

**Carlotta Simonds-Perantoni**

**2020-2021 Professional Learning Outcomes Plan**

Submitted to the WRVS Board of School Directors -- August 2020/August 2021

Final goal progress will be discussed at the August, 2021 Board Meeting

(All artifacts will be shared with OESU Superintendent in a Google folder)

**Goal 1: WRVS administration will support and encourage those with whom I work with. WRVS administration will work to embrace a sharing and collaborative culture that takes risks in an effort to do great things. (Climate, teacher growth)**

Timeline	Activity/Procedure	Documentation	2019-2020 Progress
<p>Start of Year</p>	<ul style="list-style-type: none"> <li>● Administration will meet with staff and discuss the Assessment Team, Leadership Team, Educational Support Team, System Preparedness Team, Technology Team and Social Cognition Team, seeking team representation for each committee.</li> <li>● Administration will meet with the above identified teams and create a yearly schedule for consistent meeting times</li> <li>● Administration will integrate strategies and supports that support the social and emotional needs of all staff.</li> <li>● Administration will seek and implement ways to support and encourage staff at WRVS.</li> <li>● Administration will meet with Guidance to promote scholar leadership.</li> <li>● Administration will meet with Support Staff to create a plan of inclusive voice and leadership within WRVS decision making.</li> </ul>	<ul style="list-style-type: none"> <li>● Staff meeting agenda</li> <li>● Staff meeting minutes</li> <li>● Meeting schedules</li> <li>● Outline/focus document for each area of teaming/voice</li> <li>● Individual meeting minutes</li> </ul>	<p>September-February Progress:            Fall Staff meetings, committees discussed. All staff aligned themselves with one committee each, meeting for 1.5 hours per month. Meetings occur via zoom, minutes are shared with the entire school system. Input for agendas is circulated prior to the meeting, allowing the thoughts/voice of all to be present.</p> <p>Facilitation:            Assessment Team: Mike Lamarre            Social Justice Team: Amy Herrick            EST: Samantha Farrell (Kelley)            SP/Leadership: All            Technology Team: Kristina Safford            Culture Team: Crystal Emerson</p>

			<p><b>Social Cognition Team: Jessica Schaffer</b></p> <p>The Climate/Culture Team has met monthly and created support/encouragement for staff- we have had special “theme days”, snacks and positive emotional support. Additionally, our Guidance reaches out to staff and has “open door” hours in the evenings to “check in ”. Administration has provided one 45 minute “break” opportunity and covered classes that staff requests- to give some breathing time. Weekly white board questions occur in the staff room, allowing for reflection and expression (i.e, how do you relax?, What is your favorite snack food?, What is the last book you read?)</p> <p>Instructional support staff are participating in all committee work, attending staff meetings (by choice, submitting a timesheet for additional time) and teaming with all teachers.</p>
<p>Ongoing</p>	<ul style="list-style-type: none"> <li>● WRVS Leadership Team, Assessment Team, System Preparedness Team, Technology Team,</li> </ul>	<ul style="list-style-type: none"> <li>● Individual meeting agendas</li> <li>● Individual meeting minutes</li> </ul>	<p>September-February Progress: Administration has facilitated a</p>

