

Integrated Field Review Report

REPORT

November 18,
2019

Lamoille North Supervisory Union
Final Report
Site Visit: 10 October 2019

Compiled by

The Lamoille North Supervisory Union Visiting Team

Submitted by

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Schools and Enrollment

| School | Approximate Enrollment | Grade Span |
|-----------------------|------------------------|------------|
| Cambridge Elementary | 350 | PK-6 |
| Eden Central | 145 | PK-6 |
| Hyde Park Elementary | 220 | PK-6 |
| Johnson Elementary | 285 | PK-6 |
| Lamoille Union MS | 275 | 7-8 |
| Lamoille Union HS | 455 | 9-12 |
| Waterville Elementary | 95 | PK-6 |

The Lamoille North Supervisory Union (LNSU) participated in the Vermont Agency of Education's Integrated Field Review (IFR) on October 10, 2019.

Prior to the field visit day, the Visiting Team reviewed artifacts provided by LNSU. During the full day visit, the Visiting Team participated in interviews of the Superintendent, Curriculum Director, Business Manager, counseling staff, intervention staff, teaching staff, students, parents, and administrators. In addition, the Visiting Team observed classroom instruction and other LNSU learning environments through observations and facility 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 |
|-----------------------|---|---------------------------|
| Dalton Gomez | HS Science | Lamoille South UU |
| Kaaren Meyer | Math Instructional Coach | Lamoille South UU |
| Jennifer Macdonald | ML Humanities | Lamoille South UU |
| Lisa Leopold | Music | Lamoille South UU |
| Christine Callahan | Special Educator Middle School | Mt. Mansfield Unified USD |
| John Alberghini | Superintendent | Mt. Mansfield Unified USD |
| Sarah Miller | District ELA Coach 5-8 | Mt. Mansfield Unified USD |
| Tonya Girouard | Grade 3 Teacher | Mt. Mansfield Unified USD |
| Amy Masse | Curriculum Director | Orleans Southwest SU |
| David Perrigo | Principal, Hazen Union | Orleans Southwest SU |
| Monica Cross | Academic Coach | Orleans Southwest SU |
| Alicia Lyford | Principal, East Montpelier Elementary | Washington Central SU |
| Kelly MacMartin | Grades 5,6 Teacher | Washington Central SU |
| Steven Dellinger-Pate | Principal, U-32 Middle and High | Washington Central SU |
| Kevin Doering (lead) | Education Quality Coordinator | VTAOE |
| Jenn Dale | Education Quality Coordinator | VTAOE |
| Peter Drescher | Director of Education Technology | VTAOE |
| Toni Marra | Dual Enrollment Early College Program Coordinator | VTAOE |
| Julia Scheier | VTmtss Coordinator | VTAOE |
| Donna Stafford | Education Quality Manager | VTAOE |
| Josh Souliere | Assistant Director of Education Quality | VTAOE |

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. Evidence indicates that alignment of curriculum across LNSU is ongoing work that various stakeholders are engaged in.
2. The PK-12 District Curriculum Committee guides the curriculum alignment within Professional Learning Communities.

Local Assessment System

1. LNSU is beginning to implement DataWise data analysis protocols to inform decisions involving instruction and interventions.
2. Teachers and students report challenges translating Proficiency Based Learning into assessments, but they are progressing in this area.

Instructional Practices

1. Evidence indicates that students are engaged in authentic learning experiences through project-based learning, interdisciplinary projects, outdoor learning, STEAM, use of technology, and additional opportunities.
2. Evidence indicates teachers engage in a variety of teaching strategies, including small groups, whole group instruction, turn and talks, and technology integration.
3. Classroom observations showed that some classrooms posted learning objectives, while others did not.

Proficiency-Based Learning

1. Evidence shows that students across LNSU can articulate the meaning of levels of proficiency.
2. Parent interviews across LNSU indicate that families do not understand what the levels of proficiency mean for their students.

Commendations

1. The implementation of DataWise protocols for data analysis is promising, and will inform decisions about instruction and interventions both locally and across LNSU.
2. Instructional practices throughout LNSU engage learners in authentic learning experiences and a variety of teaching strategies.

Recommendations

1. LNSU should continue to work toward the consistent display of learning objectives in classrooms across buildings.
2. LNSU should continue to offer to support stakeholders in understanding of the proficiency-based learning model, and what it means for all students.

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. There is substantial evidence (artifacts, observations and interviews) that the LNSU utilizes Personalized Learning Plans in grades 7-12.
2. Students utilize Google as a platform for drafting and tracking their Personalized Learning Plans, however there is still interview evidence that some members of the community are unclear about their purpose.

