

**WCSU Annual Report Meeting
May 20, 2013
Leland and Gray's big Gym**

1. Introduction
2. *WCSU Strategic Plan*
3. WCSU Grant Investments in Teaching and Learning
4. Student Performance
 - √ NECAP Student Performance Summaries – Fall 2009 to Fall 2012
 - √ AYP (Adequate Yearly Progress) Report
 - √ AP Exam Scores and SATs -2012
5. Looking Forward

1. Introduction

This Annual Report and Meeting combine to mark a departure from the usual lengthy yearly reports from the Administrative Team. You will find that this report provides information to gauge our students' and schools' progress in meeting the goals of the *WCSU Strategic*. A comparison of NECAP student performance over the last four years follows a financial report on the investments made in a limited number of WCSU initiatives: LACES*, MACES*, Technology, BEST*, and LATER/HEY. These professional development and school-wide initiatives improve teaching and learning in reading, writing, mathematics, science, technology, and social skills.

At tonight's meeting/education fair you will be able to learn more about the WCSU initiatives to improve student social development and academic achievement. Some of the information tables at this Education Fair will include hands-on/ interactive learning. This experience should give you greater insight and appreciation for the learning process and some of the instructional methods we require.

Two years ago, the WCSU Administrative Team and I prepared a 22 page report detailing the status of the goals and action steps of the *WCSU Strategic Plan*. Please provide feedback on your experience with this new format compared to prior years. I am eager to hear what you have learned and what questions you may have. – sbj

* LACES - Literacy ACES (Acceleration, Critical thinking, Equitable practices, and Support) ACES taken from *Opening the Common Core*, Burris & Garrity, 2012

* MACES - Mathematics ACES

* BEST – a UVM and AOE sponsored program for Building Effective Support for Teaching Students with Behavioral Challenges

*LATER/HEY – Learning After school/ Help Empower Youth

2. The WCSU Strategic Plan V16 1/9/2013

Strategic Plan for the WCSU

Approval: unanimously by the Executive Supervisory Union Board August 13, 2009 and WCSU Board December 10, 2010.

Updated: by WCSU Administrative Team on August 18, 2009, August 19, 2010, and August 18, 2011

The WCSU's Strategic Plan focuses on three functions of a school system: Curriculum and Instruction, Human Resources, and Operations. The administration of the WCSU will develop action steps and provide the educational and instructional leadership to achieve the goals of this strategic plan.

Curriculum and Instruction Goals

- Create a student driven educational program that connects personal experience to curriculum.
- Every student graduates from high school (or earns a high school diploma) ready for work and/or higher education.
- Implement a Pre-K through 12th grade dynamic curriculum with consistency across the WCSU easily available to all constituents (students, parents, community members ...).

Human Resources Goals

- Create within the WCSU a system that attracts, recruits, develops, and retains knowledgeable, enthusiastic, inspired, and motivational leaders (teachers, administrators, board members, student leaders).
- Excellence in teaching and learning becomes the WCSU norm through continued development of learning communities and collaborative, reflective practices with the goal of improving student learning.
- Foster an environment that attracts and develops enthusiastic parents, students, and community members.

Operations Goals

- To ensure educational excellence for each student, WCSU will design and implement economically sustainable Pre-K through grade 12 school system and governance structures.
- Maximize resources through collaboration.
- Locate, evaluate, and secure sources of alternative funding and partnerships.

Table of Activities and Action Steps to meet the goals of the Strategic Plan for Windham Central Supervisory Union follows:

Activities to achieve these goals	Participants	Provider/Staff	Timeline	Indicators of progress
Co-Teaching to fully integrate students with special needs so that all students perform at high levels	<ul style="list-style-type: none"> • Special/Regular Educators • Administration 	Co-Teaching Course Opportunities		<ul style="list-style-type: none"> • Improved New England Common Assessment Program (NECAP), SBAC and SAT and ACT scores • Reduction in Special Education Referrals • Increasing high school completion and college acceptance rates
Train grade K-12 teachers to increase their differentiation of instruction (DI) so that all students perform at high levels	<ul style="list-style-type: none"> • Teachers • Administration 	DI Course Opportunities	June 2016	<ul style="list-style-type: none"> • Improved New England Common Assessment Program (NECAP), SBAC and SAT and ACT scores • Reduction in Special Education Referrals • Increasing high school completion and college acceptance rates
Provide training opportunities to support... Make educational support system more effective for all schools	<ul style="list-style-type: none"> • School staff • Students 	<ul style="list-style-type: none"> • Building Effective Support for Teaching (BEST) Institute • SU BEST Coordinator • PBIS Coaches • RTI trainers/courses 	Annually through 2016	<ul style="list-style-type: none"> • Reduction in discipline referrals • Improved attendance profiles • Improved Youth Risk Behavior Survey (YRBS) results • “SET” data for PBIS schools • Decrease course failure rate
Develop capacity to analyze and interpret assessment data (MAP, NECAP, etc...) to inform instruction Data Coaches??	<ul style="list-style-type: none"> • Teachers • Administrators 	<ul style="list-style-type: none"> • Employees with expertise • Grade Level Action Meetings (GLAM) • faculty facilitators • members of the administrative team 	Annually through 2016	<ul style="list-style-type: none"> • Teachers are able to identify changes in instruction and correlate them with improved student learning • Increased teacher use of data, e.g. portfolio??, MAP, NECAP, SBAC
Teach all students the Science, Technology, STEM to Standards ???	<ul style="list-style-type: none"> • Teachers • Administrators • 21 C Staff 			

Activities to achieve these goals	Participants	Provider/Staff	Timeline	Indicators of progress
Teach all students the CCSS in reading and writing so that all achieve at high levels (grades K-6) (gr. 7-12)	<ul style="list-style-type: none"> • Teachers • Administrators 	<ul style="list-style-type: none"> • Balanced Literacy PD • Fountas & Pinnell consultants • Strategic Instruction Model (SIM) consultant (7-12) • Teacher Coaches • GLAMs and PLCs • 21C Staff 	June 2013	<ul style="list-style-type: none"> • Completion of WCSU Five Year Literacy Action Plan document • Improved local assessment reading and writing scores • Improved NECAP reading and writing scores • Improved MAP reading and writing scores • Demonstrated growth in writing Portfolios, grades 3-12??
Teach all students the CCSS in mathematics so that all achieve at high levels	<ul style="list-style-type: none"> • Teachers • Administrators 	<ul style="list-style-type: none"> • 5-8 Mathematics GLAM • GLAMs and PLCs • Consultants • 21C Staff 	Annually through 2016	<ul style="list-style-type: none"> • Completion of WCSU Five Year Math Action Plan document • Improved local assessment math scores • Improved NECAP math scores • Improved MAP math scores • Demonstrated growth in Math Portfolios, grades 3-12
Provide orientation and training for new school board members??? Deletion?	<ul style="list-style-type: none"> • Superintendent • Board Members 	<ul style="list-style-type: none"> • Superintendent • Board Chairs • Vermont School Board Association (VSBA) 	Annually – Spring	<ul style="list-style-type: none"> • Boards will determine indicators of progress. • Efficient and effective use of meeting time.
Combining resources to support co-curricular and after school programs??? Clarification/deletion?	Administrators	<ul style="list-style-type: none"> • School Principals • WCSU 21C Project Director • Athletic and Activities Director LGUHS 	Annually through 2016	<ul style="list-style-type: none"> • Implementation of 21st Century Grant • Student participation. • Increase in activities/funding. • Examples of shared resources.
Supervisory union-wide transportation planning and management	<ul style="list-style-type: none"> • Students • Parents 	<ul style="list-style-type: none"> • School Boards • Administration • WCSU 21C Project Director 	June 2013 and Ongoing	<ul style="list-style-type: none"> • Improve student access to transportation and reduce riding time. • Control increases in transportation costs. • After school transportation
Coordinating oversight and management of all school buildings and grounds	<ul style="list-style-type: none"> • Administrators • WCSU Facilities Manager 	<ul style="list-style-type: none"> • Principals • CFO • WCSU Facilities Manager 	July 2012	<ul style="list-style-type: none"> • Cost effectiveness of capital plans and maintenance expenditures for every school district • More effective facilities management • Formalization of centralized operations and billing

3. WCSU Grant Investments in Teaching and Learning for the 2012-2013 School Year (FY13)

This year Windham Central Supervisory Union coordinated the following Federal and State grants; Consolidated Federal Program (Title I, Title IIA), Building Effective Support for Teaching Students With Behavioral Challenges (BEST/ACT 230), School Based Substance Abuse Program (SAP), Tobacco Use Prevention, and the 21st Century Community Learning Centers (21C). We invested these funds to support the following teaching and learning initiatives; Literacy (LACES)-\$140,890, Mathematics (MACES)-\$135,600, Technology Integration- \$128,235 , Social and Behavior Development- \$56,416 (BEST, SAP, Tobacco) and Positive Learning Environments (21C afterschool and summer programs-LAFTER/HEY)- \$ 473,952.

