When students collaborate on Personalized Learning Plans with their teachers and family, their interests can be translated into real-world learning that can often exceed traditional standards for learning.
Things are changing in the way Vermont is educating and assessing its students and, while many of these changes represent exciting new opportunities, there remains some confusion among parents, students, and educators about where it’s all going.

As we move further into the electronic age, where centuries of information are now available with the simple click of a mouse; where entire courses can be taken online from colleges and universities around the world; and where “reading, writing and arithmetic” may no longer be a sufficient foundation for students to build their futures on; educators are taking a second look at how schools can best prepare students for life after graduation.

In Vermont, the results of that “second look” began to take a more concrete form with the passage in 2013 of “Act 77”, also known as the “Flexible Pathways Initiative.” In its simplest form, the Flexible Pathways Initiative created a new set of policies that govern how Vermont students will be educated and assessed as they advance from pre-kindergarten to high school graduation.

The basic elements of these policies include “flexible pathways” to graduation, which could include a combination of traditional classroom instruction and non-traditional, out of school learning such as internships; personalized learning plans (PLPs) for all students; proficiency-based graduation requirements; and new ways of assessing student performance (grading); all designed to improve educational options and life-after-high-school outcomes for students.

According to the Tarrant Institute for Innovative Education at UVM, personalized learning plans can help students and families set goals and chart pathways to graduation that are personally meaningful to them. And by collaborating on their PLPs with their teachers and family, students’ interests can be translated into real-world learning that can often exceed traditional standards for learning. The hope, if the objectives of Act 77 are achieved, will be lower drop-out rates, more engaged student learning, and better preparation for college or the workforce.

With that in mind, the six boards that make up the Washington Central Supervisory Union, representing the towns of Berlin, Calais, East Montpelier, Middlesex, and Worcester, began working together, not only to improve the educational opportunities for all of its students, but also to consider what synergies might exist to ensure that students arriving at U-32 from five different sending schools all arrive with an equal preparedness for success.

This report provides background information for our planning and details about how we will make sure all WCSU students are prepared for each step of their educational journeys, going forward.

Sincerely,

Bill Kimball
WCSU Superintendent
The Development of Student Learning Outcomes

Over the past two years, the boards of the Washington Central Supervisory Union have been studying the question: “What do our communities believe our students should know and be able to do when they receive a U-32 diploma?”

During the winter of 2013, the U-32 school board began reviewing its New England Association of Schools and Colleges (NEASC) accreditation work to determine the level of alignment between the board and the U-32 faculty and staff. The board learned a great deal about itself and its policies, including how—or in some cases if—its policies were being carried out.

At the same time, WCSU’s elementary boards began asking the same questions, but with a focus on the entire pre-kindergarten–12 system. By the winter of 2016, five of our six boards had drafted their own student learning outcomes, or their vision of what students ought to know and be able to do by the time they graduate. Later that spring, all six boards came together to develop a common mission and student learning outcomes statement that would embrace and encompass all six schools.

WCSU MISSION STATEMENT • WCSU exists to nurture and inspire in all students the passion, creativity and power to contribute to their local and global communities.

The boards then defined more specifically how the mission statement would be carried out. The details are provided in the box at right.

STUDENT LEARNING OUTCOMES

WCSU students will meet or exceed rigorous standards for:

Core knowledge of essential academic subjects, including:
- Literacy
- Mathematical content and practices
- Scientific inquiry and content knowledge
- Global citizenship
- Physical education and health
- Artistic expression
- Financial literacy

Transferable skills and behaviors that prepare them for lifelong learning and success, including:
- Creative and practical problem solving
- Effective and expressive communication
- Engaged citizenship
- Working independently and collaboratively
- Informed, integrated and critical thinking
- Self-awareness and self-direction
What Are Student Learning Outcomes?

Student Learning Outcomes articulate broadly what WCSU students need to know and be able to do in order to earn a U-32 diploma. They are a vision of what will define an “educated person” from pre-kindergarten through graduation. We would call this person “proficient.”

