Overarching Goal: To fulfill the promise of a 21st Century Education by preparing all WWSU students for college, career, and civic participation.

❖ Section 1 Teaching and Learning

(key: SU=Supervisory Union, B=Building Based Work)

Goal #*TL.1 Equity*

The school community embraces the belief that all students can succeed; teachers actively promote positive self-images and high academic expectations for all students.

Indicators of Success:	Implementation lead (name and role):
- No significant achievement or aspiration gaps exist among students from different cultural, racial, ethnic, gender, socioeconomic, linguistic, or special-needs backgrounds. - Underperforming students are performing at or above the standard by the end of the next grade cluster grouping (K-2, 3-4, 5-6, 7-8, 9-10, 11-12). - Student participation in electives, higher-level courses, and co-curricular and extracurricular opportunities is consistent across all student subgroups. - Every student completes an application to at least one college before high school graduation - Every student K-12 is engaged in academically rigorous curriculum which prepares him/her for success in college or modern careers - Classroom practices include personalized, student-centered strategies that engage and support diverse learning styles	

Task	Anticipated funding sources (Title I, Title IIA, etc.):	Person responsible:	Status/ Anticipated completion date:	Data Collection/Evidence for Evaluation
Task 1: Whole faculty and school board read and discussion : <u>Mindsets</u> by Carol Dweck with a final debrief scheduled for Inservice September 4, 2015. (SU)	**Title IIA or Community Engagement Grant Funding for books $2500** **Local monies (as available)**	**Building Admin, LTEE, S.Soule**	**September 4, 2015**	**Teacher Survey**
Task 2: LTEE and school faculty identify systems and structures representing fixed and growth mindset principles and practices. Feedback to LTEE building systems/structures that do not support students in adopting growth mindsets (e.g. historical grading practices, honor roll, tracked classrooms, enrichment for only some students) so as to begin to eliminate these practices. (SU/B) *See also Community Engagement		**Building Admin, LTEE, S.Soule**	**September 4, 2015**	**Teacher Survey**
Task 3: Train all teachers in universal design for learning, differentiated instruction and the use of formative assessment to identify and meet individual learning needs as we shift to untracked, heterogeneously grouped classes. (SU)	**Title IIA Prof. Development Grant**	**Building Admin, S.Soule, D.Dawson**	**September 4, 2015**	**Classroom Observation- data collection**

	Katie Novak $5,000			
Task 4: Leverage additional school resources—whether human, financial, material, instructional, or experiential—to help overcome the disadvantages of social background for underperforming, at-risk, and minority students, including pairing the most effective and experienced teachers with the lowest-performing students. (B)	**Local resources**	**Building Admin, D.Dawson**	**on-going**	**Audit of current resource/practices--- Reevaluate over time**
Task 5: Create a coherent system of interventions to ensure that struggling students receive the academic and personal support they need to not only perform at grade level, but also to succeed in higher-level courses (e.g., Advanced Placement, dual enrollment, co-curricular activities). (B) **See also Organizational Design/ Student Academic Support*	**CFG Funds- SWP or local funds for non-title one**	**Building Admin, D.Dawson**	**on-going**	● **EST Data** ● **Fewer SpEd referrals**

Goal #*TL.2 Personalization and Relevance*

The faculty in all schools has made a bold public commitment to create a student-centered culture and learning environment with personalized instructional strategies designed to meet the intellectual, developmental, social, and emotional needs of every student..

Indicators of Success:	**Implementation lead (name and role):**
● Teachers regularly review student data to identify student learning needs and improve instructional practice. ● Students in Grades 5-12 take a proactive role in designing their own education and planning for future learning through development of a Personal Learning Plan (PLP) which guides their educational experiences noting flexible pathways and interests. ● Each school provides a variety of curriculum options, universal access to digital technologies, and multiple learning pathways both within and outside of the classroom. ● By using personal learning plans, portfolios, rubrics, online course-management tools, and other strategies, teachers help students manage their own educational experience. ● Student surveys and comments indicate a high degree of academic engagement, satisfaction with their teachers, and a strong desire to continue learning beyond high school. ● A significant percentage of the student body participates in community-based/service learning opportunities, internships, and volunteerism, and participation is consistent across all student subgroups. ● Disaggregated classroom walkthrough data reveals a high degree of personalization, academic choice, and rigorous relevant learning experiences for each student. ● Absences, expulsions, behavioral issues, and dropout rates are declining; Graduation rates are increasing ● Student achievement, as indicated through WWSU common assessments and classroom measures, has improved.	

