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The **BLUE MOUNTAIN UNION SCHOOL** mission is to develop citizens who:

**RESPECT**  
others and themselves

**THINK**  
creatively, collaboratively,  
and critically

**THRIVE**  
locally and globally

**PERSEVERE**  
through challenges

**UNLEASH THEIR POTENTIAL**  
by finding and using their voice

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Blue Mountain Union School District

Leadership Team Shared Vision

(Developed: July 15, 2016 – Revised: August 22, 2017, Revised: July 16, 2018; Revised June 20, 2019)

1. We believe in the improvement/proficiency of *all* students through the implementation of an equitable, rigorous, and engaging learning environment supported by self-reflection, data based decision making, and open communication.
2. We believe that leading by example, flexibility, and the distribution of responsibilities (based upon individual's strengths) will serve as a conduit for developing leadership in our learning community.
3. We believe that, “groups of teachers, working together in purposeful ways over periods of time, will produce greater learning in more students.” (The Principal, Michael Fullan, p. 65, © 2014).
4. We believe that it is the mission of the Blue Mountain School District to develop citizens who respect others and themselves; think creatively, collaboratively and critically; thrive locally and globally; persevere through challenges; and unleash their potential by finding and using their voice.
5. We believe in a cohesive and flexible system that supports *all* students through a *growth mindset* which is based on the belief that, “basic qualities are things to be cultivated through effort and that although people may differ in every which way, everyone can change and grow through application and experience.” (Mindset: The New Psychology of Success, Carol Dweck, Ph.D., p. 7 © 2006).

“What’s best for the community is a good school, one that has a good reputation. What is best for the kids is a good school.” -Dr. Rowe

**Blue Mountain Union School District**  
**Continuous Strategic Action/Improvement Plan: 2016-2017; 2017-2018; 2018-2019;**  
**2019-2020; 2020-2021**

**Target Goal #1: A Systemic and Comprehensive Approach** – Careful examination of research on systemic change shows significant relationships between systemic organization and capacity and student achievement (Huie, Buttram, Deviney, Murphy & Ramos, 2001). In addition, real and enduring change is complex and requires commitment and creative thinking (Fullan, 1997; Senge, et al., 1999, 2000). VERMONT Multi-tiered System of Supports Response to Intervention and Instruction (MTSS-RtII) Field Guide; © 2014, P.6.

ACTION STEPS (What is to be done?)	Focus Area:	Person Responsible:	Result Indicators:	Status Up-Dates:
<p>1. Conduct a comprehensive review of our student support services (such as, but not limited to, the use of Responses to Intervention – Tiers I, II, and III; MTSS Process) for students who are identified as performing below standard and/or students who are identified as “At-Risk” and improve our overall ability to meet students’ needs and monitor their progress. (Integrated Field Review Report – Academic Achievement – Recommendation #2)</p>	MTSS	MTSS Leadership Team	<p>Through a comprehensive system of identifying students who are performing below proficiency and/or students who are “At-Risk” the Blue Mountain Union School District will be better able to meet students’ individual social, emotional, and academic needs. As a result, the number of students achieving proficient and/or proficient with distinction on state and local assessments will increase.</p>	<p>The behavioral portion of the MTSS is on track and progressing.</p> <p>The academic portion of the MTSS – we are on the implementation phase within classrooms. Delivery services for Tier II interventions (in Literacy and Mathematics; grades K through 5) starting in the 2017-2018 school year, have been changed from a predominantly pull-out model to a push-in model, where interventionists are working directly within the regular classrooms, alongside the classroom teacher(s) to provide the intervention services to small groups of identified students in need of Tier II services.</p> <p>2018-2019: Clear behavior support process established aligned to the EST process with a clearly defined referral process. Identified Behavioral Specialists.</p> <p>2019-2020: Work as part of the SU MTSS Leadership Cohort. Moving to a 5 level (tiered) system of support for academic and behavioral supports.</p>
<p>1-2. Develop and articulate tiered intervention models/programs to support the social-emotional needs of all students; connecting all services (Guidance, Community-Based Mental Health Services, etc.) (Integrated Field Review Report – Academic Achievement – Recommendation #2)</p>	MTSS	MTSS Leadership Team	<p>Through a comprehensive system of identifying students who are performing below proficiency and/or students who are “At-Risk” the Blue Mountain Union School District will be better able to meet students’ individual social, emotional, and academic needs. As a result, the number of students achieving proficient and/or proficient with distinction on state and local assessments will increase.</p>	<p>We continue to develop and foster partnerships with community-based services.</p> <p>We have increased the dental services and vision services offered to students through collaborative work with our school nurse and community providers.</p> <p>Elementary, middle school and high school level “Lunch Groups” have been established where the elementary school counselor meets with identified groups of students on a regular basis.</p> <p>Identified Area of Need: A Health Educator (to implement a school wide Health Education Curriculum) and a School Social Worker (to help students and families in need of mental health and/or community based services – to access and manage such services). .5 Health Teaching position implemented SY 2018-2019            2018-2019: .5 MS and HS Health Teacher. CPT Process developed and implemented. Community Resource Fair. Whole Child Outreach Team which meets monthly. Wellness Day. Fulltime mental health support provided in school through community partnerships. Universal screening for behaviors.            2019-2020: Full time Health Teacher.</p>
<p>1-3 Consistently implement the PBIS model throughout the PreK-12 environment, while differentiating to provide clear expectations by school, to provide smooth transitions across grade levels, and to connect and address the social/emotional well being of students through the MTSS process. (Integrated Field Review Report – Safe, School Climate – Recommendation #1)</p>	MTSS PBIS BEST Conference	MTSS Leadership Team	<p>A consistently implemented PBIS model, differentiated to meet the diverse and developmental needs of students, will result in a smooth transition for students as they progress through the years as students within the Blue Mountain Union Schools. As a result the number of student disciplinary incidents should decline each year and overall student performance on local, state, and/or national assessments will increase.</p>	<p>2017-2018 established a PBiS Leadership Team</p> <p>The implementation of PBiS has moved from three separate systems to a Pre-Kindergarten through twelfth grade (school-wide) system, which began during the 2016-2017 school year and is continuing.</p> <p>2018-2019 continue with PBiS Leadership Team. Attend the BEST conference in June, 2019. Vision Statement: “Through communication, consistency, and celebration develop relationships that support positive behaviors and a culture of learning.” Middle School developed and implemented a PBiS Handbook specific to the middle level. School and community wide acknowledgement for positive behaviors (“Shout Outs”). Data presented out at monthly faculty meetings.</p> <p>2019-2020: Continue with PBiS across the school.</p>

