

Integrated Field Review Report

REPORT

May 8, 2019

Milton Supervisory District

Final Report

April 4, 2019

Compiled by the Milton Supervisory District Visiting Team

Submitted by Josh Souliere



Schools & Enrollment

School	Approximate Enrollment	Grade Span
Milton Elementary School	857	PK-5
Milton Middle School	363	6-8
Milton high School	495	9-12

Milton SD participated in the Vermont Agency of Education's Integrated Field Review (IFR) on April 4, 2019.

During the afternoon of the IFR training, the Visiting Team reviewed artifacts provided by Milton SD. 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 Milton SD 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
Levi Irish	Elem/MS Special Educator	Franklin Northeast SU
Caroline Elander	Elem/MS Technology Coordinator	Franklin Northeast SU
Julie Regimbal	Superintendent	Franklin Northwest SU
Kosha Patel	Director of Curriculum	Franklin Northwest SU
Ashley Levine	Middle School Teacher	Maple Run SD
Elijah Church	Special Educator	Maple Run SD
Sarah Downes	Agricultural Teacher	Franklin Northeast SU
Susan Zenith-Collins	MS Literacy/Social Studies Teacher	Franklin Northeast SU
Toni Marra	Dual Enrollment & Early College Programs	Vermont AOE
Cathy Wilkins	Licensing Specialist	Vermont AOE
Liza Hartlyn	Education Quality Coordinator	Vermont AOE
Jenn Dale	Education Quality Coordinator	Vermont AOE
Josh Souliere	Assistant Director EQA	Vermont 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 has implemented a school-wide, five year cycle to develop and revise curriculum, with specific content areas being reviewed every three years.
2. There is currently a K-12 team working to develop/revise a district-wide English Language Arts curriculum.

Instructional Practices

1. Interview and observation evidence indicates most teachers are consistently integrating technology into their instructional practices.
2. Interviewees report that a co-teaching model is in the beginning stages of implementation, but securing collaborative common planning time is a challenge due to scheduling; some teachers also voice the need for more time to plan vertically.

Local Assessment System

1. STAR 360, PowerSchool and other data platforms are used throughout the district for reporting and use of data to make instructional decisions.
2. Some parents express frustrations with student data accessibility, and inconsistencies in reporting.

Proficiency-Based Learning

1. Students report inconsistencies in how proficiencies are weighted and graded, and in understanding their purpose.
2. Parents report a lack of understanding about proficiency based learning.

Commendations

1. Milton SD schools are utilizing their local assessment system and collection/reporting data systems consistently and with fidelity across schools.
2. Milton SD schools are aligned in their efforts to provide access to technology for students and teachers, and to integrated technology in instruction.

Recommendations

1. Although they intend to build and implement a consistent curriculum, the district should consider exploring ways overcome barriers to completing the work in a timely and sufficient manner.
2. Milton SD should focus on a plan for consistent implementation of proficiency based learning across the SD, which includes effective communication and appropriate professional learning.

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. The district is in the process of implementing Personalized Learning Plans (PLP); however, there is not a consistent platform to store student evidence and other information pertinent to implementation.
2. Evidence indicates that PLP goals are written based on student interest, and focus on academic and social/emotional growth.

Flexible Pathways

1. Evidence indicates the availability of flexible pathway opportunities for students, most of which provide them choice in their learning, including student choice in elective courses offered across schools (e.g., languages, drama, chorus, etc.).

Full Breadth of Courses

1. Evidence reveals multiple opportunities for students to explore interests in traditional and non-traditional courses (e.g., woodshop, chorus, drama, etc.)
2. Evidence indicates enrichment groups are staggered to maximize the number of specialists available to provide services.

Student Voice and Choice

1. Student-led conferences are held twice a year; these are based on the student's personal goals.
2. Student work is showcased throughout physical buildings as well as in online formats.

Commendations

1. Milton SD students demonstrate a beginning-level understanding of the PLP purpose and process and they have some ownership in this process.
2. Milton SD provides access to a variety of flexible pathways and opportunities for students to explore topics of interest within the school day.

Recommendations

1. Milton SD should select and implement a common platform for PLPs that can include evidence, reflections, and goals.
2. Milton SD should continue to expand the ways in which students have choice and voice in their learning experiences.