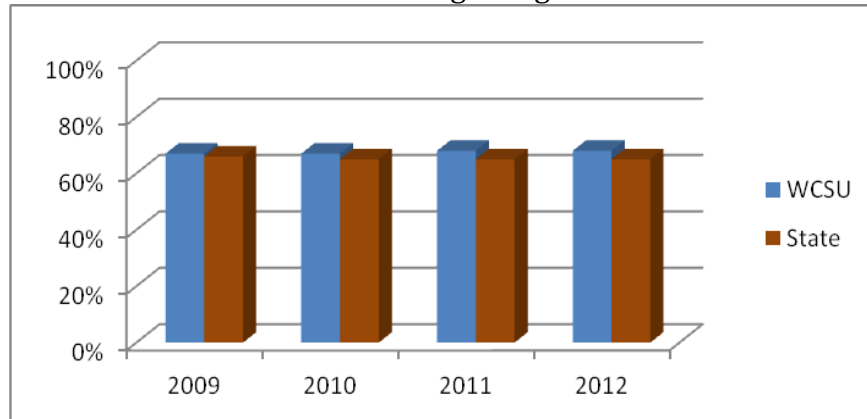
Federal and State Grants	Literacy	Mathematics	Technology	Social/Behavior Development	Positive Learning Environment
BEST/ACT 230				\$8,000	
CFP	\$140,890	\$135,600	\$128,235		\$25,000
SAP				\$40,000	
Tobacco				\$8,416	
21C					\$448,952
Total	\$140,890	\$135,600	\$128,235	\$56,416	\$473,952

Total School Year 2013 planned investments in teaching and learning. \$935,093

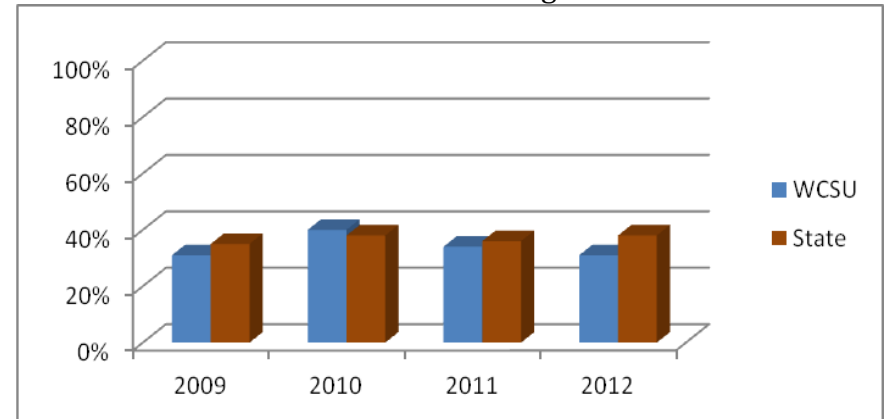
4. Student Performance

The following graphs show NECAP results in math, reading, and writing for the past years. Our WCSU student performance is compared with student performance statewide. Please note that the data is distributed to us as a group for 3rd – 8th grades and separated for 11th.

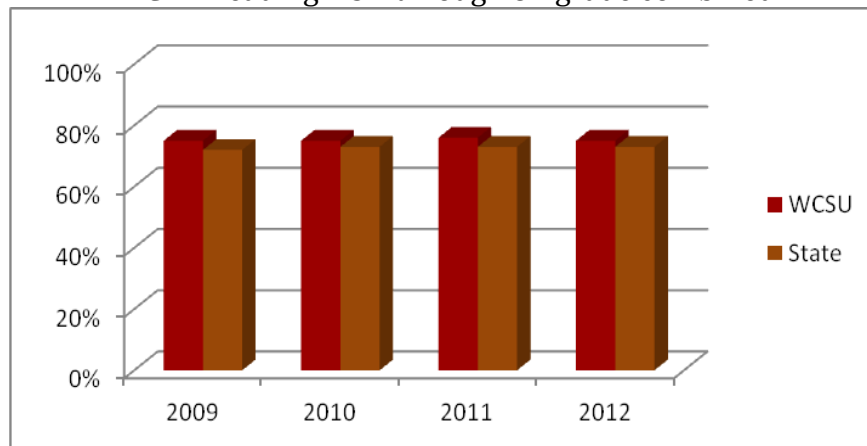
NECAP Math – 3rd through 8th grade combined