1-4 Create and implement a coherent system for the development and utilization of Personalized Learning Plans for all students in grades 7-12. (Integrated Field Review Report – Academic Achievement – Recommendation #2 & Personalized Learning – Recommendation # 1)	PLP	MTSS Leadership Team	A clearly defined and consistently implemented system for Personalized Learning Plans for all students in grades 7-12 will result in students achieving proficiency and/or above in each of the academic proficiency indicators (local, state, and/or national assessments), an overall high graduation rate, and students being prepared to meet college and career readiness indicators.	<p>2017-2018 we have implemented a shared advisory block within the master schedule for grades seven through twelve. Advisory groups in these grades focus on the development and implementation of students Personalized Learning Plans (PLP's).</p> <p>2018-2019: Identified Area of Need: Explore different electronic storage and management platforms. Part-time PLP Coordinator for grades 7-12. Universal PLP format for grades 7-12.</p> <p>2019-2020: Continue with the implementation of PLPs in grades 7-12. Utilize Infinite Campus to house students' PLPs. Middle School and High School Advisory Teachers will take the lead on working with students to keep PLPs updated.</p>
<b>ACTION STEPS</b> (What is to be done?)	<b>Focus Area:</b>	<b>Person Responsible:</b>	<b>Result Indicators:</b>	<b>Status Up-Dates:</b>
1-5 Develop strategies to drive academic development and Career and College readiness for all students. Integrated Field Review Report – Personalized Learning – Recommendation # 2)	Career and College Readiness	High School Faculty  District's Leadership Team	Clearly defined strategies specific to College and Career readiness for all students will result in students achieving proficiency and/or above in each of the academic proficiency indicators (local, state, and/or national assessments), an overall high graduation rate, and students being prepared to meet college and career readiness indicators.	<p>Continue to partner with VSAC to explore students' academic and/or career choices. 2017-2018 implementation of a new high school schedule which allows for more flexibility in students' scheduling, thus allowing students to take more courses and for the high school to increase offerings available to students. We also continue our partnership and access to programs at the Riverbend Technical Center.</p> <p>Identified Area of Need: Separate the Director of Guidance position from the school counseling position. .5 School Counseling position as of SY 2018-2019 – separated from Director of Guidance Position</p> <p>Identified Area of Need: Create a position for oversight of students' PLP's and Alternative Pathways. SY 2018-2019 BMU High School teaching position re-assigned to oversee PLP's &amp; Alternative Pathways on a part time basis.</p> <p>2019-2020: Continue with the implementation of PLPs in grades 7-12. Utilize Infinite Campus to house students' PLPs. Middle School and High School Advisory Teachers will take the lead on working with students to keep PLPs updated.</p>
1-6 During the budget development process, evaluate the effectiveness of prior spending in determining expenditures for the next budget cycle to be certain that funded programs are the most efficient and effective for student learning. Integrated Field Review Report – Financial Effectiveness and Statutory Regulations – Recommendation # 1)	Financial Effectiveness	Superintendent  Business Manager	Reviewing patterns of prior spending and adjusting accordingly will result in a more efficient budget development process, clearer spending goals/parameters, and overall improved fiscal responsibility which should result in greater community support and confidence in the district's budgeting process.	<p>This is our current practice/method of operation during each of the budget development cycles.</p> <p>We continue to examine our current use of Intervention services for effectiveness/impact and equity of distribution across the school. This is a required process in the application and review of the annual application and use of federal funds (for example, IDEA-B and Consolidated Federal Grants – Titles I and IIA).</p> <p>2018 and beyond: Budget development and oversight will happen at the SU (OESU) level.</p>
1-7 Develop/Refine and/or implement a Technology Plan for the integration of technology into the curricula in content areas across the Blue Mountain Union School District, include a hardware/software replacement plan, and a clearly defined professional development plan around the use of educational technology integration. (Integrated Field Review Report – Financial Efficiencies and Statutory Regulations – Recommendation #2)	Technology	IT Director  Technology Integrator  Technology Committee	A comprehensive plan has been developed and articulated to address Vermont's Technology Grade Expectations K-12 and to provide students and teachers with more access to current and relevant technology hardware and software within our schools.	<p>A current Technology Plan is in place for the Blue Mountain School District. In compliance with federal and state regulations, our Technology Plan is reviewed and updates on a regular basis.</p> <p>2017-2018 we are in the process of revising membership to the district's Technology Committee and will begin the process of reviewing and updating our current plan.</p> <p>2018-2019 Implementation of revised Technology Plan July 1, 2018 – June 30, 2021</p>
<b>1-7a School-wide Technology Infrastructure:</b> 1) Continue with classroom projector maintenance/replacements as needed (29 total to-date); 2) Continue with interactive whiteboard installations (includes 3 new MS classroom installs for 2018-2019); 3) Upgrade existing wireless internet access points; 4) Continue with scheduled replacement rotation of all computers (5 year); 5) Upgrade broadband connection (Internet) to 500 Mb down/up.	Technology	Technology Coordinator 1,2 (John Munson), Network Administrator 3,4,5 (Todd Powers)	<ol style="list-style-type: none"> <li>1) All classroom projectors are maintained and operable through the three years of the plan.</li> <li>2) All classroom interactive whiteboards are maintained and operable through the three years of the plan.</li> <li>3) New access points are purchased and installed.</li> <li>4) All school computers are replaced within 5 year rotation schedule.</li> <li>5) School broadband connection upgraded to 500Mb down/up</li> </ol>	Action step revised according to the revised BMU Technology Plan: July 1, 2018 – June 30, 2021.

