%	59%	55%	57%
Grade 9	--	--	58%	--	--	55%
Grade 11	66%	66%	--	57%	59%	--

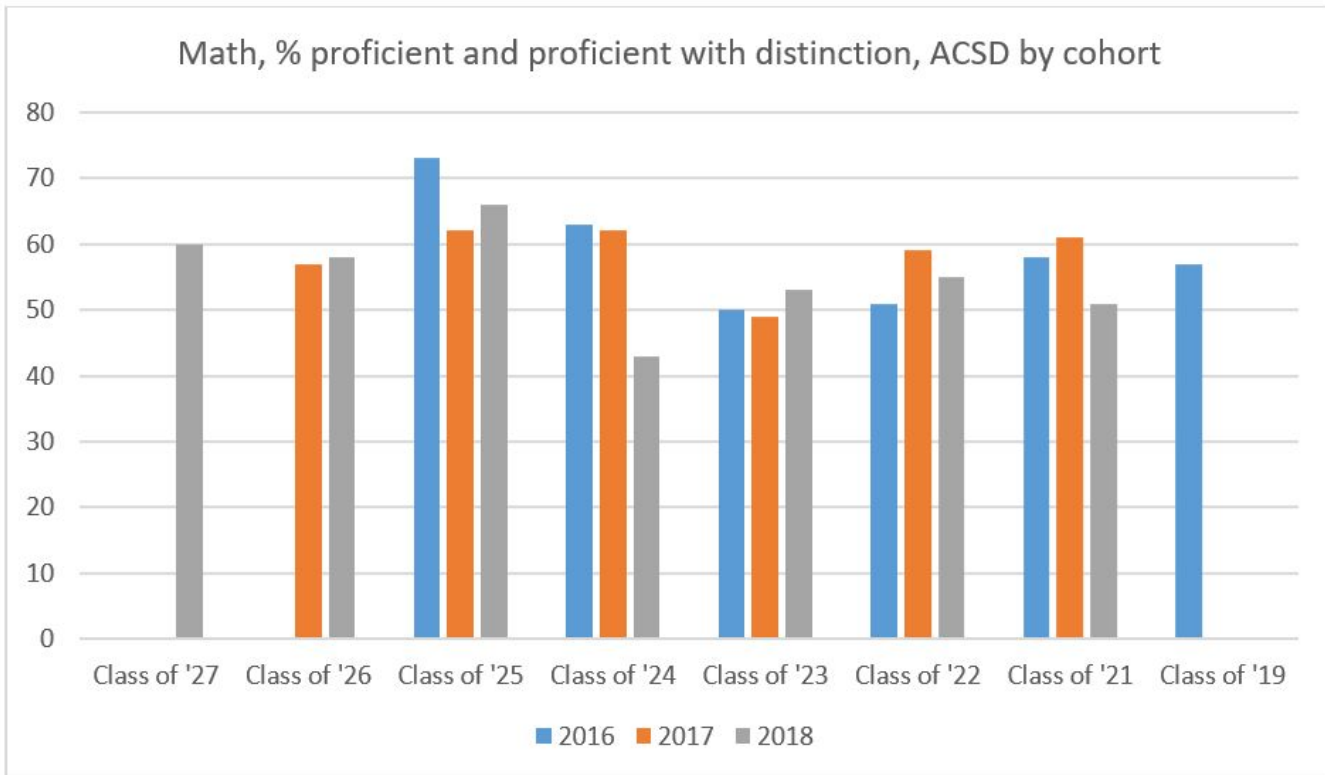
