

Integrated Field Review Report

REPORT

December 15, 2017

Windham Southeast Supervisory Union

Final Report

November 1, 2017

Submitted by Josh Souliere



Schools & Enrollment

School	Approximate Enrollment	Grade Span
Academy School	367	K-6
Brattleboro Area Middle School	290	7-8
Brattleboro UHSD #6	757	9-12
Dummerston School	156	K-8
Green Street School	223	K-6
Guilford Central School	112	PK-6
Oak Grove School	140	PK-6
Putney Central School	171	PK-8
Vernon Elementary	160	K-6
Windham Regional Career Center	300	9-12

Windham Southeast Supervisory Union participated in the Vermont Agency of Education's Integrated Field Review (IFR) on November 1, 2017.

During the afternoon of the IFR training, the Visiting Team reviewed artifacts provided by WSESU. During the morning of day one of the visit, the Visiting Team participated in interviews of the Superintendent, Director of Curriculum, counseling staff, intervention staff, teaching staff, students, parents, and administrators. In addition, the Visiting Team observed classroom instruction and the WSESU learning environments through classroom observations and facilities tours led by students.

The Visiting Team gathered data regarding the implementation of Education Quality Standards in the school system related to Academic Proficiency, Personalization, Safe Healthy Schools, High Quality Staffing, and Investment Priorities.

Visiting Team

Name	Role	Organization
Jana Sellarole	Elementary Title One Math Teacher	Windham Northeast SU
Wendy Savery	Teacher, ELA & World Language	Mill Unified USD
Maggie Aines	Special Education Teacher	Mill River Unified USD
Ryan Kelly	High School English Teacher	Windsor Southeast SU
George O. Thomson	Principal	Cavendish Town Elem.
Judy Verespy	2nd grade teacher	Windham Northeast SU
Larry Dougher	Chief Information Officer	Windsor Southeast SU
Jennifer Severance	Middle School ELA Teacher	Mill River Unified USD
Erica Rogstad	Special Education Teacher	Windsor Southeast SU
Mary Barton	Special Education Director	Two Rivers SU
Rebecca Merrow	1st Grade Teacher	Springfield SD
Patty Kelly	K-5 Math Coach	Springfield SD
Josh Souliere	Assistant Director of Education Quality Reviews	VT Agency of Education
Kevin Doering	Education Quality Assurance Coordinator	VT Agency of Education
Toni Marra	Dual Enrollment & Early College Program Coordinator	VT Agency of Education
David Cohn	Director of Curriculum, Instruction and Assessment	Springfield SD
Tom Faris	MTSS Coordinator	VT Agency of Education
Marianna Charalabopoulos	Education Quality Assurance Coordinator	VT Agency of Education

Academic Proficiency

The Vermont Education Quality Standards prioritize a coordinated curriculum in all subjects for each Supervisory Union/District that is aligned to the standards adopted by the State, instruction in all subjects and the transferable skills, a local assessment system for determining student achievement, multi-tiered systems of support for learners in meeting those standards and participation in the State assessment system.

Findings:

Curriculum Coordination

1. Teachers report they have access to a wealth of data; however, there are inconsistencies from school to school on the process of analyzing that data.
2. WSESU is in the process of aligning their curriculum SU-wide, with some subject areas more complete than others align.

Instructional Practices

1. Per observations and interviews, all teachers and students throughout WSESU have access to technology in the classroom.
2. While Learning Objectives and “I can” statements were not posted in all classrooms, students observed and interviewed had an understanding of what they were learning, and why.
3. Per observations and interviews, differentiation instruction and various levels of implementation of Universal Design for Learning were evidenced in most classrooms observed.

Local Assessment System

1. Per artifacts and interviews, WSESU has an Assessment Toolkit and Assessment Timeline that are in place; however, they are used at varying levels across the SU.
2. Some schools report formalized data teams that meet regularly to analyze data to drive instruction and intervention, while others report that is an area they need to improve upon.

Proficiency-Based Learning

1. In most schools, transferable skills are incorporated into curriculum development, assessments, and daily instruction.
2. WSESU is working towards developing proficiency based learning SU-wide, including choosing proficiencies, aligning them K-12, creating consistent proficiency based reporting and developing parent orientations.

Commendations

1. WSESU schools provide equitable access to technology in the classroom for teacher and student use.
2. WSESU teachers differentiated their instruction in the classroom and Universal Design for Learning was evident in most classrooms.

Recommendations

1. WSESU should continue their work on developing curriculum and proficiencies to ensure consistent application across schools.
2. WSESU should ensure all schools are utilizing the Assessment Toolkit and Assessment Timeline with fidelity and consistency across the system.

Personalization

The Vermont Education Quality Standards prioritize development of personalization through the creation and use of Personalized Learning Plans, flexible pathways to graduation, Career and Technical Education and instructional strategies that personalize learning for students.

Findings:

Personalized Learning Plans

1. Some parents express the desire to be more involved in the Personalized Learning Plan development process.
2. Per teacher and student interviews, The Personalized Learning Plan platform and process appear to be disjointed as you transition from middle school to high school.

Flexible Pathways

1. Students have a variety of options for achieving credits to graduate, including but not limited to art academies, technical center classes, dual enrollment, virtual high schools, and pre-college courses.

Full Breadth of Courses

1. Most schools offer a full breadth of courses, including STEM, International Studies, various academies, virtual classes, independent study, AP classes, job corps, and course extension opportunities.
2. Some parents at the elementary level feel their children have limited options in language, culture, the arts, and expressed interest in more experiential learning opportunities.

Student Voice and Choice

1. As evidenced through student, teacher and parent interviews, students have several opportunities to express their voice and determine academic choices in all grade levels throughout the SU.