Task	Anticipated funding sources (Title I, Title IIA, etc.):	Person responsible:	Status/ Anticipated completion date	Data Collection/Evidence for Evaluation
Task 1: Professional Development for staff in Universal Design for Learning to ensure that courses, units, lessons, and instructional strategies are developmentally appropriate and informed by educational and cognitive research. (SU/B)	**CFG Funds, Title IIA Prof. Dev. Grant Local resources**	**Building Admin, S, Soule, D. Dawson, SPED staff. LTEE**	**Fall 2015**	**Walkthroughs, sample collection of courses, units etc.**
Task 2: Grade 5-8 and grade 9 staff engage with Tarrant Institute for Innovation Education (TIIE) to leverage technology as a tool for personalizing learning and increasing relevance. (SU/B)	**Local funding for course credits**	**Building Admin**	**June 2019**	**?**
Task 3: Students in Grades K-12 develop e-Portfolios for documenting learning experiences and achievement of the transferable skills	**Local funds**	**Ellen Berrings, Jen Hill, Tarrant, Building Admin**	**2015-16 5-8 Pilot 7 and 9 Implement** **2016-17 grades 5-10 Full Implementation, K-4 Pilot**	
Task 4: Staff regularly disaggregate and analyze multiple sources of data to determine the needs of individual students and student subgroups for long term student-centered goals and as part of the day to day instruction. (B)			on-going	
Task 5: Students in grades 2, 4, 6, 8 and 12 are engaged in co-designing challenging, long-term projects that culminate in a public exhibition. (In addition to more traditional research and writing projects, these can include community-based learning, service learning, internships, and other alternative-learning options.) (SU/B)			2016-17	
Task 6: Administration conducts classroom observations on an ongoing basis and regularly analyze up-to-date information about the academic performance and socialization of individual students tracking performance in a SU-wide database (e.g. Walk-through) (SU/B)			2016-17	

Task 7: Students are provided multiple pathways to meet learning standards, including academic choice, extended learning opportunities (internships, community-based volunteerism, etc.), online courses, and dual enrollment experiences. (see Flexible Pathways) (B)	**Local funds**	**Building Admin**	**High School 2015-17**	

Goal #*TL.3 Academic Expectations*: *Cross-Curricular Proficiencies (Transferrable Skills)*

Administration and faculty have developed concise set of cross-curricular proficiencies representing 21st Century college, career, and civic readiness learning skills and provide staff with adequate professional learning opportunities to understand the significance of the standards, along with coaching and instructional support to implement instructional changes to promote student growth and attainment of the transferrable skills within and outside of the classroom setting.

Indicators of Success:	Implementation lead (name and role):
● Teachers and students can articulate the role of transferrable skills in the teaching and learning process. ● Most units and lessons are thematic, cross-curricular, and representative of transferable skills ● Students are given time to investigate ideas in depth, and all students are engaged in long-term projects, exhibitions, and other performance-based demonstrations of learning. ● A variety of instructional strategies allow students to learn at their own pace and in ways that work most effectively for them. ● K-12 Students document learning of the TS through development of an ePortfolio which is shared publicly at reporting intervals throughout the school year ● Students and staff report high degree of agreement and support for the transferrable skills as a meaningful part of the education experience.	Sheila Soule, Director Of Curriculum

Task	Anticipated funding sources (Title I, Title IIA, etc.):	Person responsible:	Status/ Anticipated completion date	Data Collection/Evidence for Evaluation
Task 1: Adopt Vermont's Sample Cross-Curricular Graduation Standards and Performance Indicators ● **Identify Literacy as the ultimate transferrable skill** ● **Resolve conflict between ELA Speaking and Listening Standards and Communication TS** ● **Agree to name for WWSU Approved Set of Transferrable Skills Graduation Standards - Harwood Graduation Expectations?**	n/a	WWSU LTEE	**HUHS Approved Dec. 2014** **WWSU LTEE to revisit Fall of 2015**	
Task 2: Develop a process to engage the community and other stakeholders to provide input to cross-curricular standards **See also Community Engagement*	**Possible support from the GSP Community Engagement Grant**	WWSU LTEE	Dec. 2015	
Task 3: Develop a process for development of rubrics for cross curricular standards performance indicators (who will be involved in the development?, when will it take place?, which proficiencies will we implement first?)		WWSU LTEE	October 2015	
Task 4: Vet performance indicators/ rubrics with Supervisory Union Teachers (staff meetings-- led by LTEE Members)		WWSU Teachers	**Fall 2015**	
Task 5: Pilot common performance assessments (use state developed assessments and model task framework) and analyze results (this activity is for Professional Development Purposes)	**Local possibility**	not designated as of summer 2015	**Summer 2015 make a decision Fall/Winter 2015-2016**	
Task 6: Teacher teams develop common pilot performance assessments (school based) and collect student results to report to WWSU LTEE. (This activity is for piloting the assessment process and collecting data to inform the decisions about systematizing the process)			**Spring 2016**	

Task 7: Agree upon body of evidence required to verify proficiency- develop systematic data collection process for monitoring student proficiency in the WWSU Assessment System *See also Assessment Practices and Organizational Design*			May/June 2016	

Goal #*TL.4 Academic Expectations: Content Area Proficiencies*

The administration and faculty have developed a common definition of academic rigor that is based on real-world learning needs, including research on the skills and knowledge needed to succeed in demanding postsecondary-degree programs and globally competitive modern careers.

