

Newport City Elementary School

Report Card



August, 2018

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Cover: *Newport City Elementary School* photo from the NCES website: <http://nces.ncsuvt.org>.

A MESSAGE FROM THE PRINCIPAL

We are pleased to present you with Newport City Elementary School's report card. This is a chance for us to let the community know how students in Newport are performing on various assessments.

This report contains the results from the Spring 2018 Smarter Balanced Assessment Program (SBAC) tests. The SBAC tests are administered to students in 18 states across the country and are designed to measure student performance on the Common Core State Standards (CCSS). Due to confidentiality, when there are less than ten students in a sub-group, we are unable to report those results for that grade or group, but those results are factored into the whole school's results. Additionally, we had no students who were **Limited English Proficient (LEP)**, and non-reportable information in the categories of **race, ethnicity, or migrant status** during the 2017 – 2018 school year.

Two years ago, under the No Child Left Behind (NCLB) law, a determination was made about **AYP**, or **adequate yearly progress**. Since the law has changed, the Agency of Education submitted the Vermont State Plan for federal review on April 3, 2017. The plan describes a revised accountability system for the state. As a result of the transition from Vermont's old accountability system to the proposed new accountability system, Vermont did not have new accountability determinations for 2016-2017.

Implementation of a new accountability system would begin from the time of the plan's approval and 2017-18 is currently being anticipated as a transition year, where performance measure data would be reported to schools without being used as a part of an accountability determination. School year 2018-19 will be the first year that this revised system is put into practice, with 2018-19 assessment data being used to make accountability determinations in late 2019. As we transition into a new accountability system, schools are to continue implementing their current improvement plans, while anticipating that these plans will likely evolve in response to determinations and the continuous improvement framework within the new system.

We hope this report will continue to serve as an invitation to join our ongoing conversation about school improvement efforts. We are proud of our school and partnerships we are creating among students, parents, teachers, staff, and community members as we reach for high expectations for all of our children.

Respectfully Submitted,

Elaine Collins

Current Enrollment

Grade Level	Number of Students
PreK	69
Kindergarten	47
Grade 1	41
Grade 2	48
Grade 3	52
Grade 4	35
Grade 5	48
Grade 6	48

Average Class Size

Grade Level	2013-14	2014-15	2015-16	2016-17	2017-18
PreK	NA	NA	13.8	14	14
Kindergarten	14	15.6	15.3	13.3	13.6
Grade 1	16	15.6	15.6	17.6	17.6
Grade 2	17	12.3	11.6	17.6	16
Grade 3	14	14.6	15.3	12.0	17.3
Grade 4	16	15.3	16.3	15.6	11.6
Grade 5	17.3	11.6	15.5	15.3	16
Grade 6	13.3	13.3	13.6	18	16

School Enrollment – History

Grade Level	2009	2012	2014	2016	2017
Number of students, (Pre)K - 6	296	324	309	361	388

Demographics

106 students (27%) are eligible for and receive Special Education services.

293 students (76%) qualify for free or reduced lunch.

0 students (0%) speak a primary language that is not English.

Attendance

Average Daily Attendance 2013-2014: 292.29

Average Daily Attendance 2014-2015: 288.46

Average Daily Attendance 2015-2016: 332.61

Average Daily Attendance 2016-2017: 342.66

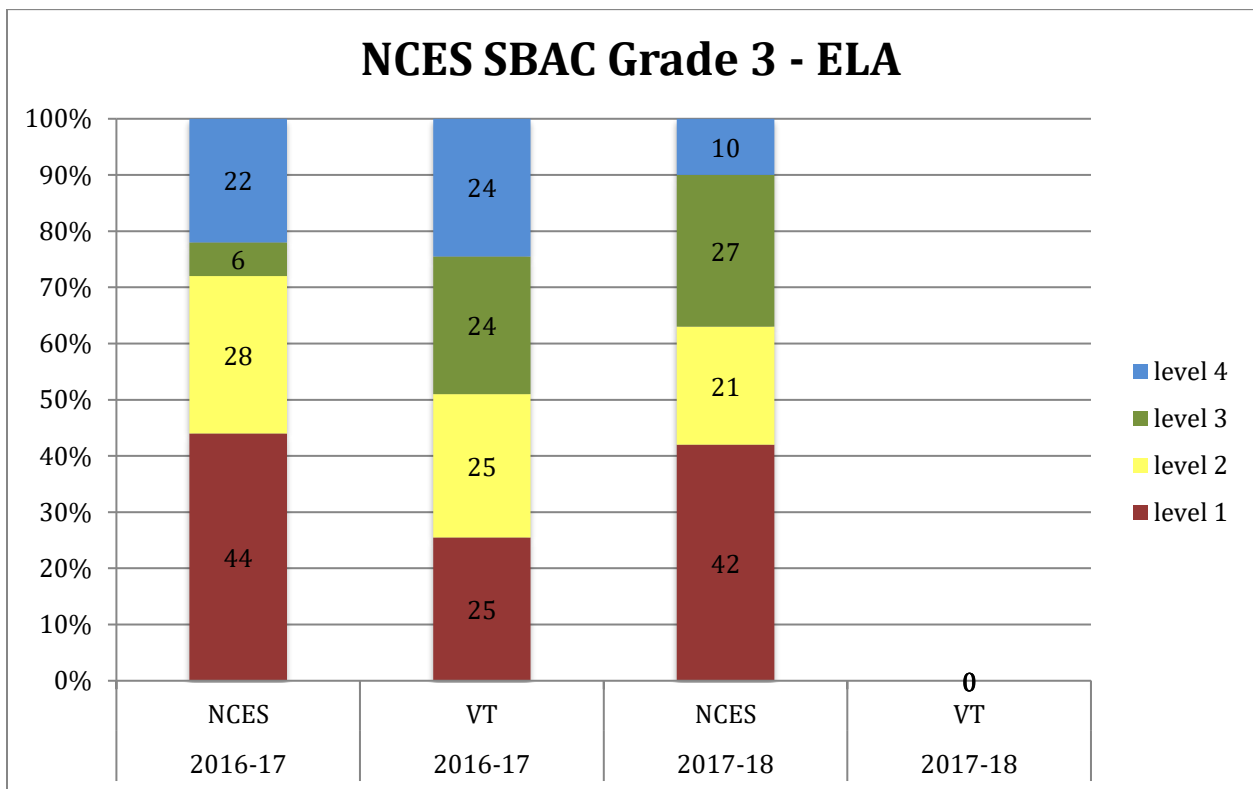
Average Daily Attendance 2017-2018: 364.70

Standardized Test Results

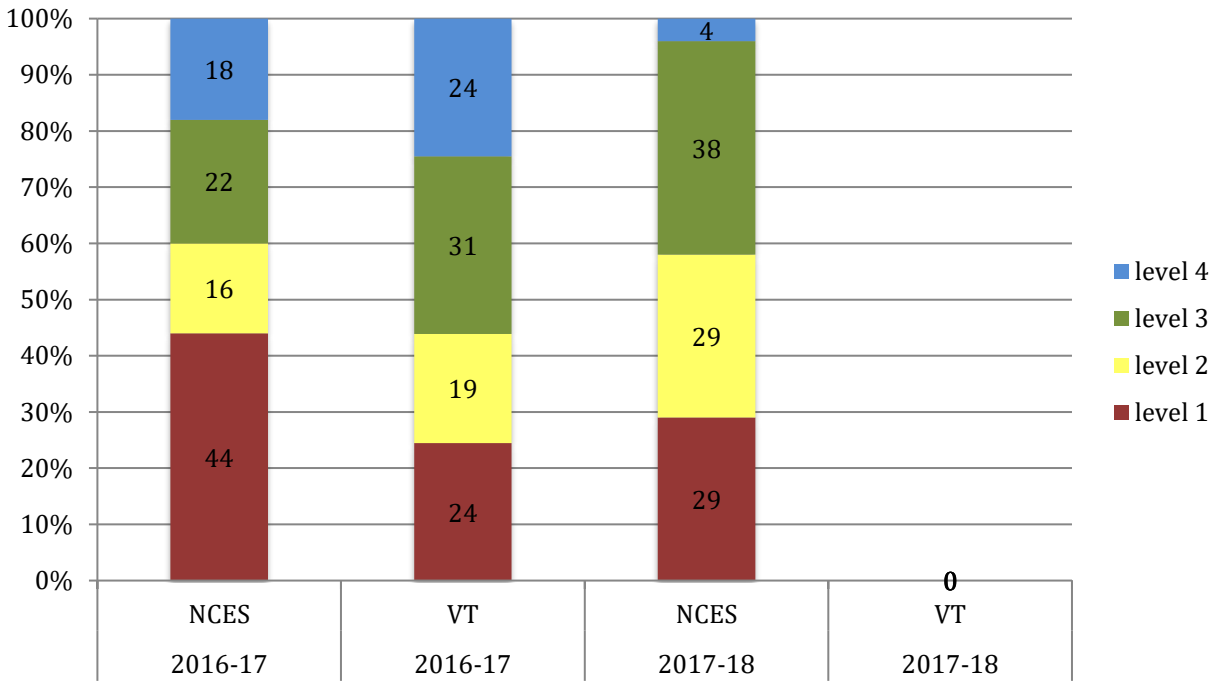
Note on test results: As of the time of this report, statewide data for Vermont in the 2017 – 2018 school year is unavailable. The Agency of Education predicts they will release information at the end of August. Therefore, the statewide comparison for the 2017 – 2018 school year will be contained in the August, 2019 school report. For more information, please visit: <http://vt.portal.airast.org> or <http://education.vermont.gov/sbac>.

