
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

Blue Mountain Union School District
Leadership Team Shared Vision
(Developed: July 15, 2016 – Revised: August 22, 2017)

1. We believe that *all* students will succeed in rigorous and engaging learning when all adults share this belief and are committed to making it happen.
2. We believe that leading by example and modeling 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 that the world is changing, therefore the education system must change, and so we must change as well. To that end, we believe in 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:
1-1. 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)	MTSS	MTSS Leadership Team	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>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>
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)	MTSS	MTSS Leadership Team	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>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 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).</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)	MTSS PBIS BEST Conference	MTSS Leadership Team	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>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>
1-4 Create and implement a coherent system for the development and utilization of Personalize 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 fro grades seven through twelve. Advisory groups in these grades focus on the development and implementation of students Personalized Learning Plans (PLP’s).</p> <p>We are using the Naviance System as the current electronic platform for the storage and management of students’ Personalized Learning Plans.</p> <p>Identified Area of Need: Explore different electronic storage and management platforms.</p>

ACTION STEPS (What is to be done?)	Focus Area:	Person Responsible:	Result Indicators:	Status Up-Dates:
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.	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. Identified Area of Need: Separate the Director of Guidance position from the school counseling position. Identified Area of Need: Create a position for oversight of students’ PLP’s and Alternative Pathways.
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.	This is our current practice/method of operation during each of the budget development cycles. 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).
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 Effectiveness and Statutory Regulations – Recommendation #2)	Technology	IT Director Technology Integrationist 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.	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. 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.
1-7a One-to-One Laptop Initiative: Blue Mountain has implemented a 1:1 computer program (school year 2014-2015) that provides students in their freshman year with a laptop computer. Presently we have laptops deployed in grades 9 &10, and we are looking at full implementation two years from now (9/17), and then continuing annually from there.	Technology	IT Director Technology Integrationist Technology Committee	BMU will continue to implement this program on an annual basis for the duration of this Digital Learning Plan. Periodic review of the effectiveness of the program will be carried out, with the guidance of the technology committee, and will include feedback from high school faculty and students. Students and faculty will be provided with training, as needed, to ensure the proper and successful use of the laptops. The Systems Administrator is the designated BMU staff person who oversees the implementation and servicing of this program.	2017-2018 we have fully deployed the 1:1 initiative in grades nine through twelve. 2017-2018 Students in the ninth grade are using Chrome Books. Students in grades ten through twelve are using HP ProBooks. The school-based Leadership Team, through collaboration with the district Leadership and the Technology Committee is exploring the positives and negatives to expanding the 1:1 initiative in the middle school grades (seven and eight).
1-7b Support of Classroom Technology Initiatives: BMU has invested heavily into classroom technology over the years. This includes providing school-wide wireless and wired internet access. This also includes classroom technology equipment, such as LCD projectors (29), interactive whiteboards (9), desktop computers, iPads, cameras (document, video & still), TV’s, classroom response systems, and on. Classrooms are also supported by having access to two computer labs (40 computers). The Library also has computers (8) and iPads (9) for classroom use. These are necessary for providing the copious access to technology that teachers and students need. The computer labs are also critical for direct instruction in technology (HS courses, grade school keyboarding), and testing (i.e. SBAC) The continued procurement, upgrading and maintenance of this equipment and facilities are critical to the success of the modern classroom.	Technology	IT Director Technology Integrationist Technology Committee	Provide multi-media equipment to each classroom. Each year, to the extent that budgeting will allow, continue to work to have all of our classrooms possess appropriate access to multi-media equipment. Continue to service all of our classroom technology equipment.	Annually, we continue to expand the number of classrooms using interactive SmartBoard to enhance instruction and student learning. We have mapped out the current use of technology within the school building. Identified Area of Need: Continue to offer professional development opportunities for teachers, staff, and administration in the use of technology to enhance instruction and improve student learning opportunities.

