

# Washington Central Unified Union School District

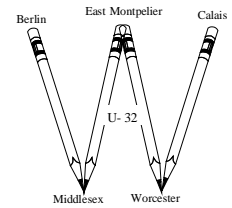
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*WCUUSD exists to nurture and inspire in all students the passion, creativity and power to contribute to their local and global communities.*

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

Bryan Olkowski  
Superintendent



## WCUUSD Quality Committee

### Meeting Agenda

5.5.21 5:00 - 6:30 pm

<https://tinyurl.com/39kse4kf>

Via Video Conference\*

Meeting ID: 815 9851 1405

Password: 385296

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

1. Call to Order
2. Approve Minutes of 4.7.21- pg. 2
3. Reflection on Last Month's Review (Science Student Learning Outcomes )
4. Discussion – Presentation of WCUUSD Physical Education and Health Student Learning Outcomes - pg. 3
  - 4.1. Making Meaning Protocol
    - What do you see?
    - What questions does this presentation raise for you?
    - What strikes you as significant?
    - What are the implications for our work?
  - 4.2. Going Forward
    - How will we share this work with the full board?
    - What worked about this process?
    - What might we change for next month's SLO presentation?
5. Committee's Future Plans (Discussion)
6. Updating Board Education Quality Goals (Discussion)
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

**\*Open Meeting Law temporary changes as of 3/30/20:**

**Boards are not required to designate a physical meeting location. Board members and staff are not required to be present at a designated meeting location.**

**Our building will not be open for meetings. All are welcome to attend virtually.**

# Washington Central Unified Union School District

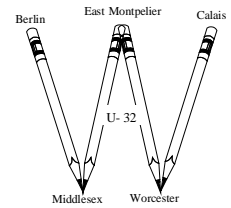
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## WCUUSD Quality Committee Meeting Minutes Unapproved 4.7.21 5:00 - 6:00 pm

**Present:** Stephen Looke, Jen Miller-Arsenault, Lindy Johnson, Kari Bradley, Anna Farber, Scott Thompson, Bryan Olkowski, Jill Olson, Diane Nichols-Fleming, Karoline May, Flor Diaz Smith

1. **Call to Order:** Kari Bradley called the meeting to order at 5:02 p.m.
2. **Approve Minutes of 3.3.21:** Diane Nichols-Fleming moved to approve the minutes of March 3, 2021. Seconded by Lindy Johnson, this motion carried unanimously.
3. **Reflection on Last Month's Review (Literacy Student Learning Outcomes )**  
Jen Miller-Arsenault responded to some of the questions that arose from the previous meeting. She was able to review some questions from the jam board activity the committee had participated in. She spoke about reading skills carrying over into most areas of learning. She also spoke briefly about looking at early literacy practices, and about some assessment tools such as STAR360. Lindy Johnson indicated that she thought the presentation last week was very clear. She appreciates the similar format in how the data is presented, as it makes it easier to look at over time. Kari Bradley indicated that he feels, with some repetition, it gets easier to digest and interpret the data.
4. **Discussion: Presentation of WCUUSD Science Student Learning Outcomes:** Jen Miller Arsenault shared a presentation about Science Student Learning Outcomes.
  - 4.1. **Making Meaning Protocol**
    - What do you see?
    - What questions does this presentation raise for you?
    - What strikes you as significant?
    - What are the implications for our work?

**Kari Bradley:** appreciation for hands-on, project based experiential learning; seems like an effective way to get kids engaged with scientific learning also noticed the equity gap: concerning differences in proficiency levels; we need to think about this going forward. **Lindy Johnson:** having opportunities for hands on learning is important for all students and to help foster equity. Professional Development around these skills. How are schedules set up to allow for science? E.g. the set up and break down of materials takes time.

**Diane Nichols-Fleming:** The Hunger Mountain hike is still in existence for a learning opportunity! Where are we with the idea of “tracking” in the science world - e.g. physics - how does this look for all students? **Flor Diaz Smith:** Could we disaggregate data by grade? **Scott Thompson:** The standards are very abstract; how to navigate them? **Anna Farber:** In middle school we have an option to do higher level science. How are standards different going forward? Looks like we are combining six into three. **Jen Miller-Arsenault:** Current seniors are graduating with the six standards. We are looking at the other classes and still trying to figure out what makes the most sense. Our current ninth graders will be using the three standards. The two classes in between (current 10th and 11th), there will be more consideration based on unique circumstances. **Karoline May:** How much autonomy do teachers have over their schedules? If we are trying to increase the amount of time designated to science. **Jill Olson:** Are we able to compare our performance to the highest performers rather than comparing to the state’s average? **Bryan Olkowski:** The work is complex, dynamic, challenging for our teachers. How do we provide the best support to our teachers so that they can provide equal and adequate access to the curriculum, to all learners?

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

- How will we share this work with the full board?
- **Kari Bradley:** With fifteen minutes on the agenda: provide abbreviated presentation.
- **Anna:** Highlight hands on learning.
- **Diane Nichols-Fleming:** Some of the bulleted summary points that came up as the committee processed.
- **Lindy Johnson:** The A.P. type science courses are not as much hands-on; are more “teaching to the test” - how to make this more dynamic?
- What worked about this process?
- What might we change for next month’s SLO presentation?
- **Kari Bradley:** Felt more comfortable working with the jam board, after some practice.
- **Anna Farber:** The graphs were more easy to understand
- **Lindy Johnson:** Appreciated having an email in advance

#### **5. Future Agenda Items:**

- Next month: PE and Health
- June: post-secondary plans and outcomes
- Plan some time for discussion about the future - where do we go with this?

