

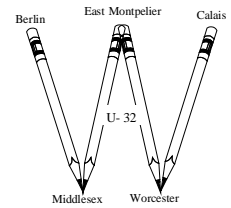
# Washington Central Unified Union School District

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

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



**WCUUSD Quality Committee  
Meeting Agenda  
10.6.21 5:00 - 6:00 pm  
U-32 Gallison Hill Rd Montpelier  
Room 128/131  
Via Video Conference\*  
<https://tinyurl.com/5c97jrfrn>  
Meeting ID: 897 8857 8996  
Password: 157446  
Dial by Your Location: 1-929-205-6099**

1. Call to Order
2. Approve Minutes of 5.5.21 – pg. 2
3. Discussion/Action
  - 3.1. Recommendations for the Board's Student Achievement Goals – pg. 6
4. Meeting Schedule
5. Future Agenda Items
  - 5.1. Co-Curricular and Advanced Placement
  - 5.2. Special Education , Interventions, and Drop-out rates
6. Adjourn

# Washington Central Unified Union School District

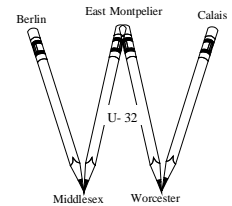
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Bryan Olkowski  
Superintendent



## WCUUSD Quality Committee Meeting Minutes Unapproved 5.5.21 5:00 - 6:30 pm

**Present:** Stephen Looke, Jen Miller-Arsenault, Lindy Johnson, Kari Bradley, Anna Farber, Bryan Olkowski, Jill Olson, Diane Nichols-Fleming

**Others:** Brenda Vernille

**1. Call to Order: Kari Bradley called the meeting to order at 5:03 p.m.**

Kari Bradley checked in with committee members that they were able to stay at the meeting until 6:30.

**2. Approve Minutes of 4.7.21: Jill Olson moved to approve the minutes of April 7, 2021. Seconded by Lindy Johnson, this motion carried unanimously.**

**3. Reflection on Last Month's Review (Science Student Learning Outcomes):**

Jen Miller-Arsenault responded to questions from the last presentation regarding time allocation for science: She noted that this varies at each school, depends on allied arts schedules and intervention schedules. She shared that administrators had attended a workshop about elementary school scheduling (hosted by DMG). They are currently working with a master schedule that allows approximately 20 - 30 minutes daily for science or global citizenship. She spoke about the ECO program and about other outdoor learning experiences. Re: strategic opportunities to integrate science into language and math, across student learning outcomes. She shared that curriculum camp this year will focus on a master design template which incorporates some of the learning around trauma informed teaching and universal design. Superintendent Olkowski shared that one of the biggest challenges is *time* during the school day - finding enough time to address everything.

Kari Bradley noted that it was hard to gauge whether the presentation was well received at the previous board meeting. He stated that it might be better to have the Ed Quality presentation earlier on the agenda. Jill Olson agreed that the previous board meeting was too long and that she did not feel that enough energy and attention was left to allot to the discussion. She referred to the discussion that the board has had about creating other opportunities to meet as a board, since regular board meetings are now only once per month. Diane Nichols-Fleming agreed that covering the material in a separate or a special board meeting might be appropriate. Lindy Johnson stated that it is expected that board members review the prepared material before the meeting, and come ready to ask for clarification. However, board members are reminded that they are always welcome to attend the Education Quality Committee meetings. Diane Nichols-Fleming suggested that maybe quarterly the committee dives deeper into the information sharing at the full board level.

#### **4. Presentation of WCUUSD Physical Education and Health Student Learning**

**Outcomes:** Jen Miller Arsenault presented to the committee about this topic. She had prepared a slide show which included a jamboard function for committee members to interact and engage with the material.