	<p>and EST will meet regularly and provide an opportunity to collaborate and communicate with the school system as a whole. (Social Cognition minutes will hold confidential information, therefore they are not shareable.) Agendas will be generated prior to the meeting and shared with the entire staff. Meeting minutes will be shared with the entire staff at the time of each meeting. All conversations, agenda items, and input needs will be shared openly at common team time by the team representative.</p> <ul style="list-style-type: none"> <li>• Monthly Scholar Leadership meetings will occur, with meeting agendas/minutes shared with staff and posted on the WRVS website.</li> <li>• Administration will support an inclusive school culture which collaborates with scholars, parents, staff and the community at large.</li> <li>• WRVS administration will develop effective strategies for meaningful communications with parents, scholars and the community at large.</li> <li>• WRVS administration will promote values, beliefs, and attitudes that will inspire scholars and staff within character growth.</li> <li>• WRVS administration will observe, engage, and support the instructional strategies of all staff at WRVS, recognizing opportunity for discourse, celebration, goal setting and continuous teaming/support.</li> </ul>	<ul style="list-style-type: none"> <li>• Documentation of communication strategies</li> <li>• Documentation of partnership strategies with families/communities and community partnerships.</li> <li>• Documentation of Kindness efforts.</li> <li>• Documentation of LEAD programming (3-6)</li> <li>• Documentation of partnership efforts with local resources (ie, Little Rivers, Watch Them Grow, Clara Marin Center, etc.)</li> <li>• Documentation of work/efforts to keep parents/community informed and up-to-date with WRVS</li> <li>• Documentation of Parent information events (academic and social)</li> <li>• Documentation of scholar leadership group meeting minutes and engagement activities.</li> </ul>	<p>weekly Friday Broadcast for the system, celebrating individual scholars and teachers. Additionally- celebrating system wide growth. Kindness recognition occurs during this and pictures are posted on our WRVS social media weekly.</p> <p>All staff meet for 1.5 hours per month. Meetings occur via zoom, minutes are shared with the entire school system. Input for agendas is circulated prior to the meeting, allowing the thoughts/voice of all to be present. All meeting minutes are stored in a shared file with the Superintendent of Schools.</p> <p>Facilitation:  Assessment Team: Mike Lamarre  Social Justice Team: Amy Herrick  EST: Samantha Farrell (Kelley)  SP/Leadership: All  Technology Team: Kristina Safford  Culture Team: Crystal Emerson  Social Cognition Team: Jessica Schaffer</p> <p>Monthly community outreach meetings occur to engage the</p>
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			<p>community/families with what is happening at WRVS as well as open conversation. These meetings are zoom based and occur from 6:00-7:00pm.</p> <p>Weekly WRVS newsletters are created and shared with all families via the IC communication portal.</p> <p>Monthly staff meetings occur that allow for celebration, discourse and brainstorming.</p> <p>Developmental teams (K-2,3-5, 6-8) have met with Title/administration to discuss assessment data, instruction and create a plan of support/growth. Staff are coaching each other and the Administration is supporting the coverage needs to have peer observations occur and follow-up meetings. March half day retreats to intensely look at instructional groupings, instructional strategies and schedule needs have been organized.</p> <p>Staff (K-5 and MS Math) attend regular trainings with OESU for the math programming</p>
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			<p><b>Staff (K-8) attend trainings and discuss/implement progress monitoring assessments</b></p> <p><b>Staff meet in their developmental teams to discuss MTSS/Intervention, instructional coaching and social/emotional needs of scholars weekly. (minutes shared with administration)</b></p> <p><b>Staff meet with their grade level partners weekly to plan and cohesively sequence instructional outcomes for the grade level- additionally working on common assessments (minutes shared with administration)</b></p> <p><b>Spring 2021 Progress update: All of the above stated steps of engagement continued for the March-June calendar. Additionally, the assessment team met and worked with me on DataWise protocol and the accomplishments of this current academic year, as well as the goals of the coming year, expanding the learning to a system wide approach.</b></p>
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			<p>The Title team met with me to discuss the Spring assessments, the changes and needs of this current year as they related to COVID-19 and the goals of the coming academic year.</p> <p>Each developmental team, including the K-8, Special Education and the Title team- met with me on a scheduled opportunity to discuss “what can we celebrate” as well as “what do you need”. The last six weeks of the academic year saw great levels of exhaustion among all. The need to boost and support morale was the priority. Much communication occurred, many opportunities to look for celebrations and look for opportunities of support and encouragement occurred as a system- specifically as a leadership goal. It was imperative that the staff and scholars ended the year excited and happy- which required responding to the individual needs of all with nurturing, encouragement and collaboration. It brought high levels of a sense of support and a</p>
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			<p>sense of validation- and allowed us to close the year with a knowledge of great success and great excitement for the coming academic year.</p> <p>All levels of teaming, accountability, coaching, supporting and keeping the scholar centered decision making at the forefront of our work continues seamlessly.</p> <p>Collaboration with OESU within our math programming continued with training, communication and collaboration- continuing the consistency and cohesiveness of a pilot year for a district wide program.</p> <p>Committee work continued and WRVS administration took the opportunity to meet with facilitators to review the year, discuss celebrations they felt and hear the growth ideas for the coming year.</p>
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**Goal 2: WRVS administration will work collaboratively and cohesively building capacities in the general education classrooms as evidenced by the MTSS rubrics in order to improve student outcomes using district, local, and state assessment data by performing classroom observations, reviewing classroom data, looking for trends and brainstorming classroom and school wide interventions during 2020-2021 school year (assessment driven decision making)**