<p>1-7b <b>STEM:</b> 1) Continue with Junior &amp; Senior Robotics Clubs (grades 5 – 7; VEX IQ; grades 8 – 12; VEX EDR); 2) Bring STEM activities into Grades 3 &amp; 4 through integration work (TC), which includes our new "Maker Cart"; 3) Continue working with 'White Mountain Science, Inc' in MS/Elementary classrooms.</p>	<p>Technology</p>	<p>Technology Coordinator 1,2,3 (John Munson), Classroom Teachers 2</p>	<ol style="list-style-type: none"> <li>1) Junior &amp; Senior Robotics Clubs will meet regularly through the three years of the plan. Teams will also compete annually in one or more robotics competitions.</li> <li>2) STEM activities will be implemented into various elementary/middle school classrooms</li> <li>3) White Mountain Science, Inc. will be contracted to provide STEM activities in various EL/MS classrooms</li> </ol>	<p>Action step revised according to the revised BMU Technology Plan: July 1, 2018 – June 30, 2021.</p>
<p><b>ACTION STEPS</b> (What is to be done?)</p>	<p><b>Focus Area:</b></p>	<p><b>Person Responsible:</b></p>	<p><b>Result Indicators:</b></p>	<p><b>Status Up-Dates:</b></p>
<p>1-7c <b>Technology Integration:</b> 1) "Faculty Technology Integration Unit" requirement annually with all classroom teachers; 2) Professional development with teachers through conferences (e.g. Vermontfest, Dynamic Landscapes, Christa McAuliffe) and in-service workshops; 3) Implementation of the new ISTE Student &amp; Educator Standards through PD work (e.g. early release day workshops); 4) Use of 'Newsela' through all content areas/all grades web-resource; 5) Continue 1:1 laptop program at HS level, transitioning to Chromebook environment; 6) Add 1:1 to the 8th grade for 2018-2019 and assess adding Grade 7 during this 3 year plan; 7) Become a member of ISTE.</p>	<p>Technology</p>	<p>Technology Coordinator 1,2,3,7 (John Munson), Network Administrator 2,5,6 (Todd Powers), HS Principal 2,3,4 (John Barone)</p>	<ol style="list-style-type: none"> <li>1) We have been requiring that teachers complete this for several years and will continue so through this plan.</li> <li>2) Teachers may utilize professional development funds for this purpose, and we will also be planning to use early release days for PD workshops.</li> <li>3) This will take place through BMU in-service PD.</li> <li>4) The school will continue to subscribe to this service and provide teachers with training on how best to use.</li> <li>5) HS students will have a Chromebook assigned to them for the school year.</li> <li>6) The 1:1 computer program will be extended to 8th grade students during the 2018-2019 school year. Assess the plausibility of adding Grade 7 during the term of this plan.</li> <li>7) BMU will join ISTE and partake of their educational technology information and guidance.</li> </ol>	<p>Action step revised according to the revised BMU Technology Plan: July 1, 2018 – June 30, 2021.</p>

