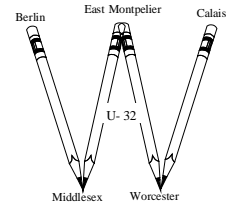


# Washington Central Unified Union School District

*WCUUSD exists to nurture and inspire in all students the passion, creativity and power to contribute to their local and global communities.*

1130 Gallison Hill Road  
Montpelier, VT 05602  
Phone (802) 229-0553  
Fax (802) 229-2761



**WCUUSD Quality Committee  
Meeting Agenda  
4.6.22 5:00-5:45 pm  
U-32  
IN-PERSON  
930 Gallison Hill Rd. Montpelier, VT  
Cafeteria**

**Virtual Meeting Information**

**<https://tinyurl.com/uwk7abkc>**

**Meeting ID: 879 5254 4644**

**Password: 958362**

**Dial by Your Location: 1-929-205-6099**

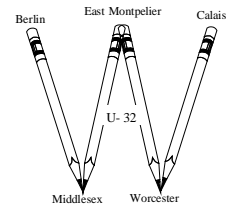
1. Call to Order
2. Approve Minutes of 12.15.21 – pg. 2 5 minutes
3. Discussion/Action
  - 3.1. Review Committee Charge and Goal – pg. 4 5 minutes
  - 3.2. Continuous Improvement Planning – pg. 9 25 minutes
  - 3.3. Monitoring Calendar - pg. 19 5 minutes
4. Future Agenda Items 5 minutes
  - 4.1. Co-Curricular and Advanced Placement
  - 4.2. Special Education, Interventions, and Drop-out rates
  - 4.3. Global Citizenship SLO
  - 4.4. Data Review
  - 4.5. Budget Parameters
  - 4.6. Next Year's Ed Quality Committee Work
5. Adjourn

# Washington Central Unified Union School District

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Jennifer Miller-Arsenault  
Interim Superintendent



## Washington Central Unified Union School District Education Quality Meeting Unapproved Minutes 12.15.21 5:00-6:00 PM

**Board Members:** Kari Bradley, Ursula Stanley, Jen Miller-Arsenault, Diane Nichols-Fleming, Scott Thompson, Jill Olson, Lindy Johnson

- 1. Call to Order:** Kari Bradley called the meeting to order at 5:01 p.m.
- 2. Approve Minutes of 11.3.21:** Diane Nichols-Fleming moved to approve the minutes of November 3, 2021. Seconded by Ursula Stanley, this motion carried unanimously.

### **3. Discussion/Action**

**3.1. Review SMART Goal:** Kari Bradley indicated that he feels like given current circumstances and challenges to the capacity of the system (e.g. COVID-19), it might be appropriate to focus on only the Student Achievement goal. He had provided this draft in written form for the board to consider.

Diane Nichols-Fleming stated that part of considering student achievement is considering fidelity, level of training for teachers - what is feeding the system? We are looking for the student response, but we can wonder, from the teachers' ends: what is their level of comfort with the current initiatives, etc. She feels that this is parallel to the concept of student achievement. She will share her thoughts in writing to Kari Bradley.

Kari Bradley noted that he has been thinking about trying to get to the subject of "what are the obstacles to us" as far as student outcomes, and how might we address the obstacles. Jill Olson stated that we should not wait to set goals for the following year. If we want to tackle student outcome goals then we should start now. Kari Bradley stated that he feels that the work toward improving these outcomes will affect budget planning for the following year. He noted that he is anxious to get to Strategic Planning and address specific issues, but he feels it is important to be cognizant of the current conditions (re:COVID-19 challenges and priorities). Jen Miller-Arsenault spoke about planning ahead for Ed Quality. She proposed that we do not have an Ed Quality meeting in January; meet in February and address Artistic Expression; in March we review data; April address Global Citizenship; May: check in re: SMART goal; June: data review based on spring data and post-secondary outcomes. Jen Miller-Arsenault suggested that the board might consider Artistic Expression and Global Citizenship to be topics for board forums in those months. Lindy Johnson stated that this sounds like a reasonable plan. She noted that last year, the presentations were very in depth and took a lot of time. She appreciates Jen