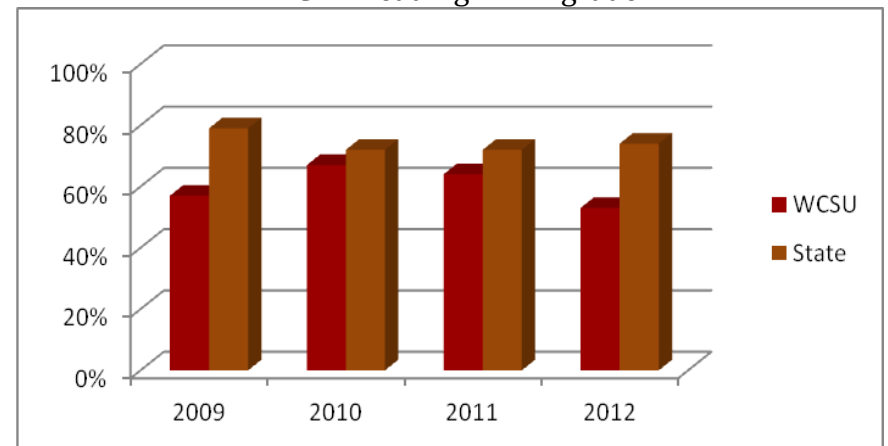
NECAP Math – 11th grade



NECAP Reading – 3rd through 8th grade combined

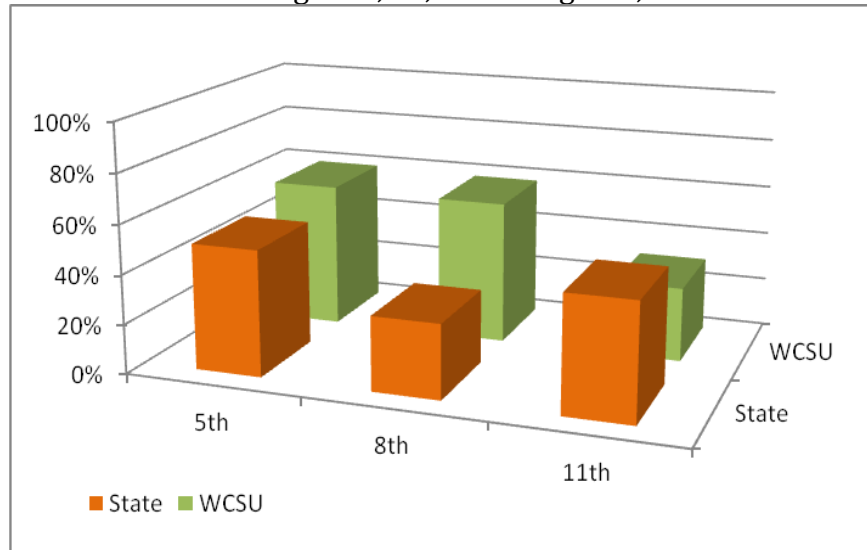


NECAP Reading – 11th grade

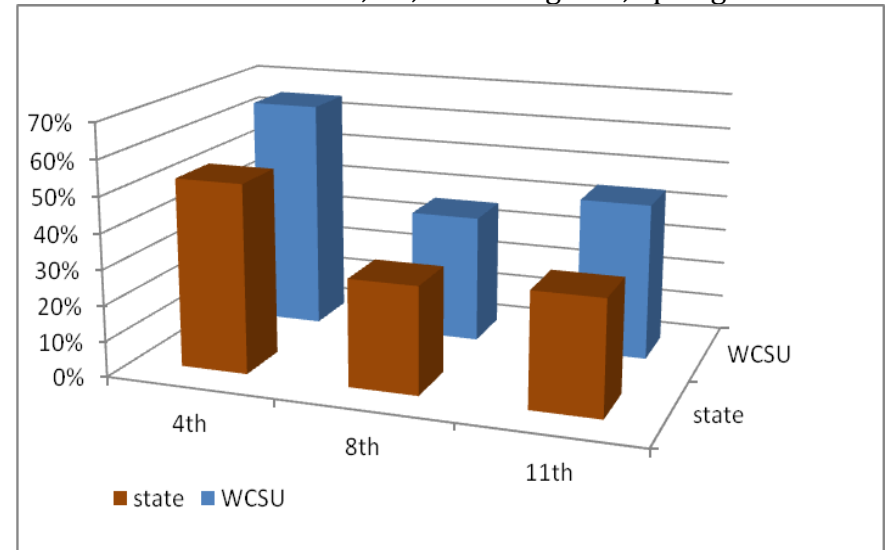


Section 4. Student Performance, continued...

