

Strategic Plan: From the start, the purpose of ACSD’s 2015-2020 Strategic Plan has been to increase opportunities, excellence, and equity across our district’s schools and to build a cohesive approach that enables us to work together to realize our mission. In 2015, the plan was the product of a year-long collaborative process between community members, board members, school and district administrators, teachers, support staff, students, and parents. ACSD’s Strategic Plan continues to provide “a bold, progressive roadmap to guide us as we work together to pursue a more personalized, engaging educational experience for our students.” Through district unification and our ongoing work toward International Baccalaureate (IB) authorization, our Strategic Plan has continued to hold our focus where it really matters, on Educational Success, Community, and the Systems that make our work possible.

Mid-Year Update: Now in our fourth year of a five-year plan, this update provides a narrative summary of our work to date including a review of our collective goals, and it identifies steps ahead for the second half of this year and beyond. We continue to collect data on our five Key Performance Indicators. These include results from the Ready for Kindergarten! Survey (R4KIS); four-, five-, and six-year cohort graduation rates; scores from the Smarter Balanced Assessment (SBA) exams in English Language Arts and Mathematics; student participation in personalized learning, flexible pathways, and citizenship opportunities; and students’ perceptions of safety, support, and engagement in school as captured by questions in the Youth Risk Behavior Survey (YRBS). Our spring report to the Board will present that data and analysis and more within the context of our Strategic Plan. This bi-annual reporting structure is central to maintaining our focus on and progress toward preparing each ACSD student for success in our schools and in life after graduation.

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.

IB Mission Statement

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

To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

ACSD Strategic Plan Goals: Highlights and Next Steps

Foundational Goal 1: Educational Success

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

Instructional Framework

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

Year Four Highlights	Next Steps
<p>International Baccalaureate: ACSD educators have been hard at work transitioning to the student-centered IB teaching and learning framework. This has involved implementing new policies and practices and collaborating extensively to redesign our curriculum and assessment systems. On October 1, 2018, we submitted our first application for authorization for the Diploma Program (DP). On April 1, 2019, we will submit our second for the Middle Years Program (MYP). And next fall, we will submit applications for each of our elementary schools to be authorized to run IB's Primary Years Program (PYP).</p>	<p>Each application is followed by an authorization visit. Our DP visit is scheduled for mid-March 2019. Our goal is to be authorized to run our first DP cohort starting with next year's junior class and to be fully authorized (PYP-DP) across all ACSD schools by the fall of 2020.</p>
<p>Literacy: In the spring of 2017, we conducted a study of literacy programming across the district. Last year, a small team of teachers and interventionists reviewed that study and engaged in professional learning around best practices in literacy instruction including reading the book <i>Visible Learning for Literacy: Implementing Practices That Work Best to Accelerate Student Learning</i>.</p>	<p>Last year's professional learning group developed a short list of questions to guide further inquiry into strengthening literacy instruction across ACSD. Later this year, we will pick that work up again with the goal of providing concrete recommendations for improved literacy instruction across the district.</p>
<p>Math: All ACSD elementary schools employ the same Math Learning Center (MLC) <i>Bridges</i> math program. With so many new teachers entering the district this year, it became clear that there was a need to bring a formal program workshop to our faculty. This August, before preweek, ACSD math teacher leaders who are certified to provide MLC professional development led two days of workshops for new and not-yet-trained teachers. This year, we also employ a .5 FTE math coach across three Title I schools: Shoreham, Bridport, and Mary Hogan.</p>	<p>Through the winter and spring, we will be refining our math coaching model to strengthen instructional support for teachers, especially in multi-age classrooms. Looking ahead, we will be developing a long-range professional learning plan to keep math a focus for teachers over time.</p>
<p>World Languages: For the first time this year, we are teaching Spanish across all ACSD schools. At the elementary level, world language teachers are collaborating closely to develop a common ACSD Spanish curriculum. We continue to offer French at the middle school and high school and Latin at the high school.</p>	<p>In coming years, we will work to further align our three world language programs to build a K-12 continuum.</p>