Miller-Arsenault looking ahead and being aware of the demand and level of stress on educators. Kari Bradley agreed that it is wise to combine the two SLO meetings with forums. He noted that both of these SLOs would lend themselves to student voice as well and would like to include students in the breakout groups for the forum. The Committee will meet next on the first Wednesday in February. (Feb 2, 2022)

**4. Future Agenda Items**

**4.1.** Co-Curricular and Advanced Placement

**4.2.** Special Education, Interventions, and Drop-out rates

**5. Adjourn: This committee adjourned at 5:18 p.m.**

Respectfully submitted,

Lisa Stoudt, Board Recording Secretary

# Washington Central Unified Union School District

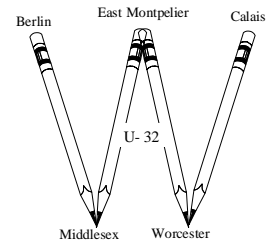
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Jennifer Miller – Arsenault  
Interim Superintendent



TO: Education Quality Committee  
FROM: Kari Bradley  
DATE: March 30, 2022  
RE: Committee Charge and Goal

Hi all,

I am looking forward to resuming regular committee meetings focused on education quality and student achievement, in person no less! Here is a brief outline of what we will cover this Wednesday:

- We will start with a quick review of our committee charge and our student achievement board goals (see below). In terms of our Student Learning Outcome review goal, we have just Global Citizenship remaining.
- Next we will delve into Continuous Improvement Planning. Jen will present a brief overview using the slides in this packet and we will discuss how the committee and board can support and align with this work.
- We will then start a discussion of a draft calendar for monitoring student achievement during the 2022-23 school year per our second board goal. My hope is we can continue that discussion in May and make a recommendation to the board thereafter.

See you Wednesday.

Kari

## **Our School District Mission:**

*WCUUSD exists to nurture and inspire in all students the passion, creativity and power to contribute to their local and global communities.*

*More specifically, WCUUSD students will meet or exceed rigorous standards for:*

*Core knowledge of essential academic subjects, including:*

- *Literacy*
- *Mathematical Content and Practices*
- *Physical Education and Health*
- *Global Citizenship*
- *Artistic Expression*
- *Financial Literacy*
- *Scientific Inquiry and Content Knowledge*

*Transferable skills and behaviors that prepare them for life-long learning and success, including:*

- *Creative and Practical Problem Solving*
- *Effective and Expressive Communication*
- *Engaged Citizenship*
- *Working Independently and Collaboratively*
- *Informed, Integrated and Critical Thinking*
- *Self-Awareness and Self-Direction*

## **Our Committee Charge:**

The job of the School Quality Committee is to:

1. Support the board in defining, understanding and monitoring student learning outcome achievement including current performance, trends, student experience, equity and post-graduation success
2. Support the board's understanding of district plans and systems for instruction, assessment and overall performance measurement
3. Help the district to understand opportunities, challenges and resources needed for school quality improvement
4. Support staff adoption of strategic priorities and appropriate targets for improvement.
5. As directed by the board chair, provide verbal or written report to the board about the activities of the committee.