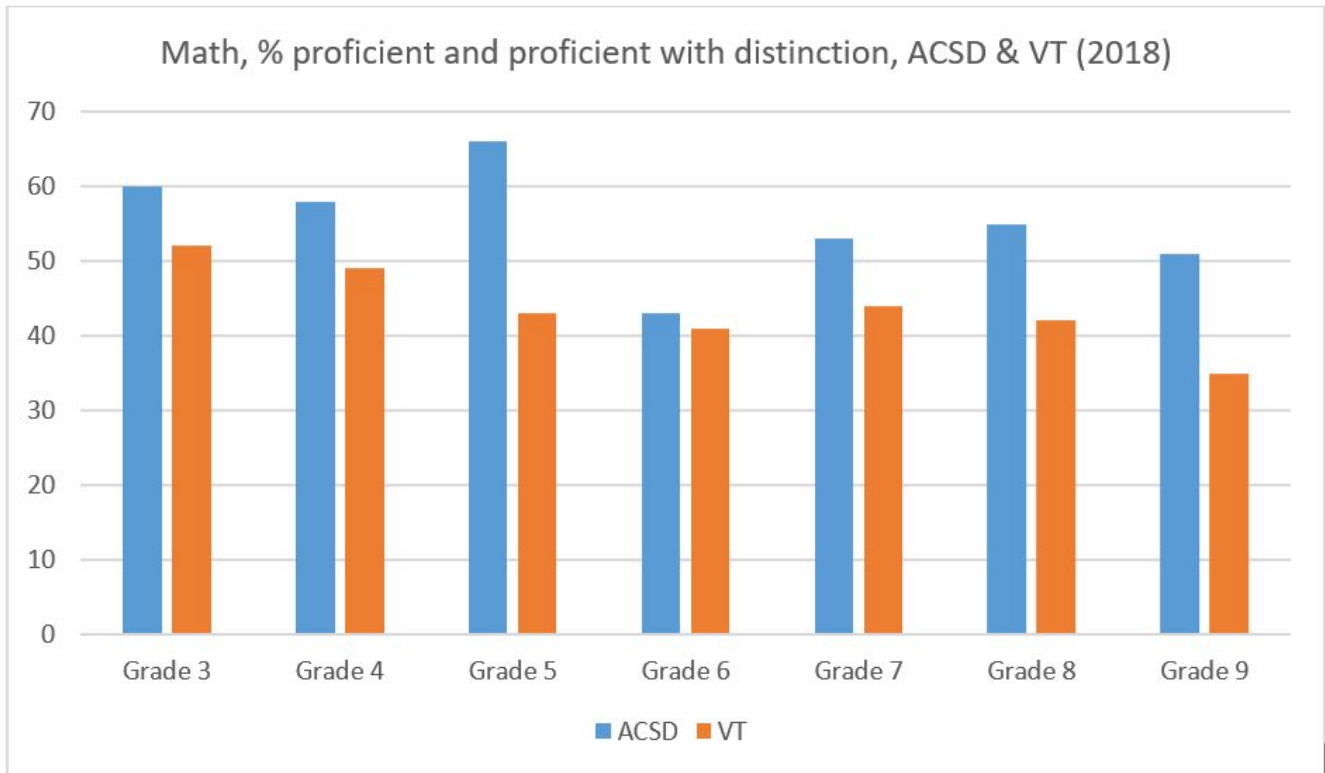
Note: Based on data in the AIR TIDE Online Reporting System.