English-Language Arts

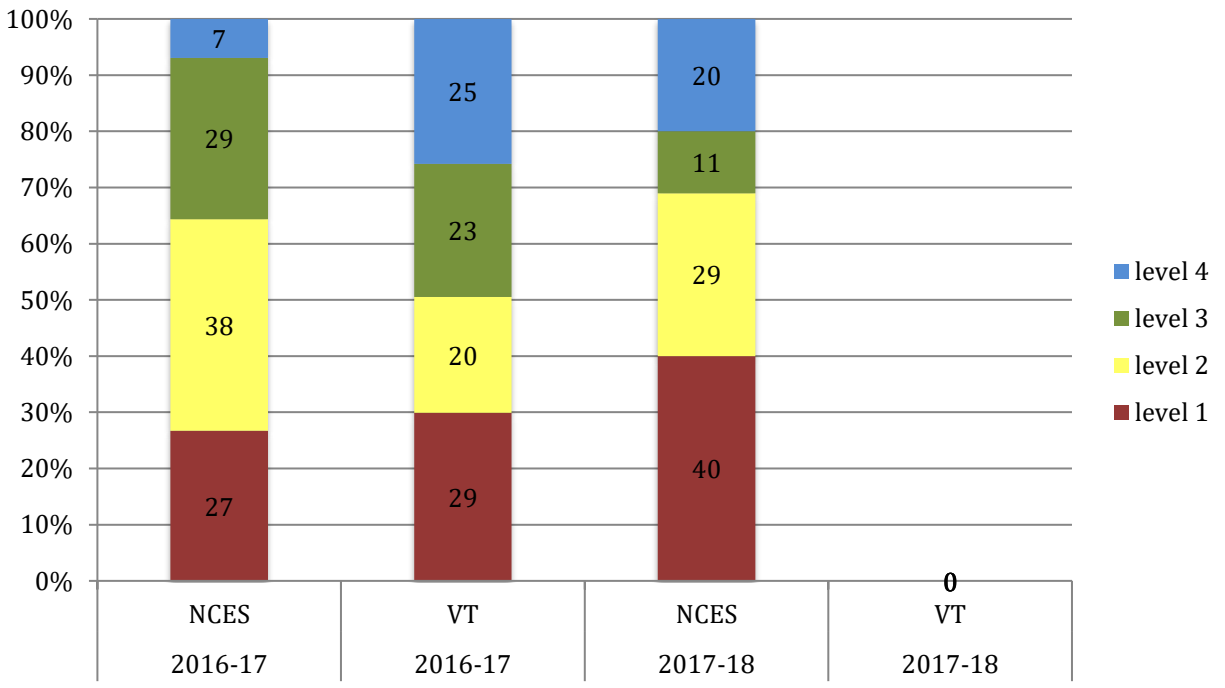
Grade Level	2016-2017 School Year, Percent Level 3 (Proficient) or Above	2017-2018 School Year, Percent Level 3 (Proficient) or Above
Grade 3	28	37
Grade 4	36	31
Grade 5	40	42
Grade 6	31	39