Learning Outcomes

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

Year Four Highlights	Next Steps
<p>Proficiency-based Teaching and Learning: In 2015-2016, ACSD teachers collaborated to define Essential Learning Outcomes (ELOs) based on state standards (incl. CCSS, NGSS, etc.). That work informed our Proficiency-based Graduation Requirements (PBGRs) and provided a foundation upon which to build understanding of proficiency-based teaching and learning. This year, we are especially focused on assessment, aligning Vermont requirements around proficiency with IB practices.</p>	<p>As we further develop our IB Programs (PYP, MYP, and DP), we will need to audit our new curriculum frameworks for alignment with ELOs.</p>
<p>Theory of Knowledge: Theory of Knowledge (TOK) is an IB DP course that explores areas of knowledge (e.g. science, mathematics, the arts) and ways of knowing (e.g., sense perception, reason, imagination) and asks students to reflect on <i>how we know what we know</i>. As a key component of our <i>IB for all</i> approach, we have defined TOK as a graduation requirement for MUHS students. The vision is a common learning experience that helps prepare all ACSD graduates to be “engaged and responsible citizens” in their lives beyond high school. This year, with funding under Title IIA and Title IVA grants, teachers representing multiple disciplines and special education are collaborating to build a TOK course that is both rigorous and accessible to all.</p>	<p>To prepare students for success in TOK, we will need to pre-teach some of the key concepts, skills, and vocabulary in courses prior to students’ junior year. For this reason, an important next step will be introducing other MUMS and MUHS teachers to the course and considering how and where it might intersect with the curriculum starting as early as 7th grade.</p>

Instructional Practices and Design

Objective: Leverage significant ACSD educational resources to establish personalized, student-centered teaching and learning models.

Year Four Highlights	Next Steps
<p>Personalized Learning: IB emphasizes student-centered, personalized learning starting at a young age especially through the PYP Exhibition, the MYP Community and Personal Projects, and the DP Creativity, Activity, Service (CAS) program. We are confident that, if implemented well, these IB structures will increase the rigor and sense of purpose to personalized learning in ACSD. To support strong implementation, in the spring of 2018, we received funding from the Vermont Agency of Education for a grant titled “Building Skill and Agency through a PK-12 Approach to Personalized Learning and Flexible Pathways.” Through that grant, we are collaborating with the Hannaford Career Center to explore the possibility of offering the IB Career-related Program (CP) as an additional pathway to graduation, and we are collaborating across schools within our district to develop a shared framework in support of personalized learning, student agency, and choice.</p>	<p>This spring we will draft “ACSD’s Approaches to Scaffolded Personalized Learning and Flexible Pathways” to capture the work completed by grant project teams and to define a unified approach to supporting personalized learning from elementary school through graduation.</p> <p>The Hannaford Career Center, with support from ACSD, is currently exploring the possibility of hosting the CP on site with potential authorization for the fall of 2021.</p>
<p>Flex Time and WIN Blocks: This year, MUHS implemented Flex Time, an opportunity within the daily schedule for students to access additional academic support from teachers. From a survey implemented to teachers in November, it is clear that this new</p>	<p>We will continue to refine our Flex Time and WIN block models and look for opportunities to expand these practices to optimize student learning. Work is underway at MUHS to assess</p>

structure has been well received and that many students are taking advantage of the added time and support. Similarly, several elementary schools are implementing WIN (What I Need) blocks in their daily schedule. Structures like these are important elements of student-centered, proficiency-based teaching and learning models.

the daily schedule and make changes based on faculty and student feedback.

Curriculum and Assessment

Objective: Build an ACSD articulated teaching and learning system.

