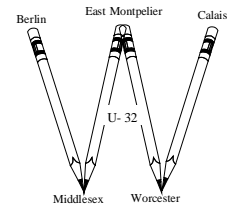


Washington Central Unified Union School District

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

Bryan Olkowski
Superintendent



**WCUUSD Quality Committee
Meeting Agenda
3.3.21 5:00 - 6:00 pm
<https://tinyurl.com/y94w542s>
Via Video Conference*
Meeting ID: 868 9215 5139
Password: 823266
Dial by Your Location: 1-929-205-6099**

1. Call to Order
2. Approve Minutes of 2.3.21 – pg. 2
3. Reflection on Last Month's Review (Mathematical Content and Practices)
4. Discussion – Presentation of WCUUSD Literacy Student Learning Outcomes – pg. 5
 - 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. Future Agenda Items
 - 5.1. Co-Curricular and Advanced Placement
6. 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.

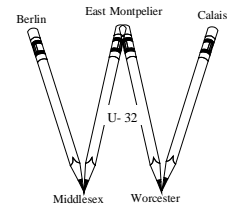
Our building will not be open for meetings. All are welcome to attend virtually.

Washington Central Unified Union School District

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

Bryan Olkowski
Superintendent



WCUUSD Quality Committee Meeting Minutes Unapproved 2.3.21 5:00 - 6:00 pm

Present: Ellen Dorsey, Stephen Looke, Flor Diaz Smith, Jen Miller-Arsenault, Lindy Johnson, Kari Bradley, Anna Farber, Jim Garrity, Scott Thompson, Bryan Olkowski, Jill Olson, Diane Nichols-Fleming

1. **Call to Order:** Kari Bradley called the meeting to order at 5:00 p.m.
2. **Approve Minutes of 1.6.21:** Diane Nichols-Fleming moved to approve the minutes of December 2, 2020. Seconded by Kari Bradley, this motion carried unanimously.
3. **Reflection on Last Month's Review (Continuous Improvement Planning):**
Diana Nichols-Fleming indicated that last month's presentation had been a quick presentation, but she believes that this topic should be included in presentations to the full board, from Ed Quality Committee, in an ongoing way. Some discussion followed around how much time on the agenda for the board meeting should be allowed for Ed Quality presentation. Kari Bradley asked whether committee members had any feedback about presenting thought provoking questions to the full board; he felt that it "fell flat" at the recent meeting. Committee members felt that it was important to continue to engage the larger group in these discussions. Some discussion followed about linking the Ed Quality presentations to "how does it inform the work of the board?"
4. **Discussion-Presentation of WCUUSD Mathematical Content and Practices:** Jen Miller-Arsenault shared this presentation.
 - 4.1. **Making Meaning Protocol**
What do you see?
Jill O: Would like to take a deeper dive on the cohort data slide.
Lindy J: A lot of data from different aspects; looking at videos as data (children describing their work) looking at data in cohorts is helpful.
Kari: Seems like our assessment data is "low" - though we haven't defined a standard yet.
Anna: Noticing that there is a break/ trend in the scores -why do they start to decline?
Diane N-F: Working toward what does a year of growth look like for all kids versus what we are told a year of growth should look like; paying attention to what teachers are saying; using a tool that is at the ready to gather data. Helpful to see that we haven't seen a dramatic nose dive given effects of pandemic

Flor Diaz Smith: From seeing the data, especially in report card, seems like we are more aligned than we were last year. Would be nice to see more years (this data showed Jan 20/ Jan 21). Videos of children were very formative.

- **What questions does this presentation raise for you?**

Kari: How can we as a board cultivate a culture that supports student achievement in math?

Anna: Why has the SBAC score declined as you go up in grade level? Does the curriculum address math and how it will play out in the “real world?”

Diane N-F: Agree with the questions that Kari and Anna asked.

Flor Diaz Smith: Teacher coaching and professional development as factors? Why don't we look at ACT data? (along with SAT). How does teacher evaluation fit into the equation?

Lindy: Professional development - new programs were chosen in the past year; how will this data change with teacher training and implementation?

Stephen Looke: How are students on IEPs and free and reduced lunch performing in math?

Bryan Olkowski: Any evaluation system should be built around building capacity. How do we ensure consistency both within schools and across the schools? Have we identified what students should be able to do in the beginning, middle and end of lessons? Have we identified what teachers should be able to do? What high level teaching practice is embedded in the lessons? How do administrators identify high level teaching practice? How do we take what we know and affect all of the students across the district?

