

Integrated Field Review Report

REPORT

February 1, 2019

Champlain Valley School District

Final Report

Site Visit: January 17, 2019

Written by the Champlain Valley School District Visiting Team

Submitted by Kevin Doering



Schools & Enrollment

School	Approximate Enrollment	Grade Span
Allen Brook School	370	PK-2
Champlain Valley Union High School	1366	9-12
Charlotte Central School	359	PK-8
Hinesburg Community School	515	PK-8
Shelburne Community	738	PK-8
Williston Central	656	3-8

Champlain Valley SD (CVSD) participated in the Vermont Agency of Education's Integrated Field Review (IFR) on January 17, 2019.

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

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

Visiting Team

Name	Role	Organization
Herb Perez	Assistant Principal High School	Burlington SD
Stephanie Phillips	Director of Teaching and Learning	Burlington SD
Suzanne Weishaar	Elementary Teacher	Burlington SD
Ally Riley	Special Educator K-5	Burlington SD
Ryan Kluk	Physical Education Teacher	Colchester SD
Ashley Marlow	Teacher	Colchester SD
Cathy Quinn	Director of Student Support Services	Essex Westford SD
Ryan Dudley	Middle School Teacher	Essex Westford SD
Carly Epstein	Elementary Teacher	Essex Westford SD
Suzanne Gruendling	Principal	Essex Westford SD
John Tague	K-6 Principal	Franklin West SU
David Hyatt	Assistant Principal Middle School	South Burlington SD
Allison Saft	Elementary Special Educator	Winooski SD
Matthew Webb	High School Proficiency Based Instructional Coach	Winooski SD
Donna Stafford	Education Quality Manager	AOE
Kevin Doering	Education Quality Assurance Consultant	AOE
Laura Baker	Learning Disabilities Consultant	AOE
Lori Dolezal	Education Quality Manager	AOE
Martha Deiss	PBL Global Citizenship Coordinator	AOE
Sigrid Olson	Personalization Coordinator	AOE
Toni Marra	Personalization Team	AOE

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. The district provides weekly, extended common professional development time.
2. Literacy and math instructors/coaches are present in K-8 schools throughout the district.

Instructional Practices

1. Interview and observational data indicate that instructional practices vary across the grades, but the elementary grades primarily use structured programs.
2. Evidence indicates that all students have access to one to one technology starting in fourth grade. The K-3 grades have access to technology on team.

Local Assessment System

1. There is a common assessment system in place, including specific assessments by grade level, organized by when the assessments will be administered and what content area they focus on.
2. In several schools, teachers report working collaboratively to examine data and determine student needs for instruction.

Proficiency-Based Learning

1. Common learning targets are used in grades 5-12; learning targets are beginning to be implemented in grades K-4.
2. The district has a clear proficiency-based reporting system, but is still working on implementing it in all areas of instruction and assessment.

Commendations

1. The district is committed to weekly, extended professional development for all staff and it is based on teacher needs and interests.
2. The district has provided access to technology for all learners.

Recommendations

1. The district should clarify common learning targets in grades K-4.

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. Evidence indicates that all middle and high schools in the district have Personalized Learning Plan (PLP) committees.
2. Schools are implementing a variety of personalization and student-centered learning practices.
3. Some students and staff reported some confusion around the use of PLPs.

Flexible Pathways

1. Several schools in the district have opportunities for students in 7th-12th grade to do projects focused on their own interests.
2. Students report having diverse opportunities for internal and external coursework options, and are aware of flexible pathways directed towards graduation.

Full Breadth of Courses

1. High school students describe having a wide breadth of course opportunities.
2. Observations reveal that multiple schools in the district have maker spaces, otherwise referred to as enrichment spaces.

Student Voice and Choice

1. Students report that when they feel a change was needed in an area, adults listen and make the change.
2. A number of schools promote student choice, allowing students to propose what to study based on individual interest.

Commendations

1. Schools are committed to meeting the needs of every student.
2. Schools are personalizing learning in many different ways.

Recommendations

1. CVSD should consider increasing student leadership opportunities to enhance their personalized learning.

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. Evidence shows that there are data teams at the supervisory union, school, and grade levels.
2. Data indicate that time, space, and staff are devoted to provide differentiated support and interventions for students.
3. Teachers, administrators, and staff report that MTSS is being implemented throughout the district and the system is reviewed regularly.