## Our Student Achievement Board Goals:

### Student Achievement Goal Adopted Dec. 2021

Proposed SMART Goal	<i>School Board complete monthly reviews of Student Learning Outcomes and establish a process for annual monitoring and analysis of student achievement by June 2022</i>
Specific	<ul style="list-style-type: none"> <li>• What will be accomplished? <i>Board will have shared understanding of SLOs including curriculum, instruction and current achievement levels, and we will have a system for monitoring SLOs to use in the future</i></li> <li>• What actions will we take? <i>Monthly reviews at our meetings, adopt a monitoring calendar and sources of evidence for future years</i></li> <li>• Who needs to be involved to achieve the goal? <i>Board, Ed Quality Committee, Jen, other staff</i></li> <li>• Why is this a goal? <i>Student achievement is central to our district mission and board will benefit from using a system for oversight and incorporating into planning and budgeting</i></li> </ul>
Measurable	<ul style="list-style-type: none"> <li>• What data will measure the goal? <i>Completion of reviews and monitoring calendar, survey board members to gauge understanding of SLOs?</i></li> <li>• What will success look like? <i>Board members have basic understanding of SLOs, we begin to utilize a system for monitoring student achievement and incorporating our analysis into future planning</i></li> <li>• How much?</li> <li>• How well?</li> </ul>
Achievable	<ul style="list-style-type: none"> <li>• Is the goal doable? <i>Yes, with support from Jen and staff</i></li> <li>• Do we have the necessary skills and resources? <i>Yes, we have already completed the majority of the reviews</i></li> <li>• If not, can we attain the skills and resources?</li> <li>• What is the motivation for this goal? <i>Student achievement is why we exist and we all want to support systematic improvement</i></li> </ul>
Relevant	<ul style="list-style-type: none"> <li>• How does the goal align with the broader goals of the school district? <i>Very well, we want improvement in learning and setting up a system is necessary</i></li> </ul>

	<ul style="list-style-type: none"> <li>• Why is the result important? <i>Mission critical, too complex to succeed without a system</i></li> <li>• Why are we setting this goal now? <i>It is needed, achievable despite the current challenges of staff and board capacity</i></li> </ul>
Time-Bound	<ul style="list-style-type: none"> <li>• What is the timeframe for accomplishing the goal? <i>Complete by June 2022</i></li> <li>• How will we know that we are making progress? <i>As we complete reviews, approve monitoring system</i></li> <li>• Is the deadline realistic? <i>yes, very</i></li> </ul>
Desired Outcome	<i>Board understanding of our SLOs and agreement on ongoing system for monitoring student achievement by June 2022</i>




Proposed Goal	<i>Prepare school board for future strategic planning by better understanding relevant existing plans and programs by June 2022</i>
Specific	<ul style="list-style-type: none"> <li>• What will be accomplished? <i>Board will have shared understanding of Implementation Plan, Effective Instructions plan, special education and systems of support, multiple pathways and other key programs</i></li> <li>• What actions will we take? <i>Plan and conduct presentations and discussions at board meetings</i></li> <li>• Who needs to be involved to achieve the goal? <i>Board, Ed Quality Committee, Jen, other staff</i></li> <li>• Why is this a goal? <i>Lay groundwork for future strategic planning</i></li> </ul>
Measurable	<ul style="list-style-type: none"> <li>• What data will measure the goal? <i>Calendar of meeting topics</i></li> <li>• What will success look like? <i>Completion of calendar, board demonstrates understanding of topics, able to utilize in future planning</i></li> <li>• How much? <i>Regular presentation/discussion (possibly every other month following completion of SLO review)</i></li> <li>• How well? <i>Appropriate for board member understanding (able to consider in planning and budgeting)</i></li> </ul>
Achievable	<ul style="list-style-type: none"> <li>• Is the goal doable? <i>Yes</i></li> </ul>

	<ul style="list-style-type: none"> <li>• Do we have the necessary skills and resources? <i>Yes, primarily requires our time and attention, and staff support</i></li> <li>• If not, can we attain the skills and resources?</li> <li>• What is the motivation for this goal? <i>Important step to prepare for strategic planning which will be key to making progress on student achievement</i></li> </ul>
Relevant	<ul style="list-style-type: none"> <li>• How does the goal align with the broader goals of the school district? <i>Very well, highly relevant to future resource allocation and student achievement</i></li> <li>• Why is the result important?</li> <li>• Why are we setting this goal now? <i>Not able to initiate strategic planning at this time but can prepare ourselves</i></li> </ul>
Time-Bound	<ul style="list-style-type: none"> <li>• What is the timeframe for accomplishing the goal? <i>Complete topics by June 2022</i></li> <li>• How will we know that we are making progress? <i>As we complete calendar items, board members express satisfaction with discussions</i></li> <li>• Is the deadline realistic? <i>Yes</i></li> </ul>
Desired Outcome	<i>Board and Leadership Team have shared understanding of current plans and programs, feel better prepared to undertake strategic planning by June 2022</i>
















# WCUUSD Continuous Improvement Planning (CIP)

Education Quality Committee  
April 6, 2022

**STUDENT LEARNING OUTCOMES**   

WCSU exists to nurture and inspire in all students the passion, creativity and power to contribute to their local and global communities.