NECAP Writing – 3rd, 8th, and 11th grade, Fall 2012



NECAP Science – 4th, 8th, and 11th grade, Spring 2012



**2012 AYP Status of WCSU Schools
Based on Fall 2011 NECAP Scores ~ July 31, 2012**

School	All Students (w/ IEP)	AYP Reading	AYP Math	Academic Indicator	Participation Requirements
Brookline/Newfane	87 (14)	YES	no	YES	100%
Dover (3yrs -grade 6)	47 (2)	YES	YES	YES	100%
Jamaica (preK-6)	36 (5)	YES	YES	YES	100%
Marlboro (K-8)	51 (6)	YES	YES	YES	100%
Townshend (preK-6)	60 (5) & 59 (5)	no	YES	YES	100%
Wardsboro (preK-6)	43 (5)	YES	YES	YES	100%
Windham (preK-6)	9 (2)	YES	YES	YES	100%
Leland & Gray (7-12)	113 (19)	no	no	YES	99%

Note: 2013 AYP status will not be determined until August 6, 2013

**Comparison of Student Performance
Advanced Placement Exams and SATs - 2012**

School	Size	SAT Mean Critical Reading	SAT Mean Math	SAT Mean Writing	% of AP exams with 3,4,5 score
Bellows Fall UHS	sm	497	514	473	58.8%
Black River HS	sm	478	438	438	27.8%
Brattleboro UHS	lg	532	524	509	61.4%
Green Mtn HS	med	475	485	457	48.0%
Leland & Gray UHS	sm	517	523	491	76.3%
Twin Valley HS	sm	497	492	467	0
Mt. Anthony	lg	501	502	488	74.8%
Springfield	med	466	465	445	36.6%

5. Looking Forward

The WCSU is a diverse family of school districts and staff collaborating for the benefit of all — helping each other and learning from each other. What have we learned?

- Teacher training in the Fountas and Pinnell Literacy strategies improves reading and writing in grades K-6. (First indicated at Wardsboro 2011.)
- Teacher training in SIM (Strategic Instruction Model) improves writing in grades 7 -12. (Leland and Gray 2012)
- Teacher training with Dr. Mahesh Sharma’s “Mathematics for All” improves mathematical reasoning and performance. (First indicated at Wardsboro 2011-12.)
- National Education Technology Standards (NETS) Training for teachers to integrate technology with classroom instruction improves student learning. (Dover continues to break new ground and serves as the model for all schools.)
- Establishing consistently high behavior expectations using direct instruction and positive reinforcement increases student self-control, discipline and learning. (First indicated at Wardsboro and Jamaica implementing BEST/PBIS.)

Looking forward as a supervisory union, we expect our students to realize greater achievement in all subjects. This goal includes every student regardless of socio-economic status, ethnic background, or gender. In order to meet this goal we need to measure student growth and academic achievement over time and at every grade level (K-12). Presently, we lack the resources to track these data longitudinally, but we are reassured that the Agency of Education has long recognized this critical need. The new Smarter Balanced Assessment Consortium (SBAC) exams will replace the NECAP in 2015, and promise to support our focus on individual student progress over time (K-12).

Based on what we have learned, the WCSU will continue to focus on these four areas of professional training pedagogic implementation: LACES, MACES, Instructional Technology (NETS), and BEST. To ensure the continued progress and success of our students we must commit to supporting these initiatives for the long term. The importance of such commitment is amply demonstrated by Dover’s historic dedication to a remarkably focused series of professional development initiatives.

To empower the success of all our students, the WCSU must strengthen our collaboration to provide an increasingly coherent school system — one that provides acceleration, critical thinking, equitable practices, and support (ACES) for all students. Working as a team, our school boards and voters can ensure the future of the WCSU’s truly inclusive public schools.

“If you want to go fast, go alone. If you want to go far, go together.” – an African proverb