Mathematics, % Proficient and Proficient with Distinction

	ACSD			Vermont		
	2016	2017	2018	2016	2017	2018
Grade 3	73%	57%	60%	56%	52%	52%
Grade 4	63%	62%	58%	50%	47%	49%
Grade 5	50%	62%	66%	43%	42%	43%
Grade 6	51%	49%	43%	41%	39%	41%
Grade 7	58%	59%	53%	46%	44%	44%
Grade 8	57%	61%	55%	44%	41%	42%
Grade 9	--	--	51%	--	--	35%
Grade 11	52%	56%	--	38%	37%	--

In the charts below, we compare ACSD proficiency rates by grade level to Vermont state results then explore trends by cohort within ACSD for ELA and math.



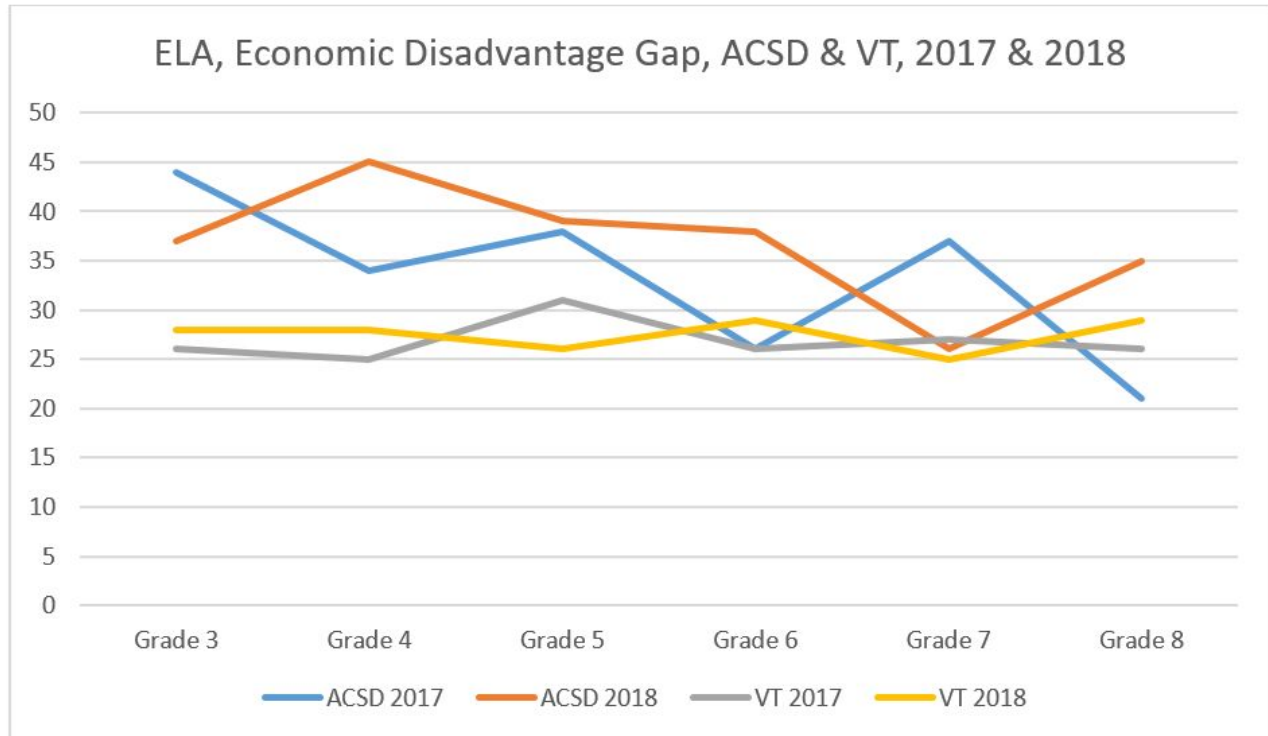


For our district Continuous Improvement Plan (CIP) submitted to the Vermont AOE we continue to focus on the difference in SBAC proficiency rates between students eligible for free or reduced price lunch (FRL) and their non-eligible peers. Our CIP includes two parallel achievement gap goals, one for ELA 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.) We will analyze our 2019 results when they are released in the fall.

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

Grade	2017						2018					
	ACSD			Vermont			ACSD			Vermont		
	FRL Eligible	Not Eligible	GAP	FRL Eligible	Not Eligible	GAP	FRL Eligible	Not Eligible	GAP	FRL Eligible	Not Eligible	GAP
3	31%	75%	44	35%	61%	26	26%	63%	37	35%	63%	28
4	41%	75%	34	35%	60%	25	28%	73%	45	38%	66%	28
5	33%	71%	38	37%	68%	31	46%	85%	39	40%	66%	26
6	40%	66%	26	37%	63%	26	30%	68%	38	36%	65%	29
7	40%	77%	37	39%	66%	27	47%	73%	26	42%	67%	25
8	49%	70%	21	39%	65%	26	45%	80%	35	39%	68%	29
9	--	--	--	--	--	--	49%	62%	13	37%	64%	27
11	45%	73%	28	40%	67%	27	--	--	--	--	--	--