<p>1-7d <b>Direct Educational Technology Instruction:</b> 1) Continue work with third and fourth grades on keyboarding, computer literacy and SBAC readiness; 2) Continue offering HS courses: Digital Video, Robotics &amp; Emerging Tech, Web Design, Computer Graphics; 3) Develop &amp; Implement Grades 3 through 8 educational technology curriculum; 4) Continue to participate in VTVLC as a collaborative partner, providing content in exchange for 25 seats/semester.</p>	Technology	Technology Coordinator 1,2,4 (John Munson), HS Principal 1 3 (John Barone)	<p>1) Provide Grades 3 &amp; 4 thirty minutes/week of keyboarding and computer literacy instruction.</p> <p>2) At least four (4) half-credit High School courses will be offered each school year.</p> <p>3) The Curriculum Director working with out staff will design and implement a educational technology curriculum, which addresses internet safety, technology literacy, digital citizenship, keyboarding, appropriate use of technology, and productivity software. This will include hiring a new Educational Technology Specialist.</p> <p>4) The Technology Teacher (Munson) or some other BMU staff will teach for VTVLC, which allows 25 BMU students/semester to take online courses through VTVLC.</p>	Action step revised according to the revised BMU Technology Plan: July 1, 2018 – June 30, 2021.
<p>1-7fe <b>School Website converted to &amp; maintained at ADA compliance:</b> All pdf documents text-to-speech ready, images tagged, video close-captioned, and school-wide procedures updated.</p>	Technology	Technology Coordinator (John Munson)	The school website will be maintained to ADA compliance standards.	Action step revised according to the revised BMU Technology Plan: July 1, 2018 – June 30, 2021.

**Blue Mountain Union School District  
Continuous Strategic Action/Improvement Plan: 2016-2017; 2017-2018; 2018-2019;  
2019-2020; 2020-2021**

**Target Goal #2: Effective Collaboration** – Research suggests that most organizations can benefit and improve by developing a collaborative culture (darling-Hammond, 1997, Fullan, 1999; Goddard, Goddard, & Taschannen-Moran, 2007). A collaborative culture is a distinguishing feature of effective schools (Lipson et al, 2004), and a necessary condition for successful multi-tiered systems. . VERMONT Multi-tiered System of Supports Response to Intervention and Instruction (MTSS-RtII) Field Guide; © 2014, P.12.

ACTION STEPS (What is to be done?)	Focus Area:	Person Responsible:	Result Indicators:	Status Up-Dates:
<p>2-1 The Blue Mountain Union School District will plan and implement informational meetings and/or publications for parents and community members (to include Student-Handbooks aligned to applicable BMU Board Policies; the annual School Report to the community and the annual District Report Card) around a variety of relevant topics such as programs available to students within their schools, alcohol/drug prevention and education sessions, information on students who engage in risky behaviors, and academic programs and intervention programs available to struggling learners. (Integrated Field Review Report – Academic Achievement – Recommendation #1)</p>	Communication and community engagement	District's Leadership Team	<p>Through improved communication between the schools and parents and the community, each of our schools will see a decrease in the number of students engaged in risky behaviors and through a comprehensive effort to improve school-community relationships, student performance on local and state assessments will improve.</p>	<p>2016-2017 the publication of the BMU Brochure. Our plan is to update/republish this document every two years.</p> <p>Annual review and update of student &amp; staff handbooks.</p> <p>BMU Facebook page is active.</p> <p>Annual School Report</p> <p>Updated BMU website</p> <p>ALMA notifications</p> <p>2018-2019 Broadcast Journalism class to cover local/community events. Whole Child Outreach Team</p> <p>2019-2020: Broadcast Journalism will expand and will expand events coverage. (September) Hosting a Math Night. Partner with PROSPER (tentative-depend on grant approval). Continue with the Whole Child Outreach Team's monthly meetings. Continue to work on improving school to home communications.</p>