- **What strikes you as significant?**

Diane N-F: We are chasing our tail during this time of COVID but it is helpful to have actual data to look at - we can see where to shore up; where the strong holds / solid ground are.

Flor D-S: The information will help us with continuous improvement plan.

Stephen Looke: Why was there relatively high level of success in math, remotely?

Kari: Sense of urgency - we need to improve as quickly as we can in this area - how do we keep this sense of urgency over time, because it takes time and resources. If the board feels a sense of urgency, how can we keep it at the forefront?

Anna - Math is a weakness for some. Make math more than paperwork; make it more fun.

Bryan: We are having some success with just having students in school. The time that students missed - we are in the middle of a major crisis - as we come out of this pandemic we will have to deal with the regression - we have a lot of work ahead of us.

- **What are the implications for our work?**

- Strategic planning
- Keeping this front and center
- Continuous improvement plan
- Support professional development
- Need to acknowledge that we are in person, need to give it time to build traction; need to keep the balance of moving forward without losing sight of the long game.
- Need to keep all students in all of the schools in mind as we plan; not just the students in our community - this will affect how we plan to allocate resources.

4.2. Going Forward

- **How will we share this work with the full board?**

Jill: Would like to see a key question answered with data. Asking others to do the analysis is hard.

Flor: Concentrate on what Jill said and what is the school board's role?

Kari: Include videos - the kids are so smart and charming; it's important for school board members to see.

- **What worked about this process?**
- **What might we change for next month's SLO presentation?**
 - more time for discussion
 - same format - more in depth opportunity for looking at data
 - looking at equity (e.g. free and reduced lunch data)

5. Future Agenda Items

5.1. Co-Curricular and Advanced Placement

6. Adjourn: The committee adjourned at 5:58 p.m.

Respectfully submitted,
Lisa Stoudt, Committee Recording Secretary

To: Education Quality Committee

From: Kari

March Committee Meeting

Hi all,

We are looking forward to next week's meeting and the opportunity to review literacy. A few points about our agenda:

- We will start with a brief reflection on last month's math review. The discussion at the board level went particularly well so let's consider how to keep that going.
- In response to committee feedback from last time, this month's presentation includes more analysis and the achievement data will include comparisons with students on Free & Reduced Lunch and Individualized Education Plans.
- We will use the Making Meaning protocol, but also make use of a new technology [Jamboard](#). This will allow us to enter our responses to the prompts ahead of time and consider each other's responses prior to the meeting. Take a look at Jen's brief tutorial on using Jamboard [here](#). As you are going through the presentation, please input your responses to our prompts. If possible take a look at the Jamboard just prior to our meeting. We'll still have time to add responses during the meeting but this process should save time for additional analysis. Once again the protocol prompts are:
 - What do you see?
 - What questions does this presentation raise for you?
 - What strikes you as significant?
 - What are the implications for our work?
- As usual we will wrap up with a brief discussion of our process and what to bring to the board. Here is a question for us to consider:
 - What is a headline from this review that we should share with the board?

Below are our review subjects for the coming months.

Thank you for supporting this work.

Kari

April: Science

May: Physical Education and Health

June: Post-Secondary Plans and Outcomes

WCUUSD Literacy SLO

Education Quality Committee
March 3, 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.



LITERACY

#1

READING

Comprehend, interpret, analyze, and evaluate a wide range and level of complex literary and informational texts.

#2

EXPOSITORY WRITING

Produce clear and coherent writing for a range of informative and analytical tasks, purposes, and audiences.

#3

EXPRESSIVE WRITING

Develop polished written work in a variety of genres following a process of drafting, feedback, and revision.

#4

EXPOSITORY RESEARCH WRITING

Conduct short and sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

#5

SPEAKING & LISTENING

Initiate and participate effectively in a range of discussions, responding thoughtfully to diverse perspectives and expressing ideas clearly and persuasively.