##### **4.1. Making Meaning Protocol**

- **What do you see?**
  1. Most students reach proficiency in all areas by the end of 11th grade.
  2. There is evidence of transferable skills, and despite COVID, students can still participate.
  3. Emphasis on building a toolbox for lifetime skills.
  4. Disaggregated data not available; can't assess inequities if they exist by mid-HS, end of MS, students tend to have the highest scores for the fitness gram.
  5. This SLO covers a variety of topics including physical, emotional and academic appreciated hearing from Bryan.
  6. Crossover with transferable skills; great way to make this subject more relevant.
- **What questions does this presentation raise for you?**
  1. What are the formative assessments used?
  2. Can we see an example of a fitness portfolio?
  3. Could sports count as a PE standard or grade?
  4. Does research show that there is a proficiency gap for FRL or IEP populations?
  5. How are the kids with physical limitations included in the activities for PE?
  6. What do interventions or tiered supports look like for students in PE?
  7. I don't know a lot about this curriculum and expectations.
  8. Do we have a way of checking on the consistency of instruction and offerings across the district?
  9. Is there a place for mindfulness in the wellbeing curriculum?
- **What strikes you as significant?**
  1. Students in elementary school are educated on health standards.
  2. Brief mention of lifetime habits - that seems like it should be the top goal of PE?
  3. Students by the end of HS have often been proficient in the standards.
  4. Lack of assessment data makes it harder for us to gauge success in this SLO.
  5. These topics are very relevant to everyone's lifetime success and happiness.
- **What are the implications for our work?**
  1. Sounds like there is a good bit of work to do on aligning assessment across the district.
  2. We should consider ways to add time to school day/ year if it would have significant impact on learning.
  3. Looking at practices across the schools would be valuable.
  4. It sounds like we need more coordinated curriculum and instruction across the elementary schools; what role can the board play in this?

##### **4.2. Going Forward**

- How will we share this work with the full board?  
Key points: the need to get health curriculum and assessment in order  
Diane Nichols-Fleming: PE/ health often gets combined with allied arts, especially in the scheduling work - brings up the question of: are we addressing allied arts during our work as a committee?  
Lindy - are we only looking at subjects that have standardized tests through the state? She believes that many of these skills are broader than what tests show. Discussion followed around fitness testing. Anna Farber asked - is there

another way to measure without using the “fitness gram”? Could sports participation be counted as work toward proficiency?

Discussion followed around how students’ schedules would be opened up somewhat if they met health/ fitness proficiencies through their participation outside of school in things such as dance, sports, etc. Jill Olson: it’s hard to create a blanket approach since students have such different experiences, both during the school day and outside of school.

Kari Bradley asked what are the thoughts of the committee around the “time” factor. Anna Farber noted that, as a student, she would not like to see the school day extended! However she wishes there were other options for PE - for example, there is a yoga class at U-32. Is this an option for PE credit?

Jen Miller-Arsenault stated that she would like to have this conversation as a larger group. She sees that as the students get older they have more choices and opportunities to be flexible. She asked, what would it look like if a student could showcase work that they are doing outside of school as meeting a proficiency? And the other side of this discussion is around equity. What about the students who do not have the opportunities to participate in organized clubs outside of school because they need to go to work or go home to provide child care for their younger siblings? She spoke about the implications for transportation around extending the school day for some or all students.

Jill Olson brought up the topic of school start time and questioned developmental appropriateness of an earlier start for middle/ high school. Jen Miller-Arsenault shared that students on the track team got home after 10 p.m. last night and then took an AP exam at 8 a.m. this morning. She stated that we need to address these challenges. Jen Miller Arsenault reiterated that the issues of access and transportation and equity are big factors in these conversations. She noted that both time and place are not variable for the most part as we move forward with proficiency based learning and the variety of options for students to have some agency. Anna Farber asked whether the committee will look at foreign language. Jen Miller Arsenault stated that this would fall under global citizenship, which the committee has not yet addressed.

- **What worked about this process?**

Jill Olson stated she likes using Jamboard to interact with the material. Kari Bradley stated that having Jamboard allows for board members to interact as well - to have a “living document.”