The standards within a student learning outcome will identify categories of knowledge and skill. In order to move on to the next level(s) in their journey toward graduation, students will need to provide evidence of their learning in each standard by demonstrating that they have achieved proficiency in each outcome.

Performance indicators embedded within each standard articulate with even greater precision the knowledge and skills that students need to be able to demonstrate as evidence that they have become proficient in a standard, at a particular point in time. The performance indicators will form the foundation of our instruction and intervention systems.

Here is just one example of how student learning outcomes, standards, and performance indicators will work together.
According to Rachel Curtis and Elizabeth City, authors of the book Strategy in Action, a school district’s “theory of action” should come from an analysis of its current work, an understanding of its collected data, its mission statement, and the development of strategies designed to achieve its “vision.”

WCSU’s theory of action is the methodology we will use to educate our students, and the “vision” we are working to achieve is the attainment of our student learning outcomes. In developing a theory of action for WCSU, the Washington Central Leadership Team consolidated and reviewed what we’ve learned from our current initiatives; analyzed the data we’ve collected; and determined strategic objectives that we believe will guide the development of our students’ proficiency in the SLOs, from pre-kindergarten to graduation.

From that work, and with feedback from our faculty and staff members, we finalized the following theory of action to guide us as we implement the policies, curriculum, and assessment rubrics that will lead to a systemwide understanding and achievement of our student learning outcomes.

**WCSU Theory of Action**

If we provide high-quality instruction and interventions that are responsive to learners’ needs and interests, based on clear learning targets and measured by a comprehensive and balanced assessment system, then we will close achievement gaps and ensure that all students achieve proficiency in our WCSU student learning outcomes.

Embedded in this theory of action are three strategic objectives: clear learning targets; high quality instruction and interventions; and comprehensive and balanced assessment systems. Each of these strategic objectives has tasks that include supervision and evaluation; professional development and staff calibration and communication; identification of learners’ needs and interests; and ongoing attention to technology.

**Why Is Having a Strong Strategy Important for WCSU?**

“In an era where time and resources are so limited, why does a strong district strategy matter now more than ever?

Given the incredible demands school districts have to respond to in a context of constrained resources, a strong district strategy is essential to help districts stay focused on and clear about their priorities.

Their strategy is the mechanism by which districts identify the few highest-leverage things they can do to drive improved instruction and student achievement, and then align their resources (time, people and money) to those things. It is about making a concerted effort to focus tightly and deeply on a few things, with the goal of realizing significant gains.

While nobody relishes difficult financial times… these conditions do provide an opportunity for districts to make tough decisions about what is most important to do for children. The approach of working really hard at a lot of things without a clear strategy becomes untenable when budgets and staffing are cut. It is in these moments that districts can become incredibly focused and think in creative new ways about how to approach their work.”

From an interview with Rachel Curtis, co-author with Elizabeth City of Strategy In Action, Harvard Graduate School of Education, 2016

**Personalized Learning Plans Provide Path to Graduation**

Vermont’s Act 77, also known as the Flexible Pathways Initiative, requires that all middle and high school students have a personalized learning plan (PLP).

PLPs are intended to help students and families, in partnership with school personnel, purposefully create a path to graduation. Founded on goal-setting, reflection, and multiple learning opportunities, each student’s PLP is unique and personally meaningful.

At U-32, students work primarily with their teacher advisors and school counselors to create their PLPs. Students set quarterly goals and reflect on them regularly. Personalized Learning Plans are housed in Naviance, a software program that students and families also utilize for college and career exploration.
Getting Started with Proficiency-Based Graduation Requirements

In April of 2014, the Vermont State Board of Education adopted new Educational Quality Standards. One requirement in the new standards is that beginning in the 2016-17 academic year, all ninth graders will graduate under proficiency-based graduation requirements. Local school boards set the graduation requirements.

In May of 2016, the WCSU full board articulated our student learning outcomes, and our proficiency-based graduation requirements are aligned to them. At U-32, all middle-school and ninth-grade teachers have implemented proficiency-based learning this year, including proficiency-based grading and reporting. Our ninth-grade students are organized into two ninth-grade teams in order to best support their learning under this new system.