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

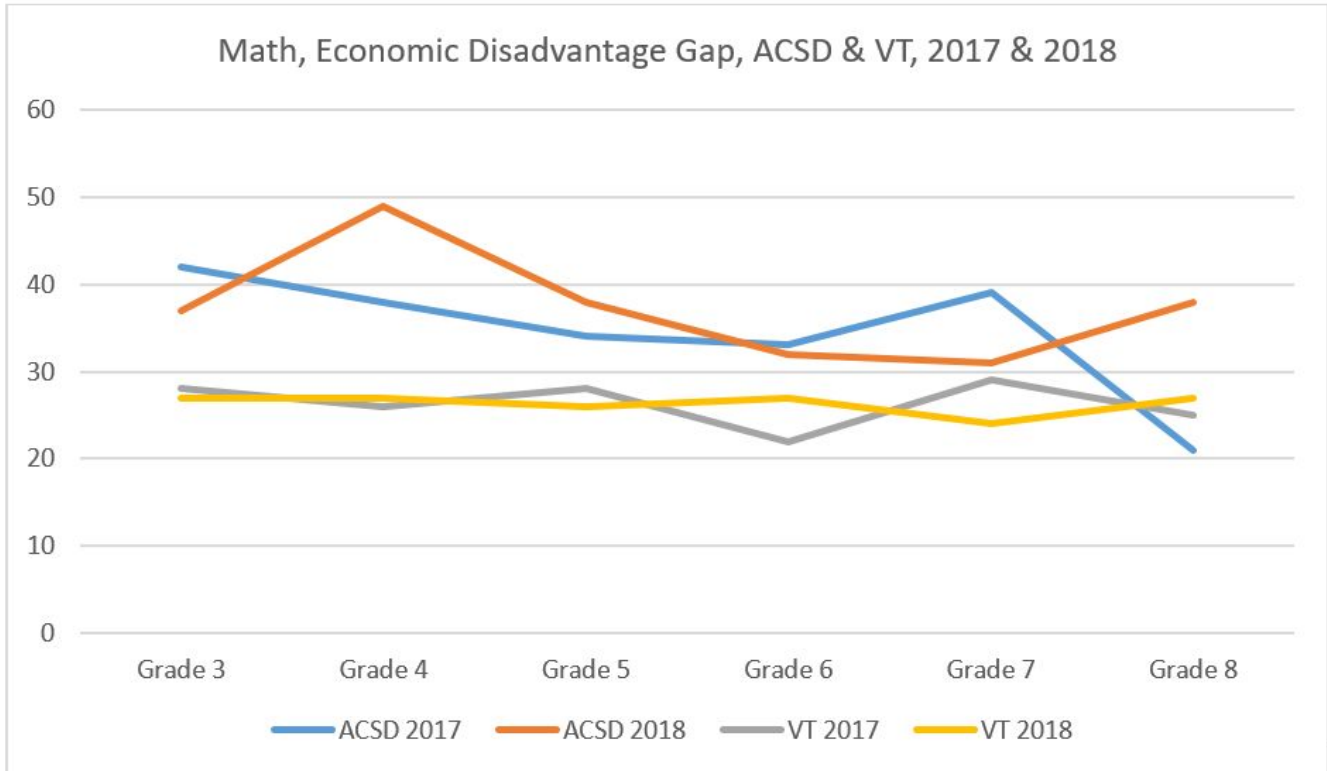


Note: Data points on the lines above show the size of the achievement gap between FRL-eligible and non-eligible students in ACSD and Vermont.

Math, % Proficient and Proficient with Distinction (Economic Disadvantage Gap)

Grade	2017						2018					
	ACSD			Vermont			ACSD			Vermont		
	FRL Eligible	Not Eligible	GAP	FRL Eligible	Not Eligible	GAP	FRL Eligible	Not Eligible	GAP	FRL Eligible	Not Eligible	GAP
3	31%	75%	44	37%	65%	28	38%	75%	37	37%	64%	27
4	41%	75%	34	32%	58%	26	30%	79%	49	34%	61%	27
5	33%	71%	38	26%	54%	28	42%	80%	38	27%	53%	26
6	40%	66%	26	26%	48%	22	22%	54%	32	25%	52%	27
7	40%	77%	37	29%	54%	29	33%	64%	31	29%	53%	24
8	49%	70%	21	26%	51%	25	27%	65%	38	26%	53%	27
9	--	--	--	--	--	--	34%	58%	24	18%	43%	25
11	45%	73%	28	17%	45%	28	--	--	--	--	--	--

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



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.

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

ACSD Program/Offering	2015-2016 Student Participation	2016-2017 Student Participation	2017-2018 Student Participation	2018-2019 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.	6th graders at Cornwall All 7th and 9th grade students	6th graders at Cornwall All students, grades 7-10	All students, grades 7-12	All students, grades 7-12
Personal Project A student interest project aligned with the IB MYP.	--	--	--	Gr 10 pilot
Math Enrichment Students elect to take an additional math course to challenge themselves.	MUMS: 119 students	MUMS: 121 students	MUMS: 125 students	MUMS: 110 students
Branching Out Students work with a mentor to complete a program of learning based on their interests and career aspirations.	MUHS: 11 students	MUHS: 29 students	MUHS: 17 students	MUHS: 23 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	MUHS: 23 students	MUHS: 22 students	MUHS: 15 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: 2 students MUHS: 5 students	MUMS: 1 student MUHS: 10 students	MUMS: 1 student MUHS: 6 students	MUHS: 2 students
Virtual High School Students receive credit for completing online courses not offered at MUHS.	MUHS: 43 students	MUHS: 50 students	MUHS: 46 students	MUHS: 64 Students
Dual Enrollment Students earn credit for high school as well as college for certain course offerings.	MUHS: 24 students	MUHS: 21 students	MUHS: 26 students	MUHS: 36 Students
Early College Program	MUHS: 1 student	MUHS: 4 students	MUHS: 2 students	MUHS: 2 Students
Middlebury College Course Seniors may sign up for courses offered at Middlebury College, not available at MUHS.	MUHS: 7 students	MUHS: 12 students	MUHS: 12 students	MUHS: 5 Students