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. Interviewees report they have access to various platforms to retrieve data, but there is not a formalized process for accessing data.
2. Some interviewees report they do not have a good understanding of Multi-tiered Systems of Support (MTSS), or the work towards achieving a cohesive multi-tiered system across the district.

Social/Emotional Health

1. Restorative practices are implemented across the district; however, evidence indicates that implementation practices vary within, and across, schools.
2. Some interviewees report an increasing need for additional staff to provide social/emotional supports to students.

Physical Well-Being

1. Interviewees generally report positive perceptions regarding the school lunch programs, recycling, composting, and opportunities for snacks.

Physical Environment

1. Most observation and interview evidence indicates all physical locations across the district are clean, well maintained, and places where parents, students and teachers feel welcome and valued.

Commendations

1. Milton SD interviewees state that the district provides a high quality school lunch program, recycling options, composting, and several opportunities for healthy snacks.
2. Milton SD schools are clean, well maintained, and places within the community where most stakeholders feel welcome and valued.

Recommendations

1. Milton SD should explore ways to improve stakeholder understanding of their MTSS efforts.
2. Milton SD should examine the implementation of Restorative Practices across the district to ensure consistent levels of implementation.

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. Evidence indicates that professional development is aligned to the district's Continuous Improvement Plan (CIP).
2. Professional development in the area of trauma informed practices/social emotional learning has been provided across the district; however, interviewees report inconsistencies in the implementation within classrooms and across schools.

Staff Evaluation

1. Some interviewees report the formal evaluation process has been focused on new teachers, while evaluations for veteran teachers has been informal and inconsistent.
2. The district has developed and strengthened its mentoring program for new teachers, and interviewees report this has helped with teacher retention.

Leadership

1. Teachers, staff, and administrators at the building and district level identified and prioritized internal and external supports to develop and retain principals.
2. Interviews with teachers, students, and administration indicate strong teacher leadership, and staff and student involvement in decision making, throughout the district.
3. Most interviewees report they are pleased with leadership at the district level.

Staffing

1. Evidence reveals the presence of teacher teaming and collaboration, across district; these structures allow for relationship building and teacher learning communities.
2. Interview data indicate the district is working to identify gaps in staffing in specialized areas, such as early intervention and behavioral supports.

Commendations

1. Milton SD has focused efforts on providing strong leadership, including inclusive decision making, shared leadership, and other internal and external supports.
2. Milton SD has provided time, professional learning and other resources to build strong professional relationships and teacher learning communities.

Recommendations

1. Milton SD should evaluate the impact of professional learning opportunities to ensure fidelity and consistency in implementation across all schools.

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 indicates Milton SD educators have strong involvement in their continuous improvement efforts, including connecting any professional learning needs to their district goals through My Learning Plans.
2. Teachers report that all schools are involved in efforts to develop a unified mission and vision that aligns with continuous improvement planning, and other efforts.

Student Data System

1. The district has a designated individual to manage data in VCAT, and extract reports for teachers and other teams when needed.
2. Evidence indicates the district uses several data systems, which creates confusion for teachers; it is also inefficient, since teachers must duplicate efforts in data entry.

Financial Alignment

1. Based on interview and observation evidence, Milton SD has dedicated resources to developing a long-term plan to maintain physical structures across the district.
2. Grades 3-12 have 1:1 access to Chromebooks; however, some teachers report they would appreciate professional development focused on effective uses of technology.

Communication

1. Evidence indicates that teachers feel they have a voice in the selection of professional development opportunities and in budget related issues.
2. Milton SD communicates to parents and community members through several platforms, including Community Connections, Facebook, Twitter, PowerSchool, Instagram, and Parent Roundtables.
3. Some interviewees report difficulties understanding communication protocols, due to turnover in leadership positions.

Commendations

1. Milton SD has focused their efforts on having an aligned system across all schools for continuous improvement, professional development, communication and other areas.
2. Milton SD has focused on attending to student technology needs, as well as the physical needs of structures across the district.
3. Milton SD is dedicated to communicating to external stakeholders and the overall community.

Recommendations

1. Milton SD should attend to staff needs for professional learning and resources related to effective use of technology in instruction.
2. Milton SD should re-assess their current, multi-format data systems structure in order to develop a more efficient system.