Year Four Highlights	Next Steps
<p>Comprehensive Assessment System: District-wide, we assess math and literacy using FAST for grades K-6 and STAR for grades 7 and 9. Additionally, all PreK students in school-based and private PreK programs are assessed using TS Gold. ASCD students also participate in annual state assessments including the SBAC tests in Mathematics and English Language Arts, the Vermont PE Assessment (VTPEA), and the Vermont Science Assessment (VTSA). We have begun the process of developing local common assessments aligned with our IB teaching and learning framework.</p>	<p>Over the next few years, we will continue to develop IB-aligned local common assessments. We will run our first internal Diploma Program (DP) assessments in the 2019-2020 school year. Assessment data (analyzed in our year-end Strategic Plan reports) informs continued curriculum design and professional development.</p>
<p>Collaborative Structures: We have built a series of structures to support professional collaboration around curriculum redesign for IB. Currently, that time is being used to generate scope and sequence documents and IB unit plans and assessments and to reflect on teaching practices.</p>	<p>In the future, these collaborative structures will allow us to implement professional learning communities (PLCs) to analyze student work and assessment data to strengthen teaching practices. To this end, we will need to engage in professional learning on using data to inform instruction.</p>

Foundational Goal 2: Community

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

Students Feel They Matter

Objective: All students feel they matter to people in the community.

Year Four Highlights	Next Steps
<p>Mentoring: The Mentorship Committee continues to plan for a small pilot mentorship program for 7th graders. Our goal is to ensure students have ongoing access to adult support. The committee is currently looking at programs in place in other schools to identify successful practices, including matching mentees and mentors, scheduling, training and supporting mentors, and funding. We have also reached out to Middlebury College Community Friends and the United Way.</p>	<p>We are in the process of partnering with Mentor Vermont, formerly Mobius, to provide technical support as we build a mentorship program. With the addition of three new high school members on the Mentorship Team, we are also exploring reestablishing the Peer-to-peer mentorship program at MUHS.</p>
<p>Trauma-Informed Schools: This year we have continued our professional learning around the theme of trauma-informed educational practices. School and district administrators and a team of educators are studying under local expert Dave Melnick.</p>	<p>In the coming months, we will consolidate our collective understanding of trauma-informed practices and plan next steps at the school and district levels.</p>

<p>Equity: Following the Task Force on Racism and Bias report shared last spring, we have engaged in a series of professional learning experiences among educators and administrators including working with Rebecca Haslam of Seed the Way and Jonathan Miller-Lane and Renee Wells of Middlebury College and engaging in a series of equity-themed book groups.</p>	<p>This winter we will conduct an equity audit consisting of surveys for students, educators, and leaders. Data from that audit will inform next steps in our ongoing work to maximize equity and ensure all feel welcome and are able to thrive within our learning community.</p>
<p>Safety and Belonging: One of the five Key Performance Indicators we report on each year is <i>students' sense of safety and belonging</i> as captured through a series of questions in the Youth Risk Behavior Survey (YRBS) administered by the state every other year. This year a team of students at MUHS are engaging with YRBS data through the <i>Getting to 'Y'</i> program with UP for Learning.</p>	<p>MUHS students who attended the Getting to 'Y' training in October will lead a data analysis retreat with MUHS students to identify the group's top three concerns and top three strengths. This group will create an action plan to address the concerns and share their findings with their school community.</p>