<p>2-2 The Blue Mountain Union School District will regularly review and revise the School Safety Plan and procedures to address issues such as emergency evacuations, lock down procedures, and the prevention of intruders into the school buildings; and to remain compliant with all state and federal regulations.</p>	<p>School Safety</p>	<p>District's Leadership Team</p>	<p>A comprehensive and well-articulated safety plan in each of the schools will ensure that every effort possible is being made to keep the children and adults within our schools safe as measured and practiced through periodic safety drills and the possible use of school climate surveys administered to students (applicable by grade level), teachers, staff, and parents.</p>	<p>Monthly drills are scheduled and performed to include egress and lock down drills.</p> <p>Reviewing current safety practices and exploring new trainings/options. 2017-2018 designees will be attending a safety training/update and will bring back recommendations to the Leadership Team for discussion and consideration.</p> <p>2018-2019 adopting ALICE as school safety protocol. School Crisis Protocol/ Crisis Guide updated. School Safety Team developed to develop and oversee protocols/procedures.</p> <p>2019-2020: Continue with the implementation of ALICE.</p>
<p>2-3 The Blue Mountain Union School District will continue to work to improve school-community relations by utilizing a variety of venues (such as, but not limited to, the use of the district's website, annual publications, open houses) around a variety of relevant topics.</p>	<p>Communication and community engagement</p>	<p>District's Leadership Team</p>	<p>Through improved communication between the schools and parents and the community, each of our schools will see a decrease in the number of students engaged in risky behaviors and through a comprehensive effort to improve school-community relationships, student performance on local and state assessments will improve.</p>	<p>Annual Open House is held in August.</p> <p>We have increased our social media presence.</p> <p>Survey-Monkey was used for community feed-back on a variety of issues.</p> <p>Increasing celebrations of learning which are open to community members, for example, but not limited to, the J-Term Celebration as a culminating activity for our annual J-Term.</p> <p>2018-2019: Work-Based Learning Coordinator to work to establish community partnerships for students' work-based learning experiences; continued partnership with BMEP; Accessing community resources to address equity for all students ("2-1-1 Group").</p> <p>2018-2019 &amp; 2019-2020: Broadcast Journalism class to cover local/community events. Whole Child Outreach Team</p>

**Blue Mountain Union School District  
Continuous Strategic Action/Improvement Plan: 2016-2017; 2017-2018; 2018-2019;  
2019-2020; 2020-2021**

**Target Goal #3: High-Quality Instruction and Intervention** – A multi-tiered system of RtII focuses first on ensuring that students are experiencing the highest-quality classroom instruction – instruction that is differentiated and responsive to diverse students and provides appropriate feedback for both academic success and socially effective behavior. VERMONT Multi-tiered System of Supports Response to Intervention and Instruction (MTSS-RtII) Field Guide; © 2014, P.19.

ACTION STEPS (What is to be done?)	Focus Area:	Person Responsible:	Result Indicators:	Status Up-Dates:
<p>3-1 Create and articulate a PreK-12 curricula in each of the content areas aligned to applicable state and/or national standards (and standards of practice) such as, but not limited to, the Common Core Standards, the Next Generation Science Standards, the C3 Social Science Standards, as well as align instructional and assessment practices to state (Smarter Balanced Assessment, NECAP Science Assessment) and local assessments. (Integrated Field Review Report – Academic Achievement – Recommendation #1)</p>	<p>Curriculum</p>	<p>Director of Curriculum  K-12 Curriculum Committees</p>	<p>Clearly articulated, aligned PreK-12 curricula, with professional development and fidelity of implementation will result in improved student performance on both state and local reading and writing assessments.</p>	<p>5/17/2017 – School Board approved K-12 Science Curriculum 8/23/2017 – School Board approved K-12 Computer/Technology Curriculum School Board approved K-12 History/Social Studies Curriculum School Board approved K-12 Visual &amp; Performing Arts Curriculum School Board approved K-12 Physical Education Curriculum 12/06/2017 - School Board Approved K-12 Mathematics Curriculum School Board Approved K-12 English/Language Arts Curriculum School Board Approved K-12 Spanish Curriculum 4/25/2018 – School Board Approved K-12 Health &amp; School Counseling Education Curriculum</p>
<p>3-2 Develop and implement a three to five year curriculum review plan to support the K-12 curricular frameworks in each content area.</p>	<p>Curriculum</p>	<p>Director of Curriculum  K-12 Curriculum Committees</p>	<p>Clearly articulated, aligned PreK-12 curricula, with professional development and fidelity of implementation will result in improved student performance on both state and local reading and writing assessments.</p>	<p>2018-2019: Full Implementation for each content area Visual/Performing Arts (Music) World Languages (Spanish) 2019-2020: Visual/Performing Arts (Art) History/Social Studies Science 2020-2021: Computer/Technology Physical Education English/Language Arts Mathematics 2021-2022: Health &amp; School Counseling Education Curriculum</p>