- **What might we change for next month’s SLO presentation?**

The committee had addressed this earlier when reflecting on the last board presentation.

## **5. Committee’s Future Plans**

Kari Bradley stated that he is glad we have moved through the SLOs and that we have set ourselves up for strategic planning discussions. He asked whether the committee feels that we should take time monthly to deep dive into SLOs. Some suggestions he has:

- Finish looking at SLOs
- Develop a calendar to monitor student learning (e.g. annual calendar; ask for reports re: curriculum) incorporate student and teacher voice
- Do we play a role in curriculum management review? Help to digest it for the board’s deeper understanding?
- Do we play a role in the strategic planning and/ or the monitoring of the strategic planning?

Lindy Johnson likes the idea of the committee taking a closer look at the curriculum management review; Jill Olson agreed. Diane Nichols-Fleming indicated that our next step would be to analyze why some students are doing better with SLOs while others are

struggling - who are we losing along the way? At what point did we lose them? Jill Olson noted that in health care we use the term “performance improvement” versus “quality.” She reiterated a comment Kari had made earlier; that the monthly presentations are a big ask of Jen Miller-Arsenault and her time. Brenda Vernille shared that she would like the committee and board to consider curriculum review in the sex education curriculum; she spoke about the topic of sexual violence. Superintendent Olkowski stated that Steven Dellinger - Pate will be working with U-32 teachers during curriculum camp, and will address some of these issues. He shared that, district-wide, we have recently hired a COVID-19 coordinator, and one of the topics she will be working on is “Community Health Education” and working with school nurses and health teachers to address some of these issues.

Brenda Vernille asked how to initiate a curriculum review with an eye on to how to change for the better; particularly how to start younger. Where does she go from here to address this? Diane Nichols-Fleming stated that the topic is broader than “sex education” - the broader issue is how to advocate for themselves. Jill Olson stated that this is a topic of discussion for the board as a whole and for the administration. She thanked Brenda for her input and insight and she suggested that this is a topic for the board to address as opposed to this committee.

Kari Bradley will work with Superintendent Olkowski and with Jen Miller-Arsenault about fleshing out some of the future plans as discussed. He suggested that the committee take a break this summer - both July and August.

**6. Updating Board Education Quality Goals:**

Kari Bradley asked the committee their thoughts on addressing this task: to update board education quality goals, as discussed at the board retreat. Jill Olson agreed that the goals need revision. Diane Nichols-Fleming stated that she also thinks the committee needs to check in with the full board to see that they are in agreement that the goals should be updated and that education quality is still a priority for the board.

The committee briefly discussed advanced placement courses with Anna Farber, based on her experience. She stated that for AP courses, students have the option if they have a teacher recommendation, to take the class and the test. Lindy Johnson stated that her understanding is that there are scheduling issues around students who opt for AP courses not having opportunities to take courses like photography. The committee will discuss these topics at a future meeting.

**7. Future Agenda Items**

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

**7.2.** June: Post-secondary Plans and Outcomes

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

**8. Adjourn: The committee adjourned by consensus at 6:23 p.m.**

Respectfully submitted, Lisa Stoudt, Committee Recording Secretary

## **Student Achievement Goal Update Oct 2021**

To: Education Quality Committee

From: Kari

The board has asked our committee to recommend a draft update to our goals for student achievement with an eye towards using the SMART goal format. Our next regular board meeting will be October 20.

Last fall we adopted two goals related to education quality (below). We designed these to help create a solid foundation for improving educational outcomes in the future. The first goal was to review each of the Student Learning Outcomes, develop a shared understanding of what is involved, and ultimately design a system for the board to monitor student achievement on an annual basis. We got close to finishing that review in the spring and we may want to simply complete that work.