**Diane Nichols-Fleming:** Will there be time to talk about special education and interventions and “drop-out rate”? **Jen Miller - Arsenault:** We can discuss this at the next meeting as we plan for June - maybe committee members can have some questions or some direction about how to guide that discussion.

##### **5.1. Co-Curricular and Advanced Placement**

#### **6. Adjourn:** The meeting adjourned by consensus at 5:55 p.m.

Respectfully submitted, Lisa Stoudt, Committee Recording Secretary

To: Education Quality Committee

From: Kari

May Committee Meeting

Hi all,

We are looking forward to our upcoming meeting and review of health and physical education. A few points about the agenda:

- We will start with a brief reflection on last month's science review.
- After the presentation, we will enter our responses to the Making Meaning prompts into the Jamboard; you are welcome to get them in ahead of time.
- As usual, we will wrap up with a brief reflection of our process and what to bring to the board.

Since there is no board meeting afterwards, our meeting will be a little longer so we can discuss our next steps as a committee and possible updates to the board's education quality goals. Below is some background information to help frame those discussions.

Thanks and see you Wednesday.

Kari

### **Committee Charge**

The job of the Education 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.

### **Ideas from Kari about possible next steps for the committee**

- Take a month (or two) off this summer!
- Finish out our review of SLOs: artistic expression and global citizenship
- Study and assess the curriculum management review and support the board's understanding
- Play a role in strategic planning and/or monitoring of the strategic plan
- Develop a system for monitoring student learning including an annual reporting calendar
  - Quarterly?
  - All SLOs, standardize evidence
  - Some update on curriculum and instruction, student and teacher voice
  - Keep student learning front and center for the board

### **Current Board Education Quality Goals**

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 (see draft below)
- 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

### **Ideas for updating Ed Quality goal from April 2021 Retreat**

- Summarize 2020-21 SLO review
- Develop calendar for 21-22 with dates so community can know
- Focus on fewer priority areas
- Optional roundtables on specific areas
- Collect Post graduate data
- Consider audience when defining evidence
- Post goals on agenda

# WCUUSD Physical Education and Health SLO

Education Quality Committee  
May 5, 2021

## 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.



### PHYSICAL EDUCATION AND HEALTH

#1

#### MOTOR SKILLS AND MOVEMENT

Demonstrate competency in a variety of specialized skills necessary for participation in lifetime physical activities.

#4

#### CORE HEALTH CONCEPTS

Comprehend concepts related to health promotion and disease prevention to enhance health.

#2

#### APPLICATION OF KNOWLEDGE

Apply knowledge of concepts, principles, strategies, and tactics related to movement and performance.

#5

#### INFLUENCES ON HEALTH

Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

#3

#### PHYSICAL ACTIVITY AND FITNESS

Demonstrate the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.



WASHINGTON CENTRAL<sup>6</sup>  
SUPERVISORY UNION

# Modified [Making Meaning Protocol](#)

As you enjoy this presentation, consider:

- What do you see?
- What questions does this presentation raise for you?
- What strikes you as significant?
- What are the implications for our work?

Feel free to post in the [Jamboard](#) before and during the presentation.



# Curriculum Overview

- [Video Overview](#) (3:43) from Brian Divelbliss: U-32 Department Head for Health, Physical Education, and Driver's Education



PHYSICAL EDUCATION AND HEALTH	
PBGR	
Standard 1: Motor Skills and Movement	
	Demonstrate competency in a variety of specialized skills necessary for participation in lifetime physical activities.
<b>Performance Indicators:</b>	
a.	Refine activity-specific movement skills in more than one lifetime physical activity (e.g., outdoor pursuits, individual and/or group performance activities, dance, yoga, strength training, net/wall games, or target games).
b.	Combine and apply movement patterns, from simple to complex, and implement previously learned skills into game situations and in a variety of lifetime activities.
c.	Demonstrate consistent physical participation in a variety of individual and team physical activities.
Standard 2: Application of Knowledge	
	Apply knowledge of concepts, principles, strategies, and tactics related to movement and performance.
<b>Performance Indicators:</b>	
a.	Demonstrate knowledge associated with exercise in selected individual and/or group activities (e.g., dance, yoga, strength training, net/wall games, target games, and/or outdoor pursuits) appropriately.
b.	Use movement concepts and principles to analyze and improve performance of self and/or others in selected skills.



# Curriculum: Standards and Performance Indicators

## Aligned to Society of Health and Physical Educators (SHAPE) Standards

1. Motor Skills and Movement: Demonstrate competency in a variety of specialized skills necessary for participation in lifetime physical activities.
2. Application of Knowledge: Apply knowledge of concepts, principles, strategies, and tactics related to movement and performance.
3. Physical Activity and Fitness: Demonstrate the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.
4. Core Health Concepts: Comprehend concepts related to health promotion and disease prevention to enhance health.
5. Influences on Health: Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

PHYSICAL EDUCATION AND HEALTH	
PBGR	
Standard 1: Motor Skills and Movement	
	Demonstrate competency in a variety of specialized skills necessary for participation in lifetime physical activities.
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b.	Use movement concepts and principles to analyze and improve performance of self and/or others in selected skills.