Indicators of Success:	Implementation lead (name and role):
• Leadership team members, administration and other faculty have developed a clear set of standards representing learning in the content areas (using common core standards, VT GEs, and/or other national standards) and provide staff with adequate professional learning opportunities to understand the significance of the standards, along with coaching and instructional support for staff to promote integration of content in innovative and meaningful ways to personalize learning and ensure student growth and attainment of the content area proficiencies within and outside of the classroom setting. • Teachers share common practices of how to utilize standards and scoring criteria for assessment and instruction. • Students demonstrate understanding of what is expected in their learning and the work they produce. • Scores on standardized tests and local assessments are rising, particularly among traditionally underperforming student subgroups.	Sheila Soule, Director Of Curriculum

Task	Anticipated funding sources (Title I, Title IIA, etc.):	Person responsible:	Status/ Anticipated completion date	Data Collection/Evidence for Evaluation
Task 1: Each content area will identify/affirm content standards within a domain and create Performance Indicator Rubrics and associated performance assessments. These rubrics will serve as the measure of student performance for determining proficiency and will be non-negotiable. **(see Assessment Systems Simplified)** **Literacy** • **K-8 Reading/Writing (to be completed by June 2015)** • **9-12 Reading/Writing (to be completed by ?)** • **K-12 Speaking and Listening - Not yet addressed** • **K-12 Language- Not yet addressed** **Mathematics** • **K-8 To be completed Summer 2015** • **9-12 To be completed during school year 2015-16**	Title IIA for stipends for committee members	Sheila Soule, appointed lead/committees		

Science **Global Citizenship** **Visual and Performing Arts** **K-12 Visual Arts- (to be completed by June 2015)** **K-12 Performing Arts (to be completed June 2016)** **Physical Education** **Health Education**			
Task 2: Vet performance indicators/ rubrics with Supervisory Union Teachers (staff meetings-- led by committee members and/or LTEE Members) through sampling student work			
Task 3: Teachers design units aligned with standards and summative assessments			
Task 4: Ensure that classroom unit design and course sequences are based on Learning Targets aimed at improving student learning of the content area proficiencies and developmental learning scales (learning progressions) are aligned across grades to eliminate content gaps and repetitions.			
Task 5: Engage all students in intensive, long-term, in-depth lessons and projects, rather than content review or extended text-based activities.			
Task 6: Engage community mentors and local experts to support students working on intensive, long-term projects. * ***See also Community Engagement**			

Goal #*TL.5 Assessment Practices*

The faculty has prioritized learning standards in every content area so that the most essential content, skills, and habits of mind are covered in depth before teachers move on to additional material and standards. Multiple assessments are used to determine that students have mastered what they have been taught, and underperforming students are provided with additional instructional time, academic support, and alternative learning options to ensure that they are able to learn and demonstrate achievement in ways that work best for them.

Indicators of Success:	Implementation lead (name and role):
- The teaching faculty has embraced assessment as a critical component of the learning process. - Proficiency standards are unpacked into Common Scoring Rubrics and performance tasks used by every teacher - Common performance tasks are developed for use across schools and a common framework for performance assessment design is developed and implemented in all classrooms. Performance assessments and demonstrations of learning are challenging, relevant, and model real-life situations and applications - Formative, performance-based assessment strategies are used in every classroom throughout the school year to identify emerging student needs so that teachers can modify instruction and coordinate support before students fall behind. - Performance Indicators are unpacked into learning targets and learning scales and observed in use across all classrooms Learning expectations are clearly communicated to all students at the beginning of courses and lessons, and students understand the assessment methods used by teachers. - All learning targets are formatively assessed throughout instruction.Teachers provide specific, detailed, and timely oral and written feedback to students on their learning strengths and weaknesses. Instructional activities support student understanding of learning targets, where they are in relation to the targets and how they can make progress toward targets. - Teachers adjust their instructional plans in response to the results of formative assessments.Students are provided with differentiated assessment opportunities, where appropriate, so that they have ample opportunity to exhibit learning using multiple approaches. Equitable assessment practices ensure that all students have the time, resources, and support they need to demonstrate proficiency. - Data is collected to track student's longitudinal data achievement of proficiencies for reporting purposes	

Task	Anticipated funding sources (Title I, Title IIA, etc.):	Person responsible:	Status/ Anticipated completion date	Data Collection/Evidence for Evaluation
Task 1: Common Scoring Rubrics are developed for all content areas and in the Transferable Skills				
Task 2: Assessment pathways are developed for each curricular area and common performance tasks are developed according to the decisions made. Assessment tasks are developed using the principles of UDL so that all students have the opportunity to demonstrate proficiency, including English-language learners and students with special needs.				
Task 3: Teachers employ multiple assessment strategies and sources of evidence throughout the school year, including required performance-based assessments, teacher developed classroom assessments, questioning strategies, teacher observation, personal communication, self-assessments, student portfolios (including student E- portfolios), and public exhibitions of student work. Based on these assessments, teachers provide meaningful, actionable feedback to students.				

Task 4: Ensure that formative and summative performance-based assessments utilize open-ended questions and multi-step problem solving that require students to analyze problems, apply knowledge, think critically, and write extensively.				
Task 5: Evaluate assessments to prioritize depth over breadth and determine if assessments are designed to show how students have mastered essential knowledge, skills, and habits of mind.				
Task 6: Create opportunities for individual faculty members and professional learning groups to research proven assessment strategies, share best practices, and integrate them into practice.				

Goal #*TL.6 Proficiency-based Reporting Practices*

Our grading and reporting system reflects a growth model and moves students toward proficiency.