The second goal was to prepare ourselves for strategic planning and ultimately adopt a new plan. We clearly did not make the progress we expected towards this goal and given the circumstances, I recommend we rethink this one. To me, we do need a strategic plan but it makes sense to wait until we have next year's superintendent in place to lead the process. We may still want to ready ourselves for strategic planning by getting familiar with the plans we have in place currently. The implementation plan best describes our District's current approach. You will also find in this packet a summary of effective instructional practices as called for in our State Systemic Improvement Plan (SSIP). Please look these over and consider how else we might use the coming year to prepare ourselves for future planning.

### **2020-2021 Goals**

1. Establish a board process for review and analysis of student achievement of our Student Learning Outcomes

- a. Regular (monthly) and comprehensive (all Student Learning Outcomes)
- b. Support from Education Quality Committee
- c. Establish review calendar for SY2020-2021
- d. Committee use established discussion protocol, propose to start with adapted Making Meaning Protocol
- e. Committee will incorporate teacher and student voices and perspectives
- f. Standing monthly school board agenda item to engage committee findings
- g. Goal is fuller understanding of our district's approach and performance
- h. Year-end reflection to fine-tune system (June 2021)

Desired Outcome: Board agreement on ongoing system for monitoring student SLO achievement, June 2021

2. Develop a district-wide strategic plan incorporating input to improve learning for all students that reflects the values of our community

a. Board authorize and participate in a curriculum or instructional review

i. Board members understand review purpose and process

b. Additional stakeholder input

i. Board engage community for higher-level input (values and vision)

1. Summarize findings from CIP process

2. Additional engagement activities

ii. Leadership Team engage teachers and staff

iii. Incorporate findings from student achievement review process

c. Leadership Team develop/propose a 3-5 year strategic plan

i. To guide improvement initiatives and budgeting

ii. Includes system-wide learning goals to close student achievement gap

iii. Includes focus on transferable skills and social and emotional health

iv. Board adoption

d. Board use plan as basis for 2022-2023 budget

Desired Outcome: Board and Leadership Team alignment on new 3-5 year strategic plan, September 2021

# WASHINGTON CENTRAL EFFECTIVE PRACTICES FOR MATHEMATICS INSTRUCTION & IMPLEMENTATION PLAN

Version 2.0, Spring 2021

## How to Use the Practices? - A Reflective Cycle

There are eight Effective Practices highlighted in this document that are all equally important and interconnected. The goal is to have all eight working together in concert daily. However, there is a need to start with something small and manageable. The three steps of a reflective cycle of inquiry outlined below are a suggested approach that educators can use to find an entry point and decide what the next step in their own development should be (see Figure 2, Knight, 2018). Educators may find it helpful to enlist the support of an administrator, coach, mentor, or peer.

### **Step 1: Identify**

- Collect some data that will help you get a sense of your current reality. This could be a video, running record, self-reflection, student work, assessment data, etc.
- Use the Effective Practices to identify areas of students' strength and need.
- Then, choose a Practice that you'd like to be your area of focus and look at the "Students will" statements to develop a student-centered goal.
- ***What change would you like to see in your students?***

### **Step 2: Learn**

- Dig deeper into one Practice. Explore the "Instructional Strategies" within that Practice.
- If needed, you may want to develop a new strategy.
- Learn one or more teaching strategies that will help you to make progress towards your goal. Working with a coach, mentor, or peer could support this learning.
- ***What strategy will you try and how will you learn it?***