**Our students will meet or exceed rigorous standards for:**

CORE KNOWLEDGE of essential academic subjects	TRANSFERABLE SKILLS AND BEHAVIORS that prepare them for life-long learning and success
 Literacy	 Math Content & Practices
 Physical Education & Health	 Global Citizenship
 Artistic Expression	 Financial Literacy
 Scientific Inquiry & Content Knowledge	 Creative & Practical Problem Solving
	 Independent & Collaborative Work
	 Informed, Integrated & Critical Thinking
	 Effective & Expressive Communication
	 Self-Awareness & Direction
	 Engaged Citizenship

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# AOE Plan Matrix

Plan and Level	Comprehensive Needs Assessment (CNA)	Data Inventory	Collaborative Stakeholders	Broad Area of Focus	Problem of Practice	Root Cause	Theory of Improvement	Goals	Strategies/ Change Ideas	Evaluation of Impact - Measures	Resources & Materials to Support Implementation	Required Submission	
<a href="#">SU/SD Level LEA ARP ESSER Plan</a>			Required						Required		Required	Reviewed and updated by LEA every 6 months	
<b>SU/SD Level Consolidated Federal Programs Application</b>	Comprehensive Needs Assessment process required with evidence being documented/demonstrated in Data Inventory.	Must be uploaded in Consolidated Federal Programs application.	Required in development of the application. Documentation submitted during monitoring only.					Investment description should include objective and strategies to meet the stated objective.	Investment description should include objective and strategies to meet the stated objective.	Evaluation of strategies required in development of application. Only Title IV requires a description of evaluation process as part of application.	Investment description should include resources and materials needed to support the strategy.	Annual Spring submission in the Grants Management System (GMS)	
<a href="#">SU/SD Level Recovery Plan</a>	Required		Required							Required		Ends 6/1/22 – Submission uploading the template in the Grants Management System (GMS)	
<a href="#">SU/SD Level Continuous Improvement Plan</a>	Comprehensive Needs Assessment process required to complete but submission is not required		Required to complete and submit	We offer resources to support this step in the Comprehensive Needs Assessment process, but do not require submission				Required – SU/SD level goals		Required to complete and submit		Biennial Spring-Fall submission uploading the template in the Grants Management System (GMS)	
<a href="#">School Level Continuous Improvement Plan for Schools Eligible for Comprehensive Supports</a>	Comprehensive Needs Assessment process required to complete and submit			Required to complete and submit							Required through biannual Monitoring		Annual Spring-Fall submission uploading the template in the Grants Management System (GMS)
<a href="#">School Level Schoolwide Plan (SWP)</a>	Process is required at school level and evidence should be demonstrated in Schoolwide Plan	Data should be summarized in Schoolwide Plan. Inventory does not need to be	School level stakeholder involvement required in development of					Goals/objectives are required to be articulated in Schoolwide Plan, as are strategies to meet stated goals/objectives.		Schoolwide Plan requires ongoing evaluation of strategies. Revisions to Schoolwide Plan are required based	Resources and materials are required to be articulated in Schoolwide Plan	Annual Development and Revision. Annual submission not required	

# LEA ARP ESSER Plan Template

Plan and Level	Comprehensive Needs Assessment (CNA)	Data Inventory	Collaborative Stakeholders	Broad Area of Focus	Problem of Practice	Root Cause	Theory of Improvement	Goals	Strategies/ Change Ideas	Evaluation of Impact - Measures	Resources & Materials to Support Implementation	Required Submission
SU/SD Level <a href="#">LEA ARP ESSER Plan</a>			Required						Required		Required	Reviewed and updated by LEA every 6 months

## What is the status of ESSER I & ESSER II funds and decisions?

### ESSER I Fund Allocation:

- Remote Instruction \$99,991
- Health Services-Additional Nurse time and COVID-19 Coordinator \$142,675
- Independent Schools share \$665

### ESSER II Fund Allocation:

- Remote Instruction \$512,362
- LEA staffing needed to manage the COVID-19 response \$421,256
- Costs associated with increased staff necessitated by the COVID-19 response and recovery \$174,859

### ESSER III Fund Status:

- The deadline to spend this award is September 30, 2024
- The initial work to secure the grant has been completed through the Recovery/Moving Forward Plan and initial application

## Washington Central Unified Union School District Public Plan for ARP ESSER Spending

### Purpose

The following document is intended to summarize for the public, requirements related to how Washington Central Unified Union School District intends to use its allocation of ARP ESSER funds.