ACSD Program/Offering	2015-2016 Student Participation	2016-2017 Student Participation	2017-2018 Student Participation	2018-2019 Student Participation
Alternative Education Students whose learning needs are not met in standard courses have the opportunity to learn in different ways.	MUHS: 16 students	MUHS: 18 students	MUHS: 16 students	<i>This program was discontinued for the 2018-2019 school year.</i>
Hannaford Career Center	MUHS: 177 students	MUHS: 156 students	MUHS: 134 students	MUHS: 150 Students
Citizenship				
Student Government Students are elected by their peers.	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	Salisbury EarlyAct (Students work together to create service projects that benefit the school, the community and the world) MUMS: 16 Student Ambassadors
Green Up Day Students clean up and beautify the neighborhood.	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	Salisbury: whole school MUMS: All 7th and 8th grade students
Student Court Students volunteer to help with peer conflict resolution.	MUMS: 8 students	MUMS: 20 students	MUMS: 25 students	MUMS: 18 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)	MUMS: 32 students serve on the PRIDE Panel	MUMS: 32 students	--
United Way Day of Caring Students volunteer for service projects around the community.	MUHS: All 10th grade students; Hannaford Career Center Students	MUHS: All 10th grade students; Hannaford Career Center Students	MUHS: All 10th grade students; Hannaford Career Center Students	MUHS students enrolled in PHCC classes participate
Model UN Students participate in this extracurricular activity focused on global issues.	MUHS: 30 students	MUHS: 12 students	MUHS: 13 students	MUHS: 7 students
Youth Citizen Summit	--	--	--	Cornwall 5th grade Salisbury 5th and 6th grades Mary Hogan 5th grade
Students on School Committees	--	--	Cornwall Playground Committee: 2 students, grades 5 & 6 Secondary students on IB Design Teams.	Cornwall Playground Committee: 1 student, grade 6 Salisbury: EarlyAct

In June 2018, ACSD in partnership with the Hannaford Career Center was awarded a Flexible Pathways grant through the Vermont AOE. The grant funded a steering committee and related work groups to design implementation of key IB projects that emphasize personalized learning and student agency and to connect these learning opportunities through an updated, district-wide Personalized Learning Plan (PLP) digital platform. The purpose of the work was to clearly define and communicate opportunities for choice and engagement beyond traditional coursework within an equitable, unified school system; and to 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 educational pathways. We will roll out our new PLP in the fall of 2019. The student survey component of our district equity audit included a series of questions gauging the extent to which students identify as “engaged and inspired learners.” The table below presents responses to those items, which we consider baseline data to measure the efficacy of the grant initiative.

ENGAGED AND INSPIRED LEARNERS | STUDENT PERSPECTIVE:

Total Student Count: 749 **Elementary:** 152 (grades 5 & 6 only) **Middle:** 238 **High School:** 359

Do you agree with each statement below? (Yes, No, I don't know) Positive responses to items (Yes):