Social/Emotional Health

1. Evidence reveals that CVSD has an organized system to support social and emotional needs, which includes Positive Behavior Intervention and Supports (PBIS), Restorative Practices, and the Second-Step behavioral curriculum.
2. Evidence indicates that success is celebrated at the classroom and school level.
3. Some staff report an increase in trauma-based incidents among the students; however, students state they have trusted adults in which to confide, in every building.

Physical Well-Being

1. Artifacts show that there is an individualized emergency and lockdown plan template for students with specific medical, communication, sensory, and mobility needs.
2. Parents and staff report that the district has been diligent in their security plans and attention to safety.

Physical Environment

1. The schools visited were well maintained, inviting, and had high levels of security.
2. Safety procedures, student work, and the district mission statement are displayed on walls in schools.

Commendations

1. CVSD has a detailed system in place to support the social and emotional needs of its students.
2. Parents and staff report that the district has been diligent in their security plans and attention to safety.

Recommendations

1. The visiting team recommends further training in trauma-informed practices at all levels, in a sustainable manner, and with ongoing support.

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. CVSD has implemented a weekly release day schedule to support administrators and teachers with regular, ongoing professional development. However, administrators and teachers express a desire for more cross-district professional learning community opportunities.
2. Data indicate the district professional development plan provides for choice in topic during selected district days. The professional development plan identifies an ongoing commitment to themes (e.g., math studio and PBIS).

Staff Evaluation

1. Artifacts and interview data reveal that CVSD's supervision and evaluation process includes pre-observation planning, a pre-conference, a formal observation, and a post-conference; evaluation rubrics are based on the (Danielson) Framework for Teaching and CVSD standards.
2. Teacher report that evaluation occurs every four-years, with teachers developing their own goals; first year teachers are evaluated formally, twice per year.
3. Administrators are evaluated via a 360 model with the principal setting goals with the superintendent and setting personal goals as well.

Leadership

1. Interview and observation data indicate that high quality professional development is evident in teacher collaboration and resultant cohesive learning targets.
2. Interviewees report that Leadership is supportive and informed by students, staff and families.

Staffing

1. Artifacts reveal that K-3 classes shall average less than 20 students per teacher and Grades 4-12 classes shall average less than 25 students per teacher.
2. Principals indicate that staff retention is strong.
3. Evidence indicates that each school has a digital learning specialist to support learning.
4. The paraprofessional staff roles vary with a wide-range of duties including 1:1 instruction, clerical, and general classroom support.

Commendations

1. Schools across the district exhibit a strong sense of collaboration through a model of sustained and clear teacher-led professional development.

Administrators have outlined priority topics directly related to continuous improvement. Work and growth plans are developed in multiple areas to support high quality school improvement and professional development.

Recommendations

1. CVSD should increase opportunities for cross-district staff development.

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. Evidence shows that professional development is aligned with needs outlined in the Continuous Improvement Plan, including proficiency-based learning, personalization, MTSS, and social and emotional learning.
2. Several teachers report having little knowledge or input in the development of the Continuous Improvement Plans.
3. The district is using financial resources to support faculty collaboration toward the continuous improvement of effective, student-based pedagogy through early release/late start blocks.

Student Data System

1. The district utilizes various student data systems to inform practice and policy.
2. Artifact and interview data indicate that student data systems (e.g., JumpRope) are used to communicate student growth measures and progress to parents, students, and staff.

Financial Alignment

1. The district utilizes an equity matrix, which enables it to direct its focus in data-based analysis, and determines staff and resource needs to serve all students.
2. Interviewees note that central office leadership works with building-based directors to utilize resources that make technology available to all, including its most challenged, vulnerable students.
3. Interview and observation evidence indicates instances of space limitations for physical activity and athletics in some district locations.

Communication

1. Procedures and practices have been developed in the budget building process throughout the school district.
2. Evidence indicates effective communication between the supervisory union, school leadership and staff, and parents.

Commendations

1. Student achievement and growth are at the forefront of all conversations and decisions throughout the district.
2. The district devotes time and resources to focus on equity for all student.

Recommendations

1. The visiting team recommends expanding communication opportunities to help all stakeholders understand the budget development and decision-making process.
2. The visiting team recommends continuing to assess physical space assets to ensure student physical activity needs are met.