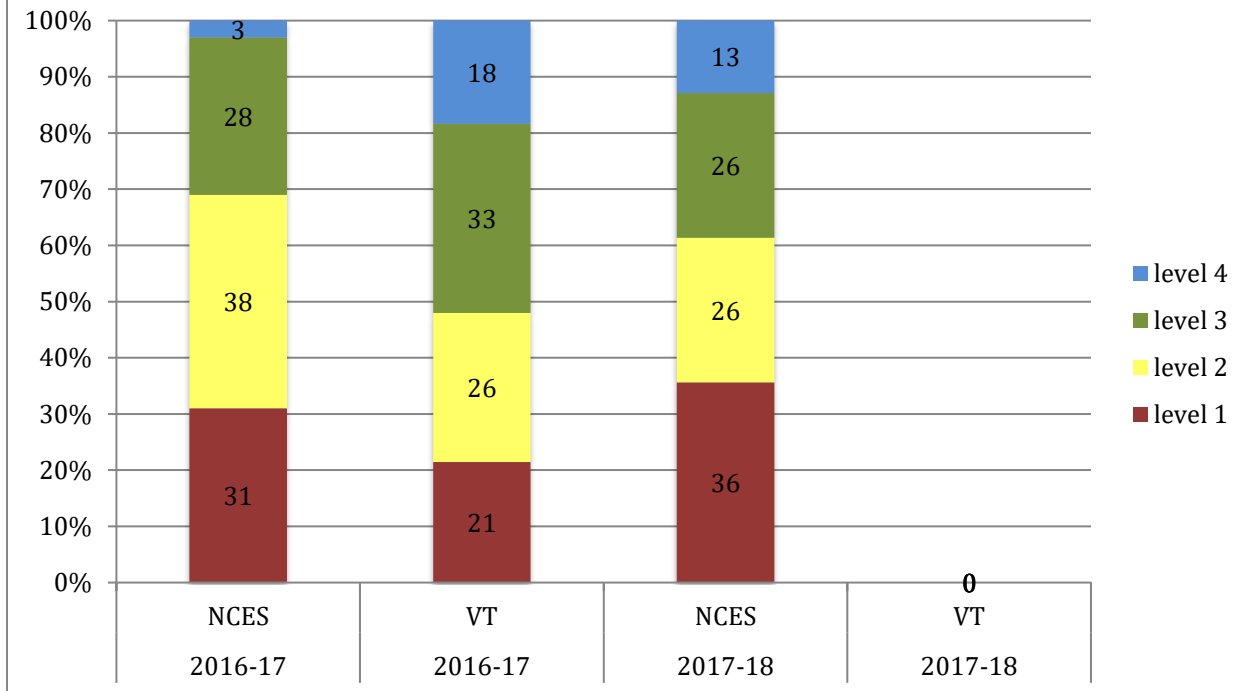
NCES SBAC Grade 4 - ELA



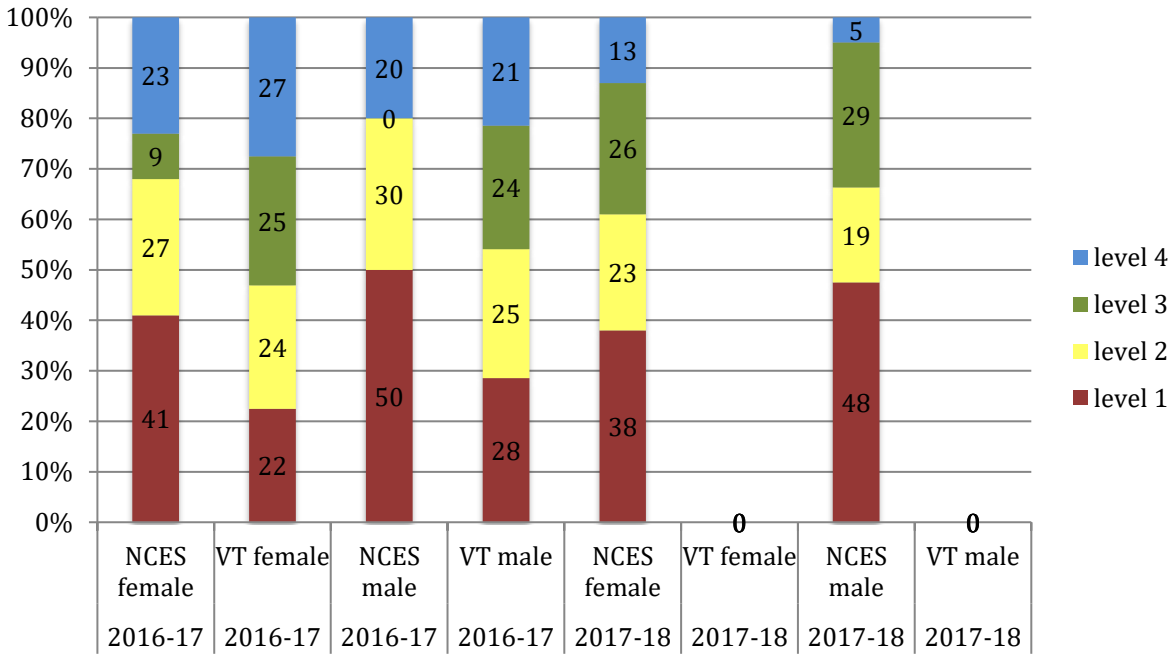
NCES SBAC Grade 5 - ELA



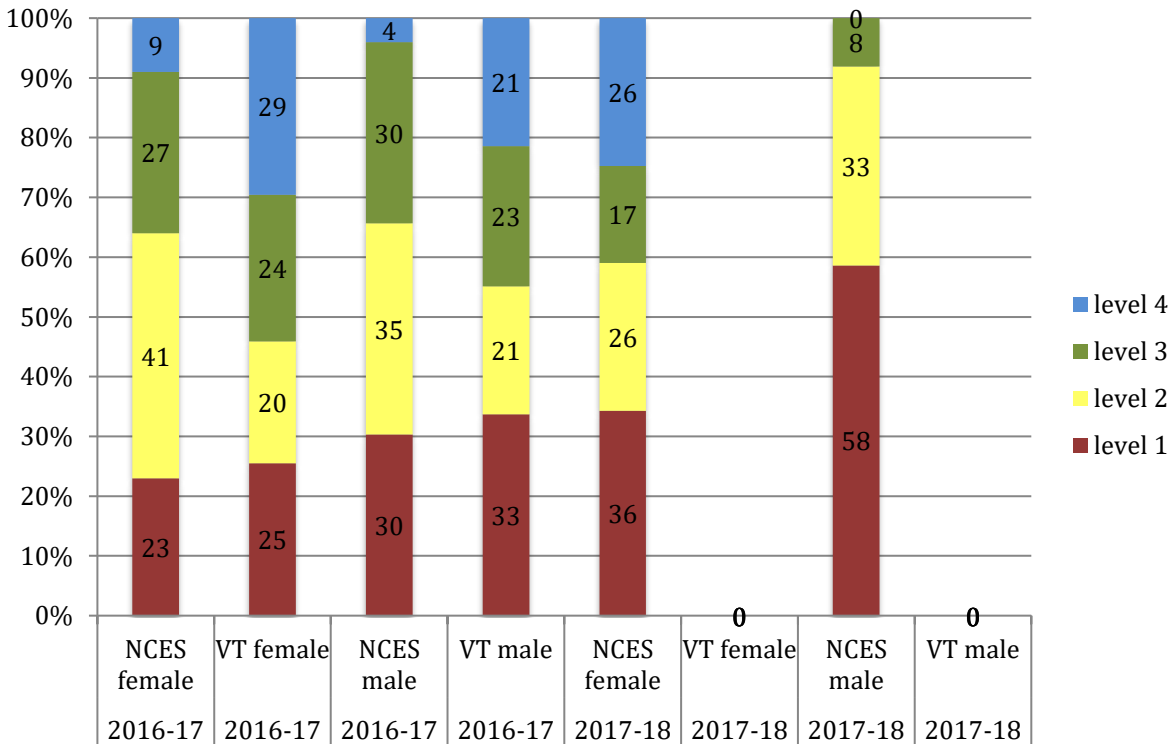
NCES SBAC Grade 6 - ELA



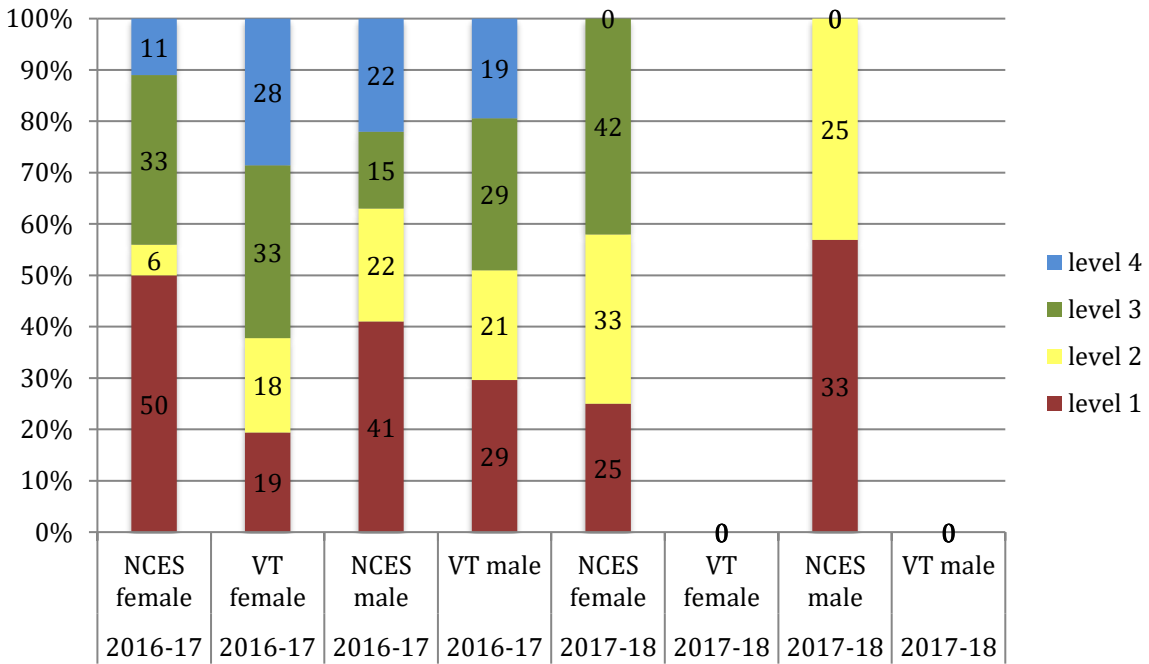
NCES SBAC Grade 3 - ELA



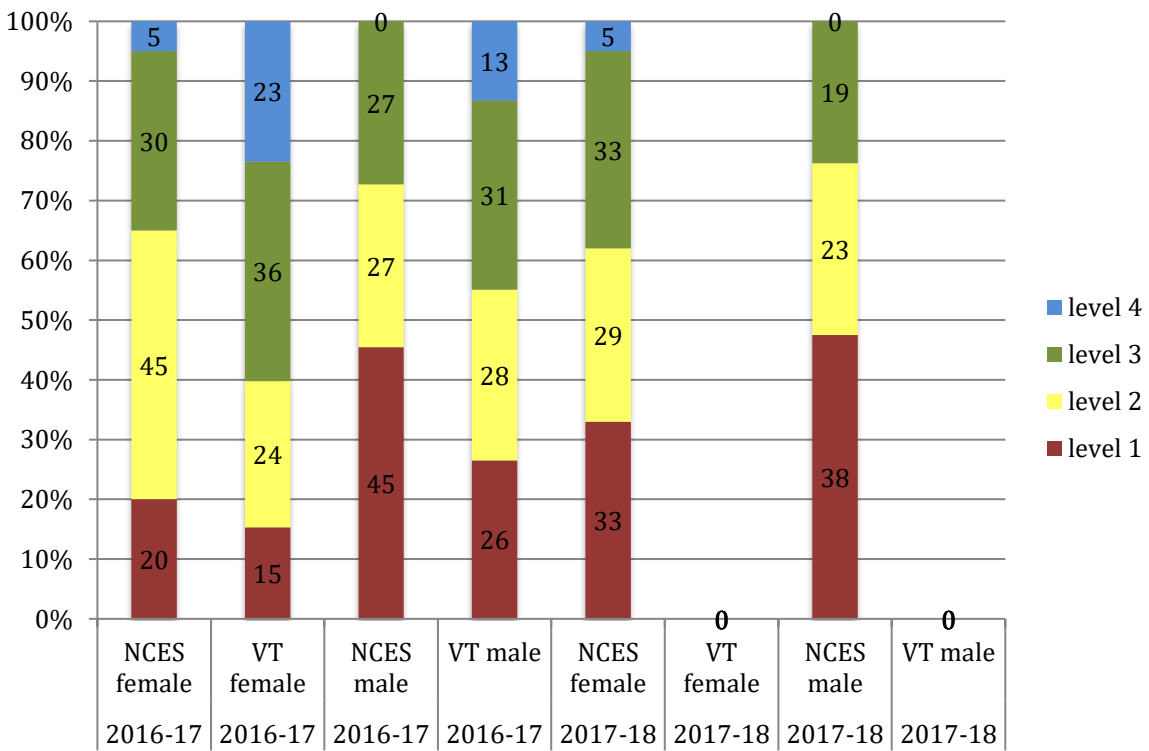
NCES SBAC Grade 4 - ELA



