

# Addison-Rutland Supervisory Union Action Plan **Board Approved 10/22/18**

## *Student Learning Achieved Through Engagement*

**Strategic Plan:** The purpose of ARSU's Strategic Plan is to increase opportunities, excellence, and equity in our schools and to realize our mission and vision. The Plan is our district's road map and is organized around goals with accompanying action steps for the five years between 2018 and 2023.

**District Mission:** We are dedicated to the academic excellence of every student by empowering them with the means for the successful completion of standards, and by challenging them to be productive members of our global society. We are committed to a comprehensive system of support to assure each student has the opportunity to develop the skills and talents necessary for college and career readiness.

**District Vision:** All students are engaged in rigorous, authentic, experiential, individualized learning that is supported or accelerated to ensure that they meet or exceed standards.

**Our Students** are curious and creative learners who succeed through personal initiative and sustained effort to reach high academic goals. They are critical thinkers and learners who seek knowledge and possess technological competence and collaborative skills. Our students embrace diversity and culture, act responsibly, and contribute to our community.

**Our Educators** believe in providing for the social, emotional, and academic needs of every child so that they feel connected, safe, and respected. They are committed in offering a challenging and engaging atmosphere in which all members of the school community can learn and grow.

**Our Families and Community** are integral to the success of our students and schools. Families are active, engaged, and welcomed partners in their child's education. Our community is passionate about equitable educational outcomes for all students.

**Our Schools** offer an enriched learning environment and a comprehensive system of supports to address the needs of the whole child.

### **We believe:**

- In providing for the social, emotional and academic needs of every child so that they feel connected, safe, and respected in order to ensure student achievement.
- In providing a challenging and engaging atmosphere in which all members of the school community can learn and grow.
- In providing opportunities for inquiry, research, global collaboration, and communication.
- In providing varied, rich and personalized opportunities for learning.
- In providing experiences to develop critical thinking skills that allow students to become engaged participants in their school communities and beyond.

## Strategic Plan Goals-2018-2023

### Goal 1: College and Career Readiness

**Objective 1:** All students will graduate with a skill set that prepares them for college and/or career.

**Strategic Action 1:** Establish ARSU's proficiency-based graduation requirements.

<b>Objective 1: (Goal 1) All students will graduate with a skill set that prepares them for college and/or career.</b>					
<b>Action Steps</b>	<b>Lead</b>	<b>Success Metrics</b>	<b>Resource Allocation</b>	<b>Start Date</b>	<b>Completion Date</b>
1.1 Establish ARSU's proficiency-based graduation requirements.	Brooke/Casey	Board adopted policy to be followed by ARSU schools.	None	February 2018	April 2018

### Goal 2: Flexible Pathways

**Objective 1:** All students will have equity\* in opportunity to customize their learning path in a proficiency-based system.

**Strategic Action 1:** Provide professional development to support student-centered (authentic, experiential, individualized) learning in grades K-12, using experiential learning as our primary instructional strategy.

**Strategic Action 2:** Provide professional development for our Personalized Learning Plans (PLPs) in order to support a growth mindset, student engagement, and student responsibility for learning.

**Strategic Action 3:** Implement flexible pathways in grades 7-12 promoting a growth mindset and higher student engagement and responsibility. Connections and extension to middle and elementary grades will also be pursued.

**Strategic Action 4:** New teacher orientation/mentoring to include curriculum currently in place as well as instructional strategies adopted by the district (e.g. proficiencies/personalization/intervention/assessment).

**Strategic Action 5:** Monitor/revise a multi-tiered system of support to include content-area specific and proficiency driven timelines for gathering progress monitoring data to inform instruction and continued assessment practices.