### **Step 3: Improve**

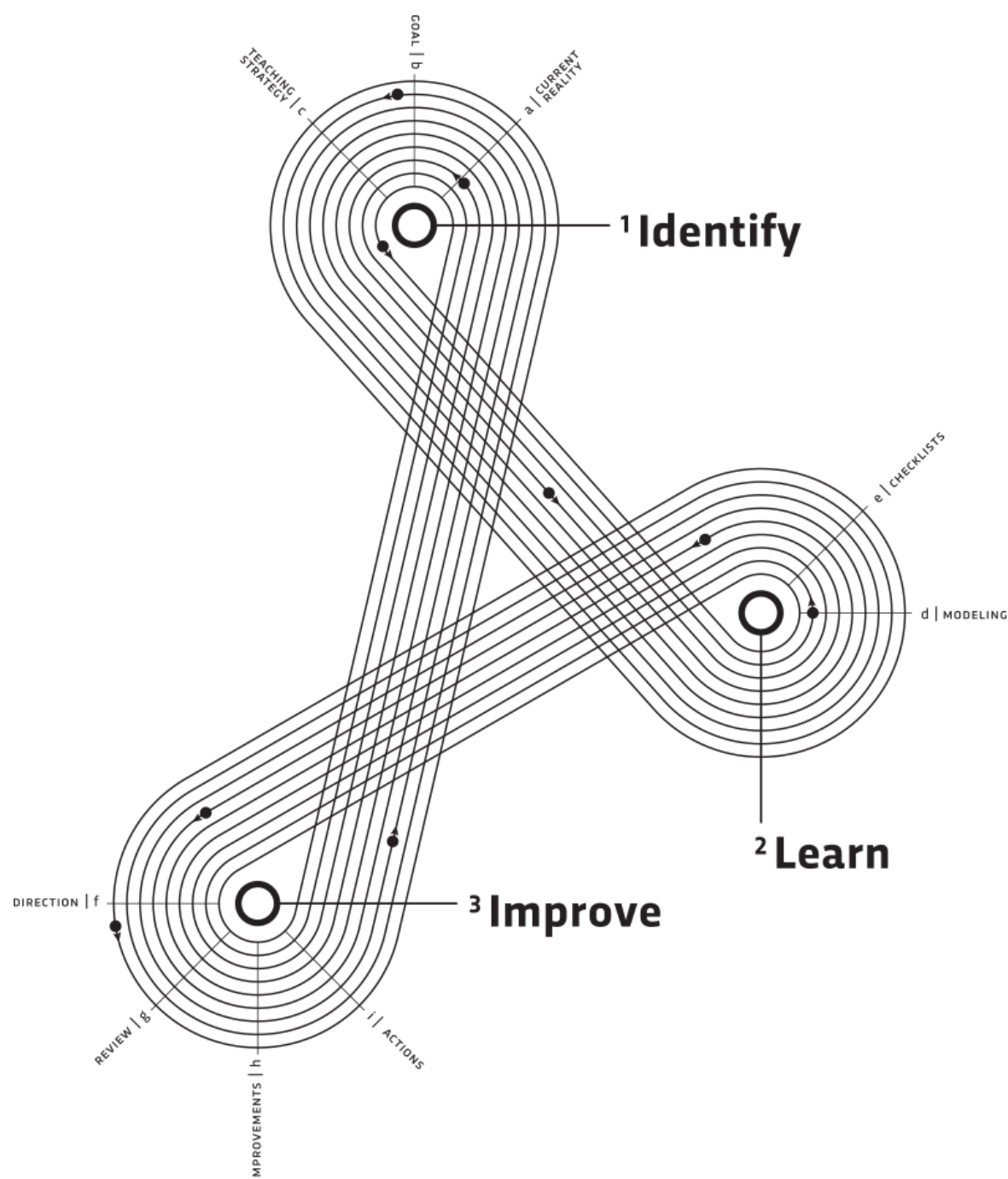
- Make adjustments until you've met your goal by reflecting on and discussing your progress (with a colleague, PLC, administrator, or coach).
- Then, plan your next actions.
- ***What did you learn and what will be your next goal and/or area of focus?***



# WASHINGTON CENTRAL EFFECTIVE PRACTICES FOR MATHEMATICS INSTRUCTION & IMPLEMENTATION PLAN

Version 2.0, Spring 2021

Figure 2. A Reflective Cycle of Inquiry (Knight, 2018)