Indicators of Success:	Implementation lead (name and role):
- School-wide grading practices emphasize effective feedback for student growth and self-reflection - System allows for students to relearn and retake assessments. - Grading system does not penalize students for reassessment and non-academic factors like behavior. - System- wide rubrics are used for separately assessing habits of work. - Reporting system is used to understand and improve student outcomes. - Reporting practices match their purposes, by utilizing a broad array of strategies to report student learning, including informal electronic and face-to-face communication, online reporting systems, student presentations and exhibitions and portfolios. - Feedback on reporting practices confirms that the process improves communication.	

Task	Anticipated funding sources (Title I, Title IIA, etc.):	Person responsible:	Status/ Anticipated completion date	Data Collection/Evidence for Evaluation
Task 1: School community will grapple with the questions: What meaning do we want our grades to convey? and Who is (are) the primary intended audience(s) for this message?				

Task 2: Conduct parent and student surveys about current grading practices to frame school wide conversations about practices that will support learning.				
Task 3: Develop an information system accessible at all times to parents and students that shows how a student is progressing in terms of meeting proficiencies, (even if report cards still provide traditional grades).				
Task 4: Build systems for students to self-reflect and demonstrate their own understanding of their progress (e.g. student-led conferences).				

Goal *#TL.7 Technology Integration*

Technology use across all schools is transformative, changing the way that teachers teach and students learn. The schools are a one-to-one learning environment in grades 5-12, and each student has a device that can be used throughout the school day and after school hours.

Indicators of Success:	Implementation lead (name and role):
- Teachers regularly use common learning management tools to communicate academic expectations and other relevant information to students and families. - Learning technologies and online resources are used on a daily basis in most courses, and every teacher has developed strategies to effectively integrate digital tools into their pedagogy. - Student exhibitions display a sophisticated understanding of new learning technologies: e.g., students have created films, musical compositions, science experiments, and new software programs using digital tools. - Students regularly participate in technology-based projects outside of the classroom, including high-tech internships, online entrepreneurism, and technical-support services for the school community and local organizations. - Teachers have an in-depth understanding of student learning needs that would not have been possible without the aid of longitudinal data systems, online resources, and other digital applications that allow them to disaggregate data and communicate more effectively with students and parents. - Technology is used to engage students in sophisticated knowledge construction, complex problem solving, peer collaboration, and the virtual exploration of global issues, and every student is required to demonstrate a high level of technological literacy prior to graduation. A strategic, long-range technology purchase and replacement plan takes into account emerging needs and increases technology resources over time.	

Task	Anticipated funding sources (Title I, Title IIA, etc.):	Person responsible:	Status/ Anticipated completion date	Data Collection/Evidence for Evaluation

Task 1: Technology Integration Team makes decisions about common platforms for student information, longitudinal data systems, and learning management tools. Teachers in grades 5-12 use a common learning management system where all syllabi, assignments, and course materials are posted and monitored. All required assessment data is regularly reported and tracked. *See also Assessment Practices and Personalization and Relevance and Community Engagement*		**WWSU Technology Integration Team, appointed faculty,**	**Fall 2015**	
Task 2: Each school ensures delivery of curriculum in digital citizenship and online responsibility, including respect for intellectual property, appropriate documentation of online sources, and ethical conduct and safety in online social interactions (B)	**n/a**	**Building Admin**	**ongoing**	
Task 3: Students in grades K-12 maintain an electronic portfolio of work and use learning management tools/ software to stay informed about their courses and to communicate electronically with teachers and peers.				
Task 4: Teachers regularly create and publish online videos, podcasts, slideshows, blogs, and other digital resources that help students contextualize content, apply knowledge, and learn more effectively.				
Task 5: Teachers use video conferencing, chatting, social-networking sites, and other online communication technologies to create virtual-exchange experiences that expose students to experts and peers across the country and around the world.				
Task 6: Teachers have time to regularly engage in learning communities to facilitate the sharing of professional literature, effective lessons, instructional materials, and teaching strategies across content areas and grade levels. *See also Learning Communities*				

Goal #*TL.8 Learning Communities*

Faculty interactions are characterized by the kind of collegiality, trust, and respect that result from strong personal relationships, professionalism, and mutual appreciation.

Indicators of Success:	**Implementation lead (name and role):**
● Interdisciplinary collaboration and team teaching are common, and teachers are knowledgeable about the learning expectations of their colleagues' content areas and the instructional practices they use. ● Teachers support one another through a strong mentoring program and regularly observe one another's practice and provide constructive feedback that is based on a shared understanding of effective teaching, learning goals, and student needs.	

- The faculty across school have developed a "shared language" for discussing instruction, assessment, and other critical elements of teaching and learning. All teachers are involved in consistent, group-based professional conversations that are well established, organized, skillfully facilitated, and goal-driven.
- Group agendas and conversations focus on addressing the specific tasks and strategies of student-centered, inquiry based teaching and assessment and PLC meetings are characterized by enthusiasm, intellectual curiosity, and a sense of collective responsibility for improving student learning and outcomes, particularly among traditionally underperforming student subgroups.
- The school has lower dropout rates, reduced absenteeism, and fewer behavioral issues.
- Teachers report a more positive view of their students' abilities, more enthusiasm for teaching, more rewarding interactions with colleagues, and a stronger desire to continue learning and developing their own skills.
- Teachers are not only attending more conferences and other local or national learning opportunities, but they are also submitting proposals to lead presentations or facilitate workshops.
- WWSU professional development system balances graduate courses, external workshops, conferences, and school visits with job-embedded professional learning, including mentoring, instructional coaching, classroom observation, data analysis, and professional learning groups.