**Objective 1: (Goals 1, 2) ARSU will implement personalized learning systems for all students.**

Action Steps	Lead	Success Metrics	Resource Allocation	Start Date	Completion Date
<p><b>2.1</b> Provide professional development to support student-centered (authentic, experiential, individualized) learning in grades K-12, using experiential learning as our primary instructional strategy.</p>	<p>Casey, Building Administrators, PBL Instructional Coaches, Instructional Vision Team (INVITE)</p>	<p>Implementation of personalized-proficiency based learning as seen through student/parent surveys, interviews, administrator supervision and evaluation, observations/walk throughs</p>	<p>PBL Instructional Coaches, INVITE, Professional Development time.</p>	<p>April 2018</p>	<p>On-going</p>
<p><b>2.2</b> Provide professional development for our Personalized Learning Plans (PLPs) in order to support a growth mindset, student engagement, and student responsibility for learning. Adherence to state requirements will determine levels of accountability.</p>	<p>Casey, Building Administrators, PLP Coordinators</p>	<p>Monitor students' Personal Learning Plans (PLP) for personal goals, student performance data, post-secondary planning as seen through student/parent surveys, interviews, supervision and evaluation.</p>	<p>Director of Personalized Learning/Flexible Pathways K-12, PLP Coordinators (6-8), Work-Based (WBL) Learning Teacher, Professional Development time.</p>	<p>June 2018</p>	<p>On-going</p>
<p><b>2.3</b> Implement flexible pathways in grades 9-12 promoting a growth mindset and higher student engagement and responsibility. Connections and extension to middle and elementary grades will also be pursued.</p>	<p>Casey, Building Administration, and guidance personnel</p>	<p>Monitor students' Personal Learning Plans (PLP) for personal goals, student performance data, post-secondary planning as seen through student/parent surveys, administrator interviews, supervision and evaluation.</p>	<p>Director of Flexible Pathways K-12, PLP Coordinators (6-8), Transportation to support community-based flexible pathway opportunities, Professional Development time, Community Partners.</p>	<p>September 2018</p>	<p>On-going</p>
<p><b>2.4</b> New teacher orientation/mentoring to include curriculum currently in place as well as instructional strategies adopted by the district (e.g. proficiencies/personalization/intervention/assessment).</p>	<p>Casey, ARSU's Mentoring Coach</p>	<p>Personal goals, student performance data, new teacher and mentor reflections (interviews, surveys, journals), administrator supervision and evaluation.</p>	<p>ARSU's Mentoring Coach, Mentor workshops to train ARSU mentors (trainer to train teachers model).</p>	<p>September 2018</p>	<p>On-going</p>

<p>2.5 Monitor/revise a multi-tiered system of support to include content-area specific and proficiency driven timelines for gathering progress monitoring data to inform instruction and continued assessment practices.</p>	<p>Brooke, Kris, Casey, Intervention Teams, PBIS District and Building Based Committees, and administrator sub-committees.</p>	<p>Development and implementation of MTSS Guide for Literacy, Math, and Social/Emotional well-being (Behavior) to include research-based programs</p> <p>modify/improve system based on administrator and educator feedback.</p>	<p>Research-based programs providing Education Support Teams (ESTs) and building administrators with information to improve team procedures and student outcomes.</p> <p>PBIS District and Building Based Committees</p>	<p>September 2018</p>	<p>On-going</p>
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**Goal 3: Community Engagement**

**Objective 1:** Addison-Rutland Supervisory Union will establish community partnerships.

**Strategic Action 1:** Director of Personalized/Learning Flexible Pathways and Work-Based Learning teacher establish a database of community consultants willing to work with students in ARSU as learning experiences are designed for demonstration of Transferable Skill and content proficiencies.

**Strategic Action 2:** Director of Personalized/Learning Flexible Pathways and Work-Based Learning Teacher in conjunction with building-level administrators identify community needs and resources, to structure programs integrating the needs and the resources of the community and ARSU.

**Strategic Action 3:** Creation of home to school to community partnerships to support health and wellbeing of students.