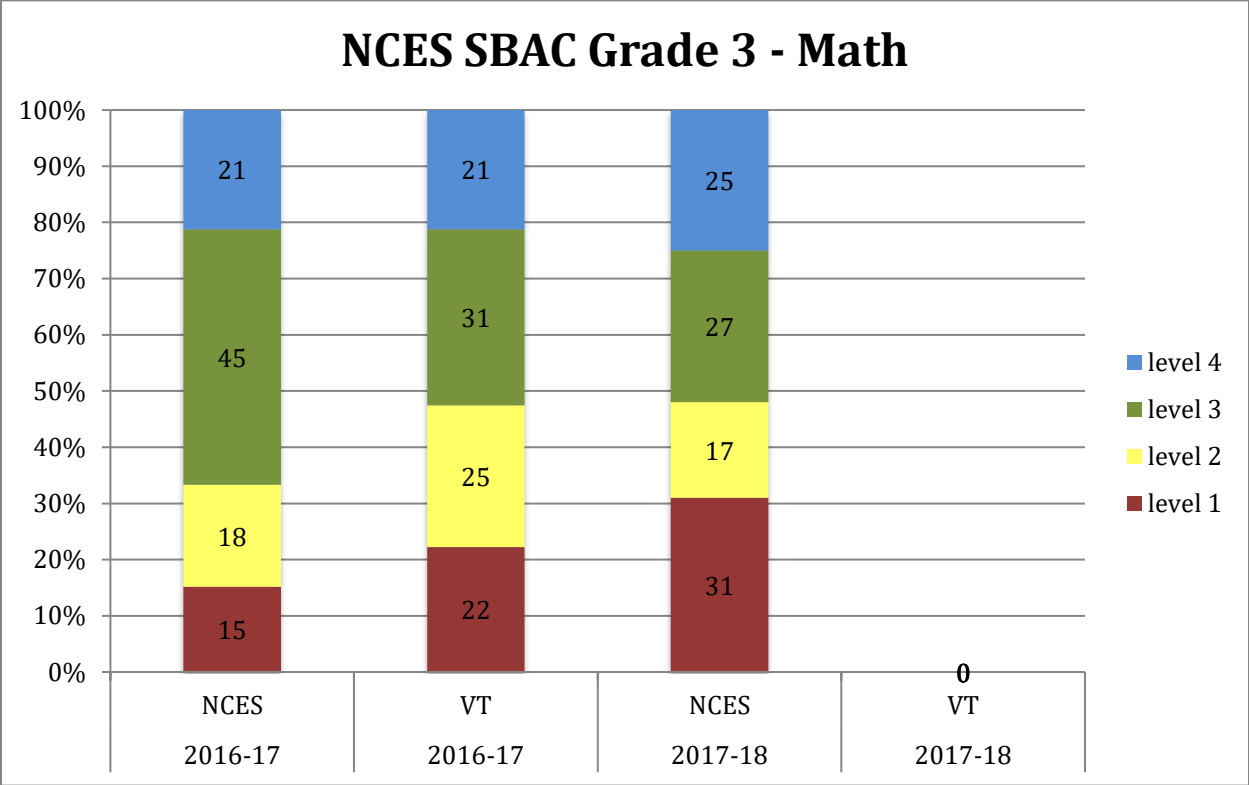
NCES SBAC Grade 5 - ELA



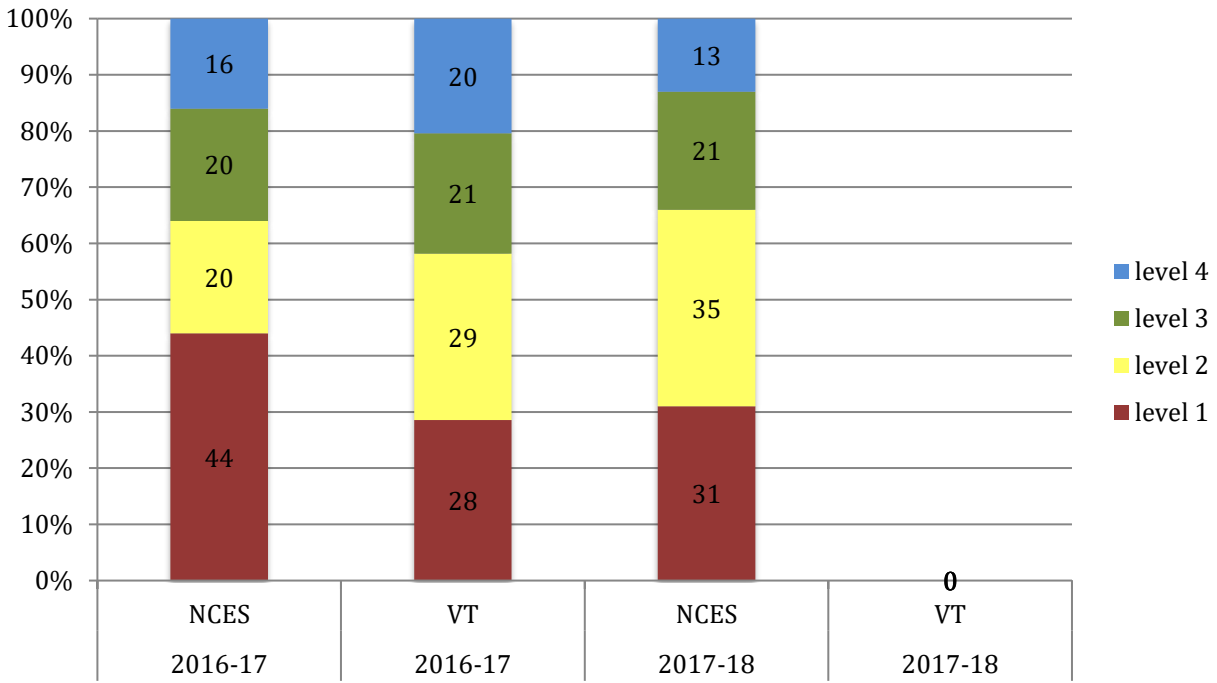
NCES SBAC Grade 6 - ELA



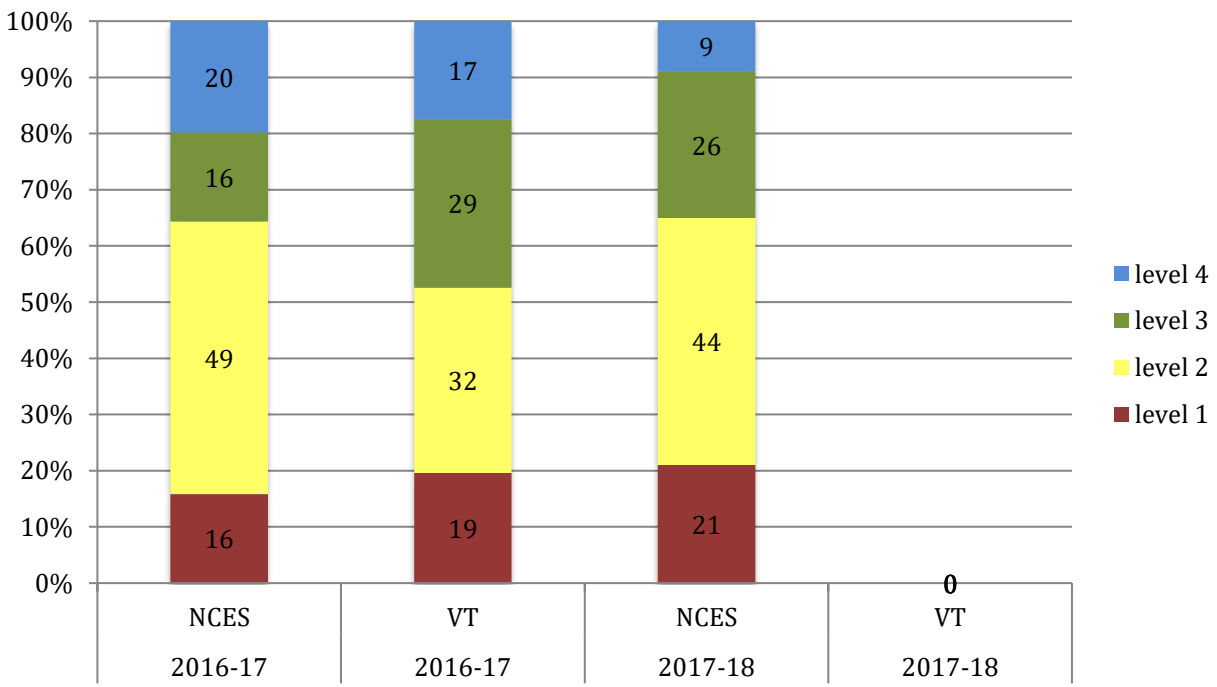
Grade Level	2016-2017 School Year, Percent Level 3 (Proficient) or Above	2017-2018 School Year, Percent Level 3 (Proficient) or Above
Grade 3	67	52
Grade 4	36	35
Grade 5	36	33
Grade 6	25	38