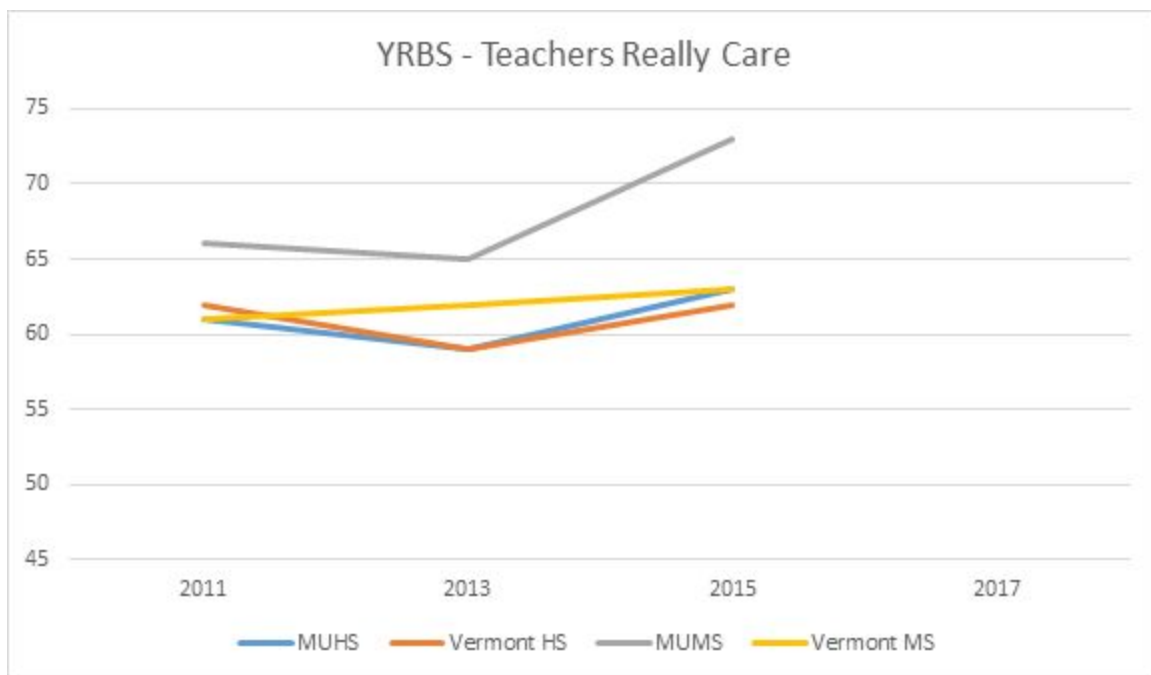
Item	Students Overall	Elementary	Middle	High School
There are leadership opportunities for students at my school.	73%	69%	69%	77%
School connects me to real-world issues and experiences.	60%	75%	64%	51%
I have lots of chances to ask and answer questions that matter to me.	66%	76%	70%	64%
I know how to learn new things.	81%	92%	82%	80%
I feel empowered as a student.	50%	64%	53%	41%
School is a place that is helping me plan my future.	46%	59%	20%	59%
Some of the things I learn in school help me dream bigger.	50%	63%	52%	42%
I am prepared to work hard to reach my dreams.	73%	84%	72%	69%
I feel positive about my future.	67%	80%	67%	62%
I know where I am going.	50%	63%	54%	43%
I learn more about myself every year.	72%	80%	75%	75%

* Survey adapted from an instrument presented in Smith, Frey, Pumpian (2017).

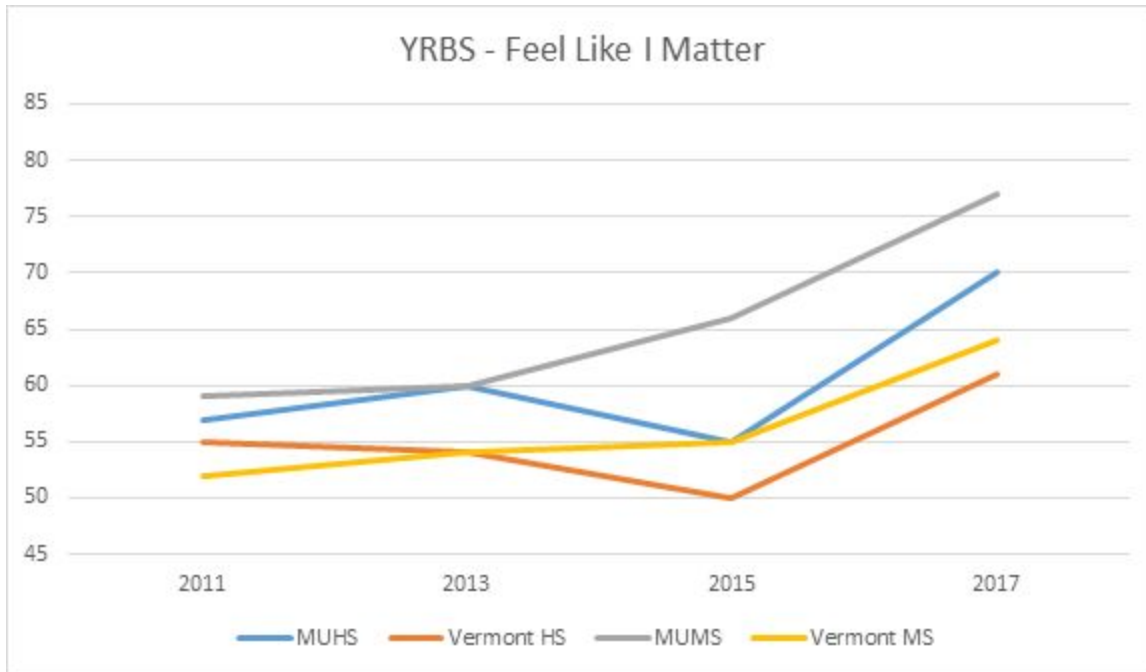
Sense of Safety and Belonging. Every other year since 1993, the Vermont AOE has conducted the Youth Risk Behavior Survey (YRBS). We use YRBS survey results for a variety of purposes (some discussed in narrative sections above), and we analyze select items over time as proxy measures to gauge students' sense of safety and belonging in our schools.