#6

LANGUAGE

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

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: Standards and Performance Indicators

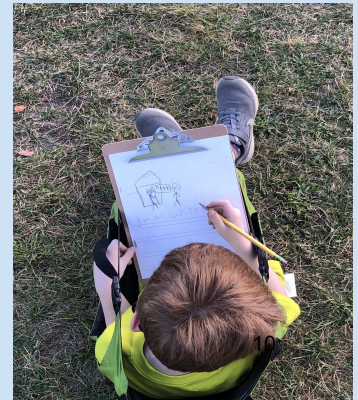
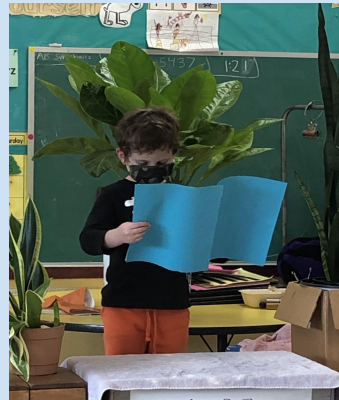
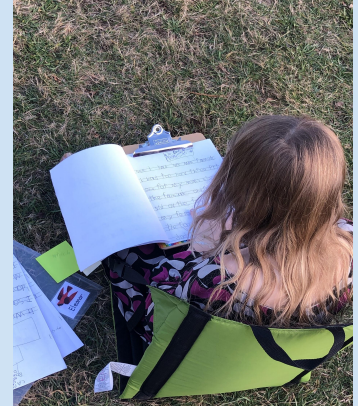
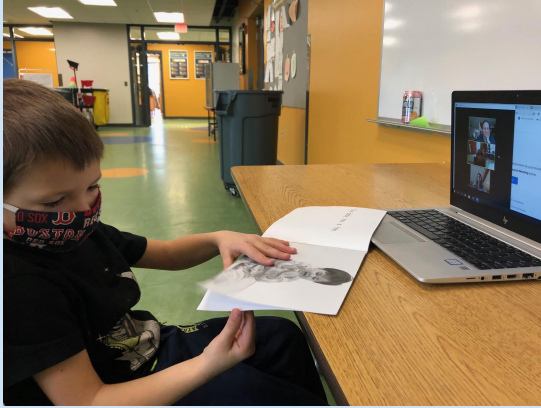
1. **Reading:** Comprehend, interpret, analyze, and evaluate a wide range and level of complex literary and informational texts.
2. **Expository Writing:** Produce clear and coherent writing for a range of informative and analytical tasks, purposes, and audiences.
3. **Expressive Writing:** Develop polished written work in a variety of genres following a process of drafting, feedback, and revision.
4. **Expository Research Writing:** Conduct short and sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
5. **Speaking and Listening:** Initiate and participate effectively in a range of discussions, responding thoughtfully to diverse perspectives and expressing ideas clearly and persuasively.
6. **Language:** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

LITERACY	
PBGR	
Standard 1: Reading	
	Comprehend, interpret, analyze, and evaluate a wide range and level of complex literary and informational texts.
	Performance Indicators: a. Strategic reading/reading within the text: Actively work to understand grade-level texts. b. Critical reading/reading beyond and about the text: Use inductive reasoning to create an interpretation of grade-level texts. c. Reading habits: Read to learn and for pleasure inside and outside school settings.
	Specific contents to help with scales:
a.	Cite strong and thorough textual evidence to support an analysis of the text, including any applicable primary or secondary sources, and determine both explicit and implicit meanings, such as inferences that can be drawn from the text and where the text leaves matters uncertain.
b.	Determine the central ideas of the text and provide an objective summary.
c.	Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
d.	Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful.
e.	Analyze how an author chose to structure a text and how that structure contributes to the text's meaning and its aesthetic and rhetorical impact.
f.	Determine an author's point of view, purpose, or rhetorical strategies in a text, analyzing how style and content contribute to the power,

