

## 2018-2021 CCSU Goals

**Benchmark**-a standard or point of reference against which things may be compared or assessed.

**Strategy**- a plan of action or policy designed to achieve a major or overall aim.

**Monitoring**- observe and check the progress or quality of (something) over a period of time; keep under systematic review.

1. Students are proficient in Literacy (reading, writing, communication)					
	Benchmarks	Strategy	Monitoring Schedule	SU Admin Team Supports needed	Comments
<b>Year 1</b>	PreK- grade 3 teachers of literacy are skillful and supported in implementing literacy instruction	<p>-PLC teams are created to allow teachers time to collaborate about best practices in literacy instruction, and to define what a proficient literacy instructor looks like.</p> <p>-Targeted goal setting with teachers that promotes continuous growth in literacy instruction</p> <p>-Teachers participate in instructional rounds to support each other in perfecting their practice in literacy instruction <a href="#">Teacher Rounds</a></p>	<p><i>Administrative team need to create a plan for use of PLC teams and teacher collaboration.</i></p> <ul style="list-style-type: none"> <li>● SU Literacy PLC will be defined and established by August 7.</li> <li>● Building level PLC / be defined and established by October 15. -----</li> <li>● Teacher goal setting will be completed by September 30. -----</li> <li>● Administrative team agrees on definition and use of instructional rounds by August 7.</li> <li>● Discussions to introduce instructional rounds is done within each building by September 6.</li> </ul>	<p>Building administrators will work with the Literacy Coordinator to participate in data team and staff meetings to move staff forward</p> <p>Resources will be made available to the administrative team on best practices. Such as <a href="#">(SRI)</a>.</p> <p>Creation of PLC's resources: Marzano <a href="#">Dufour - Overview</a></p>	<p>Literacy leaders lead PLC's with an emphasis on resources that support universal/core instruction.</p> <p style="text-align: center;"><b>Teacher/Student Impact:</b></p> <p>Analysis of data and Change in data over time POA/F&amp;P- Analysis with benchmarks and suggested goals/interventions (Liz/Billy Jo Binder) Use the proficient reader document to identify a level of proficiency for all readers.</p> <p>How is the effectiveness of the data team protocols being assessed?</p>

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			<ul style="list-style-type: none"> <li>● Completion of first instructional rounds (could be a limited number of participants) by November 1.</li> <li>● All PreK-3 teacher will participate in an instructional round by June 6, 2019.</li> </ul>		<p>Successful implementation and use of protocols.</p>
	<p>Teachers will understand the literacy programs we have adopted and teach them with fidelity.</p>	<p>-Create a schedule for F&amp;P and Wit &amp; Wisdom PD to take place throughout the year that includes a feedback loop to identify specific follow up needs for individual teachers.</p> <p>-Determine time needed for core instruction and develop a master <a href="#">schedule</a> to provide for core instruction .</p>	<ul style="list-style-type: none"> <li>● PD is secured for F&amp;P classroom and using the literacy continuum August 21; Pre-k F&amp;P Shared Reading September 20; Pre-k F&amp;P Interactive Read Aloud September 21.</li> <li>● PD is secured for Writing in Wit and Wisdom on August 22</li> <li>● Staff input will provide input for PD literacy needs based upon annual goals, student data and building needs by October 1.</li> <li>● SU level PD plan will be developed on October 18.</li> <li>● Building level PD schedule will be developed by</li> </ul>	<p>Revisit admin teams needs</p> <p>Literacy Coordinator will consult with building administrators regarding sequence of Wit and Wisdom modules for multi-grade classrooms.</p>	