ACTION STEPS (What is to be done?)	Focus Area:	Person Responsible:	Result Indicators:	Status Up-Dates:
<p>1-7d Continued Monitoring of our Student Use of Digital Resources Policies & Procedures: The use of student and staff digital resources is administered through two policies and procedures:</p> <ul style="list-style-type: none"> • Acceptable Use of Electronic Resources (2454 & 2454 PR) • Cell Phone & Other Electronic Communication Devices (2455 & 2455 PR) <p>In general Blue Mountain provides for 'liberal' and relatively unrestricted access to digital devices, encouraging the use of such equipment to support and enrich the curriculum and to foster success of students in the global community. Of course all of this must occur within the context of existing federal and state law, as well as to meet our own district standards of acceptable use.</p>	Technology	IT Director Technology Integrationist Technology Committee Superintendent	Technology Committee, along with overall school faculty, will continue to monitor and reflect on the effectiveness of our various student use of digital resources policies.	These policies are reviewed and updated annually.
<p>1-7e Continued Explorations of STEM (science, technology, engineering & mathematics) Topics with Students: We recognize the importance of exposing all BMU students to STEM topics. The jobs of tomorrow will be deeply enmeshed with these topics. One good entrance point school wide for interjecting STEM into the curriculum is during the international "<i>Hour of Code</i>", which is an initiative that provides content for student and teacher use on STEM topics. This past school year the Technology Coordinator was able to work with five teachers on STEM topics using such resources as the OZOBOT mini-robot and www.code.org coding resources.</p>	Technology	IT Director Technology Integrationist Technology Committee Robotics & Coding Club	The preliminary work to add formal STEM curricula in the form of a robotics & coding course has already begun. The appropriate classroom materials have been identified (VEX Robotics "Swept Away" Classroom Bundle). Professional development has been identified for the instructor through the Carnegie Mellon Robotics Academy. There will also need to be shelving and other organizational efforts made to control the inventory for the course, which consists of hundreds of items necessary for robot construction. The Technology Coordinator, the teacher of the robotics and coding course, will take the lead on these efforts.	2017-2018 STEM Mathematics course offered as a part of the K-12 Mathematics Curriculum 2017-2018 – Applied Chemistry course and Environmental Science course offered as part of the K-12 Science Curriculum 2016-2017 – Robotics course offered as part of the K-12 Technology/Computer Science Curriculum. STEM is present in the middle school science curriculum. 2017-2018 During the J-Term a Robotics Course will be offered to students through a partnership with the White Mountain Science Initiative. 2017-2018 – elementary Robotics Club
<p>1-7f Printing Resources & Electronic Sharing of Documents: enable more electronic sharing of digital documents, and reduce our printing costs. These goals are tied very much together; the more documents are shared electronically, the less the need to print them. We endeavor to improve upon this for both environmental and economic reasons. That said, the district is committed to continuing to provide printing services to staff and students, knowing that a 'paperless' society is certainly not possible at this time.</p>	Technology	IT Director Technology Integrationist Technology Committee	Taken altogether the purchasing, leasing, and maintaining of printers, along with the supplying of toner and paper, represents a major annual expense to the district. We will continue to explore ways to deploy printers in the most cost-effective manner, while simultaneously considering the efficiencies and convenience for staff and students involved.	Annually, we continue to expand the use of Google-Classroom, particularly at the high school level. 2017-2018 Classroom printers have been replaced with shared (centralized) copier/printers.

Blue Mountain Union School District
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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-RtI) Field Guide; © 2014, P.12.

ACTION STEPS (What is to be done?)	Focus Area:	Person Responsible:	Result Indicators:	Status Up-Dates:
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)	Communication and community engagement	District's Leadership Team	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.	2016-2017 the publication of the BMU Brochure. Our plan is to update/republish this document every two years. Annual review and update of student handbooks. BMU Facebook page is active.
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.	School Safety	District's Leadership Team	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.	Monthly drills are scheduled and performed to include fire drills, lock down drills, clear the halls drills and evacuation drills. 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.
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.	Communication and community engagement	District's Leadership Team	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.	Annual Open House is held in August. We have increased our social media presence. Survey-Monkey was used for community feed-back on a variety of issues. 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.

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:
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)	Curriculum	Director of Curriculum K-12 Curriculum Committees	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.	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 & Performing Arts Curriculum School Board approved K-12 Physical Education Curriculum 12/2007 - DRAFT K-12 Mathematics Curriculum – for School Board approval DRAFT K-12 English/Language Arts Curriculum – for School Board approval DRAFT K-12 Spanish Curriculum – for School Board approval DRAFT K-12 Health Education Curriculum – for School Board approval
3-2 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.	Tier II Interventions in Literacy and Mathematics	Director of Curriculum Vertical Team Leaders School based Leadership MTSS Leadership Special Education Team Interventionists	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.	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, along side the classroom teacher(s) to provide the intervention services to small groups of identified students in need of Tier II services.
3-3 Based upon current data (from local and state assessments), develop a comprehensive plan to identify the core cause/effects of the BMU Writing Data and develop steps to address weaknesses/deficiencies. Writing emphasis to be aligned with the Common Core of Learning Standards and the SMARTER Balance Assessment.	Writing	Director of Curriculum K-12 ELA Curriculum Committee Interventionists	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.	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.
3-4 Create and articulate a comprehensive PreK-12 Guidance and/or Health & Wellness 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.	Guidance Health & Wellness	Director of Curriculum Guidance Counselors School Nurse	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.	2017-2018 K-12 Health/Guidance Curricular Framework in draft format. Estimated school board approval date: December 2017. 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.

