

WSESU District-wide Action Plan 2014-2016

The WSESU Mission is to provide a safe, inclusive and supportive environment where all students grow academically, socially, and emotionally, and are challenged to reach their potential as local and global community members.

In order to fulfill our mission, the following district goals have been established to guide individual School-wide action plans, administrative team goals, individual professional goals, and teacher professional development plans. **Ensures that this work continues - through SU Leadership Team, School Based Leadership Teams, CO Staff - C&A, SpecEd, Coaches, Teacher Leaders, Grade Level Meetings . . .**

Goal: Safe and Healthy Schools - All students will have access to equal educational opportunities in safe, healthy and respectful environments
IB04 - For each restructuring school, the district/SU will ensure that the restructuring options chosen reflect the particular strengths and weaknesses of the restructuring school, collaboratively identified by the school and District/SU.
IB05 - The District/SU will ensure that resources for each school improvement initiative, including budgetary resources, are appropriate and sufficient for that school

Needs Identified by Data I. Equity/ Diversity	Targets (SMART Goals)	Action Steps (action steps in red indicate priority for 2014-15 SY)	Person /Group Responsible	Time-Frame
<p>1. 44 Substantiated incidents of harassment in 2013-14 (71 in 2012-13). 32 of these were harassment related to Sex or Sexual Orientation (55 incidents in 2012-13 & 84 incidents in 2011-12).</p> <p>2. ~ 10 % (range: 8%-12%) of students in 2014 Climate Survey do not perceive school as a safe place</p> <p>3. 2013 YRBS reports 44 % of 6-8th graders and 34% of 9-12-graders reported that “students help decide what goes on in school”. 57% (6-8) and 46% (9-12) reported that they felt like they “mattered to people” in their community</p> <p>3a. Access to general education below state and national averages for students with low-incident disabilities</p>	<p>1. Continue to decrease incidents related to Sex/Sexual Orientation and harassment by June 2015</p> <p>2. Increase student perception of safety to 100% by June 2016</p> <p>3. Increase student social competence indicators by 5% annually Work on mentoring for elem students at risk of drop-out? Look at evidence-based practices</p> <p>3a. Increase access and participation in general ed for students with L-I disabilities by 50% by 2015</p>	<p>1a. Coordinate work of WSESU Diversity/Equity Committee and WellAc with WSESU Action Plan 2013-2015 providing goals, analysis and progress annually to the Superintendent.</p> <p>1b. Schools will create and implement programs to emphasize education about sex/ sexual orientation, harassment, and supporting social competencies. This includes social skill programs for students requiring modeling, guidance and practice. Schools will use WSESU equity coordinator to help implementation.</p> <p>2a. School Leadership teams will facilitate a process of examination of school climate surveys by staff and students</p> <p>2b. Counselors create a focus group to discuss reason why students may be indicating not feeling safe,</p> <p>2c. School administrators and educators will continue to implement positive behavior support systems, PBIS or equivalent, with state and local training, local budgets, and support in all schools</p> <p>Individual school budgets adequately support personnel and programming necessary for sustaining a safe and hth school environments</p> <p>3a. Schools increase inclusion efforts through educator training, strengthening core programming, changing service delivery model and ongoing state support by 2015 (including STEP programs, SWIFT, UDL, and co-teaching)</p> <p>3b. Create a system of support for students with emotional/behavioral needs through utilizing specialized professional staff to work with both students, teachers, and parents.</p> <p>3c. Coordinate with BB/BS and other community organizations to decrease risk of drop-out and increase graduation rate.</p>	<p>1a. Diversity Cttee, WellAC. Superintendent, Equity Coordinator</p> <p>1b. Principals</p> <p>2a. Principals</p> <p>2b. Counselors Principals</p> <p>2c. Principals & Special Ed Admins</p> <p>3a. Principals & Special Ed Admins</p> <p>3b. Special Ed. Admins</p>	<p>1a. Report to Superintendent by June annually</p> <p>2a. 2014-15 SY</p> <p>2b. 2014-15 SY</p> <p>2c. 2014-15 SY</p> <p>3a, b. Report in by June annually</p>

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Goal: Safe and Healthy Schools - All students will have access to equal educational opportunities in safe, healthy and respectful environments