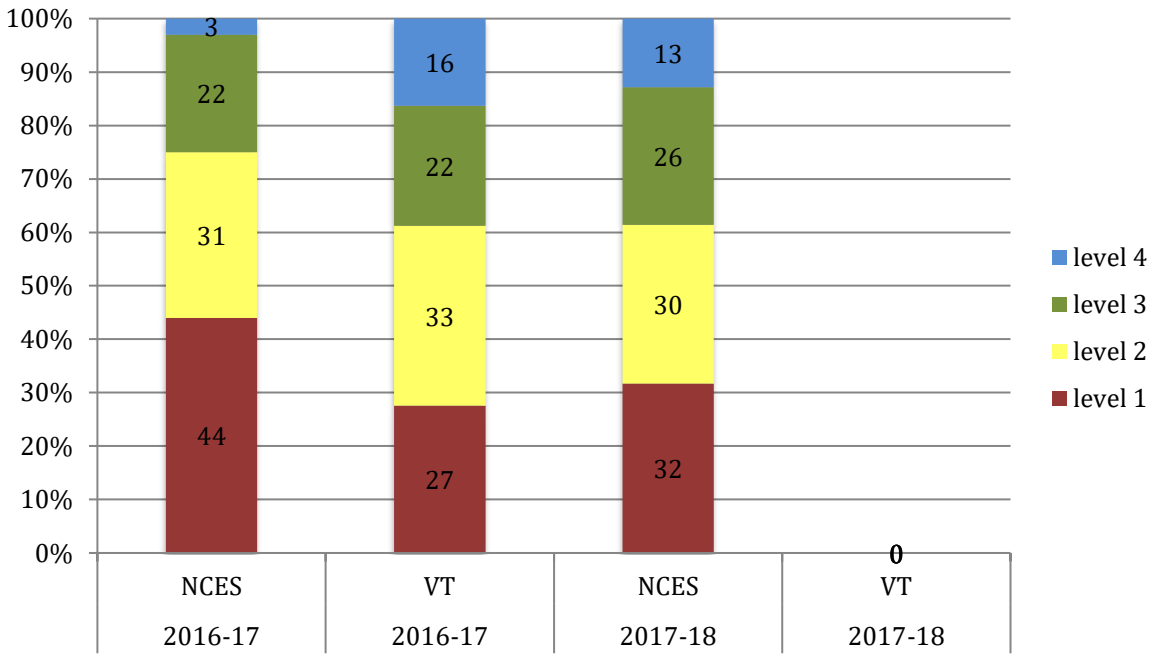
NCES SBAC Grade 4 - Math



NCES SBAC Grade 5 - Math

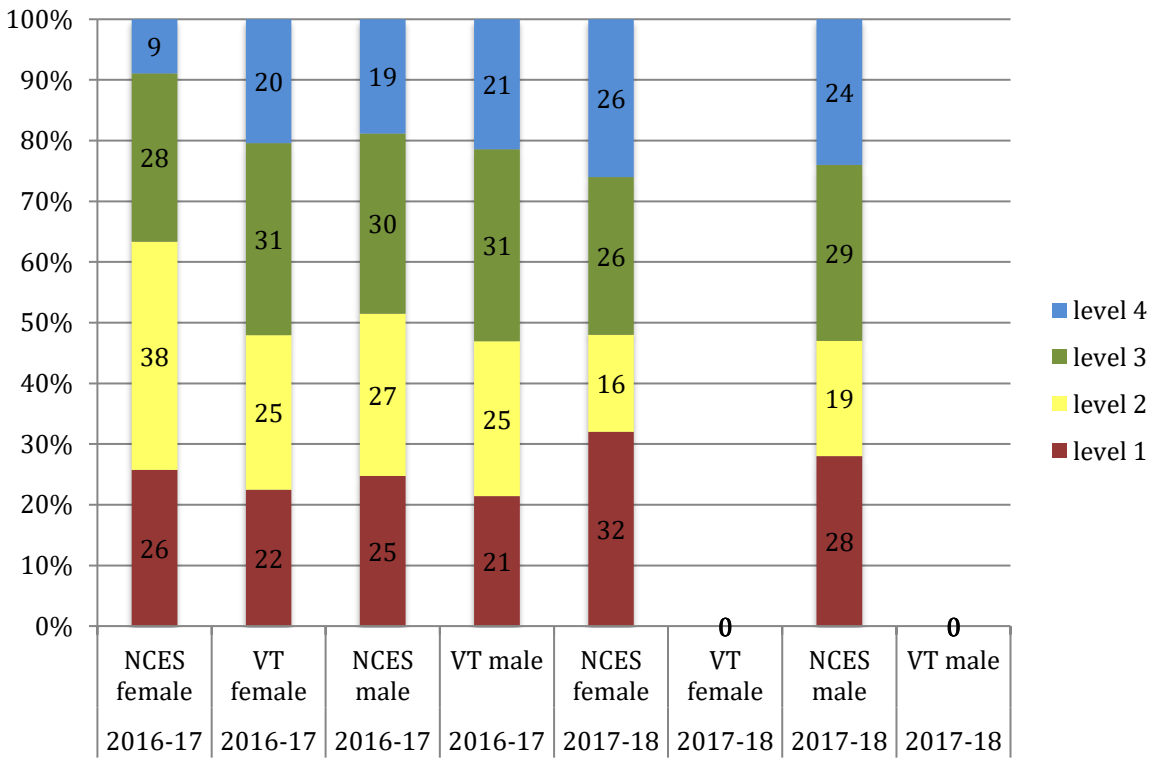


NCES SBAC Grade 6 - Math

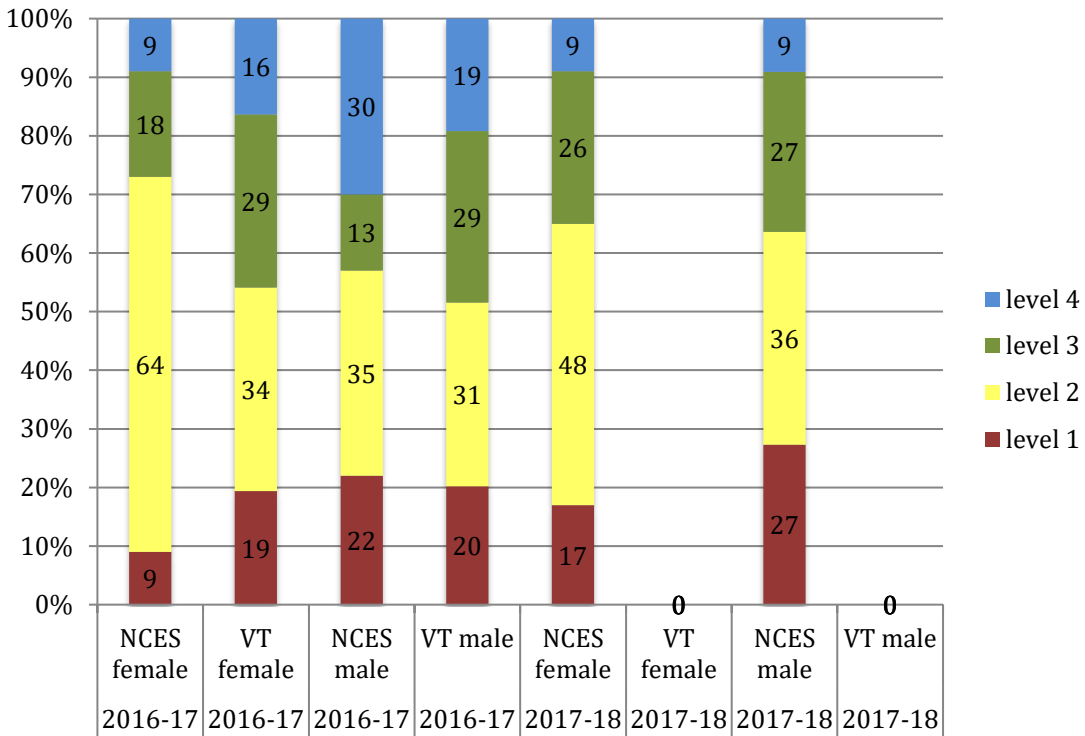


Math – Comparison of Females vs. Males

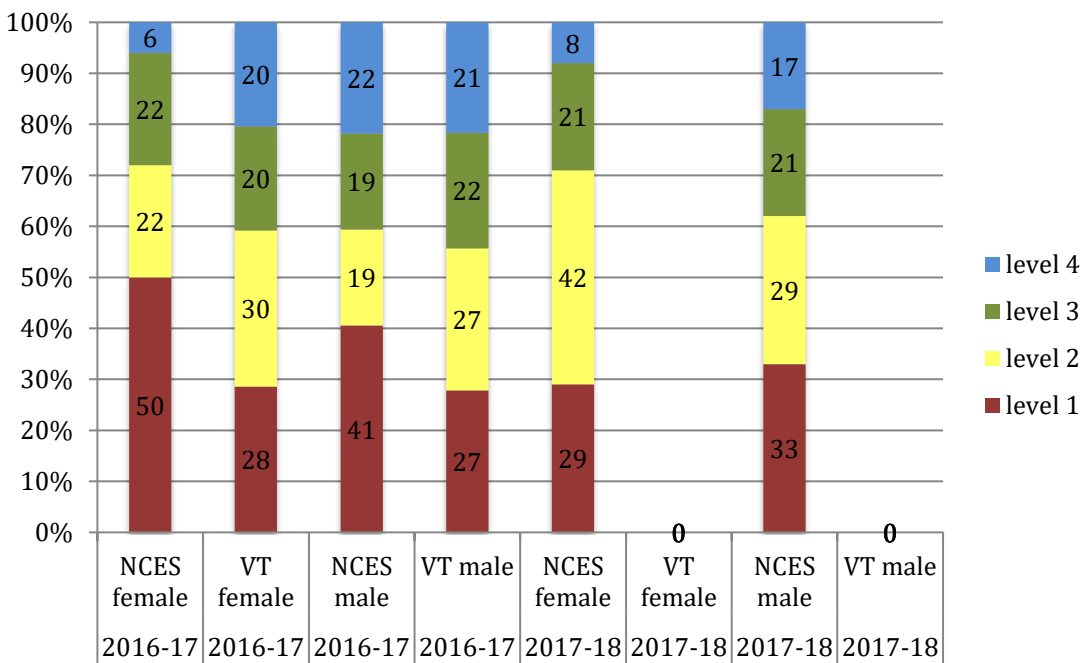
NCES SBAC Grade 3 - Math



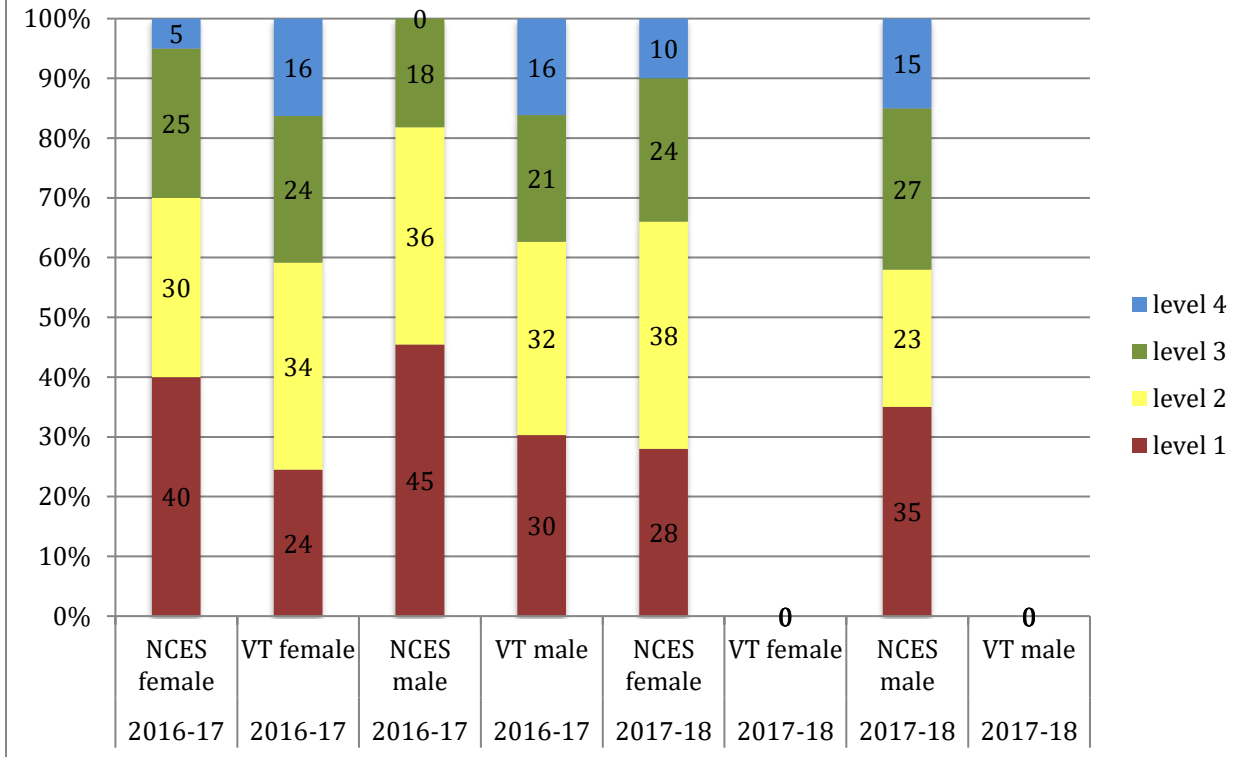
NCES SBAC Grade 4 - Math



NCES SBAC Grade 5 - Math



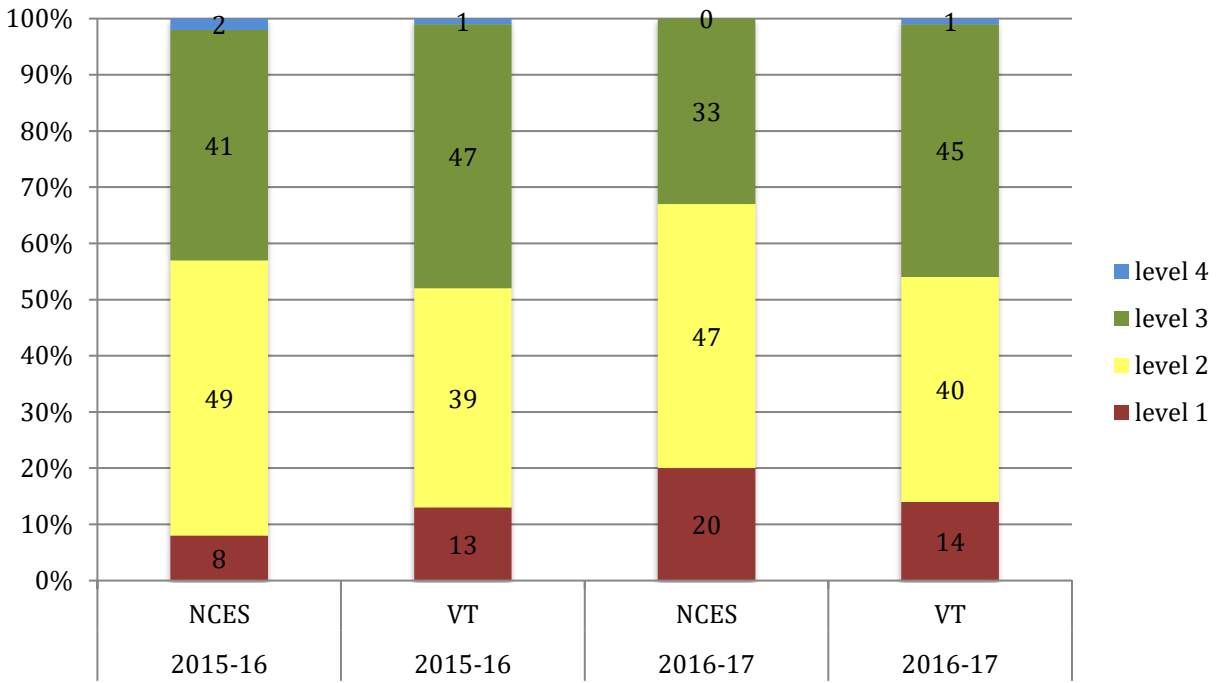
NCES SBAC Grade 6 - Math



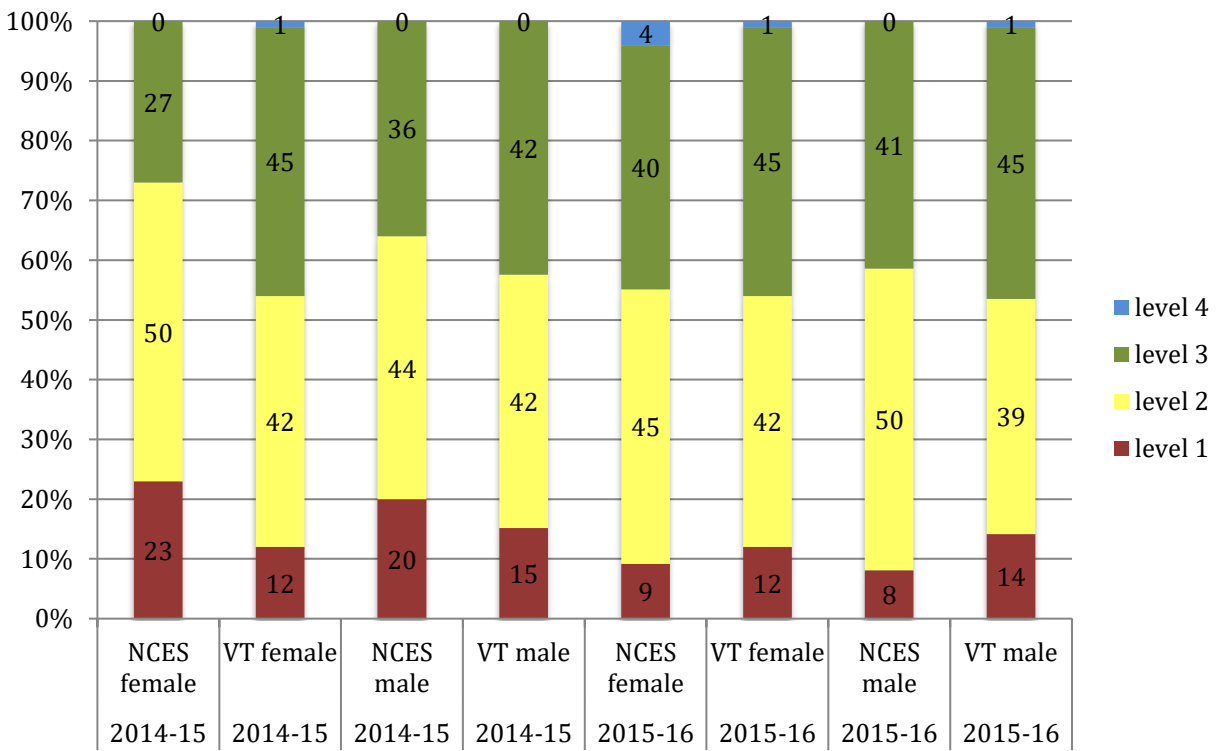
Science NECAP – Fourth Grade

*Note: This year, fifth grade students took a pilot SBAC Science Assessment. In prior years, science was tested at grade 4. Because it was a pilot, we haven't received any results back from this assessment. During the 2018-2019 school year, we will receive assessment results for grade 5 SBAC Science. This year, we are reporting data from the 2015 – 2016 and 2016 – 2017 school years.

NCES NECAP Grade 4 - Science



NCES NECAP Grade 4 - Science



Students Not Tested

In our school, the number of students who are not tested by percentage and/or disaggregated by group is too small a group to report out.

English Language Learners

The Newport City Elementary School had 0% Limited English Proficient Learners who were not assessed on the English Language Arts SBAC for the 2017- 2018 school year.

Standardized Test Results: School vs. Annual Measurable Objective

Two years ago, under the No Child Left Behind (NCLB) law, a determination was made about **AYP**, or **adequate yearly progress**. Since the law has changed, the Agency of Education submitted the Vermont State Plan for federal review on April 3, 2017. The plan describes a revised accountability system for the state. As a result of the transition from Vermont's old accountability system to the proposed new accountability system, Vermont did not have new accountability determinations for 2016-2017.

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School Improvement Status

Because of the transition year, we remain in School Improvement. Some of the steps we have taken are:

- Aligning our curricula to the Common Core State Standards;
- Continued professional learning for teachers and groups of teachers, specifically around the areas of math centers and using assessment to inform instruction;
- Growing our capacity for math leadership;
- Internal math coaching and working with an external math coach to implement the new program and to improve learning outcomes;
- Improving our math assessment system to get a better picture of the strengths and opportunities for growth for individual students and for our school system.

During the 2018 – 2019 school year, we will implement new ELA curricula, provide professional learning in the area of ELA, and will provide internal coaching in this area.

National Assessment of Educational Progress (NAEP)

The National Assessment of Educational Progress (NAEP) is the largest nationally representative and continuing assessment of what America's students know and can do in various subject areas. In Vermont, assessments are conducted periodically involving all students in grades 4 participating in one subject area (mathematics, reading, or science) . The results are reported for the entire nation and on the state level. In 2017, the percentage of students in Vermont who performed at or above the NAEP proficient level was:

Grade 4 Reading.... 43%

Grade 4 Math.... 43%

NAEP testing was done in Vermont schools in the winter of 2017 and will be completed again during the winter of 2019.

Additional information regarding Vermont NAEP results can be found at www.nationsreportcard.gov.

PROFESSIONAL QUALIFICATIONS OF TEACHERS/HQT

Highly Qualified Status

During the 2017 – 2018 school year, all staff were deemed to be highly qualified.

Certified Staff Certifications, Experience, and Professional Learning

Shelly Audette: Kindergarten Teacher

3 years as an educator^{SEP}

BA from Castleton University

Professional Development since June 30, 2017

Jo Boler Math Class

District-based professional development, Reporting System

School- based professional development, Resilience

Eileen Baker: Vocal Music Teacher

33 years as an educator

Associate of Arts from Fisher College, Boston, MA

Bachelor of Arts from Johnson State College, Johnson, VT

Professional Development since June 30, 2017

District-based professional development, Reporting System

School- based professional development, Resilience

Debra Beaupre: Assistant Principal

26 years as an educator

BS from UMA SS in Elementary Education and English, K - 6 Teacher

M.Ed from UVEI, administrator certification

Professional Development since June 30, 2017

District-based professional development, Reporting System
School- based professional development, Resilience
Fostering Resilient Learners course

Jenna Besaw: Grade 3 Teacher

4 years as an educator

Bachelor's Degree, Elementary Education and Psychology, Johnson State College

Professional Development since June 30, 2017

District-based professional development, Reporting System
School- based professional development, Resilience
Motivating Hard to Reach, Uninterested and Disruptive Students workshop

Dorothy Bonnette: Library-Media Specialist

14 years as an educator

BA, Elementary Education and English, St. Michael's College

Library Media Studies Sequence, UVM, Library-Media Specialist certification

Professional Development since June 30, 2017

District-based professional development, Reporting System
School- based professional development, Resilience
CPR/AED/Basic First Aid certification
Integrating Technology Tools to Maximize Learning, course
2018 Red Clover Award conference
Vermont Fest 2017
Motivating Hard to Reach, Uninterested, and Disruptive Students workshop
2018 Dorothy Canfield Fisher Book Award conference
Dynamic Landscapes 2018 conference

Ashley Christiaanse: First Grade Teacher

3 years as an educator

BS in Mathematics, Biology, and Technology

Post-graduate teaching, PreK – 6, California State University at Fullerton

Professional Development since June 30, 2017

District-based professional development, Reporting System, grade 1 team meetings
School- based professional development, Resilience
BEST Summer Institute, Trauma-Sensitive Systems
Fostering Resilient Learners, course
Member of the NCES Leadership Team