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			<p>October 18.</p> <ul style="list-style-type: none"> <li>• A needs assessment for best use of PD funds will be proposed by November 15.</li> <li>• Information gathered to guide changes to the 2019-2020 master schedule that recognizes time needed for core instruction has been collected by December 20 2018.</li> </ul>		
Establish a baseline of teacher proficiency for <a href="#">differentiation</a> in core literacy instruction.	<p>-Create surveys (<a href="#">Differentiated Instruction Self-Assessment</a> ) that gather information about teacher understanding of differentiation. The information will be used in PLC discussion and development of PD for teachers.</p>	<ul style="list-style-type: none"> <li>• A survey (<a href="#">Differentiated Instruction Self-Assessment</a> ) has been administered to gather information around differentiation by September 21.</li> <li>• The admin team will analyze the survey and identify PD to support faculty and incorporate faculty feedback by October 4.</li> </ul>	Mat or Scott create an electronic version of the differentiated instruction self assessment survey prior to September	Examine potential personnel to achieve the ultimate schedule (including tier 2 and 3 personnel)	
Teachers analyze <a href="#">data</a> in a collaborative way to differentiate universal/ core instruction.	<p>-<a href="#">Data teams</a> are structured to identify instructional themes and analyze individual student data to create an action plan for next steps for core instruction</p> <p>-Identify PD needs through</p>	<ul style="list-style-type: none"> <li>• Building level data teams are established and in place October 2018.</li> <li>• Administrators will report at the admin team</li> </ul>	<p>Develop a protocol to support data teams in regard to focusing on shifting core instructional practice</p> <p>Professional Development Design team that will look at</p>	Admin team agendas should be reflective of the schedule and the progress being made to achieve these strategies	

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		<p>collection of staff feedback about needs for effectively analyzing data and how to use data.</p> <p>PD will be provided to staff about how to facilitate effective data team meetings.</p>	<p>meeting their protocols and instructional needs on November 1st, February 7th and July 11th.</p> <ul style="list-style-type: none"> <li>• Staff feedback mechanism (google form; exit ticket) around data analysis meeting and utilization of the protocol is implemented at the close of meetings starting at 1st data team meeting</li> <li>• A design team has been organized by Mat that will analyze school wide and district level data and make recommendations for PD by August 20.</li> </ul>	<p>data to design professional development that meets the needs of learners</p>	<p>What are we investing in our literacy teachers to ensure they are the best teachers?</p> <p><a href="#">Data Protocol Resource</a></p>
	<p>Literacy committee defines indicators of a proficient reader for grades 4-8</p>	<p>Expand Literacy Committee with individuals who are bring more understanding about grades 4-8.</p>	<ul style="list-style-type: none"> <li>• Admin team, in collaboration with current literacy team, will discuss adding staff in grades 4-8 for the literacy committee by August 20.</li> <li>• Literacy committee defines the indicators of a proficient reader for grades 4-8 by June 2019</li> </ul>	<p>Title funds to support stipends for literacy committee.</p>	
Year	Power standards are	Revision and Implementation	Revising curriculum in the	Identify outside consultants to	

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2	<p>identified for each unit of study.</p> <p>A continuum of literacy learning is developed K-12 that follows the growth of power standards.</p> <p>Creation and implementation of CFA's that reflect student understanding of power standards</p>	<p>of SU curriculum that reflects universal design, transferable skills, power standards and outcomes for students.</p> <p>Teacher training in use of programs and initiatives that support the curriculum</p>	summer of 2019	assist in teachers professional development	
Year 3	<p>Universal/Core literacy instruction will be differentiated to reach the needs of all learners.</p> <p>Teachers are skillful in analyzing data to make informed decisions about instruction</p> <p>All teachers can look at student work and calibrate proficiency through the same lens</p> <p>Teachers connect literacy knowledge to the real world and build experiences that link the transferable skills to literacy content.</p>	SU wide assessment system is being followed with fidelity	Use of a protocol for analyzing student work	Implement a data warehouse system such as Powerschool Unified Insights.	

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### 2. Students are proficient mathematical problem solvers

Proficiency needs to be defined pk-3 as well as 4-12

- What are our assessment tools and how do we build a profile that tells us whether they are proficient?
- Integrate science and global citizenship - check to see what is appropriate content
- 90% at grade level - target 3rd grade - need to extend it through the system 4-12

	Benchmarks	Strategy	Monitoring Schedule	SU Admin Team Supports needed	Comments
Year 1	Teachers of math are skillful and supported in implementing math instruction.	<p>Creating targeted math instructional PD based on needs of faculty.</p> <p>PLC teams are created to allow teachers time to collaborate about best practices in mathematical instruction.</p> <p>Targeted goal setting with teachers that promotes continuous growth in instruction in mathematics.</p> <p>Teachers participate in instructional rounds to support each other in perfecting their practice in math instruction  <a href="#">Teacher Rounds</a></p>	<ul style="list-style-type: none"> <li>● PD for core math instruction for the year arranged by September 2018.</li> <li>● SU math PLC will be defined and established by August 14.</li> <li>● Building level PLC will be defined and established by October 15.</li> <li>----- -----</li> <li>● Teacher goal setting will be completed by September 30.</li> <li>----- -----</li> <li>● Administrative team agrees on definition and use of instructional</li> </ul>	<p>Determine time needed for core instruction.</p> <p>Discuss the composition of the PLC teams</p>	<p>Teacher Product: Create targeted &amp; obtainable goals: -Vocabulary -Understanding Content -Student outcomes Participate in Instructional Rounds &amp; PD</p> <p>Student Impact: Student has a clear mathematical understanding and can communicate effectively</p>