Timeline	Activity/Procedure	Documentation	2020-2021 Progress
<p>Start of Year</p>	<ul style="list-style-type: none"> <li>● Administration will work with WRVS staff to anticipate, identify and address academic, social and emotional gaps as they are associated with our Spring Distance Learning.</li> <li>● Administration will work with WRVS staff to anticipate, identify and address targeted social/emotional gaps/needs for scholars as it relates to COVID-19 and/or school closure experiences.</li> <li>● Administration will work with WRVS to create a system wide academic and/or social/emotional growth goal(s) for the 2020-21 year.</li> <li>● Administration will meet with developmental teams (K-2, 3-5, 6-8, K-8, Special Ed and Title) to create a team-wide academic growth goal(s) for the 2019-20 year.</li> <li>● Administration will work with staff to review assessment data generated in the Winter of 2020 and access the Fall STAR achievement data for short term and long term instructional design/ decision making.</li> </ul>	<ul style="list-style-type: none"> <li>● Documentation of staff brainstorming of current resources available to support scholars and those that are felt in need and/or not available currently.</li> <li>● Documentation of system growth goal</li> <li>● Documentation of six developmental team growth goals</li> <li>● Documentation of meeting minutes and printed system profile within ALPINE</li> </ul>	<p>WRVS staff meet for multiple days at the start of the school year- discussing Local remedial services and the known concerns with Spring 2020 remote learning and engagement. Additionally- intense conversations occurred with the Healthy Start guidelines and how we would implement MTSS/Intervention. Current resources available:</p> <ul style="list-style-type: none"> <li>● Title Literacy (2 professional staff, one support person)</li> <li>● Title Math (1 professional staff, one support person)</li> <li>● Do The Math Intervention math program</li> <li>● Leveled Literacy (LLI) programming for grades K-6</li> <li>● 5th grade has departmentalized- allowing for focused, consistent instruction within literacy/math</li> <li>● 5th grade will co-teach with special educator</li> <li>● Introduction of Upper Valley Pediatric Psychological services 2 days a week</li> <li>● Guidance services for social/emotional needs</li> </ul>



			<ul style="list-style-type: none"> <li>● Education Support Team-collaborative brainstorming</li> <li>● Social Cognition team-red flag behavior, absence, office referrals, home/school liaison</li> <li>● Special Education department for brainstorming and collaboration (including OT and Speech Language)</li> </ul> <p>All teachers received assessment data from Winter 2020- as well as any past benchmark/SBAC data-for review and programmatic planning.</p> <p>All teachers met with next grade level below statt- review remote learning and what to anticipate with learning gaps/celebrations</p> <p>Determination of system wide goal to create, implement and evaluate classroom based intervention/MTSS programming to target skill growth in Literacy and Math (due to an inability to multi age, move outside of the POD and limited staffing supports)</p>
<p>Ongoing</p>	<ul style="list-style-type: none"> <li>● Administration will demonstrate knowledge of effective instructional practices and provide regular feedback to staff/system to promote continuous improvement of teaching</li> </ul>	<ul style="list-style-type: none"> <li>● Daily common team time minutes</li> <li>● Intervention (assessment) team meeting minutes</li> </ul>	<p>September-February Progress: Staff meet in their developmental teams to discuss MTSS/Intervention, instructional coaching and social/emotional</p>