Elaine Collins: Principal

28 years as an educator

BA, Elementary Education and Psychology, Johnson State College

M.Ed, Curriculum and Instruction, Lyndon State College

Graduate Studies, Administration, Lyndon State College

Professional Development since June 30, 2017

District-based professional development, Reporting System
School- based professional development, Resilience
Trauma Academy, Trauma-Informed Practices, UVM course
BEST Institute, Trauma-Sensitive Systems
Vermont Principal's Association Annual Conference

Carmen Cook: Literacy Interventionist, Grades 4 – 6

28 years as an educator

BSCS Elementary Education K – 6, Reading Minor, Lyndon State College
M.Ed. Curriculum and Instruction, University of Phoenix

Professional Development since June 30, 2017

District-based professional development, Reporting System
School- based professional development, Resilience
Reading for Meaning course

Elizabeth Cope: Speech Language Pathologist

6 years as an educator

BA in English, Lyndon State college
MS in Communication Sciences, UVM

Professional Development since June 30, 2017

District-based professional development, Reporting System
School- based professional development, Resilience
Dealing with Difficult People, 1 hour webinar
Helping Clients and Families Attain Their Goals, 1 hour webinar
DIRFloortime: It's Not Just for Treating Autism, 1 hour webinar
Promoting the 3:1 Caseload Model Effectively, 1 hour webinar
Service Delivery: Thinking Outside the Box!, 1 hour webinar
Assessing Language Ability Using the Integrative Language Theory with the OWLS-11, CASL-2
and the OPUS, 1 hour webinar
Language and Literacy, Part 1 and 2, 2 hour webinar
Differential Diagnosis of Disfluencies, 1 hour webinar
Central Auditory Processing Disorder, VSHA conference
Evidence Based Practice Treatment Approaches for Improving Vocabulary, Part 1 and 2, 2 hour
webinar

**Erika Fuller: Interventionist, providing direct service for special education students,
grades 2 and 3**

6.5 years as an educator

BS in Elementary Education, Lyndon State College

Professional Development since June 30, 2017

District-based professional development, Reporting System
School- based professional development, Resilience
OGAP Multiplication Training
Wilson Training

Nicole Gratton: Reading Recovery/Interventionist

7 years as an educator
BA, UVM
M.Ed, Lyndon State College

Professional Development since June 30, 2017

District-based professional development, Reporting System
School- based professional development, Resilience
Story Keepers: Teaching History Through Family Stories, course
Coaches as Partners: Effective Literacy Coaching within MTSS, course

Jennifer Guillette: Grade 2 Teacher

15 years as an educator
BA in Elementary Education, Lyndon State College

Professional Development since June 30, 2017

District-based professional development, Reporting System and Grade-Level Meetings
School- based professional development, Resilience
Jo Boaler's Math course

Sarah Hoadley: Grade 6 ELA Teacher

25 years as an educator
BS, Lyndon State College
M.Ed, Trinity College of Vermont

Professional Development since June 30, 2017

District-based professional development, Reporting System
School- based professional development, Resilience
Responsive Classroom course

Brenda Jones-Rooney: Grade 4 Science/SS Teacher

28 years as an educator
BA, History of Art, UVM
5th Year Teaching Certificate, K – 6 and Special Education endorsements, UVM
M.Ed, Trinity College of Vermont

Professional Development since June 30, 2017

District-based professional development, Reporting System
School- based professional development, Resilience

Jeane Kadmiri: Guidance Counselor

36 years as an educator

BA, English Education, University of Illinois

Master's, Counseling and Personnel Service, Purdue University

M.Ed, Curriculum and Development, Trinity College of Vermont

Professional Development since June 30, 2017

District-based professional development, Reporting System

School- based professional development, Resilience

Trauma Academy, Trauma-Informed Practices, UVM course

District Health and Wellness Committee

Mindful Schools – Mindfulness Practices

Aaron Larsen: Special Educator, ACE Program Coordinator

15 years as an educator

BA, History and Economics, Beloit College

MA, Special Education, Johnson State College

Education Leadership Program, Castleton University

Professional Development since June 30, 2017

District-based professional development, Reporting System

School- based professional development, Resilience

Managing Change: School Finance, course

Establishing a Culture of Care and High Performance, course

Educational Leadership Internship, course

Leading with Integrity, course

Community Policy and Partnership, course

Wendy Leithead: Grade 3 Teacher

17 years as an educator

BS, Elementary Education, St. Lawrence University

M.Ed, Curriculum and Instruction, UVM, Vermont Mathematics Institute (VMI)

Professional Development since June 30, 2017

District-based professional development, Reporting System, Grade-Level Meetings

School- based professional development, Resilience

Writing calibration scoring, two-day training

Writing professional development committee team, district-level work

Anne Locke: Grade 2 Teacher

19 years as an educator
BS, Elementary Education, Trinity College of Vermont

Professional Development since June 30, 2017

District-based professional development, Reporting System and Grade-Level Meetings
School- based professional development, Resilience
PNOA and the Common Core, workshop

Cathy Lowell: Grade 5 Math Teacher

18 years as an educator
Bachelor's, Norwich University, Elementary Education
Master's, Lyndon State College

Professional Development since June 30, 2017

District-based professional development, Reporting System
School- based professional development, Resilience
Guided Math: Practical Strategies to Differentiate Your Math Instruction, workshop
Moving Math: How to Use Differentiated Math Stations, course

Mary Ellen Maclure: Special Education Teacher

39 years as an educator
Bachelor's, Elementary Education and Special Education, University of Maine at Farmington

Professional Development since June 30, 2017

District-based professional development, Reporting System, Proficiency- Based Learning, Personalized Learning, Growth Mindset
School- based professional development, Resilience
Unique Learning Profiles, Neurological Disabilities and Executive Functioning, workshop
Unique Characteristics of the Learning Profile, workshop
Special Education Law Update, workshop
PE Assessment Training
Member of the NCES Leadership Team, 2017 – 2018
BEST Institute, Trauma-Sensitive Systems

Christina Malanga: Grade 3 Teacher

9 years as an educator
BA, Psychology, SUNY Stony Brook
BA, Elementary Education, Johnson State College
M.Ed, Goddard College
Certified in Yoga for Kids, Creative Kids Yoga

Professional Development since June 30, 2017

District-based professional development, Reporting System
School- based professional development, Resilience
Mindfulness Educator Essentials, workshop
Difficult Emotions, workshop
Jo Boaler Math, course
Trauma-Informed Yoga, workshop

Outdoor Education, workshop

Gary Matthews: Instrumental Music Teacher

39 years as an educator

BS, Music grades PreK – 12, Johnson State College

Professional Development since June 30, 2017

School- based professional development, Resilience

Samantha Paradis: Special Education Teacher

1 year as an educator

BA, Woodbury College

MA, Ashford University

M.Ed, Johnson State College

Professional Development since June 30, 2017

District-based professional development, Reporting System

School- based professional development, Resilience

Anxiety Disorders in Children and Adolescents, workshop

Motivating Hard to Reach, Uninterested, and Disruptive Students, workshop

Guided Math: Practical Strategies to Differentiate Your Math Instruction, workshop

Action Planning for Unique Learning Profiles: ED/SLD, workshop

Action Planning for Unique Learning Profiles: Neurological Disabilities and Executive Functioning Skills, workshop

Action Planning the Unique Characteristics of the Learning Profile: Behaviors and SLP

Special Education Law Update, workshop

Ellen McFarland: Special Education Teacher

19 years as an educator

BS, Early Childhood Education, James Madison University

Master's, University of MD

Professional Development since June 30, 2017

District-based professional development, Reporting System

School- based professional development, Resilience

Action Planning for Unique Learning Profiles: ED/SLD, workshop

Action Planning for Unique Learning Profiles: Neurological Disabilities and Executive Functioning Skills, workshop

Action Planning the Unique Characteristics of the Learning Profile: Behaviors and SLP

Special Education Law Update, workshop

Cooperating teacher for a student teacher from Johnson State College

Judith McKelvey: Interventionist

39 years as an educator

BS, Education, UVM

M.Ed, Lyndon State College

Professional Development since June 30, 2017

School- based professional development, Resilience

Gina Miller: Math Interventionist, Grades 4 – 6

24 years as an educator

BS, Elementary Education, Lyndon State College

M.Ed, Curriculum and Instruction, UVM

Professional Development since June 30, 2017

District-based professional development, Reporting System

School- based professional development, Resilience

Math Disabilities, Diagnosis, and Intervention, course

Teaching Math With the Brain in Mind, course

Moving Math: How to Use Differentiated Mathematics Stations, course

PNOA training

Bridges Intervention training

Guided Math Strategies, workshop

Thyra Monaghan: Grade 1 Teacher

14 years as an educator

BA, Regis University, Denver, CO

Professional Development since June 30, 2017

District-based professional development, Reporting System

School- based professional development, Resilience

Member of the Reporting System Leadership Team at the district level

The Challenging Child, course

A Moving Body, a Thinking Brain, course

Sherry Montminy: Preschool Teacher

15 years as an educator

BA, Education, Goddard College

Reading Recovery certified

LLI Trained

Professional Development since June 30, 2017

District-based professional development, Reporting System

School- based professional development, Resilience

Curriculum Development, course

Responsive Classroom, course

Kristen Morey: Reading Recovery/Interventionist

20 years as an educator

BS, Biological Science, UVM

M.Ed, St. Michael's College

Professional Development since June 30, 2017

District-based professional development, Reporting System
School- based professional development, Resilience
Reading Recovery Professional Development, 18 hours

Kristi Morley: Guidance Counselor

1 year as an educator
BA, Human Services, Lyndon State College
MA, School Counseling, Johnson State College
CPI Certification