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			<p>rounds by August 7.</p> <ul style="list-style-type: none"> <li>● Discussions to introduce instructional rounds is done within each building by September 6.</li> <li>● Completion of first instructional rounds (could be a limited number of participants) by November 1.</li> <li>● All pk-8 teachers will participate in an instructional round by June 6, 2019.</li> </ul>		
	<p>Teachers will understand the adopted math program and teach it with fidelity</p>	<p>Survey faculty to identify additional Math program PD needs (Eureka Math K-8/ PreK Everyday Math).</p> <p>Be intentional with walkthroughs to support quality math instruction and ensure fidelity.</p>	<ul style="list-style-type: none"> <li>● Create a survey to identify math program PD needs by</li> <li>● Faculty will complete survey to identify math program PD needs by ----- -----</li> <li>● Walkthroughs will be...</li> </ul>	<p>Conversation between math coordinator and Ingrid around language between Everyday Math and Eureka Math.</p>	<p>Teacher Product: Teachers participate in Math PD Fidelity is noted and observed during Walk-thrus Timeline...</p> <p>Student Impact: Students are exposed to comprehensive grade level content Students gain deeper understanding of math content</p>

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	<p>Establish a baseline with proficiency for <a href="#">differentiation</a> in core math instruction.</p>	<p>Create surveys (<a href="#">Differentiated Instruction Self-Assessment</a>) that gather information about teacher understanding of differentiation. The information will be used in PLC discussion and development of PD for teachers.</p>	<ul style="list-style-type: none"> <li>• A survey (<a href="#">Differentiated Instruction Self-Assessment</a>) has been administered to gather information around differentiation by September 21.</li> <li>• The admin team will analyze the survey and identify PD to support faculty and incorporate faculty feedback by October 4.</li> </ul>		<p>Teacher Product: Teacher completes Differentiated Instruction Self-Assessment Participate in PLC discussions</p> <p>Student Impact: Students receive differentiated instruction (at all levels) Students make gains in math concepts</p>
	<p>Teachers analyze <a href="#">data</a> in a collaborative way to differentiate universal/core math instruction.</p>	<p>Mid and Post module assessments are given and analyzed. Results are used to inform further instruction as well as identify students who need differentiation.</p> <p>Teachers will calibrate the scoring of math assessments.</p> <p>PD will be provided to staff about how to facilitate effective data team meetings.</p>	<p>Math leaders are selected by administrators to lead PLC's.</p> <p>PLC teams are established and in place October 2018.</p>	<p>½ Day <a href="#">PLC</a>'s/ PD that focus on core/universal math instruction</p> <p>PD is secured for Eureka Math.</p> <p>Professional Development Design team that will look at data to design <a href="#">professional development</a> that meets the needs of learners.</p>	<p>Teacher Product: Teacher analysis of local assessments collaboratively Teachers identify students needs Teachers adjust instruction to meet identified needs Data Team? Data Protocol? -Effectiveness Tier 2 &amp; Tier 3 Supports?</p> <p>Student Impact: Students needs are met through differentiation</p>



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Year 2	Teachers look for ways to connect math to the real world and build experiences that link the transferable skills to mathematics content.	Teachers, in collaboration with the math curriculum coordinator, analyze Eureka Math modules to eliminate lessons that are not closely linked to CCSS.			
Year 3	Teachers create experiential mathematical experiences that link to the transferable skills and are used for assessment purposes.				