# Instruction: Elementary School Examples





# Instruction: Elementary School Examples

## Jump Rope (2:29)



# Instruction: Middle and High School Examples

## Slackline (0:14)



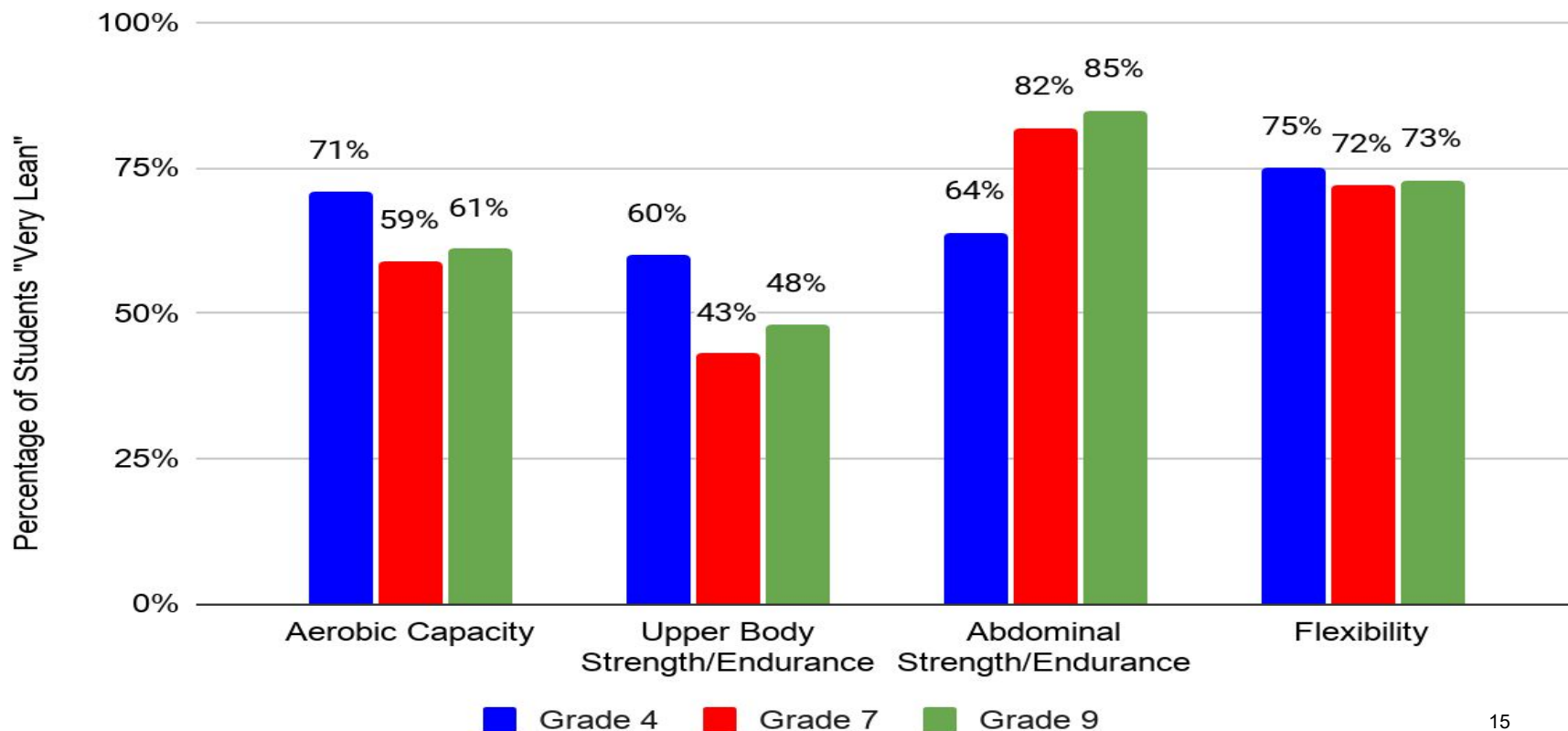
# Analysis of Data

- We have fewer sources of data to analyze regarding our students' performance in Physical Education and Health.
- We have no common assessments in elementary school regarding Health Education, and we currently approach Health Education differently in each elementary school.
- Currently, we can only disaggregate FitnessGram data by gender, and the categories are binary.