	<p>and learning.</p> <ul style="list-style-type: none"> <li>● Administration will collaborate with staff to align instructional strategies with scholar performance standards.</li> <li>● Administration will monitor implementation of the district's approved curriculum work, reinforcing instructional change.</li> <li>● Administration will support staff in the implementation of a rigorous instructional program.</li> </ul>	<ul style="list-style-type: none"> <li>● STAR resource training documentation</li> <li>● Assessment calendar documentation.</li> <li>● Montshire collaboration documentation</li> <li>● Math Corner (1st grade) implementation documentation</li> <li>● Math Menu (K-5) implementation documentation</li> <li>● Math consultant collaboration documentation</li> <li>● Grammar, Usage and Mechanics (3-5) implementation documentation</li> <li>● Intervention (MTSS) pre/post data for programmatic decision making documentation.</li> <li>● STAR assessment/progress monitoring data</li> <li>● Documentation of Professional development accessed.</li> <li>● Documentation of system wide integration of technology into instructional programming</li> </ul>	<p>needs of scholars weekly. (minutes shared with administration)</p> <p>Staff meet with their grade level partners weekly to plan and cohesively sequence instructional outcomes for the grade level- additionally working on common assessments (minutes shared with administration)</p> <p>Assessment team meets twice monthly, with agenda/minutes being shared system wide. Alignment of WRVS benchmark/progress monitoring to the OESU approved assessment calendar has occurred. Additionally, K-8 mapping of data collected, progress monitored with each assessment has occurred. Staff attended 3 STAR trainings to date- most recently working on data interpretation, review of disparity between assessments and/or classroom performance. STAR assessment has been given in grades 3-8 twice (Fall and Winter), review of this data, with last year's benchmark data and this Fall/Winter benchmark data is continually occurring and part of our retreat work as teams.</p>
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			<p><b>Staff has fully integrated technology into their academic days (K-8) and are all using See Saw (K-2) and Google Classroom (3-8). Co-teachers have been assigned to allow for review/assistance and any needs should health require it. Additionally, All staff submit to administration weekly lesson plans that outline the instruction- two full weeks are ALWAYS on file for every teacher.</b></p> <p><b>Fran Huntoon (all learner's network) continues to consult and coach our K-8 math teachers</b></p> <p><b>Montshire Museum continues to co-teach, co-plan and collaborate with our K-8 science instruction</b></p> <p><b>Continual WRVS administrative instructional leadership requires the implementation with fidelity of:</b></p> <ul style="list-style-type: none"><li>● <b>IM Math programming K-8</b></li><li>● <b>Foundations (phonemic awareness, writing and spelling) K-2</b></li><li>● <b>Grammar, Usage,</b></li></ul>
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			<p><b>Mechanics programming 3-5</b></p> <ul style="list-style-type: none"><li>● <b>Cursive writing 3-5</b></li><li>● <b>Reader's/Writer's workshop K-8</b></li><li>● <b>Guided Reading K-2</b></li><li>● <b>Spelling programming 3-5</b></li><li>● <b>Math Menu K-5</b></li><li>● <b>Math Corner 1st</b></li></ul> <p><b>Spring 2021 Progress update:</b></p> <p><b>All September through February aspects continued through June. In addition, the Spring Benchmark assessments occurred and the implementation of SBAC grades 3-8 occurred.</b></p> <p><b>Dialogue occurred in depth to discuss the pilot year of implementation within our new math programming (OESU wide). Included in this discussion was the review of OESU known changes (technology and text) for the coming academic year. These changes are based on the feedback the company received and the continued work they do for alignment to the CCSS and the researched based decision making</b></p>
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			<p>around instructional aspects. Additionally, as a WRVS system, we had the conversation of the coming academic year goals within our math instruction and the commitment to consistency and fidelity within implementation. The conversations required us brainstorming options and coming to agreement on system decisions. It was very exciting to complete the conversation, additionally-very exciting to empower the people with the facilitation of our Lead Math person and her dialogue that prompted staying scholar focused. All of these conversations allowed us to look at the system, and communicate openly allowing us to close with transparency for the coming academic year.</p> <p>WRVS had one week of remote learning (April) and continued to use technology to support their instruction in class, for confidence within remote learning. SeeSaw and Google Classroom continued to be the platforms for learning and our remote learning plan was implemented at all times with great success and engagement. In</p>
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			<p>early May we agreed to stop sending the chromebooks home daily with scholars, allowing the backpacks to lighten up and the morale toward “lets keep this building open” working within our implementation of a “safe and healthy start guidelines”.</p>
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**Goal 3: WRVS administration will seek out, utilize, and contribute to promising practices that enhance student learning within our K-8 Math pilot of Illustrative Math programming. WRVS administration will work collaboratively with building based staff and district based leadership/staff to build capacity and continuity through program implementation fidelity. (Rigor, MTSS, and Teacher Growth)**