Curriculum: Learning Progression and Scales

PI	Pre-K	K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grades 7 - 8	
3b.	3b - Structure: Organize a piece appropriate to task (using lead, transitions, ending, paragraphs).									
Structure: Organize a piece appropriate to task (using lead, transitions, ending, paragraphs).	Pre-K	K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grades 7 - 8	
	Start by drawing or telling a story.	Draw or write a story with a beginning, middle and end.	Write a story with a beginning, middle and an end. Tell in order and use transition words (and, then, so).	Write a beginning with action, talk or setting. Tell the story in order using transition words (when, then, after). Choose an action, talk or feeling that would make a good ending. Introduce characters.	Write a beginning that introduces character (s) and setting. Tell the story bit by bit using transition words (a little later, after that). Choose an action, talk or setting that makes a good ending. Begin to use paragraphs and skip lines to show sequence of events.	Write a beginning showing what was happening and/or where. Use transition words to show passing of time. Write an ending that connects to the beginning or middle of the story. Use paragraphs to separate different parts or times of the story or to show when a new character is speaking.	Write a beginning that gives clues for an upcoming problem. Use transitional phrases to show passage of time. (meanwhile, at the same time, earlier, etc.) Write an ending that connects to the storyline and/or a lesson that the character learned, provides closure.	Write a beginning which sets the story in motion and conveys a larger meaning. Use transitional phrases to connect what happened to why it happened. (because of, although, might not have, etc.) Write an ending that connects to the whole story and provides closure demonstrating a new realization, insight or change in the character or narrator.	Establish a purposeful lead to the piece. Create a structure that segments ideas for coherence. Use transitional phrases to guide the audience, allowing the reader to infer what happened and why. Build to an intentional outcome. *increase in independence from 7th to 8th grade	Establish a purposeful lead to the piece. Create a structure that segments ideas for coherence. Use varied transitional phrases to guide the audience, allowing the reader to infer what happened and why. Build to an intentional outcome. Use traditional structure (falling action).
I CAN ...	I can tell an adult the whole story.	I can draw and write a beginning to my story. I can draw and write an ending to my story. I can draw write a page for the beginning, middle and end.	I can make a beginning, middle and an end for my story. I can tell the story in order and use transition words.	I can write a story with a clear beginning, middle, and end. I can use transition words such as: and, then, after, so, and next. I can choose the action, talk or setting to make a good beginning. I can choose the action, talk or feeling to make a good ending.	I can write a beginning that introduces character (s) and setting. I can tell the story bit by bit using transition words (a little later, after that). I can choose an action, talk or setting that makes a good ending. I can begin to use paragraphs and skip lines to show sequence of events.	I can write a beginning showing what was happening and/or where. I can use transition words to show passing of time. I can write an ending that connects to the beginning or middle of the story. I can use paragraphs to separate different parts or times of the story or to show when a new character is speaking.	I can write a beginning that shows what is happening and where, while giving clues as to what the problem will be in the story. I can use transitional phrases to show the passing of time (meanwhile, at the same time, later). I can write an ending that connects to the main part of the story and gives the reader a sense of closure. I can use paragraphs to separate different parts of the story. (setting, time, dialogue)	I can write a beginning that puts the story in motion and indicates a larger meaning the story will tell. I can use transitional phrases to connect what happened to why it happened. (If I hadn't, although, little did I know that...) I can write an ending that tells the meaning of the story and gives the reader closure. I can use paragraphs purposefully (setting, time, dialogue, create suspense)	I can engage my audience through setting a context and/or point of view. I can use paragraphs or stanzas to organize my ideas I can use transition words to connect my ideas in a way that shows instead of tells I can conclude by connecting back to my beginning, leaving my audience in suspense or questioning an idea I developed in my piece	I can emphasize through narrative I can emphasize through narrative I can inter smoothly through reflection

