

VISION Description: All of our students will engage in authentic work as readers, writers, researchers, problem-solvers, makers and thinkers to deepen their learning. They will develop the self-efficacy to overcome challenges, enabling them to succeed as citizens in our world. Our innovative practices will cause Shelburne students to exceed state and national norms and empower teachers to share their learning regionally and nationally.

	Goal(s)	Action Steps	Ways to Monitor/ Assess Progress
Writing	By Spring 2016, Shelburne students will increase from 72% passing to more than 75% of students exceeding English benchmarks, as measured by SOL reading and writing assessments.	<ul style="list-style-type: none"> ● All teachers will have a Student Growth goal focused on writing. ● Each department will develop a rubric to provide feedback to students about their writing. The rubric will include composing and written expression, as well as usage and mechanics. Teachers will consider vertical alignment for the skills within their content. ● Professional development during faculty meetings/department meetings/plc meetings/team meetings will focus on the following: <ul style="list-style-type: none"> ○ teachers as writers (models for students) ○ improving composing and written expression in student writing through feedback ○ bringing and scoring student writing to plan for growth ○ teacher and student self-reflection ● create and publish an anchor poster for every classroom of what writing looks like at Shelburne ● 7th grade teams (LA and civics teachers) will pilot student and teacher blogging ● LA department will develop a writing curriculum 	<ul style="list-style-type: none"> ● walk-throughs ● teacher growth goals ● faculty meeting agendas ● teacher reflection journals ● anchor posters in classrooms ● writing curriculum completed and added to curriculum website
Deeper Learning	By Spring 2016, Shelburne students will have increased opportunities to think at high levels, as measured by a 10% increase of the previous year's walk-through data.	<ul style="list-style-type: none"> ● Use clear, consistent language to communicate a common vision--what the shift is and what it is not ● Create and make visible a poster which communicates our common vision about shifting our instructional approach ● Professional development which supports teachers in implementing the vision in individual classrooms, to include the following: <ul style="list-style-type: none"> ○ unpacking the standards, ○ knowing what kids know (formative assessment) and then planning instruction which gets kids to the target, ○ designing student learning activities which incorporate real, authentic problems and questions requiring high levels of student thinking ○ performance assessment at the end of a unit/assessments which require high levels of thinking ● Create and implement one PBL unit with PLC or grade-level team by 4th 9 weeks. ● 8th grade teachers will deepen their experience in shifting their instructional approach and share with the other grades through classroom visits (with sub support to cover classes), videos, etc. ● Create a universal feedback form to support visitors with debriefing 	<ul style="list-style-type: none"> ● walk-throughs ● faculty meeting agendas ● teacher reflection journals ● vision poster in every classroom ● PBL units by content or grade-level team ● activities and assessments added into curriculum ● universal feedback form ● conference request forms ● revised schedule

		<ul style="list-style-type: none"> Teachers from each department will attend a state or national conference to support their learning in shifting their instructional approach and then share with others back at Shelburne Design a school schedule by November which will better support the vision Interested teachers participate in a book study to deepen staff understanding 	
Self-Discipline	<p>By Spring 2016, the school will reduce the number of students agreeing with the statement “Bullying is a problem at this school.” from the 8th grade survey by 20%.</p>	<p>Restorative Practices</p> <ul style="list-style-type: none"> Guidance will organize a training exercise during work-week to expose/refresh teachers to circle talks A team of teachers will participate in classes to be certified in Restorative Justice Deepen implementation of restorative practices <p>Bullying Prevention</p> <ul style="list-style-type: none"> Continued development and implementation of Rachel’s Challenge and Be Kind to include a student-led club Develop and implement a Shelburne curriculum to include the following: <ul style="list-style-type: none"> Consistent terminology and definition Success block lessons - keep classes on the same topic, provide definitions and answer questions “What can I do?” and “Who should I tell?” Refine our response to bullying to include: <ul style="list-style-type: none"> Student groups, mediation meetings, victim education groups Professional development to focus on teacher awareness and situational responses. Collect data to review current discipline situation 	<ul style="list-style-type: none"> discipline data from PowerSchool Focus data results from student survey corresponding to movie “The Bully” ticket spreadsheet data anecdotal evidence from guidance groups restorative conferences faculty meeting agendas
Communication	<p>By Spring 2016, additional tools will be implemented to increase communication with families, resulting in 75% satisfaction as measured by mid-year survey.</p>	<ul style="list-style-type: none"> Create and give a survey to parents mid-year about their satisfaction with school communication Provide a variety of ways for parents to access information about Shelburne events to include the following: <ul style="list-style-type: none"> monthly newsletters email text and phone alerts Google doc (to be shared with parents) maintained with schedule of upcoming events and announcements website social media Each team will have a key communicator who will tweet an example of student learning each week Collect data to review current situation regarding communication of student achievement. 	<ul style="list-style-type: none"> Anecdotal evidence from PAT Results of mid-year Parent Survey Weekly tweets from each team Copies of newsletters, google doc, etc. SCS Parent Engagement survey