What Does This Mean for Our Students?

In order to graduate from the WCSU school system, students must demonstrate proficiency in the following areas: literacy, mathematical content and practices, scientific inquiry and content, global citizenship, artistic expression, physical education and health, financial literacy, and transferable skills.

TEACHER SUPERVISION LEADS TO PROFESSIONAL GROWTH

WCSU’s plan for the supervision and evaluation of educators is linked to a continuous process of growth, both for the school and each individual educator.

We anchor our growth to Charlotte Danielson’s definition of good practice as articulated in her 2013 book, The Framework for Teaching. This description of the teaching profession allows teachers the opportunity to reflect on their craft, gain feedback, and determine how best to enhance their skills and understandings about student learning, working cooperatively with both fellow teachers and administrators.

This process of supervision and evaluation promotes the developmental growth of all members of the school community. Each year, all teachers will develop annual goals that best support their individual needs to improve student learning based on their reflections on the evidence they have gathered regarding their practice.

Each year, educators will gain feedback from multiple sources. This feedback will vary depending on the placement in the evaluation tiers, but at least all educators will receive feedback from observations of instruction, examination of student work and data, and comments on their self-reflections. Ultimately, the methods for gathering evidence for feedback will be agreed upon by each teacher and his or her supervisor. The person responsible for evaluating evidence and feedback will vary according to the evaluation tier. We will use the five tiers shown in the table to the right.

Since the State of Vermont has changed the re-licensure process, the Washington Central Supervision and Evaluation System will no longer be linked to re-licensure.

Five Tiers of Teacher Evaluation

1. MASTER TEACHER
   The “master teacher” continually reflects on his or her practice and student outcomes.

2. PERFORMING TEACHER
   The “performing teacher” should be able to identify his or her own strengths and areas of growth.

3. NEW TEACHER
   The “new” or “new to school” teacher is either new to the profession of teaching, new to WCSU schools, or on a new assignment.

4. TEACHER NEEDING SUPPORT
   The teacher needing support needs support to grow in one component of the Danielson framework and will receive focused support from an administrator and/or a master teacher.

5. FOCUSED ASSISTANCE
   A teacher that is not growing in two components of the framework or has gone through the “teacher needing support” tier and has not demonstrated significant improvement or growth will be placed on “focused assistance.”
MULTI-TIERED SYSTEM OF SUPPORTS

At the heart of a robust, multi-tiered support system is excellent classroom instruction. At WCSU, we are working hard, primarily through our teacher supervision and evaluation system, to ensure that students receive excellent and coherent classroom instruction. In the MTSS lexicon, this is known as Tier I instruction.

Even with excellent “Tier 1” instruction in the classroom, however, some students may still need additional support in order to achieve proficiency. In these instances, we will provide students with supplemental instruction or interventions. This supplemental instruction is known as “Tier II” support, and it is provided for a designated frequency and time period. Tier II instruction supplements Tier I instruction; it does not replace it.

Despite excellent Tier I and Tier II instruction, there will still be students who require even more specialized instruction, and for these students there is a third Tier of instruction. Tier III instruction is highly individualized, supplemental instruction that is provided with even greater frequency and duration than are provided in Tier II. For a very small number of students, Tier III supports might occur in place of, rather than in addition to, portions of Tier I and II instruction.
PROFESSIONAL DEVELOPMENT LEADS TO BETTER EDUCATION FOR STUDENTS

Each January, the Washington Central Leadership Team conducts a professional learning needs assessment. Sources of data that inform the professional learning needs assessment include assessment data, continuous improvement plans, teacher supervision and evaluation goals, and teacher supervision and evaluation walkthrough data.

We use these data to inform our professional learning plans at the school and supervisory union levels, our Title IIA federal grant planning, and our regional professional development planning.