<p>3-3 Based upon current data (from local and state assessments), implement Tier II Intervention programs/strategies in Literacy and/or Mathematics, to address the needs of identified students who are performing below proficiency. Such programs/strategies to be provided through multiple venues, such as, but not limited to, direct service in the classroom, pull out/intervention model, supplemental instruction (1:1 or small group), co-teaching/co-planning, and/or summer/winter – extended school year programming.</p>	<p>Tier II Interventions in Literacy and Mathematics</p>	<p>Director of Curriculum Vertical Team Leaders School based Leadership MTSS Leadership Special Education Team Interventionists</p>	<p>A systemic approach to addressing the needs of students who are identified (through the use of data) as not meeting the standard in Literacy and/or Mathematics, will result in an increase in the number of student achieving proficiency and/or proficiency with distinction on both state and local literacy and/or mathematical assessments.</p>	<p>Delivery services for Tier II interventions (in Literacy and Mathematics; grades K through 5) starting in the 2017-2018 school year, have been changed from a predominantly pull-out model to a push-in model, where interventionists are working directly within the regular classrooms, alongside the classroom teacher(s) to provide the intervention services to small groups of identified students in need of Tier II services.</p> <p>2018-2019: Continue with push-in model for Tier II services; continue to expand co-teaching opportunities to support all learners; expand applied learning classes (math and English) at the high school level; expand work-based learning opportunities for students in grades 9-12; expand access to UPWARD Bound program for students in grades 9-12.</p> <p>2019-2020: Move to a 5 Level (Tiered) System of support for students struggling academically and/or behaviorally. Develop and implement a “Math Model” for math instruction in grades K-8. Continue with and expand co-teaching across all grades.</p>
<p>3-4 Based upon current data (from local and state assessments), develop a comprehensive plan to identify the core cause/effect of the BMU writing data and develop strategies to address weaknesses/deficiencies. Writing emphasis to be aligned with the common Core of Learning Standards and the SMARTER Balanced Assessment.</p>	<p>Writing</p>	<p>Director of Curriculum K-12 ELA Curriculum Committee Interventionists</p>	<p>A systematic approach to improving writing instruction in identified weak/deficient areas PreK-12 and focused professional development in these areas of writing will result in an increase in the number of students achieving proficiency and/or proficiency with distinction on both state and local writing assessment.</p>	<p>2016-2017 Developed and implemented grade level writing prompts, administered school wide, three times per year. Faculty and staff participate in collaborative scoring resulting in setting of annual SMART Goals based upon focused instructional areas in writing. This is across all grades and all subject areas. BMUSD Three-Year Professional Development Plan contains strands of PD specific to writing and writing instruction (at grade levels and across content areas). In collaboration with regional superintendents and curriculum directors, working to implement and promote regional PD opportunities for faculty, staff, and administration. 2018-2019 Explicit requirements/guidelines for writing have been written into the K-12 English Language Arts Curricular Framework and said guidelines are also included in all K-12 curricular framework documents. Full implementation of all K-12 board approved curricular frameworks begins this school year. 2019-2020: Offer on site and continuous PD for all faculty during monthly faculty meetings. The focus of the PD will be on: Mathematics, reading, writing, differentiated instruction, and brain based learning.</p>
<p>3-5 Create and articulate a comprehensive K-12 Health &amp; School Counseling Education Curriculum for the school district that aligns with the Vermont Framework of Standards and Learning Opportunities, requirements/recommendations from the CDC, and supports research based best practices in health and wellness education.</p>	<p>Guidance Health &amp; Wellness</p>	<p>Director of Curriculum Guidance Counselors School Nurse</p>	<p>A comprehensive PreK-12 health and wellness curriculum will ensure that all students are addressing the Health standards of the Vermont Framework of Standards and Learning Opportunities and will result in a reduction of “at-risk+ behaviors as reported on the bi-annual Youth Risk Behavior Survey.</p>	<p>2017-2018 K-12 Health/Guidance Curricular Framework in draft format. Estimated school board approval date: December 2017.</p> <p><b>Identified Area of Need: 2017-2018 .5 Health Education teacher (to focus on grades 5-10) moving to a 1.0 Health Education teacher 2018-2019 to cover all grade levels.</b></p> <p>4/25/2018 – School Board Approved K-12 Health &amp; School Counseling Education Curriculum .5 Health Teaching position implemented SY 2018-2019 2019-2020: Full time Health Education teacher to implement curriculum.</p>

**Blue Mountain Union School District  
Continuous Strategic Action/Improvement Plan: 2016-2017; 2017-2018; 2018-2019;  
2019-2020; 2020-2021**

**Target Goal #4: Comprehensive and Balanced Assessments** – Good decision making for groups and individuals requires good information. This critical component acknowledges the central role of assessment in an effective MTSS-RtII system. [VERMONT Multi-tiered System of Supports Response to Intervention and Instruction \(MTSS-RtII\) Field Guide; © 2014, P.26.](#)