Task	Anticipated funding sources (Title I, Title IIA, etc.):	Person responsible:	Status/ Anticipated completion date	Data Collection/Evidence for Evaluation
Task 1: Schools establish learning community design and identify time for teachers to participate in structured professional learning groups that meet at least once a month for two hours or longer.				
Task 2: Professional development is provided to staff to assist in the facilitation of the PLCs to ensure that these sessions are well facilitated and follow a purposeful agenda focused on instructional improvement and student performance.				
Task 3: Time is provided in the schedule for school based professional learning groups to meet regularly during the school day with job-embedded coaching and support.				
Task 4:				
Task 5:				

WWSU Action Plan 2015-18- Timeline table view

❖ Section 2 Organizational Design

Goal #*OD.1 Leadership Structure*

Create a Shared Leadership Model by establishing a WWSU Leadership Team for Excellence in Education (LTEE) to provide a leadership structure representative of a variety of stakeholders in the system to support all WWSU schools in transitioning to Proficiency-Based Teaching and Learning. This leadership structure is to ensure a system of communication, transparency, and accountability that ensures fidelity to the vision, mission and this WWSU action plan.

Indicators of Success:	Implementation lead (name and role):
• Surveys of teachers, students, and parents indicate a high degree of satisfaction with shared leadership model and support for major school decisions both at the school and supervisory union level • Parents, community members, and local business leaders and policy makers are informed about the supervisory union goals and programs, and the local news media regularly profiles positive stories of student success and teacher leadership.	Sheila Soule

Task	Anticipated funding sources (Title I, Title IIA, etc.):	Person responsible:	Status/ Anticipated completion date	Data Collection/Evidence for Evaluation
Task 1: Solicit representation from stakeholders for a three year commitment to the WWSU LTEE (team will use the shared information document to help communicate purpose, roles and responsibilities)	$1,500 annually for each lead teacher-local funds	WWSU LTEE	Beginning March 30 Admin Team Meeting complete by May 1, 2015	n/a
Task 2: Develop shared vision and graphic representation for the overarching framework of the change ahead.		Sheila, Matt	Draft 1: March 11, 2015	n/a
Task 3: Develop implementation timeline		WWSU LTEE	June 2015	n/a
Task 4: Shared understanding of the plan across all schools		WWSU LTEE	Fall 2015	Teacher Survey for understanding
Task 5: Create ad-hoc working groups, coordinated by LTEE to address specific issues or achieve specific goals (e.g. curriculum or assessment development products and tools) • Tarrant LT • MTSS	Local or Title IIA funds for stipends as needed	WWSU LTEE	On-going	Task completion
Task 6: Develop process for assessing staff understanding of and satisfaction with the shared leadership model and its impact.		WWSU LTEE	June 2016	Teacher Survey after one year
Task 7: Develop a process for soliciting broad-based community input into the system redesign *See also Community Engagement.*		WWSU Leadership and LTEEs	Beginning Feb 2016	LTEE
Task 8: Develop a process at the building level for student participation for the implementation of PBL	Local	LTEE and local building leadership	Beginning Spring 2016	LTEE

Task 9: Members of the leadership team will collect evidence specifically on the implementation of student centered PBL practices *(see also TL2: Task 6 Walk-Through Data Collection)*		**Building level administration**	**June 2016**	**Ongoing**

Goal *#OD.2 Flexible Pathways - Programmatic Personalization*

The schools provide a variety of learning pathways to every student—including classroom-embedded, co-curricular, and outside-of-school pathways—that accommodate different learning styles while applying the same universally high academic expectations.

Indicators of Success:	Implementation lead (name and role):
- Students in younger grades have academic choice and flexibility in demonstrating learning within and beyond the classroom. - Students in grades 5-12 are actively engaged in the development and implementation of their PLPs. - Access to and participation in alternative learning options is consistent across all student subgroups, and all pathways prepare students for success in college and globally competitive modern careers. - A broad variety of students take advantage of the school's career and technical programs or other flexible pathways. - A significant number of students are graduating with transferable college credits and postsecondary certifications. - Follow-up surveys indicate that dropouts have returned to school or completed an adult-education program.	

Task	Anticipated funding sources (Title I, Title IIA, etc.):	Person responsible:	Status/ Anticipated completion date	Data Collection/Evidence for Evaluation
Elementary **Task 1-E: Assess professional needs and provide professional development accordingly for personalization. This may include PD to staff in both Academic Choice, Universal Design for Learning (Responsive Classroom's Academic Choice, UDL)**			dec. 2015	
Task 2-E: Ensure opportunities exist for K-4 students to have academic choice on a regular basis *(PD at Staff Meetings 2015-16 and 2016-17)*				
Task 3-E : Capstone Project criteria and platforms are developed across schools so that students have equitable opportunities to demonstrate progress identified proficiencies (end of grade 2 , end of grade 4) . *(See also TL2: Task 5)*				