Professional Development since June 30, 2017

District-based professional development, Reporting System
School- based professional development, Resilience
Youth Mental Health First Aid, training
Member of the NCSU Health Curriculum Committee
Trauma and Crisis Management Specialist, training

Patricia Ovitt: Grade 5 Science/SS Teacher

35 years as an educator
BA, Johnson State College
M.Ed, Lyndon State College

Professional Development since June 30, 2017

District-based professional development, Reporting System
School- based professional development, Resilience
VSI, course
Anxiety Disorders, workshop
Engineering is Elementary pilot with the science coach

Sharon Pare: Math Coach

34 years as an educator
BS, Elementary Education and Responsive Teacher Program (Special Education), UVM
M.Ed, Curriculum and Instruction, UVM, Vermont Math Initiative (VMI)
Certified in Bridges in Mathematics Start-Up Facilitator

Professional Development since June 30, 2017

District-based professional development, Reporting System
School- based professional development, Resilience
Bridges in Math Start-Up Facilitator
Bridge Project Mathematics Professional Learning
Guided Math – Practical Strategies to Differentiate Your Math Instruction, workshop

Michael Pettengill: Grade 4 Math Teacher

21 years as an educator
BS, Education, UVM
M.Ed, UVM, Vermont Math Institute (VMI)

Professional Development since June 30, 2017

District-based professional development, Reporting System
School- based professional development, Resilience
Guided Math – Practical Strategies to Differentiate Your Math Instruction, workshop
Teaching Math With the Brain in Mind, course

Amy Riendeau-McCoy: Grade 2 Teacher

13 years as an educator
BA, Elementary Education, Lyndon State College
MA, Curriculum and Instruction, Lyndon State College

Professional Development since June 30, 2017

District-based professional development, Reporting System
School- based professional development, Resilience
Responsive Classroom, course

Jennifer Rotunno: Art Teacher

3 years as an educator
Bachelor's of Fine Arts in Studio Arts, Johnson State College
MA, Education, Johnson State College

Professional Development since June 30, 2017

District-based professional development, Reporting System
School- based professional development, Resilience
Fostering Artistic Literacy Using the National Core Standards, course

Dennis Royer: Grade 6 Science/SS Teacher

19 years as an educator
Associates, CCV
Bachelor's, Elementary Education, Johnson State College

Professional Development since June 30, 2017

District-based professional development, Reporting System
School- based professional development, Resilience
Vermont Science Assessment, workshop
Member of the district-based Science committee
Universal Design for Learning and Special Education, course

Katie Ste. Marie: Kindergarten Teacher

2 years as an educator
BS, Elementary Education, Lyndon State College

Professional Development since June 30, 2017

District-based professional development, Reporting System and Grade-level Meetings
School- based professional development, Resilience

Emily Scherer: Grade 5 ELA Teacher

2 years as an educator
Bachelor's, Johnson and Wales University
Elementary Education certification from UVEI

Professional Development since June 30, 2017

District-based professional development, Reporting System
School- based professional development, Resilience
IPad for Special Education Classroom, course

Melissa Scherer: Grade 4 ELA Teacher

15 years as an educator
BS, Elementary Education and Communication Sciences, UVM
M.Ed, Curriculum and Instruction: Literacy, Lesley University

Professional Development since June 30, 2017

District-based professional development, Reporting System and Grade-Level Meetings
School- based professional development, Resilience
Morphology Course: Stearns Center
Introduction to Phonetics, course
Communication Disorders, course

Amy Frizzell-Sherlaw: Preschool Teacher

13 years as an educator
BA, History, Trinity College of Vermont
BA, Secondary Education, Trinity College of Vermont

Professional Development since June 30, 2017

District-based professional development, Reporting System
School- based professional development, Resilience
A Framework for Applying Structured Teaching Across the School Day, course

Corey Sicotte: Physical Education Teacher

14 years as an educator
Bachelor's, Physical Education, UVM
Certified in CPR, First Aid, AED, CPI

Professional Development since June 30, 2017

District-based professional development, Reporting System
School- based professional development, Resilience
PE Teacher's Learning Community, workshop
Fitness Gram Assessment training
CRP, First Aid, AED training
CPI Training

Lisa Spooner: Speech Language Pathologist

34 years as an educator

BA, UVM

MS, UVM

Professional Development since June 30, 2017

District-based professional development, Reporting System

School- based professional development, Resilience

Dealing with Difficult People, 1 hour webinar

Helping Clients and Families Attain Their Goals, 1 hour webinar

DIRFloortime: It's Not Just for Treating Autism, 1 hour webinar

Promoting the 3:1 Caseload Model Effectively, 1 hour webinar

Service Delivery: Thinking Outside the Box!, 1 hour webinar

Assessing Language Ability Using the Integrative Language Theory with the OWLS-11, CASL-2 and the OPUS, 1 hour webinar

Language and Literacy, Part 1 and 2, 2 hour webinar

Differential Diagnosis of Disfluencies, 1 hour webinar

Central Auditory Processing Disorder, VSHA conference

Evidence Based Practice Treatment Approaches for Improving Vocabulary, Part 1 and 2, 2 hour webinar

Christina Tetreault: Special Education Teacher

11 years as an educator

BS, Elementary and Early Childhood Education, Lyndon State College

MS, Special Education, Johnson State College

Certified in CPI

Professional Development since June 30, 2017

District-based professional development, Reporting System

School- based professional development, Resilience

BEST Institute, Trauma-Sensitive Systems

Fostering Resilient Learners, course

Fostering Resilient Learners 'Train the Trainer' workshop

Member of NCES Leadership Team

Mary Tetreault: Grade 1 Teacher

25 years as an educator

BS, Johnson State College

MA, Trinity College of Vermont

Professional Development since June 30, 2017

District-based professional development, Reporting System

School- based professional development, Resilience

Tammy Wiggett: Grade 6 Math Teacher

10 years as an educator

BA, Elementary Education (English Concentration), Johnson State College

MS, Teaching Mathematics, UVM, Vermont Mathematics Institute (VMI)

Professional Development since June 30, 2017

District-based professional development, Reporting System
School- based professional development, Resilience
Fostering Resilient Learners, course
Fostering Resilient Learners 'Train the Trainer' workshop
Math workshop
Mindfulness Fundamentals, course
BEST Institute, Trauma-Sensitive Systems

Donna Young: Kindergarten Teacher

15 years as an educator
BA, Education
MA, Lyndon State College

Professional Development since June 30, 2017

District-based professional development, Reporting System
School- based professional development, Resilience
Staying Present, course
Trauma-Sensitive Teaching, course

Staff Directory, 2017 – 2018

Preschool

Sherry Montminy
Amy Frizzell-Sherlaw

Kindergarten

Shelly Audette
Katie Ste. Marie
Donna Young

Grade 1

Ashley Christiaanse
Thyra Monaghan
Mary Tetreault

Grade 2

Jennifer Guillette
Amy Riendeau-McCoy
Anne Locke

Grade 3

Jenna Besaw
Christina Malanga
Wendy Locke

Grade 4

Brenda Jones-Rooney
Michael Pettengill
Melissa Scherer

Grade 5

Cathy Lowell

Grade 6

Sarah Hoadley

Patricia Ovitt
Emily Scherer

Tammy Wiggett
Dennis Royer

Special Education

Behavior Interventionist

Christina Tetreault
Aaron Larsen (ACE Program)
Ellen McFarland
Mary Ellen Maclure
Erika Fuller (Interventionist providing direct service)
Mary Paradis (providing case management but no direct service)
Samantha Paradis

Karen Egan and Elizabeth Torres (SU Employees
placed at NCES for the ACE Program)

Specials

Eileen Baker, 100% Vocal Music
Dorothy Bonnette, 100% Library-Media Specialist
Jennifer Rotunno, 100% Art Teacher
Corey Sicotte, 100% PE Teacher
Gary Matthews, 50% Instrumental Music

Interventionists

Administration

Carmen Cook
Nicole Gratton
Judith McKelvey, 50%
Kristen Morey
Gina Miller

Debra Beaupre, Assistant Principal
Elaine Collins, Principal

Social-Emotional

Speech-Language Pathologist

Jeane Kadmiri, Guidance
Kristi Morley, 50% Guidance Counselor
John LaBounty, 100% School Psychologist
Julie Zenel, 100% Home-School Coordinator

Lisa Spooner

Non-Certified Staff

Paraeducators

Shelly Abbott
Aaron Benson
Megan Bentien
Cathy Bussell*
Anna Chaffee*

Mary MacDonald*
Abbey Montgomery
Kristin Roberge
Telsa Rossi
Tammy Szych

Alicia Collins*
Angelica Costin
Sami Dezotelle*
Laura Houle*
Jennifer Ingram*
Lisa Johansen
Tammy Lafrieniere
Anita LaPlante
Samantha Laramee
Dawn Lemay
Karen McMichael

Ashley Wiekkel*
Tiffani Little*
Brian McCurley
Jennifer Hodges*
Jennifer Phillips*
Cierra Gaboriault*
Sabrina Brown*
Lisa Foster*
Heather Chase

* Indicates partial year (either hired mid-year or resigned mid-year)

Speech/Language Paraeducators

Office Staff

Ann Lafoe
Kylie Atwood*

Samantha Knight
Dale Netz
Theresa Perrault

* Indicates partial year (either hired mid-year or resigned mid-year)

Custodial Staff

Bus Drivers

Laurie Craig
Julie Fournier
Tom Perotti
Steve Petrie
Jeannette Tabor, 50%*
Kardena Chilafoux, 50%*

Laurie Craig
Julie Fournier
Tom Perotti

* Indicates partial year (either hired mid-year or resigned mid-year)

Bus Monitors

School Nurse

Aaron Benson
Dawn Lemay
Abbey Montgomery
Krista Miner
Tiffani Little*
Kristen Roberge
Lisa Foster

Vickie Young

* Indicates partial year (either hired mid-year or resigned mid-year)