The public and stakeholder groups are invited to provide input on this plan. Staff members are invited to provide input on March 30, 2022 and April 1, 2022. Additionally, this plan will be the topic of the school board community forum on April 6, 2022. The public and stakeholder groups can also offer [electronic feedback](#).

# WCUUSD Public Plan for ARP ESSER Spending, 3,28-22

Strategy	Education Recovery Pillar (SEL, Student Engagement, Academic Success, Safe and Healthy Operations)	ARP ESSER Amount Allocated
Increase school nursing staff and school counselors to address increased student physical and mental health needs.	Social Emotional, Mental Health, and Well-Being	\$1,568,647
	Student Engagement and Truancy	
Increase literacy interventionist staffing and schoolwide paraeducator	Academic Achievement and Success	\$287,536

**Required  
Submission**

Reviewed and  
updated by LEA every  
6 months

# WCUUSD Moving Forward/Recovery Plan

<a href="#">SU/SD Level Recovery Plan</a>	Required		Required						Required	Ends 6/1/22 – Submission uploading the template in the Grants Management System (GMS)
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## [WCUUSD Moving Forward/Recovery Plan](#)


Click below for a video explanation of the plan

The screenshot shows a Google Slides presentation. The title bar reads "Phase One: WCUUSD Plan for Moving Forward". The slide content includes a bar chart titled "Elementary PE Report Card Data Jan. 2020 and Jan. 2021". The chart compares the percentage of students meeting expectations for PE in 2020 (red bars) and 2021 (blue bars) across various grade levels. A play button is overlaid on the chart, indicating a video explanation. The data from the chart is as follows:

Grade Level	2020 (%)	2021 (%)
1st	82%	83%
2nd	81%	82%
3rd	81%	82%
4th	81%	82%
5th	81%	82%
6th	81%	82%
7th	81%	82%
8th	81%	82%
9th	81%	82%
10th	81%	82%
11th	81%	82%
12th	81%	82%

# Continuous Improvement Plan Template

<b>SU/SD Level</b> <a href="#">Continuous Improvement Plan</a>	Comprehensive Needs Assessment process required to complete but submission is not required		Required to complete and submit	We offer resources to support this step in the Comprehensive Needs Assessment process, but do not require submission	Required – SU/SD level goals	Required to complete and submit	Biennial Spring-Fall submission uploading the template in the Grants Management System (GMS)
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1 National Life Drive, Davis 5, Montpelier, VT 05620-2501  
 (p) 802-828-1130 | (f) 802-828-6430 | education.vermont.gov

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## Vermont Continuous Improvement Plan

**LEA:**

**LEA Continuous Improvement Plan Contact Name:**

**LEA Continuous Improvement Plan Contact Email:**

**Collaborative Stakeholders Represented:** List the names and roles of representative stakeholders involved in developing the Continuous Improvement Plan (e.g., school board members, students, parents, teachers, administrators, CTE partners, mental health agency representatives, and other community members). Strive to ensure diverse voices are part of the planning process.