Task 4-E: Create opportunities for students to reflect on their work to show growth as it relates to proficiencies- and track performance in e-Portfolio				
Middle				
Task 1-M: Assess professional needs and provide professional development accordingly. Provide PD to staff in both Personalization of Learning , Universal Design for Learning (Tarrant, UDL)				
Task 2-M: Capstone Project criteria and platforms are developed across schools so that students have equitable opportunities to demonstrate progress identified proficiencies (end of grade 8)				
Task 3-M: Students reflect on their work to show growth as it relates to proficiencies - track progress in e-Portfolio				
High				
Task 1-H: Personal Learning Plan - Template and Pilot ● **PLP Work Group (teachers, school counselors, and students) create template and process for PLP implementation. PLP Pilot (selected groups grades 7-9)**		**Ellen Berrings**	**Spring 2015**	
Task 2-H: PLP implementation all students grades 7-10 [Academic year 2015/16; PLP/TA Coordinator, Ellen Berrings, School Counseling Department & HU Administration] Cycle for implementation as follows: ● **Enroll all incoming 9th grade students in Personal and Future Explorations** ● **Teacher training - 2-3 summer days June/August 2015; Ellen Berrings** ● **Teacher / Student orientation and kick off - August orientation week 2015; Ellen Berrings** ● **Student led conferences - parents, teachers, mentors.. fall and spring day: Ellen Berrings coordinates with TA teachers and HU Administration]**		**School Administration** **Ellen Berrings**	**Spring 2016**	
Task 3-H: Assign Pathway Coordinator to: ● **Manage internships/independent studies**		**Amy Rex**	**Spring 2015**	

• **Create and maintain partnerships with local businesses and civic organizations for student learning opportunities (field trips, internships, service learning, etc.)** • **Conduct outreach to diverse student population**				
Task 4-H: Create a pathway proposal process that includes the connection between the learning experience and the graduation proficiencies and explains the means by which student achievement will be assessed and by whom.		**Amy Rex** **Connected Learning Teachers**	**August 2015**	
Task 5-H: Develop connections with organizations, institutions, and individuals to support student interests that can be met virtually.		**School Counselor** **Technology Integrationist**	**On-going**	
Task 6-H: Develop a system to monitor and assess the development and progress monitoring of plans.				

Goal *#OD.3 Transitions*

WWSU Administration and teachers have established strong connections between sending and receiving schools that focus on both programmatic alignment and student-needs issues.

Indicators of Success:	Implementation leads (names and roles):
- Course failures, absences, discipline, and dropout rates are low or decreasing - Faculty and staff at the High School Level report few or no differences in the academic skills or behaviors of students in 9th and 10th grade - College enrollment and persistence rates—particularly among first-generation, minority, and immigrant families—are rising significantly each year. - Placement procedures for students are consistent and seamlessly implemented, parents and community members understand and respect how decisions are made and support the placement process - Universal use of longitudinal data found in VCAT in planning for student placement and instruction is a regular part of the system - Teachers at different grade levels routinely discuss individual student learning needs— particularly for academically struggling students from disadvantaged backgrounds—and school structures ensure that every student is known well by at least one adult in the school. - Curricula have been articulated across grade levels, and with sending elementary/ middle schools and postsecondary expectations, to mitigate content gaps and ensure a seamless continuum of learning. - Teachers are knowledgeable about all content-area expectations and grade level standards, particularly the specific standards for students transitioning into and out of their grade level. - The school system gathers and analyzes postsecondary data on their graduates and uses that information to improve postsecondary-planning programs and support systems.	

Task	Anticipated funding sources (Title I, Title IIA, etc.):	Person responsible:	Status/ Anticipated completion date	Data Collection/Evidence for Evaluation
Task 1: Collate baseline data across all schools on course or general school failures, absences, discipline issues, dropout rates.		**Work Group B**		
Task 2: Data is regularly input into VCAT for monitoring academic progress toward academic/proficiency standards				
Task 3: Data on college attendance and persistence rates.				

Goal *#OD.4 Student Academic Support*

A Multi-Tiered System of Support (MTSS) is a systemic, continuous- improvement framework in which data-based problem-solving and decision making is practiced across all levels of the educational system for supporting students.

Indicators of Success:	Implementation lead (name and role):
- A coherent, articulated and balanced assessment system guides responsive teaching, informs educators and students about progress, and leads to effective decisions. - The analysis and use of on-going performance data to monitor progress, inform instructional decisions and refine ambitious goal setting results in acceleration of student learning. - Highly qualified teachers at the classroom level provide targeted and differentiated instruction at the earliest indication of student need at a level of intensity that is responsive to the need. - To address the full range of students' needs, schools provide a comprehensive, responsive system of instruction and intervention that reflects fidelity to the research-based approach while supporting teachers as they use keen observation to make decisions about and engage in responsive teaching. - Dynamic, positive and productive collaboration among students, families, and professionals with relevant expertise is the foundation for effective problem solving and instructional decision-making within a multi-tiered system. - Effective leadership, including building administrator engagement and distributed leadership, is crucial for guiding and sustaining a multi-tiered system. The success of a multi-tiered system is dependent on continuously-developing expertise. Professional development for all members of the school community is needed to build capacity and sustain progress. - Special Education referrals are declining as student supports are universally applied and are effective in helping improve students' academic performance.	