### 3. Students are responsible and involved citizens in their community

	Benchmarks	Strategy	Monitoring Schedule	SU Admin Team Supports needed	Comments
Year 1	Teachers will explore and gain an understanding of the C-3 Standards through implementation of the current <a href="#">CCSU Global Citizenship Units</a> . Pre-K	Establish a committee with a focus on Global Citizenship to analyze current status including familiarity with the <a href="#">CCSU Global Citizenship Units</a> .  Administrators will collect teacher products reflective of their current practices in Global Citizenship.  Administrators will facilitate	<ul style="list-style-type: none"> <li>● Committee with a focus on Global Citizenship will be established by September 15.</li> <li>● At Opening Inservice Mat will speak to staff about committees and allow interested people to sign up indicating their interest. -----</li> <li>● Administrators will facilitate conversations by November</li> </ul>	Building administrators will select the members of the committee.  Admin team will gain clarity around which Global Citizenship curriculum to utilize.	<p><b>Teacher/ Student Impact:</b></p> <p>Teachers are provided with resources and a foundation to teach the standards and make informed decisions.</p> <p>Student</p>

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		<p>monthly discussions around progress of implementation of Global Citzenships</p> <p>Administrators will facilitate conversations at the building level to determine current status of GC curriculum.</p> <p>Conduct a crosswalk between C-3 Standards, essential arts teachers and current programs in relation to the Global Citizenship curricula. (Global Citizenship, PBIS, RC, RJ , SEL / Second Step)</p>	<p>1. -----</p> <ul style="list-style-type: none"> <li>● Crosswalk is organized and conducted by June.</li> </ul>		<p>engagement will be increased. Reading and writing will be integrated.</p> <p><a href="#">Global Citizenship Power Standards</a></p> <p><a href="#">C-3 Framework.</a> <a href="#">C-3 PDF.</a></p> <p>Who was on the committee that developed the units of study for GC in 2016? (Meg Clayton, Lindsey Lacoss, Nick Decarro, Tamara Thompson)</p>
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	<p>Identify gaps between current instruction and the C3 framework /Pre-K VELs(or current GC standards).</p>	<p>Develop and make teachers aware of a document/template housing the C3 components and where they are embedded within other curricular areas.</p> <p>Teachers will utilize the C3 framework standards to flag standards as they go through the math/literacy curriculum and identify addressed components.</p>	<ul style="list-style-type: none"> <li>● Billy Jo will develop a document/template to house C3 connections by August 20.</li> <li>● Present document/template to faculty and practice/demonstrate flagging process on August 23.</li> <li>-----</li> <li>● Teachers will flag standards as they go through the math literacy curriculum as they go through the year</li> <li>● Document/template reviewed by</li> </ul> <p>Designate someone to lead the group and ensure that the work is carried out.</p> <p>-Using a log, share out the progress /questions/ needs with the group</p>	<p>Budget for a stipend for teacher leader for the GC team.</p> <p>Plan times for this group or leader to present and meet with the admin team at some of our monthly meetings</p>	<p><b>Teacher/ Student Impact:</b> In teaching and learning this helps to provide cohesion and connections.</p> <p>Students will have more exposure and ability to be productive members of society.</p> <p>Literacy sequence of modules???</p>
<p>Year 2</p>	<p>Teachers create indicators which define an involved citizen within the community.</p> <p>Include areas of meaningful instruction that take place within the PBIS and RC systems that tie into GC.</p>	<p>Teachers will utilize the adopted <a href="#">OR CCSU GC units</a>.</p> <p>The Global Citizenship team would survey stakeholders to define the indicators.</p> <p>Research exemplars of indicators for GC standards that other schools have used</p>	<p>Designate someone to lead the group and ensure that the work is carried out.</p> <p>-Using a log, shares out the progress /questions/ needs with the group</p>	<p>Review logs, provide support and questions answered or probing questions</p>	

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	Teach Social Emotional Learning	successfully.  Research best practices for instruction in GC			
Year 3	Create Global Citizenship curriculum that is based on the indicators created during the inventory-connected with school wide expectations and PBIS/RC systems  Teach Social Emotional Learning	Develop/utilize an existing <a href="#">template</a> for unit creation- template will include areas where there are existing connections in other content areas.  Have a means to develop the units - utilize PLC time and/or have another summer institute.	Template shared and reviewed and feedback given.  PLC feedback etc.	Billy Jo  PD with unit design and crosswalk it with what is in place  PD/Research on best practices for teaching global citizenship	
Year 4	Teachers will implement the curriculum.  Teach Social Emotional Learning	Coaching, support, and time given to teachers			If there was advance planning, this could be potentially be completed in three years.

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### 4. Students are proficient in the transferable skills (4 -12)

#### Overarching practices:

1. Upper elementary grades intentionally build assessment and awareness of transferable skills in existing curriculum.
2. Middle Grades identity is built around the transferable skills with advisory at its core.
3. Students articulate their progress in developing proficiency in these skills through developmentally-appropriate passage presentations - grades 5-8-11.