**Continuous Improvement Plan Development**

- List your prioritized Goals, Strategies, Measures, and Resources to support implementation based upon your [Comprehensive Needs Assessment](#) and [Data Inventory](#)
- You must have at least one Safe and Healthy Schools goal and one Academic Achievement goal. You can identify additional goals, but it's best practice to limit your CIP goals to a manageable number to implement and measure.
- Analytical tools from the [Comprehensive School Improvement Toolkit](#) and [VTmtss Framework Tools](#), may be useful in this work

Required Component	Prioritized SU/SD Goal	Prioritized Strategies/Change Ideas	Measures	Human, material, and fiscal resources supporting implementation
Safe and Healthy				

# Continuous Improvement Plan Template for Schools Eligible for Comprehensive Supports

<a href="#">School Level Continuous Improvement Plan for Schools Eligible for Comprehensive Supports</a>	Comprehensive Needs Assessment process required to complete and submit	Required to complete and submit	Required through biannual Monitoring	Annual Spring-Fall submission uploading the template in the Grants Management System (GMS)
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## **Phase 2: Test the Change Idea: Plan-Do-Study-Act Improvement Cycles**

*From your broad selection of change ideas listed in your CIP, select those for which you intend to explore deeply through PDSA test cycles. Describe in specific terms, well-defined change ideas you plan to test with rapid PDSA cycles. These changes must be at a fine grain size so that they can be easily tested and measured. Use as many cycles as needed to learn, revise, and ensure the change is an improvement ready for full implementation, spread and scale (Attach/upload PDSA worksheets for each cycle of each change idea). Once you have developed confidence (based on strong data) in the change idea, you can move on to the implementation phase.*

*Use the [PDSA Worksheet](#) to test changes applying iterative PDSA cycles of improvement for each change idea. Describe the changes you made during your improvement cycles. Use as many cycles as needed to ensure the change is an improvement ready for implementation.*

*Attach [PDSA Worksheet](#): this submission is required only for schools eligible for comprehensive supports and SIG 1003g supports).*

# CIP Next Steps

- Conduct Comprehensive Needs Assessment and Data Inventory when Annual Snapshot is available and 2021 SBAC and VTSA results are no longer embargoed
- Establish a Safe and Healthy Schools goal and an Academic Achievement goal
- Engage stakeholders
- Address equity issues

## STUDENT LEARNING OUTCOMES



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**Our students will meet or exceed rigorous standards for:**

### CORE KNOWLEDGE

of essential academic subjects



Literacy



Math Content & Practices



Physical Education & Health



Global Citizenship



Artistic Expression



Financial Literacy



Scientific Inquiry & Content Knowledge

### TRANSFERABLE SKILLS AND BEHAVIORS

that prepare them for life-long learning and success



Creative & Practical Problem Solving



Independent & Collaborative Work



Informed, Integrated & Critical Thinking



Effective & Expressive Communication



Self-Awareness & Direction



Engaged Citizenship



# Board Role

- Achieve board goal to establish a board process for routine monitoring of student achievement data
- Participate in continuous improvement planning process
- What else?

## STUDENT LEARNING OUTCOMES



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Financial Literacy



Scientific Inquiry & Content Knowledge

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Creative & Practical Problem Solving



Independent & Collaborative Work



Informed, Integrated & Critical Thinking



Effective & Expressive Communication



Self-Awareness & Direction



Engaged Citizenship

WASHINGTON CENTRAL  
SUPERVISORY UNION

# Next Steps and Debrief

- What questions do we have?
- How will we share this work with the full board?
- What else?

# Washington Central Unified Union School District

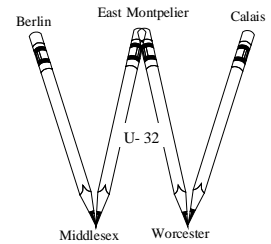
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Jennifer Miller – Arsenault  
Interim Superintendent



TO: Education Quality Committee  
FROM: Jen Miller-Arsenault, Interim Superintendent  
DATE: March 29, 2022  
RE: Proposed Monitoring Calendar

In an effort to support the achievement of your goal to establish a process for annual monitoring and analysis of student achievement data, I propose the following calendar for your consideration.

The Education Quality Committee will review student achievement data in December, March, and September in alignment with the district's local comprehensive assessment plan testing windows. Receiving reports in this way will provide time for data analysis and planning in our schools and at the district level, and a summary of that work can be included as part of your monitoring process.

Additionally, each June the Education Quality Committee could monitor and review post-secondary outcomes.

The school board may want to consider whether or not some or all of monitoring activities could be part of community forums in the future.