Task	Anticipated funding sources (Title I, Title IIA, etc.):	Person responsible:	Status/ Anticipated completion date	Data Collection/Evidence for Evaluation
Task 1: Provide professional development in effective universal design for learning (UDL) within the regular education classroom that is respective to the continuum of understanding within all subjects (e.g. not all students learn in the same way.) (SU)		**Sheila Soule**	**September 4, October 13 and Ongoing**	
Task 2: Define, develop, and design a tiered/leveled system of support (e.g., Multi-Tiered System of Supports (MTSS), progress monitoring, benchmarking (B)		**Building Administration**		

Task 3: Engage and support all learners through the development and implementation of a rigorous PreK-12 comprehensive curriculum to meet the diverse needs of all students in all content areas aligned with State and National Standards. (SU/B)		Sheila Soule, Building Admin, Curriculum Leaders		

Goal #OD.5 Data Systems and Applications

Current and historical student data are tracked and monitored in a longitudinal data system and are an integral part of the school's decision-making process and academic program. Teachers regularly use learning management software to engage students in learning and inform parents about course expectations. Systems are fully integrated for ease of use and efficiency.

Indicators of Success:	Implementation lead (name and role):
- All faculty and staff utilize SU Wide longitudinal data system - The faculty is trained in how to use data to guide program improvements and help personalize instruction for all students. - The school system has a data collection system in place that allows the faculty to look beyond test results and general percentages to identify institutional strengths and weaknesses, as well as patterns of performance across courses, content areas, grade levels, student subgroups, and individual students. - The school system has clearly defined performance objectives shared with students through learning management software, and student data are tracked and reviewed to determine progress made toward achieving long term goals. - Professional learning groups regularly use disaggregated student data to guide their own professional growth, and teachers regularly make data-informed instructional modifications intended to address the identified needs of their students. - Parents have online access to essential information and updates about their child's education. A thoughtful communication strategy utilizes online technologies to keep parents, local policy makers, and the public apprised of SU/school-performance data and ongoing efforts to improve student outcomes. - Regular upgrades in data technology and ongoing refinement of the data-collection process are increasing efficiency and minimizing errors. - Surveys of the faculty indicate that data is used to guide both programmatic and instructional decisions. - All parents are more informed about their children's academic progress and are taking a more active role in their children's education. - Discussions about student data at the faculty and community levels are aligned with the SU/school mission and action plan, and are focused on addressing identified student needs.	

Task	Anticipated funding sources (Title I, Title IIA, etc.):	Person responsible:	Status/ Anticipated completion date	Data Collection/Evidence for Evaluation
Task 1: Members of the LTEE et. al, will review all data systems and learning management systems SU wide and determine plan of action for changes as needed (VCAT, PowerSchool, Schoology, Google Classroom, etc.)	Stipends for committee members	Work Group A, Tech Integration Team, Sheila Soule, Craig Donnan	January 2016	

Task 2: Make use of a common student-information system and other technological tools to track, disaggregate, and analyze student data (include data required for state and federal reporting, but also data that can help identify priority areas for instructional improvement, such as course failures, intervention outcomes, and postsecondary success data).				
Task 3: Provide parents with online access to up-to-the-minute information on the academic status of their children, including information about current and upcoming assignments.				
Task 4: Use the National Student Clearinghouse's StudentTracker for High Schools system to track the college enrollment and -persistence rates of all graduates. (B)		**High School Administration**		
Task 5: Undertake a comprehensive data review at the end of each year to identify specific strengths and weaknesses that can shape the coming year's action plan. (B)		**LTEE Members**		
Task 6: Conduct confidential surveys of students, parents, and teachers to collect data on school culture, teacher effectiveness, and other important issues. • **Climate Survey**		**Work Group B**		
Task 7: Utilize professional learning groups and other school-embedded professional development structures to ensure that teachers understand the importance of analyzing data, and have time to disaggregate student data, discuss their findings with colleagues, and determine research-based solutions to improve classroom practice				
Task 8: All schools will transition to DocuSped for IEP and 504 student data management system		**Donarae Dawson** **Craig Donnan**		

❖Section 3 Community Engagement

Goal #CE.1

Develop a transparent, sustainable, and well-communicated process to continuously engage the community in school improvement (policy w/ funding?)

(1) Engage staff and community members in the overarching goal of fulfilling the promise of a 21st Century Education by preparing all students in the schools of WWSU for college, career, and civic participation, and clearly define for all why proficiency-based/personalized learning best drives this transition.
(2) Improve communication and community engagement through a new and expanded shared-leadership model which includes the WWSU Leadership Team as well as school-based leadership teams.
(3) Ensure that engagement activities are informed by student voices; make youth perspectives a priority from the outset

Indicators of Success:	Implementation lead (name and role):
- A transparent, sustainable, and well-communicated process to continuously engage the community in school improvement (policy w/ funding?) - Community participation in school activities and events has increased, particularly among traditionally under-represented families. - Student participation in school governance, co-curricular activities, community volunteerism, activism, political campaigns, voting, and local, state, and national student leadership opportunities has increased. - Surveys of teachers, students, and parents indicate a high degree of satisfaction with the expanded leadership model and support for major decisions related to achieving the goals identified by the leadership team. - Parents, community members, and local business leaders and policy makers are informed about the schools and their programs, and the local news media regularly profiles positive stories of student success and teacher leadership.	