Flexible Pathways

1. LNSU offers the EPIC program, which is intended to expand student learning and utilizes community based programs to further promote student experience and learning opportunities.
2. LNSU utilizes geographic proximity to promote student alternative course offerings from the middle school, high school and the Green Mountain Technology and Career Center.

Full Breadth of Courses

1. Observations indicate that maker spaces are available in multiple locations and that they are used for STEM, engineering and art work.
2. Interview evidence indicates that students have the opportunity to take alternative or advanced classes (such as math or foreign languages) in a different grade/location, if they qualify to do so.

Student Voice and Choice

1. There is observational and interview evidence that students of all ages have input into topics of study and how they demonstrate their learning.

Commendations

1. The EPIC program is offering expanded student learning choices that link to their community.
2. There is large emphasis across LNSU on student selection for learning topics and the methods to demonstrate their learning.

Recommendations

1. LNSU should continue to work on communicating to parents and students the links between Personalized Learning Plans and engaged student learning.

Safe and 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. There is evidence of MTSS components in place across LNSU, but some evidence indicates it's inconsistent in its application and resources across schools.
2. Creative flexible spaces exist across LNSU for the academic and social/emotional support of students.

Social/Emotional Health

1. According to significant interview and observational evidence, social/emotional health was an overwhelming priority throughout LNSU.
2. Adult-student relationships were positive and beneficial to students across the district, as attested to by interview evidence.

Physical Well-Being

1. Schools across LNSU made sure food was available to all students, including in some schools before and after school, and some food is sourced from the LNSU farm.
2. At the elementary level, playgrounds were modern and well-liked by staff, students and parents. At the middle and high school level, students were able to access the outdoors during free periods.

Physical Environment

1. Schools across LNSU were bright, clean, and welcoming.

Commendations

1. The emphasis on social/emotional learning and relationship building is clearly evident throughout LNSU.
2. The facilities are well kept and welcoming.

Recommendations

1. LNSU should continue to build consistency across schools when implementing MTSS in regards to how their system is implemented and ensuring schools have equitable resources to do so.
2. LNSU should consider examining perceived inequities across some schools in the district when it comes to implementing MTSS, to ensure all students have the same learning supports.

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. New staff have a paid stipend for expectations around Bridges/Math and Reading/Writing workshop for beginning the new school year.
2. Evidence indicates that training on the use of data has been provided, and that the District has partnered with the Harvard School of Education in the Data Wise framework.

Staff Evaluation

1. The Danielson Framework is used for the staff supervision and evaluation process.
2. There is a classroom walk through form that was created to help informally evaluate all teaching staff using common descriptions for course syllabus mentoring needs, but teachers said they would like more formal feedback as part of the process.

Leadership

1. Schools have mentoring programs for new teachers, which occurs over a two year period.
2. Teachers participate in team leadership opportunities that facilitate school based conversations, and is part of a shared leadership approach.

Staffing

1. According to interview evidence, teachers and the approach to their work is student-centered.
2. The district offers several different types of professional development opportunities, including trainings led by coaches several times a year at various grade levels.

Commendations

1. Evidence from parents, teachers and students indicate that the SU, school and teacher approach to learning is student-centered, and the schools are an extension of the community and family.
2. Professional Development offered for new staff helps support the SU-wide instructional expectations around specific programs, strengthening the overall consistency of delivered curriculum and instruction.

Recommendations

1. LNSU should consider providing teachers with more formal feedback during walkthroughs to improve their understanding of their strengths and what they need to improve upon when it comes to classroom instruction.
2. LNSU is encouraged to continue their positive work in providing all staff PD with using data in their daily work.

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. According to interview evidence, teachers and administration are using the Continuous Improvement Plan to help set goals for academics and teaching in the classroom.
2. Parents interviewed generally were not aware that their SU or school had a Continuous Improvement Plan.

Student Data System

1. The District is utilizing several databases to track student performance.
2. Power School is one of the databases used, however teachers report a lack of training in the use of Power School, which limits their ability to effectively use the database.

Financial Alignment

1. Schools have found creative ways to optimize and stretch resources, with a focus on proficiencies and personalized learning.
2. LNSU has well maintained, modern and thoughtful physical environments.

Communication

1. Schools and administration utilize many mediums and methods for communication with parents, students, each other, and their community.
2. Parents expressed interest in receiving additional communication about educational programs, school initiatives, academic performance and school plans.

Commendations

1. Teachers and administration are using the Continuous Improvement Plans to drive many educational decisions, including budgeting, setting priority goals, and informing decisions.
2. LNSU facilities support learning, pride, sense of community and creativity.

Recommendations

1. LNSU should consider expanding the community input into their programs and Continuous Improvement Planning process.
2. LNSU is encouraged to review whether additional professional development, or guidance/communication, can better promote its use of Power School.