Commendations

1. WSESU students have a variety of courses to choose from and flexible pathways, including art academies, technical centers, virtual high schools, pre-college, independent study, AP classes, job corps and more.
2. WSESU students have consistent opportunities at all grade levels for their voice to be heard when determining learning opportunities.

Recommendations

1. WSESU should continue to examine their Personalized Learning Plan platforms and process to ensure consistent implementation across the SU that involves all stakeholders.
2. WSESU should look at ways to offer more learning opportunities in language, culture and the arts, as well as other extending opportunities, to students at the elementary level.

Safe Healthy Schools

The Vermont Education Quality Standards prioritize the establishment of learning environments that promote the social and physical health of students, facilities that promote learning and security, support for preventing disciplinary infractions and responding appropriately when transgressions occur and engaging in inter-agency work to support students beyond the school day.

Findings:

Multi-tiered System of Supports

1. As evidenced through artifact reviews, observations and interviews, WSESU schools have a defined, formalized MTSS framework in place.
2. Most schools have scheduled time for intervention and enrichment opportunities throughout the school day.

Social/Emotional Health

1. WSESU schools have addressed social/emotional and behavioral needs, utilizing programs such as PBiS, Developmental Designs, Responsive Classroom, and Restorative Practices.
2. Some schools had a STEP (Supportive Teams for Educational Programs) program in their school, which provides tiered supports for students in the areas of behavior, social emotional and academics; however, the way in which the programs are locally funded may limit which students can access the program.

Physical Well-Being

1. WSESU schools provide a wealth of physical activities for students to participate in, including physical education classes, access to sports teams, recess, mountain biking and skiing programs that are available for all students to access.
2. Most parents, students, and teachers report that school lunches are healthy and enjoyable.

Physical Environment

1. It is evident through observations and interviews with students, teachers and parents, that all schools across WSESU are well-maintained and organized learning environments.
2. Evidence shows that most schools have the space they need to operate adequately; however, some expressed that more space would be an asset to their program.

Commendations

1. WSESU has a formalized MTSS framework and process in place across most schools, specifically in core instructional practices, intervention systems and supporting social emotional learning.
2. WSESU had well maintained, clean, organized learning environments where parents and students feel welcomed.

Recommendations

1. WSESU should continue to examine how funding mechanisms can be leveraged so the Supportive Teams for Educational Programs (STEP) program can be accessed by all students.
2. WSESU should continue to ensure that all schools provide adequate time and opportunities for additional instruction, intervention and enrichment opportunities.

High Quality Staffing

The Vermont Education Quality Standards prioritize the role of all school leaders in improving student learning and establish the expectation that school leaders will have sufficient time to carry out their responsibilities in order to focus on improving student learning by ensuring that professional staff are appropriately licensed, a system of appropriate needs-based professional learning is available and aligned with staff evaluation and supervision policies, continuous improvement.

Findings:

Professional Development

1. Planning for professional development needs is collaboratively determined at the SU level as well as the school level, and new teachers receive specific professional development in classroom management, Skillful Teacher, All Kids and access to a mentoring program.
2. Some teachers stated they would like to see development that is more professional on how to collaboratively implement the redesigned curriculum.

Staff Evaluation

1. Most teachers across the SU are formally evaluated on a regularly scheduled basis, and teachers report the process has value to them professionally.

Leadership

1. Schools have Leadership Teams in place, which include teacher membership, to drive school-based decisions and continuous improvement efforts.
2. Parents and teachers report that school administrators are easy to communicate with, visible and responsive to their needs.

Staffing

1. WSESU is committed to hiring highly trained teachers through ongoing assessment of staffing, as evidenced by artifacts and interviews.

Commendations

1. WSESU has a well-defined, formalized Leadership Team model in all schools, which includes diverse membership, to drive continuous improvement efforts in their schools and SU-wide.
2. WSESU school administrators are committed to communicating with parents and other stakeholders, being both a visible presence and responsive to stakeholder needs.

Recommendations

1. WSESU should examine professional development needs in relation to innovations being implemented, including implementation of redesigned curriculum, to meet the needs of teachers.
2. WSESU should continue to implement and assess their evaluation process to ensure all teachers and administrators are formally evaluated on a regular basis.

Investment Priorities

The Vermont Education Quality Standards require that Supervisory Unions carry out their work in accordance with the fundamentals of accounting procedures, provide the full range and breadth of resources, and facilities to support student learning while doing so at a funding level supported by the local community and conduct the business of schooling in accordance with laws that govern education.

Findings:

Continuous Improvement Planning

1. Administrators and other educators across the SU report they have formal continuous improvement planning efforts in place, but are often confused, by the directions they receive at the state level.

Student Data System

1. Some schools do not provide access to an online portal where parents can access their children's educational progress.

Financial Alignment

1. There has been significant investment in providing 1:1 devices and other technologies for student learning.
2. There were some inequities between schools and teachers' access to current technology for instructional purposes, and some teachers requested the need for additional professional development integrating technology into their instruction.

Communication

1. Evidence collected through parents and teacher interviews shows schools across the SU have systems in place for effectively communicating with their parents and greater communities that have been effective.

Commendations

1. WSESU has invested in having formal systems in place for effectively communicating financial and educational information to parents and communities.
2. WSESU has committed to providing 1:1 devices and other technologies for most grade levels across the SU.

Recommendations

1. WSESU should ensure all teachers have equitable access to updated technology in the classroom for instructional purposes and support the use of integrating technology into instruction through professional development opportunities.
2. WSESU should ensure all schools provide equitable access to student progress for all parents, including access to online platforms.