ACTION STEPS (What is to be done?)	Focus Area:	Person Responsible:	Result Indicators:	Status Up-Dates:
<p>4-1 Develop and implement common local assessments (including common scoring criteria – rubrics) in content areas. Provide opportunities for teacher, staff, and administration to come together to review results and discuss implications to tier I instruction.</p>	<p>Local Assessments in Writing</p>	<p>Director of Curriculum K-12 Curriculum Committees Vertical Team Leaders Interventionists</p>	<p>With clearly articulated, aligned common local assessments, the Blue Mountain Union School District will be better able to meet students’ individual academic needs. As a result, the number of students achieving proficient and/or proficient with distinction on state and local assessments will increase.</p>	<p>Annual development and communication of the district’s Comprehensive Assessment Plan.</p> <p>Beginning 2016-2017 and continuing annually, the implementation of three writing prompts (in the fall, grades 2 through 9; in the winter, grades 1 through 9; and in the spring, grades kindergarten through nine).</p> <p>2017-2018 Implementation of the STAR Reading and STAR Math Assessments for grades three through eight, to be administered three times per year.</p> <p>Grades kindergarten through two continue the use of the POA, and Fountas &amp; Pinnell assessments.</p> <p>2019-2020: Align BMU’s Local Assessment Plan to OESU. Continue with the implementation of the STAR Reading and Math local assessments, POA and Fountas and Pinnell Local Assessments. Implement OGAP into local assessments for mathematics. Explore and develop local assessments in Science. Research local assessments for high school level.</p>

<p>4-2 Periodically review the data on the number of bullying incidents, harassment incidents, hazing incidents, as well as all levels of disciplinary/incident reporting (to include, but not limited to, violations of BMU policies). Additionally, review periodically the number of DCF, local mental health, law enforcement, and Rule 4500 reports made annually to determine intervention needs of the district and/or individual school(s) and to determine professional development needs of the district and/or individual school staff members.</p>	<p>Bullying, Harassment and Hazing</p>	<p>District's Leadership Team  Guidance Counselors</p>	<p>Through a comprehensive system of identifying students and families "At-Risk" the Blue Mountain Union School District will be better able to meet students' individual social, emotional, and academic needs. As a result, the number of students achieving proficient and/or proficient with distinction on state and local assessments will increase.</p>	<p>PBiS teams monthly review data, plan celebrations and strategies to address concerns identified through the data.  Annual attendance at the BEST Conference.  2017-2018 Trauma Training (in two sessions) to all faculty and staff and the creation of a Trauma Cohort.  2017-2018 currently on truancy procedures partnering BMU with regional and state agencies.  2019-2020: MTSS Leadership Team will continue to meet and will align practices/philosophy with the OESU. Track all behavioral incidents through Infinite Campus.</p>
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**Blue Mountain Union School District  
Continuous Strategic Action/Improvement Plan: 2016-2017; 2017-2018; 2018-2019;  
2019-2020; 2020-2021**

**Target Goal #5: Expertise (Well-Designed Professional Learning** – Expertise and professional learning are the “fuel that drives the RtII Engine” (Batsche, n.d.). The four critical components of MTSS-RtII described in the Field Guide require significant expertise. The development and refinement of this expertise must be supported by well-designed opportunities for professional learning. This goal addresses the significance of expertise and professional learning and offer guidance for how to plan for and tailor professional learning in a multi-tiered system of RtII. VERMONT Multi-tiered System of Supports Response to Intervention and Instruction (MTSS-RtII) Field Guide; © 2014.

ACTION STEPS (What is to be done?)	Focus Area:	Person Responsible:	Result Indicators:	Status Up-Dates:
<p>5-1 Provide on-going training and the regular opportunity for teachers to meet (by grade level, across grade levels, by content areas) to review student performance data and/or to review student work and to discuss impact on student learning and on instruction.</p>	<p>PLC's</p>	<p>District's Leadership Team  Team Leaders</p>	<p>Using professional development time, faculty meeting time, and/or designated PLC and/or Data Team times, a comprehensive and systemic review of student performance data and/or student work will impact instruction and student learning and as a result, the number of students who reach proficiency and/or proficiency with distinction on state and local assessments will increase.</p>	<p>Continue with the implementation of PLC's with a focus on the examination of student work.  Student placement process involves the process of reviewing a variety of pieces of student performance data.  <b>Identified Area of Need: An electronic storage platform for the storage and management of student performance data (to include local and state data points).</b>  2018-2019 &amp; 2019-2020: – expand common planning time and expectations for what happens during this time.</p>