Timeline	Activity/Procedure	Documentation	2020-2021 Progress
Start of Year	<ul style="list-style-type: none"> <li>Administration will collaborate with staff to create a consistent Teacher Growth Goal focus for the 2019-20 school year aligned to data driven math growth.</li> <li>Administration will communicate the date Teacher Growth Goals are due to be submitted (Danielson Rubric).</li> <li>Administration will meet with staff who require supervision/evaluation within Intensive Support. (education, process, procedure, schedule development).</li> </ul>	<ul style="list-style-type: none"> <li>Individual Goal design and documentation</li> <li>Teacher Growth Calendar</li> <li>Meeting minutes</li> </ul>	<p>September-February Progress: WRVS administration met with all staff and outlined/reviewed the Teacher Growth System.</p> <p>WRVS administration met with all staff and asked for a growth goal that focused on use of technology integration and instructional implementation (Remote/Distance learning focus)</p> <p>WRVS administration met with, after emailing all documentation, all staff who would be Intensive Support monitoring (second year, or less with WRVS). Review of the process occurred in person, all</p>

			<p>rubric/forms were emailed prior to that meeting.</p>
<p>Ongoing</p>	<ul style="list-style-type: none"> <li>● Administration will show staff accountability for setting and achieving measurable scholar outcomes.</li> <li>● Administration will ensure that the school's instructional program is focused on the quality of classroom instruction.</li> <li>● Administration will provide support for teachers and staff to assist in their individual success.</li> </ul>	<ul style="list-style-type: none"> <li>● Calendar of Teacher Growth implementation</li> <li>● Completed forms/documentation of Teacher Growth Model</li> <li>● RTI documentation</li> <li>● Implementation and use of STAR progress monitoring</li> <li>● Use of the Local remediation supports/system for collegueship/coaching</li> <li>● Documentation of the OESU mentoring programming implementation.</li> <li>● Documentation of professional learning accessed.</li> <li>● Documentation of OESU Teacher Leader Team.</li> <li>● Documentation of WRVS intervention (MTSS) programming</li> </ul>	<p>WRVS administration has completed Intensive Support process for 7 teachers at WRVS. This included 2 scheduled formal classroom observations (pre and post meeting too) Summative Report and meeting to review this report.</p> <p>Signatures are required on all documents and they are in a shared folder with OESU Superintendent. The Teacher Growth Folder is shared with Head HR as well</p> <p>All teachers have submitted their teacher growth goal and will self reflect in June 2021- as well as WRVS administration reflection. All goals are in a shared folder with the OESU Superintendent. The Teacher Growth Folder is shared with Head HR as well</p> <p>6 WRVS staff are mentoring new staff, following the OESU Mentoring procedures. Documentation, within OESU, occurs for the accountability and authenticity of this amazing work.</p>

			<p>Each classroom, K-5, has daily classroom based intervention that is small group, targeted and rotates between literacy and math. Assessment data and collaboration with the Title Team are used to determine classroom based groups, focused targets and supports available. Progress is monitored daily and ongoing discussions occur around instructional strategies and growth.</p> <p>WRVS has two representatives that attend OESU Teacher Leadership. Those two staff meet regularly with me. Currently they are working with the system around the Data Wise process and using data to drive instructional change.</p> <p>Spring 2021 Progress update: All aspects of September-February progress continued through June.</p> <p>Teacher Growth: All aspects of the system were implemented and all documents were submitted to Human Resources at OESU.</p> <p>All components of EST/MTSS/RTI</p>
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			<p>were implemented and documented. The EST process and procedures are a shared document that our school developed through two summers within the BEST retreat/training. We will continue, always, to look at system accountability to meet the unique needs of all scholars within the classrooms- with the most highly qualified instructors working with their academic/social/emotional growth. Universal Design of learning and/or Differentiated instruction has been imperative to show implementation, as well as use of our peers to coach and guide us in brainstorming, goal setting and celebrating. It is very exciting to watch and be a part of. Use of data, use of progress monitoring, use of observations of scholars is imperative to guide instructional change- keeping the scholars at the center of our decision making as well as building a scholar led classroom.</p>
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**Goal 4: WRVS administration will work collaboratively with district based colleagues, district leadership and other regional resources to drive the development and implementation of cohesive and consistent system growth as a Supervisory Union/ School District. (Professional Leadership Responsibilities) (second year goal)**