Strengthen Partnerships

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

Year Four Highlights	Next Steps
<p>Community: The Community Coordinator has continued to lead the way in coordinating services and making connections with organizations in our community to maximize supports for students, schools, and families. This year our district has been involved in the development of the <i>ok. you've got this</i> resiliency campaign which is a public awareness and education campaign to build resilient youth in Addison County. This is a collaboration between many community agencies, organizations, individuals and Addison County Schools.</p>	<p>ACSD will continue to work with the <i>ok. you've got this</i> steering committee to support this work in our community and to provide parent education opportunities.</p>
<p>Community Experts: With the pilot of our first IB Personal Projects in 10th grade, we have a new opportunity to match students with community experts to support them in pursuing personal interests. This year, we have reached out within the ACSD community to identify educators with shared interests who are willing to offer 10th graders support.</p>	<p>We will need to ensure that community experts meet background check requirements, but in future years, we plan to cast the net beyond just ACSD employees to find community members with expertise to contribute to students' Personal Project processes.</p>
<p>Student Representation in the Community: We currently have high school students serving on the Town of Middlebury Parks and Recreation Committee and the Town of Middlebury Public Health and Safety Committee. We have also matched a high school student with the Energy Efficiency and Renewable Energy for Homes and Businesses Committee, which is one of the committees that grew out of The Greater Middlebury Climate Economy Initiative.</p>	<p>The ACSD school board continues to explore the possibility of creating student positions on the board. We will continue to reach out to our towns and connect students with opportunities to serve on boards and committees.</p>
<p>College Partnership: In August 2017, we entered into a Memorandum of Understanding (MOU) recommitting to a vibrant collaboration with Middlebury College. Under that MOU, we continue to connect with the college on many fronts, including welcoming Middlebury College students into our classrooms with the Language in Motion program and hosting a biennial arts festival, Spring Into the Arts, at the college's</p>	<p>Going forward, it will be valuable to catalogue all of the ways we currently collaborate with the college as we explore opportunities to be more strategic in our shared efforts.</p> <p>In addition, the partnership centered on IB</p>

<p>Mahaney Center for the Arts. We are currently seeking grant funding to support the development of a Professional Development School (PDS) - a research-based approach to supporting ongoing professional learning across organizations - aligned with our implementation of IB practices.</p>	<p>continues to be strong, and we are exploring possibilities for Middlebury College to partner further in supporting professional development for ACSD teachers.</p>
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Build Support

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

Year Four Highlights	Next Steps
<p>Partnership and Outreach: This year, four schools are piloting Partnership Teams based on the Johns Hopkins model for parent and community engagement. The teams have been planning activities to build connections between our families and between families and our schools. Teams have a number of activities that will occur throughout the school year such as the back to school barbeque, grade level potlucks, and evening reading nights at the school. They have also been planning activities to address two academic goals.</p>	<p>Teams will continue to develop their one-year action plans and provide parent engagement opportunities at their schools. Later this year, we will invite more schools in our district to form Partnership Teams.</p>
<p>Whole Child Wellness: The Community Partnership Council has been working with Porter Hospital and the high school to facilitate the development of a school-based health center with the goal of beginning in fall of 2019 with hours one day per week.</p>	<p>We are in the process of transitioning the work of developing the school-based health center from the Community Partnership Council to a steering committee at MUHS.</p>

Foundational Goal 3: Systems

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

Professional Development

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

Year Four Highlights	Next Steps
<p>International Baccalaureate: A major focus of professional development over the past few years has been on IB. We have nearly completed all of the minimum requirements for authorization across programs and continue our IB professional learning based on an ongoing needs assessment process.</p>	<p>In the 2019-2020 school year, we will need to train elementary teachers hired after fall 2017 in Intro to the Primary Years Program. We will continue to train teachers in MYP subject areas, DP courses, and specific IB practices as needed.</p>
<p>Professional Development (PD) Topics: Beyond IB, this year our PD has focused on trauma-informed practices, equity, proficiency-based learning, assessment, inquiry, concept-based learning, and collaborative practices.</p>	<p>We are currently designing a long-term comprehensive professional development plan aligned with but not limited by our transition to IB. This will include work around inclusive practices, Tier I instruction, content area expertise, among other topics.</p>

