

Grand Isle Supervisory Union

5038 US Route 2 North Hero, Vermont 05474

Phone: 802-372-6921 Fax: 802-372-4898 Web Site: www.gisu.org

Superintendent's Report

June 2, 2016

CELEBRATIONS:

All schools in the GISU will be hosting celebrations for their departing 6th or 8th grade classes, the classes of 2022 and 2020 respectively, during the week of June 6th. Dates and times are as follows:

- South Hero June 7, 6:00 PM
- North Hero June 7, 7:00 PM
- Isle La Motte June 8, 6:00 PM
- Alburgh June 8, 7:00 PM
- Grand Isle June 9, 6:30 PM

I will attend them in order however; may be departing early and arriving late. My apologies for any portions of the events I am unable to participate in however; I am very proud of our students and am honored to have been a small part of their last year in our schools. Congratulations to everyone.

WELCOME-

Please join me in welcoming some wonderful individuals to Grand Isle Supervisory Union. We are very fortunate that these professionals coming on board. Thank you to all the School Directors who were able to make time for interviews and related hiring team meetings.

Director of Curriculum, Assessment & Technology: *Megan Grube, M.Ed.*

Megan graduated from Skidmore College with a Bachelor of Science in Elementary Education and taught for three years in the East Montpelier and Morrisville School Districts. Subsequently she earned her Master of Education from the Harvard Graduate School of Education with a focus in Educational Neuroscience and a minor in Systemic School Reform and Inclusive Education. Megan served as a Multi-Tiered System of Support Coordinator for the Burlington, MA school system and comes to us from the Vermont Agency of Education where she has been a School Effectiveness Coordinator for the last year. Megan has also been involved in the Field Review Pilot Project at the Vermont Agency of Education and is very familiar with issues relevant to Act 46 as well.

GISU School Nurse Leader, *Angela Voerman, BA/BSN, RN*

Angela received her BA in Anthropology and a subsequent Bachelor of Science in Professional Nursing from UVM. She has worked as an Early Education Advocate, Head Start Teacher, Medical Home Care Specialist, a SASH Wellness Nurse and a School Nurse. Her rich and varied background will be an asset to our SU as we build our Nurse Leader Model (per the Educational Quality Standards and Priority Practices) and beyond.

Folsom School Principal, *Leonard Badeau, M.Ed.*

Leonard earned his Bachelor of Arts in Economics from Middlebury College and went on to receive a Master of Arts in Teaching from the University of Louisville. This past year Leonard completed the Educational Leadership Program at the Upper Valley Educators Institute in West Lebanon, NH. Quoting from the UVEI website: *The Upper Valley Educators Institute's principal function is to attract into the profession individuals with maturity, a strong academic background, breadth of experience, leadership potential, and a commitment to a transformative model of leading for learning. UVEI principal interns bring special qualifications to the program and leave as beginning school leaders with a year of experience in the principal's office.* Leonard has been a middle school Humanities teacher in Louisville, KY and Milton, VT and a Varsity Hockey Coach at Rice High School. We are fortunate to have him in South Hero and in the SU.

CURRICULUM, ASSESSMENT & TECHNOLOGY:

The GISU Leadership Team and representatives from the Vermont Agency of Education and the SWIFT Implementation Team met on May 26th and May 27th to complete the GISU's annual Data Snapshot. The work completed will guide the ongoing development of our Multi-tiered System of Supports and our Title IIA Professional Development investments for next year as well as emerging SU agreements related to priority practices in Tier I instruction.

The Innovation Course for Personalized Learning and New Technologies, paid for through our Act230 Innovation Grant, has 18 registered professional staff members on board for the course in June at the Grand Isle School. This course will support educators on a journey of creating a system that expands Personal Learning Plans to all students, K-8th grade through the following outcomes for participants and: develop digital fluency in order to best support and engage students, use digital tools to enhance and inspire learning, and prepare students for their future. Participants will apply digital tools in ways that creates a culture inclusive of student voice & student agency in their own learning as they create a project or action plan that contributes to the cultivation of a disposition in every student to set goals as learners and to work with parents, school staff and community members to ensure our students achieve those goals and outcomes.