Timeline	Activity/Procedure	Documentation	2020-2021 Progress
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<p><b>Summer Retreat work</b></p>	<ul style="list-style-type: none"> <li>• WRVS administration will work with the OESU wide leadership team to develop a system wide continuous improvement plan outlining growth focus, goals, and cohesive opportunities for consistency and collaboration.</li> </ul>	<ul style="list-style-type: none"> <li>• Meeting minutes</li> </ul>	<p>The OESU leadership team met weekly throughout the summer. Focus was on a multitude of topics. OESU Curriculum Director, Nicole Bell, met with us as a group (weekly) discussing the School Improvement Plan. Additionally, we made individual system appointments with her and updated our plan/needs to align with OESU/Federal and State requirements.</p>
<p><b>Ongoing</b></p>	<ul style="list-style-type: none"> <li>• WRVS administration will build and sustain productive partnerships with OESU staff, District school leadership team, and community outreach programs/resources, to promote school improvement strategies, scholar learning and system growth.</li> <li>• WRVS administration will work with OESU wide leadership to implement cohesive and consistent evidence based programs, practices and instruction programs for system/district growth.</li> <li>• WRVS administration will work with OESU wide leadership to provide professional development that is aligned with</li> </ul>	<ul style="list-style-type: none"> <li>• Leadership meeting minutes</li> <li>• Meeting minutes of school based clinician (Emotional/Behavioral partnership) integration</li> <li>• Meeting minutes of Preschool task force</li> <li>• Documentation of Teacher Leadership programming/Mentoring programming.</li> <li>• Documentation of consistent curriculum work completed and implemented.</li> <li>• Documentation of coaching, collegueship and/or system observation of District school settings.</li> </ul>	<p>September-February Progress: OESU leadership meets weekly for two hours. These are zoom meetings. Additionally, due to an inability to visit systems- OESU Principal's meet to discuss instructional, behavioral, social/emotional systems of coaching and collaboration.</p> <p>Upper Valley Pediatrics has assigned a school clinician and she serves WRVS two full days per week. She serves on the Social Cognition team and meets weekly with our Guidance/Lead Special Educator</p> <p>WRVS has two representatives that attend OESU Teacher Leadership. Those two staff meet regularly with</p>

	<p>the continuous improvement plan.</p> <ul style="list-style-type: none"> <li>• WRVS administration will work with OESU leadership toward the future goal of school based preschool programming.</li> </ul>		<p>me. Currently they are working with the system around the Data Wise process and using data to drive instructional change.</p> <p>6 WRVS staff are mentoring new staff, following the OESU Mentoring procedures. Documentation, within OESU, occurs for the accountability and authenticity of this amazing work.</p> <p>Continual WRVS administration instructional leadership requires the implementation with fidelity of:</p> <ul style="list-style-type: none"> <li>• IM Math programming K-8</li> <li>• Foundations (phonemic awareness, writing and spelling) K-2</li> <li>• Grammar, Usage, Mechanics programming 3-5</li> <li>• Cursive writing 3-5</li> <li>• Reader's/Writer's workshop K-8</li> <li>• Guided Reading K-2</li> <li>• Spelling programming 3-5</li> <li>• Math Menu K-5</li> <li>• Math Corner 1st</li> </ul> <p>Spring 2021 Progress update: All of the above stated September</p>
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			<p>through February progress continued through June of 2021. OESU leadership continued to meet weekly- allowing for peer coaching, inquiry, discourse and true design, development and implementation on district goals and work with system transformational change- WRVS leadership (SP team) continued with regular meetings and have committed to continuing as a team for the coming academic year.</p>
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