<p>5-2 Develop and implement a three year professional development plan to streamline the professional development initiatives of the school district, based upon identified needs through an annual comprehensive needs assessment process.</p>	<p>Professional Development: mathematics, writing, science, as well as, school/district wide identified areas of need of improvement.</p>	<p>District's Leadership Team Literacy Coordinator Regional Curriculum Directors' Organization Regional Superintendent organization</p>	<p>Focusing professional development on identified areas of concern, through a comprehensive needs assessment process, will result in an increase in the number of students achieving proficiency and/or proficiency with distinction on both state and local reading assessments.</p>	<p><b>School-Wide Areas of focus:</b></p> <ul style="list-style-type: none"> <li>• Communication</li> <li>• Consistency</li> <li>• Celebration</li> <li>• Implementation of all K-12 curricular frameworks</li> <li>• Co-Teaching</li> <li>• Rigor</li> <li>• Proficiency based teaching &amp; Assessments</li> </ul> <p><b>2019-2020:</b> OGAP and the Math Model Proficiency based teaching and assessments Differentiated Instruction with a focus on reading and writing in the content areas. Guided Reading and reading fluency</p>
<p>5-3 Provide teachers with ongoing and job embedded professional development and coaching in best practices in teaching and the use of research based instructional approaches. Areas of concern(s) to be identified through the systemic review of student performance data, student work samples, walk through data, evaluation results.</p>	<p>Job Embedded Professional Development in Literacy and Mathematics</p>	<p>District Leadership Team Interventionists</p>	<p>Focusing professional development and coaching on the implementation of best practices in the teaching and the use of research based instructional approaches, which will result in an increase in the number of students achieving proficiency and/or proficiency with distinction on both state and local reading assessments.</p>	<p>2017-2018 .5 FTE instructional coach to focus on the teaching of literacy in grades kindergarten through eight.</p> <p>Tier II Interventionists will begin providing services to identified teachers through a push-in model into classrooms vs. the traditional model of pull-out.</p> <p>2018-2019 Literacy Coach .5 FTE</p> <p><b>Area of Need: .5 to 1.0 Math Coach to work with math teachers across all grade levels.</b></p>
<p>5-4 Provide on-going professional development for teachers in the use of and integration of technology into the various curricular areas, K-12. This plan will also contain provisions for the continual training of teachers, staff, and administrators on the use of a new Student Data Management System, Interactive White Boards, 1:1 student devices, and other emerging technologies. On-going, embedded professional development to include the services of Tech Integrationists positions across the district.</p>	<p>Integration of Technology to enhance instruction and student learning</p>	<p>District's Leadership Team IT Director Technology Integrationist Technology Committee</p>	<p>A comprehensive plan will be developed to identify the professional development needs of teachers within the district on the use of and implementation of technology within the various content areas and across grade levels. The needs identified will then be formulated into a professional development plan for implementation.</p>	<p>2017-2018 The district's Technology Plan will be under review during this school year. The action step involving increased professional development for teachers in the use of and integration of technology into the various curricular areas will be part of this review.</p> <p>2018-2019 Implementation of revised Technology Plan; Mini-VSAC STEAM Grant; Expand 1:1 initiative to include Chromebooks for the 8<sup>th</sup> grade students.</p> <p>2019-2020: October 2019 – Technology Inservice (half day) and expand other technology training opportunities after that.</p>
<p><b>ACTION STEPS (What is to be done?)</b></p>	<p><b>Focus Area:</b></p>	<p><b>Person Responsible:</b></p>	<p><b>Result Indicators:</b></p>	<p><b>Status Up-Dates:</b></p>
<p>5-5 Establish and articulate an induction/mentoring program for all new staff hired in the Blue Mountain Union School District. (Integrated Field Review Report – High Quality Staffing – Recommendation #2)</p>	<p>Mentoring and supporting new hires</p>	<p>District's Leadership Team</p>	<p>A well established and articulated mentoring program for all new staff hired in the Blue Mountain Union School District will result in increased longevity of staff. As a result of well prepared and supported staff, will result in improved student performance on both state and local assessments.</p>	<p>2017-2018 The faculty union, school board, and administration will be forming a work group to review the current supervision and evaluation model and to make changes/edits to the model, to include, specifications and requirements for mentoring all new staff hired in the Blue Mountain Union School District. Implementation date: FY 2019.</p> <p>2018-2019 – Continue to implement Walk Through Observations. Work with OESU to revise/develop a consistent approach to new staff orientations.</p> <p>2019-2020: Coordinate with OESU.</p>
<p>5-6 Review and revise the current teacher evaluation model used in the Blue Mountain School District to meet state expectations and to improve overall student learning and outcomes</p>	<p>Teacher Evaluation</p>	<p>District's Leadership Team BMU Professional Staff</p>	<p>A comprehensive and well-articulated teacher evaluation system will result in overall improvement to instruction and student outcomes. As a result, the number of students achieving proficiency and/or proficiency with distinction will increase on local, state, and national assessments.</p>	<p>2017-2018 The faculty union, school board, and administration will be forming a work group to review the current supervision and evaluation model and to make changes/edits to the model, to include, specifications and requirements for mentoring all new staff hired in the Blue Mountain Union School District. Implementation date: FY 2019.</p> <p>2018-2019 Work with OESU to revise/develop a consistent approach to faculty evaluations.</p> <p>2019-2020: Coordinate with OESU.</p>