# Vermont Physical Education Assessment (VTPEA)

- A suite of assessments including FitnessGram, the Brockport Physical Fitness test, and the Individualized Fitness Assessment
- Assesses the domains of aerobic capacity, abdominal muscular strength and endurance, upper body muscular strength and endurance, and flexibility.
- Administered to students in Grades 4, 7, and 9
- Included in the state accountability system
- Typically administered in April-May each year
- Cancelled in 2020 and 2021

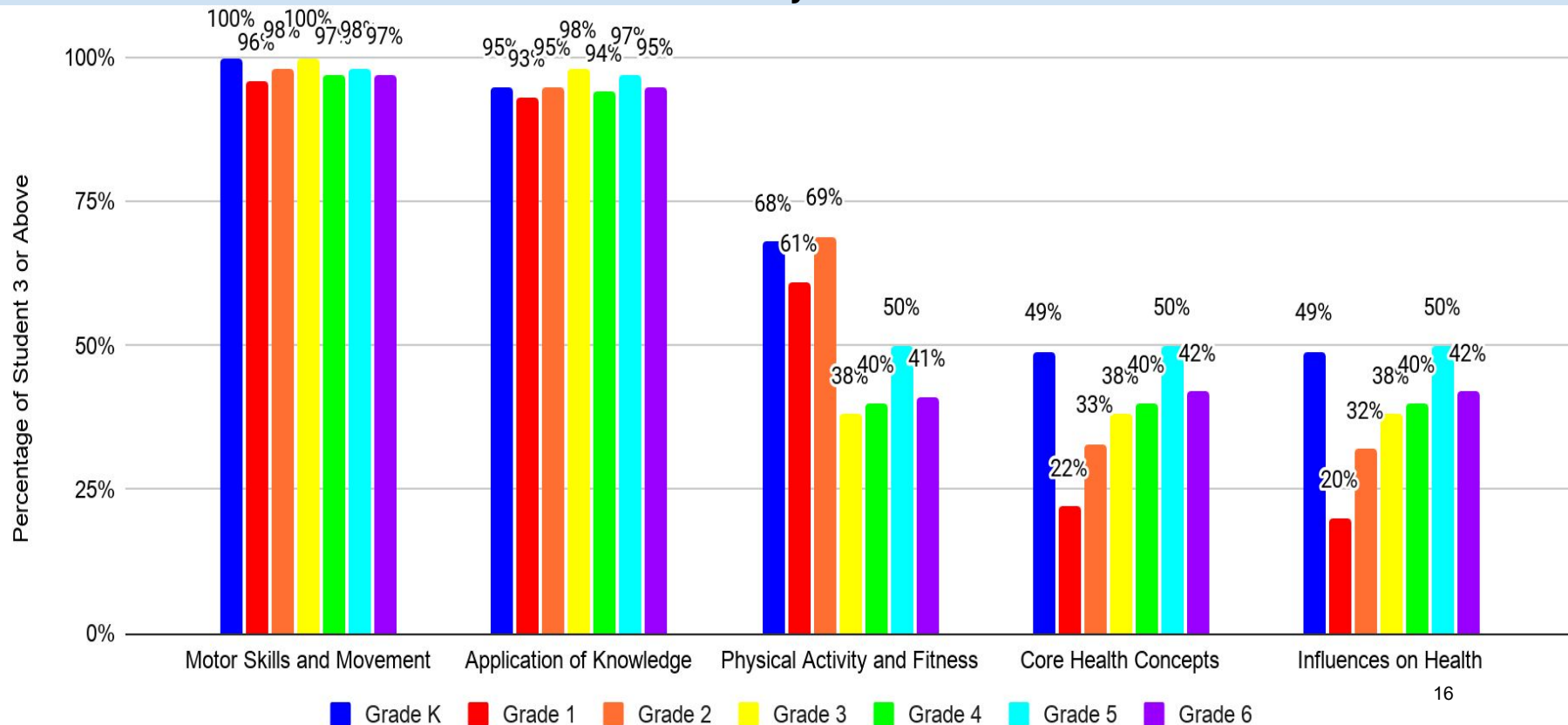
## 2018-2019 VTPEA Data Grades 4, 7, 9





# WCUUSD Elementary Report Card Data

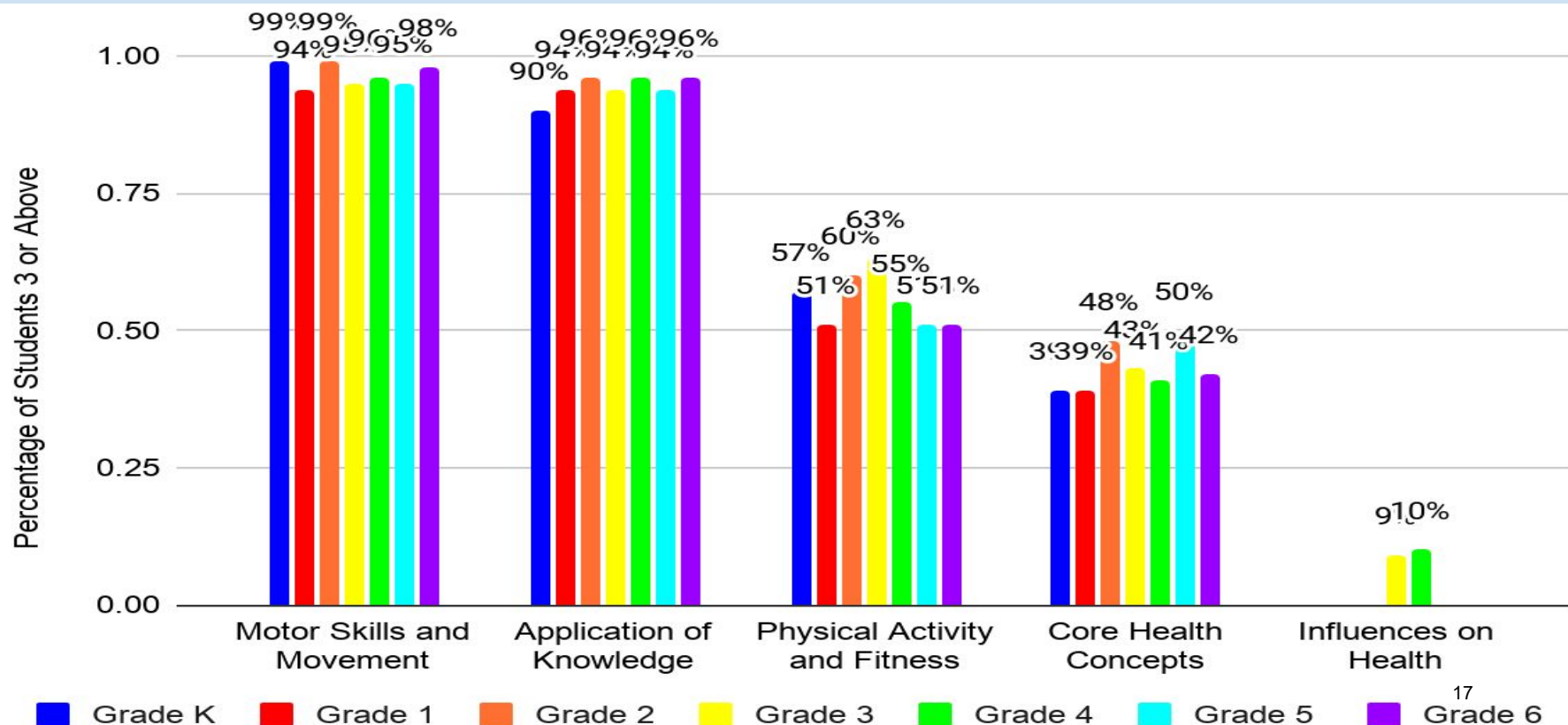
## January 2020





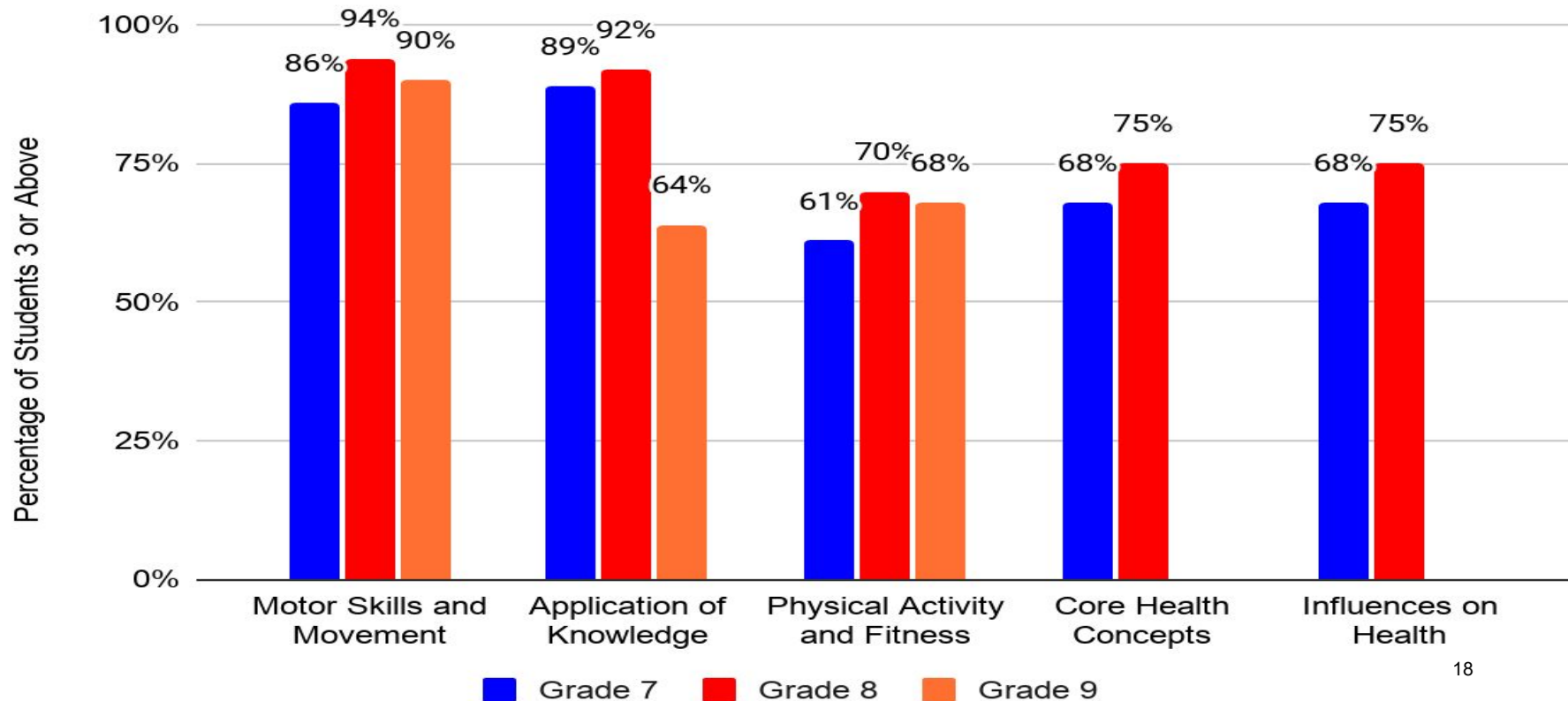
# WCUUSD Elementary Report Card Data