Increasingly, WCSU is supporting "job-embedded" professional learning. As such, we are working hard to foster and build teacher leadership capacity. For example, we have a math coach who works with teachers, teacher leaders and principals to improve math teaching practices. We have also supported teachers’ growth as leaders by providing training in facilitation skills and content knowledge. Our teachers then provide leadership among their colleagues in these areas.

Beginning in 2015-16 we increased our teacher meeting time on Wednesday afternoons by establishing an early dismissal time for students. Each Wednesday afternoon, our teachers now engage in extended professional learning and meeting time in service to our students.

Strategic Objective 3

High Quality Instruction & Interventions

Description of strategic objective when fully implemented: All students will achieve at least one year’s growth each year. Students with gaps in their learning will achieve more than one year’s worth of growth.

We will accomplish this by:

- Providing quality instruction and interventions, and articulating instructional best practices
- Mentoring and training new teachers
- Communicating our high expectations for all students
- Continuing to provide a safe learning environment, both physically and emotionally, using “responsive classroom” practices, positive behavior interventions and support, and restorative practices
- Providing one-to-one technology
- Developing content knowledge
- Providing multiple pathways to graduation
- Using evidence-informed instruction
Strategic Objective #1: Clear Learning Targets

When this objective is fully implemented, all students will be able to explain to anyone: what they are learning, why what they are learning is important, and how what they are learning connects to our student learning outcomes (SLO).

Why is this important?

Clear learning targets not only allow students to focus on what they are learning, but also to understand how what they are learning relates to the knowledge and skills they will ultimately need to show proficiency in, in order to advance to the next level of study. They no longer ask the question: “Why do I have to know this?” or “How is this going to help me?” because they are able to articulate the learning targets. With clear learning targets, students will know where they are and where they need to be.

We will implement this objective with an eye on consistency

In order for students to be able to explain what they are learning, why what they are learning is important, and how what they are learning connects to our student learning outcomes:

- Administrators will need to be knowledgeable about the curriculum.
- Teachers will need to track formative assessments formally.
- There must be continuous professional development.
- Teachers will need to implement formative assessments for learning on a daily basis, and make adjustments as needed that are grounded in the learning targets.

Strategies we’ll put in place to accomplish objective #1

- **SLO Outreach:** Communicate expected outcomes in grades 7-9; train teachers in grades pre-kindergarten through grade 6 on SLOs; develop SLOs for grades pre-K through 6; create community awareness and understanding; answer parent questions.

- **Clear Learning Targets:** Ensure that all staff have a shared understanding of all clear learning targets.

- **Performance Indicators:** Articulate pre-K through graduation indicators in all SLOs, and align these indicators to the standards.

- **Grading and Reporting:** Ensure that students and families have a clear understanding of their progress toward achieving their proficiencies in the SLOs.

- **Mentoring and New Teacher Training:** All new teachers will participate in local and regional teacher training and a robust mentoring program.

- **Personalized Learning/PLPs:** provide all students with an opportunity for personalized learning; identify opportunities for choice at the elementary school level; communicate with students and parents about various pathways to graduation, and how they support different learning styles.
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Strategic Objective #2: Comprehensive and Balanced Assessment System

We will use multiple assessment methods to ensure that students are progressing towards a mastery of the student learning outcomes (SLOs) that are necessary for a WCSU student to graduate. Using all of the assessment data, students and teachers will understand where they are on the learning continuum, where they need to go, and how they will get there.

Why is this important?

Students and teachers need to know where they are as they progress towards mastery of the SLOs. To accomplish this goal, we must have a system that provides valid and reliable feedback to support student learning. Such a system must include a balance of self, formative, and summative assessments.

Without a comprehensive and balanced assessment system, our theory of action is incomplete. A grading system that does not objectively provide multiple measures of progress will not accurately assess student learning. Timely and actionable feedback is necessary for continued student learning and growth. Without incorporating a process for student self-assessment, students will be much less likely to take ownership in the learning process.