I was able to present an overview of our Innovation Grant, its design and implementation plan, at the Vermont Superintendent's Associations Annual Meeting in May. I was privileged to share this piece of work with colleagues, mentors and many Special Education Directors from around Vermont.

HIGH SCHOOL ENROLLMENT UPDATE: Please see the attached file with the latest secondary enrollment information for tuition students.

SPECIAL EDUCATION:

The Grand Isle Supervisory Union received its Local Annual Performance Report for School Year 2014-2015. Highlighted here are some of the Indicators and the results for our EEE / Early Childhood Special Education Programming data.

	SU Data	State Actual	SU & State Target	SU Target Met
Indicator 2: Drop-Out Rate (Percent of youth with IEPs dropping out of high school)	1.52%	3.36%	≤3.25%	Yes
Indicator 3: Assessment (Participation rate for children with IEPs for Reading Assessment)	100.00%	94/17%	≥99.25%	Yes
Indicator 3: Assessment (Participation rate for children with IEPs for Math Assessment)	98.46%	93.39%	≥99.25%	No
Indicator 3: Assessment (Proficiency percentage for children with IEPs on Reading Assessments)	18.46%	12.13%	≥12.13%	Yes
Indicator 3: Assessment (Proficiency percentage for children with IEPs on Math Assessments)	7.69%	7.21%	≥7.21%	Yes

Indicator 5: School Age Least Restrictive Environment(LRE) Inside Regular Classroom 80% or more of the day.	88.89%	74.93%	≥79.0%	Yes
Indicator 5: School Age LRE Inside Regular Classroom less than 40% of the day	2.38%	6.29%	≤7.0%	Yes
Indicator 5: In Separate Schools, residential facilities or homebound/hospital placements	1.59%	6.24%	≤3.74%	Yes
Indicator 6: Early Childhood Age LRE Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	91.67%	76.58%	≥71.79%	Yes
Indicator 6: Separate special education class separate school or residential facility	0.00%	2.53%	≤6.19%	Yes

Indicator 7: Early Childhood Outcomes – Performance Indicator

Data Source: SU Data State Actual SU & State Target SU Target Met?

Child Count and Child Count

Exiting

Collections Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:

Outcome A. Improved positive social-emotional skills (including social relationships)

1. Of those preschool children who entered or exited their program below age expectations in Outcome A, the percent who substantially increased their rate of growth by the time they exited the program.	66.67%	86.63%	≥ 86.63%	No
---	--------	--------	----------	----

2. The percent of children who were functioning within age expectations in Outcome A by the time they exited the program.	54.55%	40.91%	≥ 40.91%	Yes
Outcome B. Improved acquisition and use of knowledge and skills (including early language / communication and early literacy)				
1. Of those preschool children who entered or exited their program below age expectations in Outcome B, the percent who substantially increased their rate of growth by the time they exited the program.	70.00%	87.30%	≥ 87.30%	No
2. The percent of children who were functioning within age expectations in Outcome B by the time they exited the program.	36.36%	32.49%	≥ 32.49%	Yes
Outcome C. Improved positive social-emotional skills (including social relationships)				
1. Of those preschool children who entered or exited their program below age expectations in Outcome C, the percent who substantially increased their rate of growth by the time they exited the program.	81.82%	86.00%	≥ 86.00%	No
2. The percent of children who were functioning within age expectations in Outcome C by the time they exited the program.	45.45%	54.71%	≥ 54.71%	No

IMPORTANT DATES:

June 10- Last Student Day

June 13 & 14- Local Inservice Days

June 15, 16 & 17- Google Tools for Schools Course, GI School

June 22- GISU Board meeting, 6:00 PM, NH School