The most recent survey was conducted in 2019; those results will be released in the spring of 2020. This report includes data from as far back as 2011 and as recent as 2017. 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 have supplemented our YRBS data with results from the student survey component of our district equity audit, conducted for the first time in the winter of 2019.

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.



* This question was not asked in the 2017 YRBS survey.



Youth Risk Behavior Survey, 2017

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

*NR = Not Reported.

ENGAGED AND INSPIRED LEARNERS | STUDENT PERSPECTIVE:**Total Student Count:** 749 **Elementary:** 152 **Middle:** 238 **High School:** 359*Do you agree with each statement below? (Yes, No, I don't know)*

Positive responses to items (Yes):

Item	Students Overall	Elementary	Middle	High School
I feel prepared to face challenges in my life.	56%	72%	60%	47%
I am proud of myself.	65%	77%	63%	61%
I like who I am.	69%	82%	65%	66%
I can look in the mirror and smile at who I see.	58%	70%	54%	56%

* Survey adapted from an instrument presented in Smith, Frey, Pumpian (2017).

Conclusion

Each year as we report out on ACSD's Strategic Plan, we reflect again on our three foundational goals and our collective efforts to serve *all* students in our communities. Through this process, we have truly embraced a culture of continuous improvement which requires continual reflection and analysis. Now in year four of implementation, our Strategic Plan remains a driving force as we continue to shape a cohesive IB World District¹ and gather momentum towards greater positive change.

In carrying out the objectives of the Strategic Plan, we have worked to balance innovation and growth with capacity, and this report outlines a considerable number of action steps we've taken to develop a cohesive direction for the District while committing to doing that work holistically rather than superficially. The work outlined in this report reflects our commitment to developing an integrated system through collaborative practice that builds on what we know and fuses together what has previously been a series of disparate objectives. Throughout, our goal is to create sustainable change that supports success for all students.

As we look ahead to our final year of the 2015-2020 ACSD Strategic Plan, we are committed to returning to our objectives and action steps to analyze areas we need to build forward in the 19-20 academic year. We realize that as we start building the next iteration of the Strategic Plan in the coming year, we will need to reassess what has been accomplished over the last five years to incorporate work still in progress and learn from our projected timelines to create a balanced direction going forward. Having established many of the systems that were absent four years ago, we will increasingly use data and our key performance indicators to reflect on our progress and make systems changes that move us ever closer to our ACSD mission "to provide an innovative, rigorous, and supportive educational community that inspires a passion for learning and cultivates empathy and responsibility."

¹ The nine 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: 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	Teachers meet and collaborate with interventionist, special educator, and/or SLP based on class need.	Mostly weekly, sometimes biweekly. Time ranges based on class need.	Common approaches to student learning and support. Consistency in how students are learning and building of capacity and knowledge across teachers.
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	1-2, 3-4 and 5-6 teachers, special educator and interventionist Staff Meetings/Inservice days	40 min. /weekly Staff meetings: 2-3 times/month for 1.5 hours	Discuss instructional plans and supports for all students. Staff meetings and 2 collaboratively planned inservice days: planning and reflective practice.
Shoreham	Staff Meetings Student Support team EST Meeting Safety Team Meeting	3 to 4 times per month 45 min. Per week Once a month Twice a 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	Weekly during departmental collaborative planning time. During inservice/early release.	Greater consistency in curriculum, instruction, and assessment.

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