	Benchmarks	Strategy	Monitoring Schedule	SU Admin Team Supports needed	Comments
Year 1	<p>Common language of the <a href="#">Vermont Transferable skills</a> are agreed upon by the admin team.</p> <p>The admin team will explore and gain knowledge of proficiency based learning and the transferable skills.</p> <p>Transferable skills are reviewed and agreed upon after gaining knowledge and feedback from staff.</p>	<p><b>Build Administrative Knowledge</b> Administrative team will build PD time into the admin meetings to grow our background knowledge.</p> <p><b>Build teacher knowledge</b> Administrative team creates and implements an introduction to transferable skills for faculty discussions.</p>	<ul style="list-style-type: none"> <li>● PD time for admin will be determined by Mat.</li> <li>● Administration team creates an introduction to transferable skills by Jan 10th.</li> </ul>	<p>Admin team visits schools who are implementing transferable skills in the elementary grades.</p> <p><a href="#">Scoring Criteria, Tasks, Samples</a></p>	<p>Introduce transferable skills in pre-k 3 (habits of a learner)</p> <p>Ensure proficiency by graduation (9-12)</p> <p>Criteria of documenting through specific indicators or general identification of t.skill?</p> <p>Point of contact to support our team:</p> <p>Pat Fitzsimmons at AOE</p> <p>Bill Rich</p> <p><a href="#">Great Schools Partnerships</a></p>

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	<p>A system exists that allow teachers to generate and share examples from the current curricula that address each transferable skill.</p>	<p><b>Build connections to existing programming</b>            Teachers identify where transferable skills are in alignment with their current work/ assignments/assessments  <i>(i.e. noting when a literacy lesson also builds clear and effective communication)</i></p> <p>Teachers identify a transferable skill of interest to generate at least one example of how they are addressing that standard</p>	<ul style="list-style-type: none"> <li>● A protocol or document/template is developed to support teachers in identifying transferable skills within their curriculum by</li> <li>● Examples of how transferable skills are being met are presented to faculty as a model by</li> </ul>	<p>Professional development support and potential outside partners.</p> <ul style="list-style-type: none"> <li>- VREC</li> <li>- Great Schools Partnership</li> <li>- Buck Institute for Education</li> <li>- Tarrant Institute</li> <li>- Middle Grades Collaborative</li> <li>- YATST/Up For Learning (?)</li> </ul>	
<p>Year 2</p>	<p>Middle grades advisory (6-8) framework is established and rooted in transferable skills.</p> <p>Common language of transferable skills is integrated in 4-12 curriculum development processes.</p> <p>A model for student passage presentations are developed and discussed across schools. (could be student-led conferences, public</p>	<p>Provide the opportunity (if desired) to adjust the transferable skills to fit the identity of the school, while keeping the essence of the state standards intact.</p> <p>Interested teachers observe examples of the transferable skills from the curriculum of others (instructional rounds practice, peer observation)</p> <p>Teachers bring the</p>	<ul style="list-style-type: none"> <li>● Faculty has the opportunity to adjust the transferable skills by</li> <li>● Teachers utilize protocol or document/template to identify the transferable skills within their curriculum by</li> <li>● Teachers choose a</li> </ul>	<p>Professional development time allocated.</p> <p>SU-Wide leadership and focus group (diverse stakeholders).</p>	

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	<p>exhibition, other potential models at certain points in a student's career, such as 5-8-11)</p>	<p>examples of the transferable skills together at a full faculty meeting, then conduct a gallery walk to expose faculty to the transferable skills from other sources to reflect upon</p> <p><b>Demonstrate understanding</b> Develop assessments of transferable skills.</p> <p>Move practice to include transferable skills.</p>	<p>transferable skill of interest and create/demonstrate an example of how they are addressing that standard by</p>		
<p>Year 3</p>	<p>Student passage presentations communicate clear understanding and application of transferable skills.</p> <p>Middle grades advisory focused on transferable skills is common practice.</p> <p>Mechanism for evaluating practice in place.</p>	<p><b>Evaluate initial implementation.</b></p> <p><b>Build fidelity and institutional identity.</b></p>		<p>Time and space to continue this work.</p> <p>Culture of continuous improvement.</p> <p>Calibration around evaluation mechanism.</p>	