Task	Anticipated funding sources (Title I, Title IIA, etc.):	Person responsible:	Status/ Anticipated completion date	Data Collection/Evidence for Evaluation
Task 1: Share tools and strategies with school leaders to communicate with faculty/staff the role and purpose of the WWSU Leadership Team for Educational Excellence; the Community Engagement Initiative; and the Personalized Learning Initiative grant @ HU.		**Sheila**	**March 30**	
Task 2: School leaders communicate with faculty/staff, students and parents the premise of the Community Engagement Initiative and solicits coalition members.		**Principals in Each Building**	**April 27-29**	8-20 members of diverse stakeholder**s**
Task 3: A communication coalition is created and a shared understanding about existing initiatives and community context is developed. The coalition identifies engagement goals.		**Everyday Democracy**	**June**	Engagement goals identified
Task 4: The coalition learns about the principles of effective engagement; experience several engagement strategies; map community to identify missing voices; discuss engagement goals / refine; and build coalition relationships.			**June**	Attended Demonstrated understanding of engagement principles
Task 5: Review the Communicating School Redesign work. Refine engagement goals; create a draft implementation plan for the 2015-2016 school year; continue to build team relationships.		**Everyday Democracy**	**June**	Articulated plan

		and Members of Coalition		

Not sure where this belongs

Task 6: Regularly communicate with all parents—particularly parents from <mark>historically underrepresented</mark> households—while proactively encouraging their participation in school governance, activities, and programs. (S/B) *See also Community Engagement.*	**School Wide Funds for Parental Involvement, Community Engagement Grant**			**Climate Survey**

❖ Section 4 Operations and Management

Goal #OM.1 Policy				
Review and update the supervisory union and school specific policies to ensure alignment with the overarching principles of Proficiency-based Learning and Proficiency-based graduation.				
Task	**Anticipated funding sources (Title I, Title IIA, etc.):**	**Person responsible:**	**Status/ Anticipated completion date**	**Data Collection/Evidence for Evaluation**
Task 1: Develop new policies and/or review existing policies which support the redesigned system (e.g. graduation policies, retention and promotion policies, etc)	none	**Admin Workgroup A**	**Fall 2015**	

Task 2: Ensure that newly developed policies reflect the system redesign either through additional policies or procedures
 	
  A. **Graduation Policy reflects demonstration of proficiency (HS)**
  B. **Promotion, retention, acceleration policy includes demonstrations of proficiency**
  C. **Attendance policy includes multiple pathways**
  D. **Grading policies support student growth and attainment of proficiency**
  E. **Multiple Pathways policy in place to support learning beyond the classroom**
  F. **Reporting and Transcript Policies reflect demonstration of proficiency**
  G. **Academic Recognition/Honors policies based on attaining/exceeding proficiency standards**
  H. **Personal Learning Plans policy in place to support student ownership of learning**
	none	**Superintendent Brigid Nease, WWSU Executive Committee and/or School Boards**	**Beginning at HUHS**
			
			Not started at SU level
			
			Policy up for review April 2015 however it will need to be revisited
			
			Complete by 2016-2017	

Task 3:				

Goal #OM.2 Implementation of Act 46 (H361)

Task	Anticipated funding sources (Title I, Title IIA, etc.):	Person responsible:	Status/ Anticipated completion date	Data Collection/Evidence for Evaluation
Task 1: Develop process to engage the executive committee in designing a plan articulating clearly the areas of focus for the AOE Study grant.	Study grant	Brigid Scheffert, Executive Committee	Fall 2015	
Task 2: Develop a work plan and timeline to meet the implementation requirements of H361		Brigid Scheffert, Executive Committee	Early Winter	A.

Goal #OM.3 Continued Implementation of Tyler Infinite Vision System

Task	Anticipated funding sources (Title I, Title IIA, etc.):	Person responsible:	Status/ Anticipated completion date	Data Collection/Evidence for Evaluation
Task 1: Expand the use of the Human Resource portal to include ability to enroll, change benefits, access contracts and other employment information online		Michelle Baker	June 16, 2016	Completed implementation
Task 2: Ongoing Professional Development for administrative assistants and administrators to carry out procedures and tasks in the new system with consistency and fidelity		Michelle Baker, Michele Ballard, other accounting department personnel as needed		
Task 3: Utilize the Tyler budgeting tool throughout the FY17 development to provide everyone access to the current status of the budgeting process				
Task 4: Continue custom report features for Financial Reports for board				

Goal #OM.4 Continued Implementation of Act 153/156 Centralization of Special Education Services

Tasks	Anticipated funding sources (Title I, Title IIA, etc.):	Person responsible:	Status/ Anticipated completion date	Data Collection/Evidence for Evaluation
Task 1: Develop procedures for budget planning,fiscal and program procedures to centralize SpEd and related services including : ● **SpEd Professionals as per negotiated agreements** ● **Tuition** ● **Contracted Services** ● **Supplies and Materials** ● **Transportation**		*Michelle Baker, Donarae Dawson, Brigid Nease, Teacher Negotiations Committee*	*FY 17*	