**Objective 1: (Goals 1-3) ARSU will develop and implement a process to build relationships with the broader community to accomplish collective commitments.**

Action Steps	Lead	Success Metrics	Resource Allocation	Start Date	Completion Date
<p><b>3.1</b> Director of Personalized/Learning Flexible Pathways and Work-Based Learning Teacher establish a database of community consultants willing to work with students in ARSU as learning experiences are designed for demonstration of Transferable Skill and content proficiencies.</p>	<p>Brooke, Casey</p>	<p>Shared understanding of educational practices as communities develop the capacity to support teaching and learning in ARSU. A deeper understanding of ARSU’s approach to personalized proficiency based learning, the why it’s important and what it looks like to practice.</p>	<p>Director of Personalized Learning/Flexible Pathways K-12, PLP Coordinators, Work-Based (WBL) Learning Teacher</p>	<p>NOT STARTED</p>	
<p><b>3.2</b> Director of Personalized/Learning Flexible Pathways and Work-Based Learning Teacher in conjunction with building-level administrators identify community needs and resources, to structure programs integrating the needs and the resources of the community and ARSU.</p>	<p>Casey, Director of Personalized Learning/Flexible Pathways K-12, PLP Coordinators, Work-Based (WBL) Learning Teacher, Building Administrators</p>	<p>Monitor students’ Personal Learning Plans (PLP) for personal goals, student performance data, post-secondary planning as seen through student/parent surveys, interviews, supervision and evaluation to include district initiatives.</p>	<p>Director of Personalized Learning/Flexible Pathways K-12, PLP Coordinators, Work-Based (WBL) Learning Teacher,</p>	<p>NOT STARTED</p>	
<p><b>3.3</b> Creation of home to school to community partnerships to support</p>	<p>Kris</p>	<p>The district will convene a committee to examine a partnership with</p>		<p>September 2018</p>	

health and wellbeing of students.		Castleton University around the development of community partnerships to support the health and wellbeing of ARSU students.			
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**Goal 4: Infrastructure (Facilities Master Planning Process)**

**Objective 1:** Proactively manage the systems and structures to increase educational opportunity and efficiency.

**Strategic Action 1:** Convene a committee to examine the feasibility for a district middle school

**Strategic Action 2:** Develop a multi year plan to address deferred maintenance

**Objective 2:** Improve and upgrade operation systems and infrastructure to better meet the needs of students and staff.

**Strategic Action 1:** Consultation with security firm to improve district-wide safety and security measures.

**Strategic Action 2:** Development of new threat assessment protocol

**Strategic Action 3:** Safety Trainings

Action Steps	Lead	Success Metrics	Resource Allocation	Start Date	Completion Date
<b>Objective 1: (Goal 4) Proactively manage the systems and structures to increase educational opportunity and efficiency.</b>					
<b>4.1.1</b> Convene a committee to examine the feasibility of a district middle school	Brooke, Chris	Development of a feasibility plan	Funding for a consultant and staff to serve on the committee	Fall 2018	Winter 2018
<b>4.1.2</b> Develop a multi year plan to address deferred maintenance and building needs	Brooke, Chris	Plan development and implementation	Funding to contract with an outside company	Summer 2019	Fall 2019

**Objective 2: (Goal 4) Improve and upgrade operation systems and infrastructure to better meet the needs of students and staff.**

Action Steps	Lead	Success Metrics	Resource Allocation	Start Date	Completion Date
4.2.1 Consultation with security firm to improve district-wide safety and security measures.	Brooke, Chris	Development of a plan for secondary tier security upgrades	Funding to consultant with a security firm	Fall 2018	Winter 2018
4.2.2 Development of new threat assessment protocol	Brooke, Kris	Implementation of Protocol	Professional development and school based clinicians dedicated to the development of this assessment	Summer 2018	Fall 2018
4.2.3 Safety Trainings	Brooke, Chris	Implementation of trainings and drills	Partnership with Local and State Police	Fall 2018	On-going

\* **Definition of Equity:** Educational equity means that each student receives the resources and educational opportunities they need to learn and thrive.

- Equity means that a student's success is not predicted nor predetermined by characteristics such as race, ethnicity, religion, family economics, class, geography, disability, language, gender, sexual orientation, gender identity or initial proficiencies.
- Equity means that every school provides high quality curriculum, programs, teachers and administrators, extracurricular activities and support services.
- Equity goes beyond formal equality where all students are treated the same. Achieving equity may require an unequal distribution of resources and services.
- Equity involves disrupting inequitable practices, acknowledging biases, employing practices that reflect the reality that all students will learn, and creating inclusive multicultural school environments for adults and children.