Needs Identified by Data II. Healthy School Lifestyles Curric.	Targets (SMART Goals)	Action Steps	Person /Group Responsible	Time-Frame
<p>4. 2013 YRBS data indicate widespread student engagement in ATOD use (WSESU statistically higher than state in: use of alcohol, marijuana, inhalants by 6-12th graders, use of cocaine, prescription meds, hallucinogens (9-12th), % of students who have tried cigarettes, perceived ease of access to alcohol, marijuana, cigarettes, etc.)</p>	<p>4. Continue incremental decrease in usage indicators on YRBS</p>	<p>4. Schools implement Alcohol, Tobacco, and Other Drug unit using the WSESU Curriculum Framework as required by Act One training, on self-regulation, self-discipline and self-advocacy. Individual school budgets reflect funding to support curriculum programming.</p>	<p>4. Teachers (Principals, C&A to monitor) WellAc Committee, School Counselors & Nurses</p>	<p>4. On-going</p>
<p>5. 10% of students were absent 15 or more days during SY 2013-14.</p>	<p>5. Reduce 15 days or more absent to 9% in 2014-15</p>	<p>5.. School attendance councils develop action plans to increase attendance and student engagement in school: accessing truancy & tardiness prevention training, parent /community involvement, analysis of attendance data.</p>	<p>5. School attendance councils, principals</p>	<p>5. On-going</p>

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Goal: Student Learning: All students will show annual progress in meeting the Vermont Standards

IB07 - The District/SU will ensure that the school improvement and restructuring plans include research-based, field-proven programs, practices, and models

IC06 - The District/SU will provide the technology, training, and support to facilitate their schools' data management and analysis needs, in alignment with their District/ SU technology plan

IC07 - Professional development for school instructional and support staff will be built into the school schedule by the District/SU and the school will be allowed discretion in selecting training and consultation that fits the requirements of its improvement/ restructuring plan and its evolving needs

Needs Identified by Data	Targets (SMART Goals)	Action Steps	Person(s) Responsible	Timeline
<p>1. 99% of WSESU teachers are HQT in content areas</p> <p>2. Achievement gaps in reading, writing & math NECAP results</p> <p>3. Math proficiency and Reading fluency below expectations identified by GLEs</p>	<p>1. 100% of WSESU teachers will receive HQT for their content area(s)</p> <p>2. Decrease achievement gap by 10 points on the NECAP results</p> <p>3. Increase math proficiency and reading fluency in students grades K-12 using research-based curricula, practices, and models by 2015</p>	<p>1a. Provide funds and require non-HQT staff to take course to reach HQT status as a condition of employment.</p> <p>1b. Teachers will use course reimbursement funds to gain content and professional knowledge to support a broad curriculum including All Kids, Skillful Teacher and WSESU New Teacher Induction Program.</p> <p>2. Improve identification and support for struggling students. MTSS</p> <p>2a. Data Teams: Grade-level or grade-cluster teams of classroom teachers, Special Education and Academic Support teachers, and administrators to meet at least monthly to examine multiple sources of assessment data for students in their classrooms.</p> <p>2b. Improve use of data to determine next instructional and intervention strategies. Provide coaching support to build capacity. Individual school budgets reflect support for building capacity, including development of site-based teacher leader positions.</p> <p>2.c. Schools provide the technology, training and support to facilitate data management and analysis needs.</p> <p>3. Improve delivery of Math and Literacy instructional programs</p> <p>3a. Provide PD to teachers to implement using research-based, best practice strategies to increase math competency pre-K-12. Individual school budgets reflect support to fund math and literacy improvement PD.</p> <p>3b. Provide PD to teachers to implement research-based, best practice strategies to increase literacy in all students, grades pre-K-12. SU-level planning and prioritizing of PD for all staff to improve student learning.</p> <p>3c. Use Grade Level & Content Level Meetings: teachers to work together on curriculum and assessment, covering topics including: research-based math, literacy, writing, data collection and using data to inform instruction. Provide coaching support to build capacity,</p> <p>3d. Integrate the use of technology to accelerate student achievement.</p> <p style="color: red;">As measured by Patterns of Practice/walk-throughs, goal setting, peer observation, and formal supervision/evaluation.</p>	<p>1. C&A, Central Office & Principals, EES Director</p> <p>2a, 2b. Principals, Teachers, Coaches, C&A,</p> <p>3a. C&A, Math Coach, Principals</p> <p>3b. C&A, Literacy Coach, Principals</p> <p>3c. Coaches, C&A, Principals</p> <p>3d. Tech Cttee, teachers</p>	<p>1. July 2015</p> <p>2a. System self-sustaining & on-going</p> <p>3b. System in place and On-going</p> <p>3d. On-going</p>

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Goal: Student Learning: All students will show annual progress in meeting the Vermont Standards

