Proficiencies  (Updated from 1.13.2020)

Renee Badeau, Tim Couture and Brucie Donahue have been working together in an effort to clarify our grading and reporting documents and communications, as well as continuing to plan student portfolios. The work has included streamlining the proficiency report language, creating a supplement to the report card to explain it, adding new teacher comments in Tyler that align with the CVSU Habits of Success, developing a two column format for the January proficiency report, creating a proficiency based transcript, calculating overall course marks for students assessed on 9-12 scales, and calculating CAPs (Cumulative Academic Progress). Currently all 11th and 10th grade transcripts at both NMHS and WMHS have been created. We have been working closely with Tyler to see what their capabilities are moving forward in transcript and proficiency report creation. Renee has also been working with teachers, RTCC, CVCC and VTVLC to align CVSU indicators to their courses/programs. As well, the CVSU website has been updated to include a Proficiency section that includes all scales K-12.

After digging deeper into Portfolium, the district has decided to discontinue use with the company due to multiple concerns about its capabilities. For now, students are asked to maintain their documentation of learning in Google. A Digital Portfolio template based in Google Sites has been created that will soon be rolled out to include teacher trainings and guidelines in how to support students.

The master documents for PIs have been updated to include World Language scales for 6-8 and the PE teachers have been working together to develop scales.

All WMHS 9th grade student passports were stamped with 8th grade indicators and distributed via Advisories in the fall. Passports are currently being collected and will be stamped once the grading period closes for students at WMHS and NMHS and returned as quickly as possible. They will be done in descending order, beginning with 11th grade.
Capstone  *(Updated from 1.13.2020)*

All Capstone students at Orange, WMHS and WES have been matched with advisors, met with advisors at least once, and are meeting with mentors. All NES students have mentors lined up and students have met with their advisors. A mentor database for Pathways and Capstone was created that includes all previous mentor volunteer names based on which school they supported. The goal is this will help support advisors in finding mentors. It will also be used for people to communicate in one place when they need support from Jerry Cassels in finding placements and mentors.

Pathways  *(Updated from 1.13.2020)*

Our Pathways programs at NMHS and WMHS are settled in and many students are in placements. The team continues to meet once a month to support each other, make adjustments for the future, and address any challenges that arise. Students enrolled for semester 2 have begun working on their contracts to map out the Performance Indicators they will be working toward.

Integrated Field Review

CVSU was selected by the Vermont Agency of Education this fall to participate in an Integrated Field Review (IFR). The IFR is an in-person examination of the implementation of Vermont’s Education Quality Standards. The IFR happens once every three years for each of Vermont’s Supervisory Unions/Districts (SU/SD).

The visiting team gathers evidence about the 5 domains from the Vermont Education Quality Standards about what they read, learn from interviews and observe. The five domains include: Academic Proficiency, Personalization, Safe and Healthy Schools, High Quality Staffing and Investment Priorities. Before our visit, we were required to submit artifacts from each domain for the visiting team.

On October 24, a team of educators from regional schools, worked together with AOE staff to visit each school in CVSU for a day-long, in-person visit. The IFT team gathered at the end of the day on the 24th to create a final report SU/SD level commendations and recommendations in each of the five domains. The report will become public after it is shared by the IFT.
Budgetting & Consolidated Federal Grants

CVSU is very fortunate to receive Consolidated Federal Grants to help enhance education for our students in CVSU and support our culture of continuous improvement. This grant funding is critical for helping contain costs in our local school budgets. All schools who receive any type of funding must have a strategy that supports a goal in their continuous improvement plan and is monitored annually for its effectiveness.

Grant Overview

Title IA - The purpose is to provide all children significant opportunity to receive fair, equitable, and high quality education, and to close the achievement gap. Schools who receive this funding level must have a poverty level over 40%. This grant helps pay for interventionists, professional development and materials to support reading and math.

Title II A - The purpose of this grant is to increase the number of teachers, principals, and other school leaders who are effective in improving student achievement in schools. This grant helps pay for our mentoring system, professional development and stipends for teachers and staff working beyond their contract in the summer.

Title IV - The purpose of this grant is to provide activities to support well-rounded educational opportunities, support safe and healthy students and technology. This grant helps support STEAM, science materials, social emotional curriculum and materials, technology to support Capstone Project and Unified Sports.

Website Resources
https://www.cvsu.org/domain/486

IDEA Monitoring

CVSU has been selected for special education monitoring activities for the 2019-20 school year. The first part of the monitoring are File Review activities. This data and artifacts will be submitted to the AOE three times during the year with the first round due on 1/15/19. This includes Annual IEP/Triennial date reviews, Adverse Effect documentation, and data related to six indicators:

1. Indicator 4 - Suspension/Expulsion of students with disabilities
2. Indicator 9 - Disproportionate Representation (racial and ethnic groups)
3. Indicator 10 - Disproportionate Representation in Certain Disability Categories
4. Indicator 11 - Child Find Timelines
5. Indicator 12 - Early Childhood Transition
6. Indicator 13 - Post Secondary Transition

The monitoring may also involve more comprehensive Desk Audit activities and On-Site visits.
Curriculum & Scale Updates

The incredible revision scale work this summer has helped guide the learning targets for the K-8 curriculum documents which are nearly completed in all content areas. These documents will be revisited each summer for any needed revisions. Please make notes about your questions or concerns as you are using the scales and documents so this can be shared with Michaela or Renee.

MTSS

The Vermont Agency of Education released the new MTSS Field Guide in October. The CVSU Leadership Team has been working with the guide to help develop new Continuous Improvement Goals for 2020-2023. School Leadership Teams will be reviewing draft goals and providing feedback back to the CVSU Leadership Team. School teams will be developing new tasks to support their continuous improvement plan.

New MTSS Field Guide
New VT MTSS Field Guide