# WASHINGTON CENTRAL EFFECTIVE PRACTICES FOR MATHEMATICS INSTRUCTION & IMPLEMENTATION PLAN

Version 2.0, Spring 2021

WCUUSD EFFECTIVE PRACTICES FOR MATHEMATICS INSTRUCTION	
<b>Practice 1:</b> Facilitate the use of multiple representations to develop math concepts.	Danielson Domain 1: Planning and Preparation
<b>Practice 2:</b> Structure math class to support learning.	
<b>Practice 3:</b> Build an inclusive community of math learners.	Danielson Domain 2: Classroom Environment
<b>Practice 4:</b> Use and respond to daily, ongoing formative assessments.*	Danielson Domain 3: Instruction
<b>Practice 5:</b> Use purposeful questioning & discussion techniques.*	
<b>Practice 6:</b> Use conceptual understanding to build fluency.	
<b>Practice 7:</b> Promote varied and precise math language.	
<b>Practice 8:</b> Collaborate to develop inclusive systems of support.*	Danielson Domain 4: Professional Responsibilities

\*These practices are transferable across content areas.

# WASHINGTON CENTRAL EFFECTIVE PRACTICES FOR MATHEMATICS INSTRUCTION & IMPLEMENTATION PLAN

Version 2.0, Spring 2021

## Practice 4: Use and respond to daily, ongoing formative assessments.

Danielson Domain 3: Instruction (Components D & E)

### DEFINITION:

Formative Assessment is a quick check for understanding that elicits evidence of student thinking. This is then used to assess progress toward mathematical understanding and to adjust instruction continually in ways that support and extend learning. (NCTM, *Principles to Actions*).

### RATIONALE:

There is a noticeable difference in educational outcomes when teachers use ongoing formative assessment practices such as establishing learning goals, creating daily checks for understanding, providing feedback on students' successes and needs, and aligning instruction with students' needs (Hattie, 2009).

### DETAILS:

- Key components are:
  - Alignment with clear learning targets.
  - Short, daily checks for understanding.
  - Feedback that provides students understanding of what they know and where they need more practice.
  - Data is used to inform daily instruction.
- Include some level of estimation (number sense) and mathematical reasoning (with a focus on math conceptualization) when applicable.
- Use open ended (accessible and extendable) prompts whenever possible that require students to show or explain their thinking.
- Focus on how you are giving feedback and how students are receiving it.
- Align checks for understanding with the day's learning target, but be responsive to where the lesson actually went.
- Use some kind of record keeping to track student progress.

### RESPONSIBILITIES:

#### Teachers will:

- Allot approximately 5 minutes during each daily lesson to collect formative assessment.
- Ensure that students can show both what they do know and what they don't know.
- Keep track of and communicate student progress.
- Provide accessible, specific feedback.
- Provide opportunities for students to self-assess their progress and set goals.
- Use formative assessment to plan the next steps in instruction.

#### Students will:

- Engage with formative assessment tasks.
- Demonstrate current level of understanding.
- Reflect on their math progress and make decisions on next steps.

# WASHINGTON CENTRAL EFFECTIVE PRACTICES FOR MATHEMATICS INSTRUCTION & IMPLEMENTATION PLAN

Version 2.0, Spring 2021

- Accept and respond to feedback (revising thinking when appropriate).

## **Administrators will:**

- Ask about the daily formative assessment and instructional decision making after a walkthrough.
- Support teachers to develop formative assessment data recording systems.
- Provide time in the schedule on going for teachers in collaborative teams to review and respond to student data to inform inclusive instruction.
- Encourage teachers to develop and share formative assessments district wide.