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:
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.	Local Assessments in Writing	Director of Curriculum K-12 Curriculum Committees Vertical Team Leaders Interventionists	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.	Annual development and communication of the district's Comprehensive Assessment Plan. 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). 2017-2018 Implementation of the STAR Reading and STAR Math Assessments for grades three through eight, to be administered three times per year. Grades kindergarten through two continue the use of the POA, PNOA, and Fountas & Pinnell assessments.
4-3 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.	Bullying, Harassment and Hazing	District's Leadership Team Guidance Counselors	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.	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.

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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:
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.	PLC's	District's Leadership Team PLC Leaders	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.	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. Identified Area of Need: An electronic storage platform for the storage and management of student performance data (to include local and state data points).
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.	Professional Development: mathematics, writing, science, as well as, school/district wide identified areas of need of improvement.	District's Leadership Team Literacy Coordinator Regional Curriculum Directors' Organization Regional Superintendent organization	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.	<div style="display: flex; justify-content: space-between;"> <div style="width: 80%;"> <p>Year 1: 2017-2018 <u>MATHEMATICS:</u></p> <ul style="list-style-type: none"> • Establish a Leadership Team for Math • 90 minutes for mathematics instruction grades K-6 • <i>On Core</i> Math Program Implementation K-6 w/support and PD • Additive Reasoning PD <p><u>WRITING:</u></p> <ul style="list-style-type: none"> • Clarity of Expectations by Grade Level/Content (K-12 ELA Curricular Framework) • Calibration of Writing Prompts (3 times/year) <p><u>SCIENCE:</u></p> <ul style="list-style-type: none"> • Unpacking of Next Generation Science Standards and clarity of Instruction. • Writing in Science • Inquiry <p>Year 2: 2018-2019 <u>MATHEMATICS:</u></p> <ul style="list-style-type: none"> • <i>On Core</i> Math Program Implementation K-6 w/support and PD • Additive Reasoning PD • Multiplicative Reasoning PD <p><u>WRITING:</u></p> <ul style="list-style-type: none"> • Calibration of Writing Prompts (3 times/year) • The science/process of writing PD for all teachers in all content areas <p><u>SCIENCE:</u></p> <ul style="list-style-type: none"> • Unpacking of Next Generation Science Standards and clarity of Instruction. • Writing in Science • Inquiry <p>Year 3: 2019--2020 <u>MATHEMATICS:</u></p> <ul style="list-style-type: none"> • <i>On Core</i> Math Program Implementation K-6 w/support and PD • Additive Reasoning PD • Multiplicative Reasoning PD <p><u>WRITING:</u></p> <ul style="list-style-type: none"> • Calibration of Writing Prompts (3 times/year) • Implementation of a Writing Process/Program K-12 <p><u>SCIENCE:</u></p> <ul style="list-style-type: none"> • Unpacking of Next Generation Science Standards and clarity of Instruction. • Writing in Science • Inquiry </div> <div style="width: 15%; font-size: small;"> <p>School-Wide Areas of focus:</p> <ul style="list-style-type: none"> - Rigor & Clarity of Instruction - Task Analysis - Differentiated Instruction - Co-Teaching - Proficiency based instruction & assessments </div> </div>

ACTION STEPS (What is to be done?)	Focus Area:	Person Responsible:	Result Indicators:	Status Up-Dates:
5-4 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.	Job Embedded Professional Development in Literacy and Mathematics	District Leadership Team Interventionists	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.	2017-2018 .5 FTE instructional coach to focus on the teaching of literacy in grades kindergarten through eight. Tier II Interventionists will begin providing services to identified teachers through a push-in model into classrooms vs. the traditional model of pull-out.
5-5 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.	Integration of Technology to enhance instruction and student learning	District's Leadership Team IT Director Technology Integrationist Technology Committee	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.	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.
5-9 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)	Mentoring and supporting new hires	District's Leadership Team	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.	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.
5-12 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	Teacher Evaluation	District's Leadership Team BMU Professional Staff	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.	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.