School: **Shelburne Middle School**

YEAR 2

Dates of Plan: **2016-2017**

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	Goal(s)	Action Steps	Ways to Monitor/ Assess Progress
Writing	By Spring 2017, Shelburne students will exceed the English benchmark with 80% of students passing their English SOL assessments.	<ul style="list-style-type: none"> All teachers will have a Student Growth goal focused on writing. Deepen plans for students not demonstrating growth in writing Teachers and students blogging (expanding our audience to the global community) Professional development will focus on the following: <ul style="list-style-type: none"> supporting teacher and student blogging other needs as determined by the Innovation Committee Full implementation of writing curriculum by LA teachers 	<ul style="list-style-type: none"> walk-throughs teacher growth goals faculty meeting agendas blog presence
Deeper Learning	By Spring 2017, Shelburne students will have increased opportunities to think at high levels, as measured by a 10% increase of the previous year's walk-through data.	<ul style="list-style-type: none"> develop 2 to 3 units in plcs or on grade-level teams provide continued support for teachers in implementing the shift deepen plans for students not demonstrating achievement/teachers' expertise in differentiating entry points for students not demonstrating growth professional development will focus on supporting teachers' growth implement new schedule All teachers participate in a book study to deepen staff understanding Teachers from each department will attend a state or national conference to support their continued learning in shifting their instructional approach 	<ul style="list-style-type: none"> walk-throughs PBL units by content or grade-level team activities and assessments added into curriculum
Self-Discipline	Goal will be created which addresses specific data collected the previous year.	<p>Restorative Practices</p> <ul style="list-style-type: none"> A group of teachers will be certified in Restorative Justice Deepen implementation of restorative practices Refine implementation of Rachel's Challenge and Be Kind <p>Bullying Prevention</p> <ul style="list-style-type: none"> Refine Shelburne bullying curriculum, as needed 	<ul style="list-style-type: none"> ticket spreadsheet data anecdotal evidence from guidance groups restorative conferences
Communication	Goal will be created which addresses specific data collected the previous year.	<ul style="list-style-type: none"> Evaluate the success of communication initiatives from year 1 and make adjustments based on parental feedback Fine-tune teacher-to-parent communication about student progress and achievement. Consider parent portal, progress reports/report cards, phone calls, guidance meetings, etc. 	<ul style="list-style-type: none"> SCS Parent Engagement survey



School: **Shelburne Middle School**

YEAR 3

Dates of Plan: **2017-2018**

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	Goal(s)	Action Steps	Ways to Monitor/ Assess Progress
Writing	By Spring 2018, Shelburne students will exceed the English benchmark with 85% of students passing their English SOL assessments.	<ul style="list-style-type: none"> • deepen plans to support students in presenting their ideas/learning/understandings in written form 	<ul style="list-style-type: none"> • SOL data • walk-throughs
Deeper Learning	By Spring 2018, Shelburne students will have increased opportunities to think at high levels, as measured by a 10% increase of the previous year's walk-through data.	<ul style="list-style-type: none"> • adjust the new schedule as necessary • support and adjust professional development as needed • have a group of teachers present at a national conference 	<ul style="list-style-type: none"> • walk-throughs • faculty meeting agendas • conference request forms
Self-Discipline	Goal will be created which addresses specific data collected the previous year.	Restorative Practices <ul style="list-style-type: none"> • a team of teachers will be certified in Restorative Justice • Deepen implementation of restorative practices Bullying Prevention <ul style="list-style-type: none"> • Refine implementation of Rachel's Challenge and Be Kind 	<ul style="list-style-type: none"> • ticket spreadsheet data • anecdotal evidence from guidance groups • restorative conferences
Communication	Goal will be created which addresses specific data collected the previous year.	<ul style="list-style-type: none"> • Assess and respond to communication needs 	<ul style="list-style-type: none"> • SCS Parent Engagement survey