## **RESOURCES & EXAMPLES:**

- [Creating a Formative Assessment System - Article](#)
- [Formative Assessment Workshop at Berlin](#)
- [Formative Assessment Strategies](#)
- [My Favorite No](#)
- [Quizizz Formative Assessment Platform](#)
- [Formative Assessment PD Module](#)

## **INSTRUCTIONAL STRATEGIES:**

- [Data Chat Checklist \(Hollis' Data Chat Sheet\)](#)
- [Clear Learning Outcomes Checklist](#)
- [Using Assessments Effectively Checklist](#)
- [Effective Feedback Checklist](#)
- [Guiding Questions Checklist](#)

\* Edited by Ellen and Anne on 3/16/2021

## Student Achievement

Current Goal	<p>1. Establish a board process for review and analysis of student achievement of our Student Learning Outcomes</p> <ul style="list-style-type: none"> <li>a. Regular (monthly) and comprehensive (all Student Learning Outcomes)</li> <li>b. Support from Education Quality Committee</li> <li>c. Establish review calendar for SY2020-2021</li> <li>d. Committee use established discussion protocol, propose to start with adapted Making Meaning Protocol</li> <li>e. Committee will incorporate teacher and student voices and perspectives</li> <li>f. Standing monthly school board agenda item to engage committee findings</li> <li>g. Goal is fuller understanding of our district's approach and performance</li> <li>h. Year-end reflection to fine-tune system (June 2021)</li> </ul> <p>Desired Outcome: Board agreement on ongoing system for monitoring student SLO achievement, June 2021</p>
Specific	<ul style="list-style-type: none"> <li>• What will be accomplished?</li> <li>• What actions will we take?</li> <li>• Who needs to be involved to achieve the goal?</li> <li>• Why is this a goal?</li> </ul>
Measurable	<ul style="list-style-type: none"> <li>• What data will measure the goal?</li> <li>• What will success look like?</li> <li>• How much?</li> <li>• How well?</li> </ul>
Achievable	<ul style="list-style-type: none"> <li>• Is the goal doable?</li> <li>• Do we have the necessary skills and resources?</li> <li>• If not, can we attain the skills and resources?</li> <li>• What is the motivation for this goal?</li> </ul>
Relevant	<ul style="list-style-type: none"> <li>• How does the goal align with the broader goals of the school district?</li> </ul>

	<ul style="list-style-type: none"> <li>• Why is the result important?</li> <li>• Why are we setting this goal now?</li> </ul>
Time-Bound	<ul style="list-style-type: none"> <li>• What is the timeframe for accomplishing the goal?</li> <li>• How will we know that we are making progress?</li> <li>• Is the deadline realistic?</li> </ul>
SMART Goal	

Current Goal	<p>2. Develop a district-wide strategic plan incorporating input to improve learning for all students that reflects the values of our community</p> <ul style="list-style-type: none"> <li>a. Board authorize and participate in a curriculum or instructional review <ul style="list-style-type: none"> <li>i. Board members understand review purpose and process</li> </ul> </li> <li>b. Additional stakeholder input <ul style="list-style-type: none"> <li>i. Board engage community for higher-level input (values and vision) <ul style="list-style-type: none"> <li>1. Summarize findings from CIP process</li> <li>2. Additional engagement activities</li> </ul> </li> <li>ii. Leadership Team engage teachers and staff</li> <li>iii. Incorporate findings from student achievement review process</li> </ul> </li> <li>c. Leadership Team develop/propose a 3-5 year strategic plan <ul style="list-style-type: none"> <li>i. To guide improvement initiatives and budgeting</li> <li>ii. Includes system-wide learning goals to close student achievement gap</li> <li>iii. Includes focus on transferable skills and social and emotional health</li> <li>iv. Board adoption</li> </ul> </li> <li>d. Board use plan as basis for 2022-2023 budget</li> </ul> <p>Desired Outcome: Board and Leadership Team alignment on new 3-5 year strategic plan, September 2021</p>
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Specific	<ul style="list-style-type: none"> <li>• What will be accomplished?</li> <li>• What actions will we take?</li> <li>• Who needs to be involved to achieve the goal?</li> <li>• Why is this a goal?</li> </ul>
Measurable	<ul style="list-style-type: none"> <li>• What data will measure the goal?</li> <li>• What will success look like?</li> <li>• How much?</li> <li>• How well?</li> </ul>
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SMART Goal	

[From University of California SMART Goals: A How to Guide](#)