Needs Identified by Data	Targets (SMART Goals)	Action Steps	Person Responsible	Timeline
<p>4. Below state average Science NECAP results indicate a need to improve student achievement at all sites</p> <p>5. SpedDoc NTC data indicate Special Education students participate in general education classes considerably less than 80% of the time</p> <p>6. Track graduation rates, dual enrollment credit and post high school placement rates</p> <p>7. 60% based on K Readiness surveys of children entering Kindergarten from early childhood programs are proficient in social emotional, communication, general knowledge & approaches to</p>	<p>4. Better integration of Science content with Literacy instruction re: comprehension</p> <p>5. Increase Special Education student participation in general education classrooms to 80% pK-12.</p> <p>6. Increase 4-year cohort graduation rate of all students to state average or above by June 2016 put in something about dual-enrollment attendance data?</p> <p>7. Increase school readiness to 85% of incoming K students proficient in social emotional, communication, general knowledge & approaches to learning</p>	<p>4. Use Common Core materials and work with Literacy Coach to identify opportunities for integrating Science into comprehension instruction K-8. Access reading across the curriculum work at HS</p> <p>5a. Provide PD and develop school-based standards for EST problem solving using MTSS framework to define instruction support, PD on research-based inclusion practices in regular education; Response to Instruction, Universal Design, Differentiated Instruction, PBIIS, and special education topics.</p> <p>5b. Training to improve use of technology to support inclusion in general education classrooms. Individual school budgets reflect funding and time to support PD for EST, MTSS, problem solving, teacher training on research-based inclusion practices, and technology training.</p> <p>6a. SU-wide early identification of risk factors for drop-out. Evaluate drop-out data, graduation rates, past services/ programs. Create alternative instruction, including technology and career development. Report back to sending school. School budgets reflect support to fund programming that improves graduation completion and career/college readiness.</p> <p>6b. Develop transition planning & activities to increase student goal-setting for college and career readiness, including PLPs.</p> <p>7a. Target supports to identified needs of students based on the <i>Teaching Strategies GOLD</i> (pre-K) assessment data.</p> <p>7b. Provide professional development for Pre-K teachers that focuses on areas of need as identified by the Kindergarten survey and <i>Teaching Strategies GOLD</i> (pre-K) assessment data.</p>	<p>4. C&A, Lit Coach</p> <p>5a. Special Ed Admins, School Psychologist & C&A</p> <p>5b. Special Ed Admins, SU (common standards for PD), School (assure training happens)</p> <p>6a,b. WRCC, WSESU Administrators, Special Education Administrators</p> <p>6b. SU (align 7-12 curriculum), School (complete assmnt for transition planning)</p> <p>7. SU, Early Ed Coord, Spec Ed Admin, Early Ed Director (Head Start), Local BBF Council & Principals</p>	<p>4. Integrated Units taught 2013-14</p> <p>5a. By June 2014 and on-going</p> <p>5b. By June 2014 and on-going</p> <p>6a. June 2014 and on-going</p>

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learning.		7c. Include pre-K teachers participation in WSESU Kindergarten grade level meetings. <i>?include STEP services Coteaching in EES??</i>		
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Goal: Leadership: Members of the WSESU school community will work to develop school climates that promote positive and respectful behaviors and pride and ownership in our schools.

IB05 - The District/SU will ensure that resources for each school improvement initiative, including budgetary resources, are appropriate and sufficient for that school

Needs Identified by Data	Targets (SMART Goals)	Action Steps	Person Responsible	Timeline
<p>1. On-going need for assessment of school board functioning</p> <p>2. Most students report feeling respected by teachers (90% - 97%) and administrators (90% - 99%) on 2014 Climate Survey (increased +5%) <i>Get most recent data</i></p> <p>3. Parent involvement and attendance to conferences & school based activities not formally documented</p>	<p>1. Complete annual VSBA Board Self-Assessment survey</p> <p>2. Increase student feeling respected by teachers & admin by 5% by 2015</p> <p>3a. Develop WSESU data collection method to assess <i>parent participation & engagement by 2015</i></p> <p>3b. Develop and administer Parent climate surveys by 6/15</p>	<p>1. PD to Board, administrators & teachers on roles & responsibilities (focusing on positive and respectful behaviors) to implement WSESU & school missions</p> <p>1a. Analyze VSBA Board self-assessment survey annually to improve board operations</p> <p>2. Increase student opportunities to be involved in student leadership and school engagement</p> <p>2a. Provide after and in-school programs options for student involvement in their community</p> <p>3. School Attendance Council to pursue methods to increase parent/community involvement in schools</p> <p>3a. Using data collected, each school will develop a parent participation structure for ongoing involvement, parent education and establishing strong relations in the school community; focus on low performing students.</p> <p>3b. Consistently administer SU-wide Parent Survey annually</p>	<p>1. Superintendent, Principals, Boards</p> <p>1a. Superintendent & Boards</p> <p>2. Principals, school-based teams</p> <p>3. Principals and administrators</p>	<p>1. On-going</p> <p>1a. On-going</p> <p>2a,b. On-going</p> <p>3a June 2015</p> <p>Annually</p>