Improve Communications

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

Year Four Highlights	Next Steps
<p>Web-based Communication: We continue to update our school and district websites to support more continuity and timely access to information.</p>	<p>Training for school-based staff.</p>
<p>District Newsletter: In November, we released our fourth ACSD District Newsletter, a publication that aims 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>School Culture Equitability <i>Objective: Boost student supports and develop infrastructure to support student success.</i></p>	
Year Four Highlights	Next Steps
<p>Student Supports: We continue to utilize the District Management Group (DMG) to help guide the development of our comprehensive system of services. The focus areas for this year are: 1) the revision of our Educational Support Team (EST) process to ensure more consistent practices across the district, 2) the development of an intervention system, and 3) researching staffing models that are sustainable and provide high quality support to students who struggle. The EST process was finalized in mid-August and is being implemented across all ACSD schools.</p>	<p>Over the next several months, work will continue on the development of an intervention system and on staffing models.</p>
<p>Employee Information <i>Objective: Develop systems to enhance the availability of employee information.</i></p>	
Year Four Highlights	Next Steps
<p>Information Access: Making information available, navigable, and up-to-date is an ongoing project. All employees can access contracts, payroll information, and other resources through the employee portal. Additionally, we have continued to update our ACSD webpages giving employees at-a-click access to information in the domains of curriculum, student supports, human resources, etc.</p>	<p>This spring and summer we will be transitioning to a new financial management system selected by the state.</p>
<p>Equitable Distribution of Resources <i>Objective: Assure the equitable distribution and optimal use of resources in order to best support the success of our students.</i></p>	
Year Four Highlights	Next Steps
<p>Staffing: Last year, we referred to school data and staffing ratios within the context of school scale and student needs to inform our budget process.</p>	<p>We will continue to consider these key equity indicators in this third year developing a unified district budget.</p>
<p>Resources: As we continue to address equity through our unified budget, this year elementary principals are looking closely at resource allocation. We also continue to assess how best to organize shared staffing.</p>	<p>These conversations among elementary leaders will inform budget planning this winter.</p>

Technology: We continue to improve equitable distribution of technology resources aligned with the district-wide Digital Learning Plan (DLP) which includes goals related to student-centered personalized learning, curriculum and pedagogy, leadership for digital learning, and infrastructure. All goals are focused on increasing access and equity while updating our technology integration to support 21st century learning.

Our DLP is a three-year plan spanning 2018-2021.

Metrics

Once again our mid-year report provides a qualitative update on our work-to-date on the Strategic Plan. The spring report will include quantitative metrics as well. As much as possible, we report longitudinal data (e.g. graduation rates from year to year, changes in the numbers and types of learning opportunities offered) to track change over time. This winter the Vermont Agency of Education will release school- and district-based Annual Snapshots aligned with new requirements under the federal Every Student Succeeds Act (ESSA). We expect this reporting tool will provide us with additional metrics on academic achievement, personalization, safe and healthy schools, high quality staffing, and investment priorities. We hope to find valuable opportunities to connect that external data to the internal goals within our Strategic Plan. Tying the efforts and initiatives outlined in the tables above to concrete points of data helps us to measure our impact, reflect on our progress, and identify leverage points to impact change going forward.

Summary

Addison Central School District truly is a vibrant learning community. In our second year as a unified district, we continue to develop and strengthen the systems that support the critical work of each of ACSD's schools. Working through the IB authorization process, we have engaged in extensive professional learning not only within our disciplines but also across and beyond disciplines, focusing on inquiry-based, student-centered teaching and learning processes. And we continue to engage in important work around student learning supports including pedagogy and best practices that will, over time, shift many aspects of our Multi-Tiered Systems of Support.

Each of the interconnected initiatives summarized in this report stems from goals and action steps laid out in ACSD's Strategic Plan. The authentic community engagement that produced that plan in 2014-2015 remains central to our continuous district improvement work three-and-a-half years in, and that same community commitment will be vital to the Facilities Master Planning process currently underway. As our community continues to learn and build together, we are optimistic for the future of our system for our kids.

The nine schools of Addison Central School District are candidate schools for the International Baccalaureate (IB) Primary Years Program, Middle Years Program, and Diploma Program 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 programs: the Primary Years Program (PYP), the Middle Years Program (MYP), the Diploma Program 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 programs, 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.