## January 2021

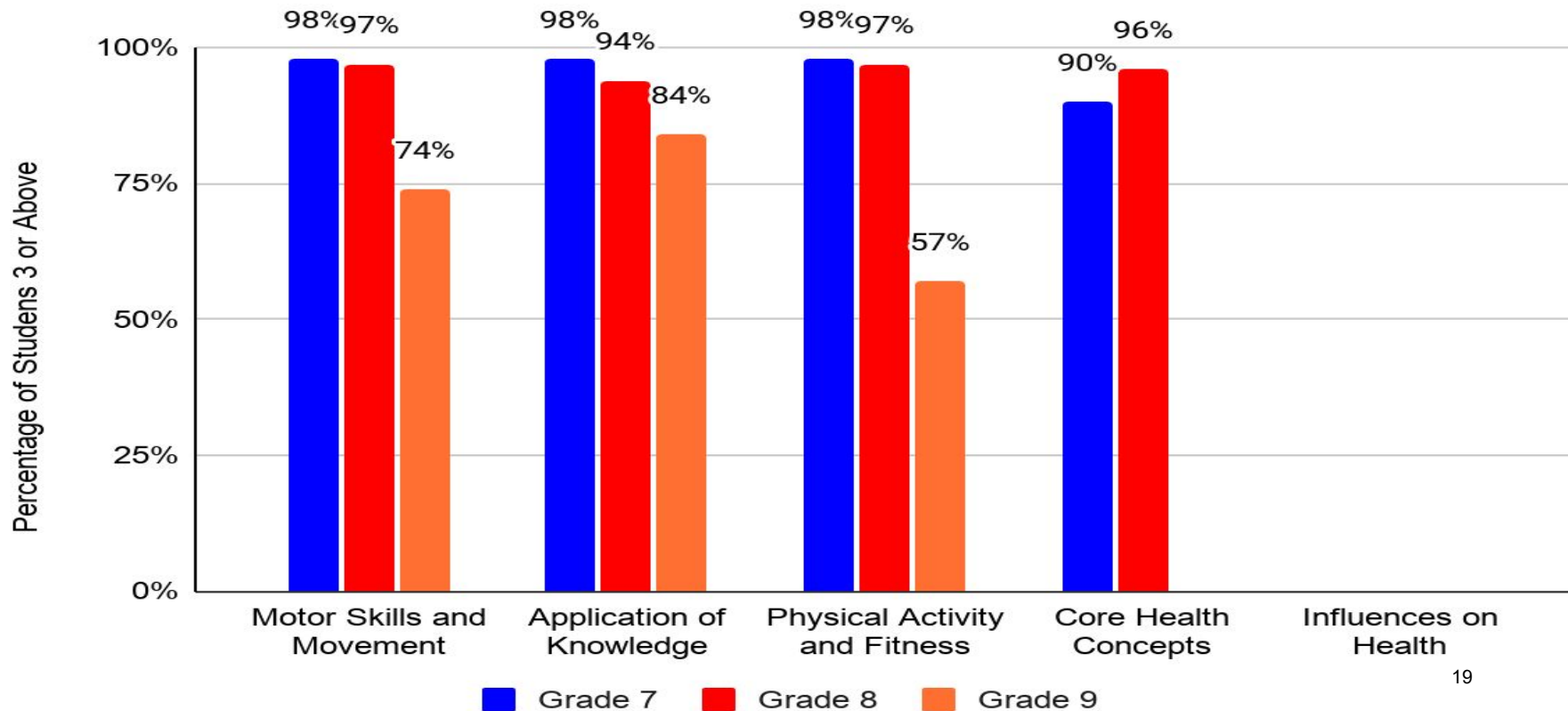


# WCUUSD Middle School Report Card Data

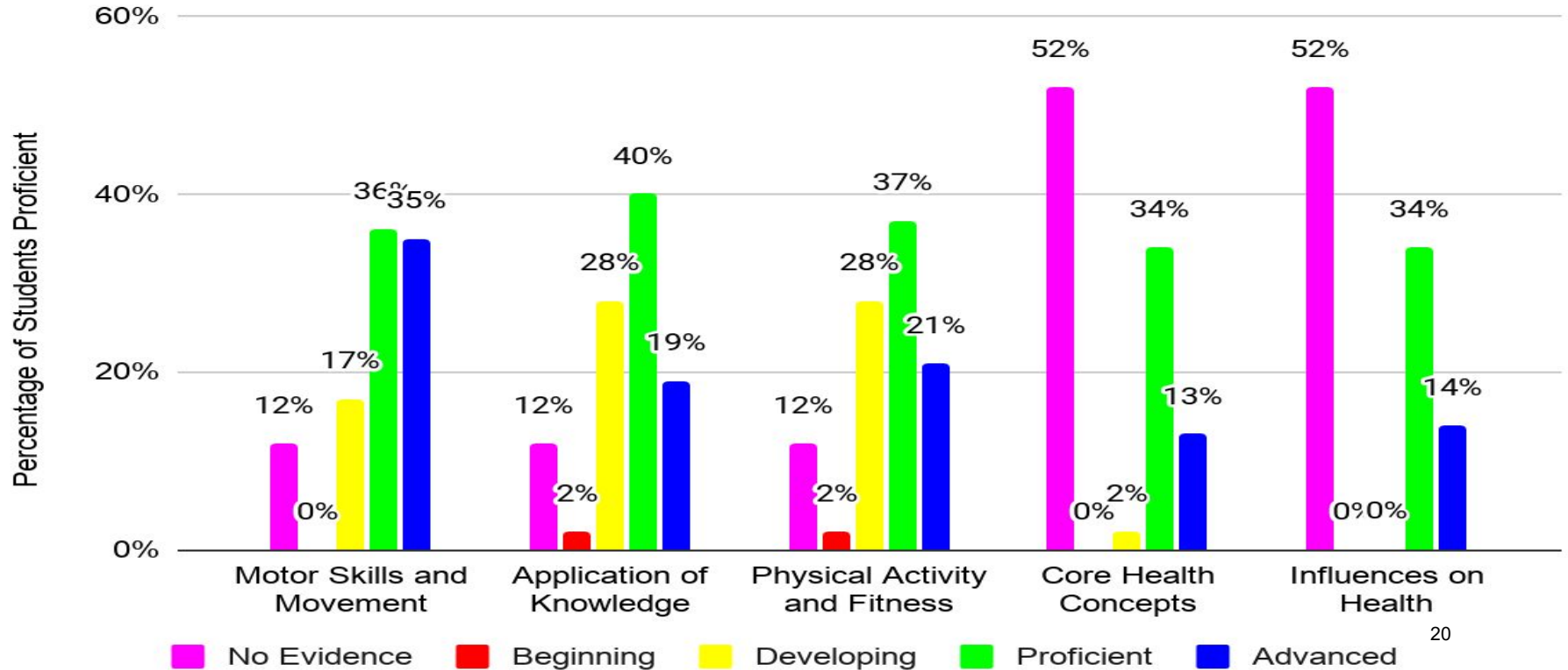
## June 2020



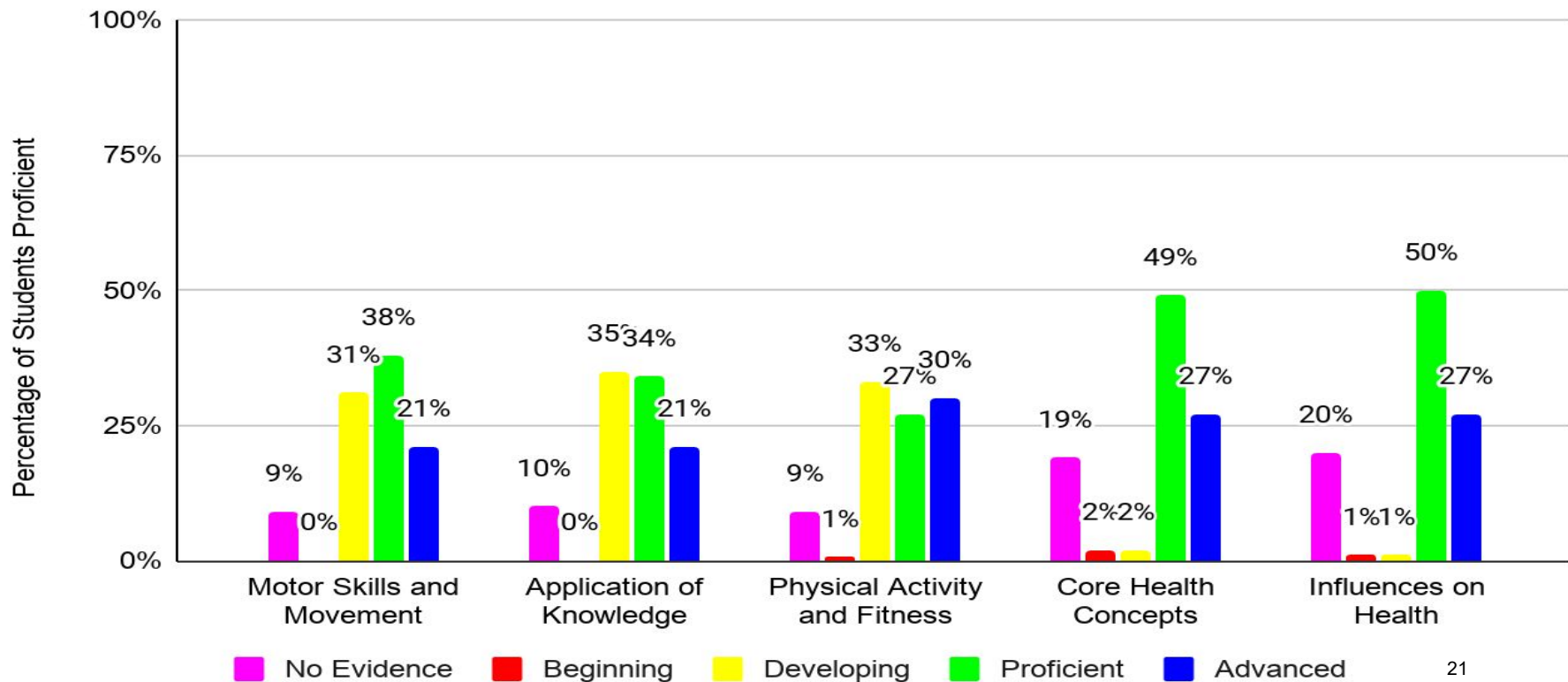
# WCUUSD Middle School Report Card Data January 2021