We will implement this objective with an eye on consistency

Strategic objective #2 will implemented successfully when we meet the following benchmarks:

- The school community is focused on evidence of students meeting SLOs.
- Students regularly self-assess and provide actionable, timely feedback to their peers.
- Faculty, staff and administration frequently use assessment data to improve instruction.
- All students are on a path to achieving the student learning outcomes.
- School boards’ action plans directly align with the SLOs.
- Our comprehensive and balanced assessment system indicates which demographic areas are struggling; as well as where we are succeeding with at-risk demographic groups.
- Consistent assessments and grading are aligned and are being used throughout WCSU, in areas such as math, literacy, and writing.

Strategies we’ll put in place to accomplish objective #2

- **Multi-tiered System of Supports**: These are systems designed to support learning on several levels and include interventions and call back—time set aside to focus on specific SLOs—when necessary. At U-32, call back includes enrichment opportunities.

- **Grading and Reporting**: students and their families will have a clear understanding of the student’s progress towards achieving his or her proficiencies in the SLOs.

- **Comprehensive Assessment**: We will develop and implement a local comprehensive assessment plan and use the collected assessment data to inform instruction.

- **One-to-One Technology**: Teachers will use technology as both an instructional and collaborative tool and for assessment purposes; for example, they will use STAR 360, a computer based math and reading assessment tool, and SBAC, the current Vermont state assessment tool.

- **PBL/PBGR**: We will develop a proficiency based learning system that supports all students graduating, based on their attainment of our student learning outcomes by 2020.

- **Articulate Performance Indicators**: We will communicate our performance indicators from pre-kindergarten through graduation in all SLOs.

Unique for this objective

- **Student Self-Assessment and Reflection**: Students will know where they are and what the next body of work will be, following a formative assessment and feedback. This will include personalized learning plans, portfolios and goal setting, where students will create goals based on assessment data. Students in grades 7-10 are completing this in 2016-2017.

- **Data Analysis**: We will grow our capacity to use data analysis effectively in teaching and learning

- **Education Support Team Process**: We will look at our entire process and systems will be put in place to support identified students.
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Strategic Objective #3: High Quality Instruction and Interventions

When this objective is fully implemented, all students will achieve at least one year’s growth each year. Students with gaps in their learning will achieve more than one year’s worth of growth.

Why is this important?
Ensuring that students understand, and gain a mastery of, the student learning outcomes (SLOs) required to show proficiency and graduate from the WCSU school system, it is essential that teachers have the tools they need to meet the needs of all learners.

We will implement this objective with an eye on consistency
Strategic objective #3 will implemented successfully when we meet the following benchmarks:

- All WCSU staff are proficient or distinguished in the data from the Danielson framework (see page 7).
- Student performance data indicates mastery of, or acceptable progression towards, meeting the SLOs.
- WCSU has in place a robust multi-tiered system of supports.

Strategies we’ll put in place to accomplish objective #2

- **Consistent Communications:** All WCSU staff will understand a shared language around learning targets and instructional best practices, including terms such as “quality instruction” and “interventions.”
- **Instructional Coaching for Staff:** Instructional coaches will support teachers in the attainment of excellent instruction.
- **Mentoring and New Teacher Training:** All new teachers will participate in local and regional teacher training and a robust mentoring program.
- **One-to-One Technology:** Teachers will use technology as both an instructional and collaborative tool and for assessment purposes; for example, teachers will use STAR 360, a computer based math and reading assessment tool, and SBAC, the current Vermont state assessment tool.

Unique for this objective

- **Consistent Learning Environment:** Continuing to provide a safe learning environment, both physically and emotionally, using “responsive classroom” practices, positive behavior interventions and support, and restorative practices.
- **Flexible Pathways:** Provide multiple, flexible pathways to reach graduation.
- **Multi-tiered System of Supports:** Develop a systematic and comprehensive approach that is standards based, embraces responsive decision making, and recognizes differentiation in learning styles. We will set high expectations for all, develop opportunities for interventions when necessary, and offer evidence-informed instruction.
### Timeline

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We all share a collective responsibility to ensure that all of our students achieve proficiency in the Student Learning Outcomes. Every day we need to ask ourselves, “What can I do, today, to help make this a reality?”