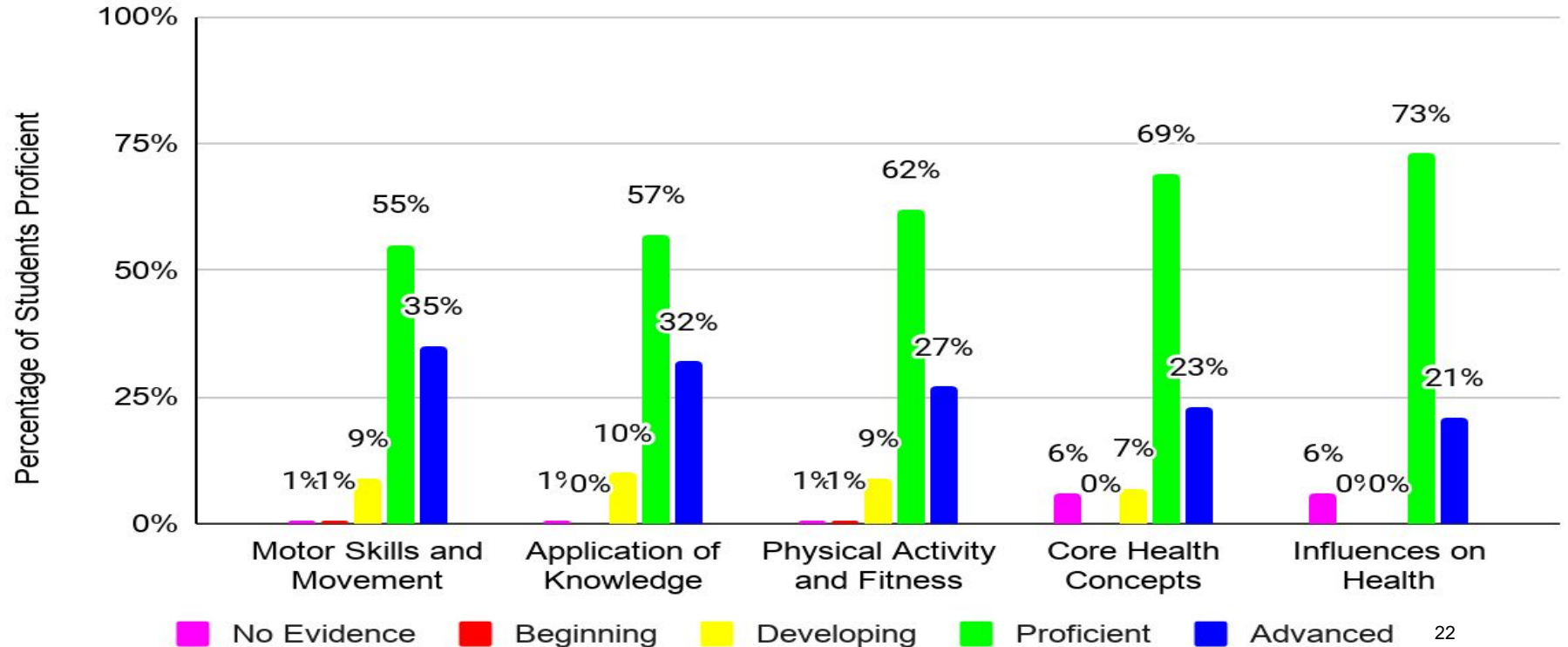
# Assessment Data: PBGR's for Current Grade 10 June 2020 (End of 9th Grade)



# Assessment Data: PBGR's for Current Grade 11 June 2020 (End of 10th Grade)



# Assessment Data: PBGR's for Current Grade 12 June 2020 (End of 11th Grade)



# School Board Role

- Health education in elementary school
- Exploration of and support for flexibility and student opportunities regarding time
- What else?

## STUDENT LEARNING OUTCOMES



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#### INFLUENCES ON HEALTH

Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

#3

#### PHYSICAL ACTIVITY AND FITNESS

Demonstrate the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.



# Modified Making Meaning Protocol

- Review Jamboard results:
  - What did you see?
  - What questions did this presentation raise for you?
  - What struck you as significant?
  - What are the implications for our work?
- Then respond:
  - What sense are you making of this presentation?
  - How will this understanding inform our work?



# Next Steps and Debrief

- How will we share this work with the full school board? What are one or two headlines or key points to share with full school board?
- What worked about this process?
- What might we change for next month's SLO presentation?