Instruction: Elementary School Examples

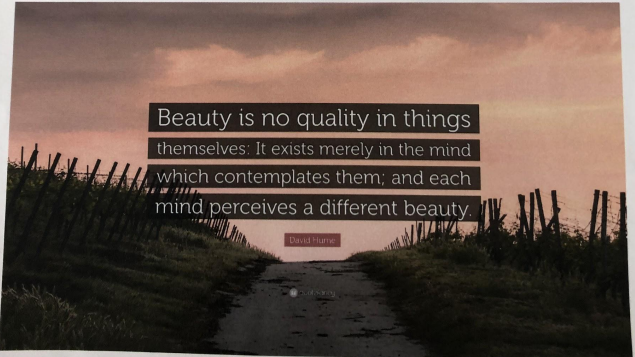


Instruction: Elementary and Middle School Examples

Middle School Personal Interest Projects

One Word Margaret Wheeldon

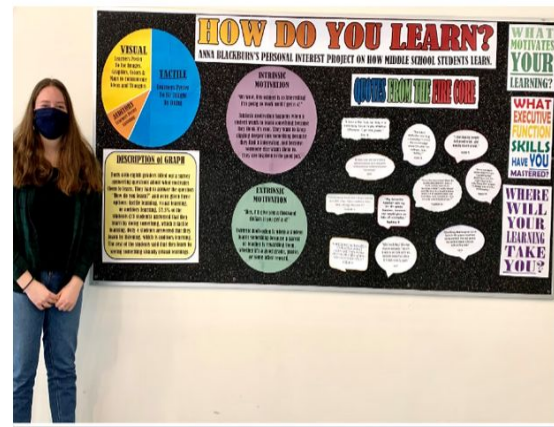
I chose the word "beauty", because I want to begin to realize there is so much beauty in the world, if only we can see it. Lately, there has been so little beauty in the world, with coronavirus and politics, people dying from racism, all these horrible things. But a new year has brought so much we can appreciate: a new president, a vaccine, speeches to change the world and rid it of racism. That, I think, is all beautiful. Beauty in the world is so important, and I want not only to see it, but to *be* it. I want to create beauty, shed light on the world because it is so dark. Darkness can be broken, and I want to break it. So many times, over the summer, at school, wearing a mask, being separate from others, I just wanted to give in to despair. Today, I want to be able to stop despairing, begin to see all the beautiful things this world can yield.



Beauty is no quality in things
themselves: It exists merely in the mind
which contemplates them; and each
mind perceives a different beauty.

David Hume

Quote by David Hume



How Do You Learn? Anna B., Fire Core

It all started with a Language Arts project that allowed students to pick a topic of interest, research it, come up with a guiding question, write a paper and make an Artifact of Learning (podcast, diorama, slideshow, etc.). Anna's interest in psychology and learning led her down a path of interest to her guiding question – How Do You Learn? Her research about how students learn and the three styles of learning led to a survey that was sent to every student in the Fire Core. Forty students responded with how they learn and offered quotes about their learning style. After compiling the data, Anna decided her Artifact of Learning would be a bulletin board so that students and staff alike could see the data, the quotes, and the pie chart. Anna worked with Sue Verchereau and designed the bulletin board. The response from teachers and students has been great and everyone likes it. Anna's takeaway from the project, "I am usually the editor but I just left the quotes as written. I learned that a lot of people learn differently and it was fun to learn. The people whose quotes are on the board said they thought it was cool to see them there."

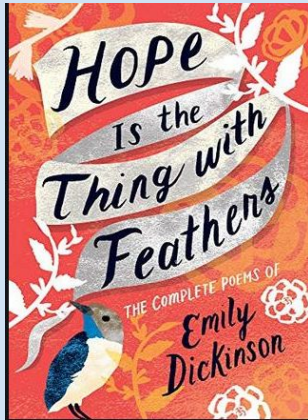


What are the Different Forms of Poetry, How do You Write Them, and What is Their History? Mayla L.M., Earth Core

Deciding to research poetry was an easy topic for Mayla to work on. She loves to write and her grandfather teaches creative writing and poetry at a hospital so she knew she had lots of help if she needed it. Mayla decided to research seven types of poetry and did her research both on-line and with her grandfather. Mayla's artifacts include poetry maps that she devised and designed herself (pictured above) that help breakdown the construction and understanding of the poems with a visual; seven types of poetry which she will use to read some samples during her presentation. Mayla really enjoyed the Passion Project but was a little nervous to present to her classmates as her presentation was longer than some of the other projects.

Instruction: High School Examples

- [Poetry Recitation](#): *Hope Is a Thing with Feathers* by Emily Dickinson, Recited by Julia Fortin, Grade 10
- [U-32 Chronicle: Student Media](#)



THE DRIVER WITH THE LEATHERMAN

Editor's Note: This story describes true events and contains explicit (graphic) detail. According to Burke Law VT, in 2016 there were over 2,500 ...



MAZE TO GRADUATION: THE SAGA CONTINUES

U-32 students who want to check their progress toward graduation can log on to Infinite Campus, where with a series of only 2 clicks students and parents to see...



H.92 FLAG BAN

Statement In Support Of Inclusive Flags At Vermont Public Schools U-32 Seeking Social Justice and Green Team Alliance does not support the actions pr...



GAVIN YOUNG: PHOTOGRAPHER

Quarantine began in 2020 of Gavin Young's 10th-grade year. School was canceled, and he had more free time than ever before. He spent a lot of time outside, ga...



WINTER SPORTS UNKNOWN: AN INTERVIEW WITH HANK VAN ORMAN

On Monday night (January 18th), U-32 senior Aiden Hawkins laced up his basketball sneakers in a U-32 gym for the first time



A LIBERAL EVOLUTION

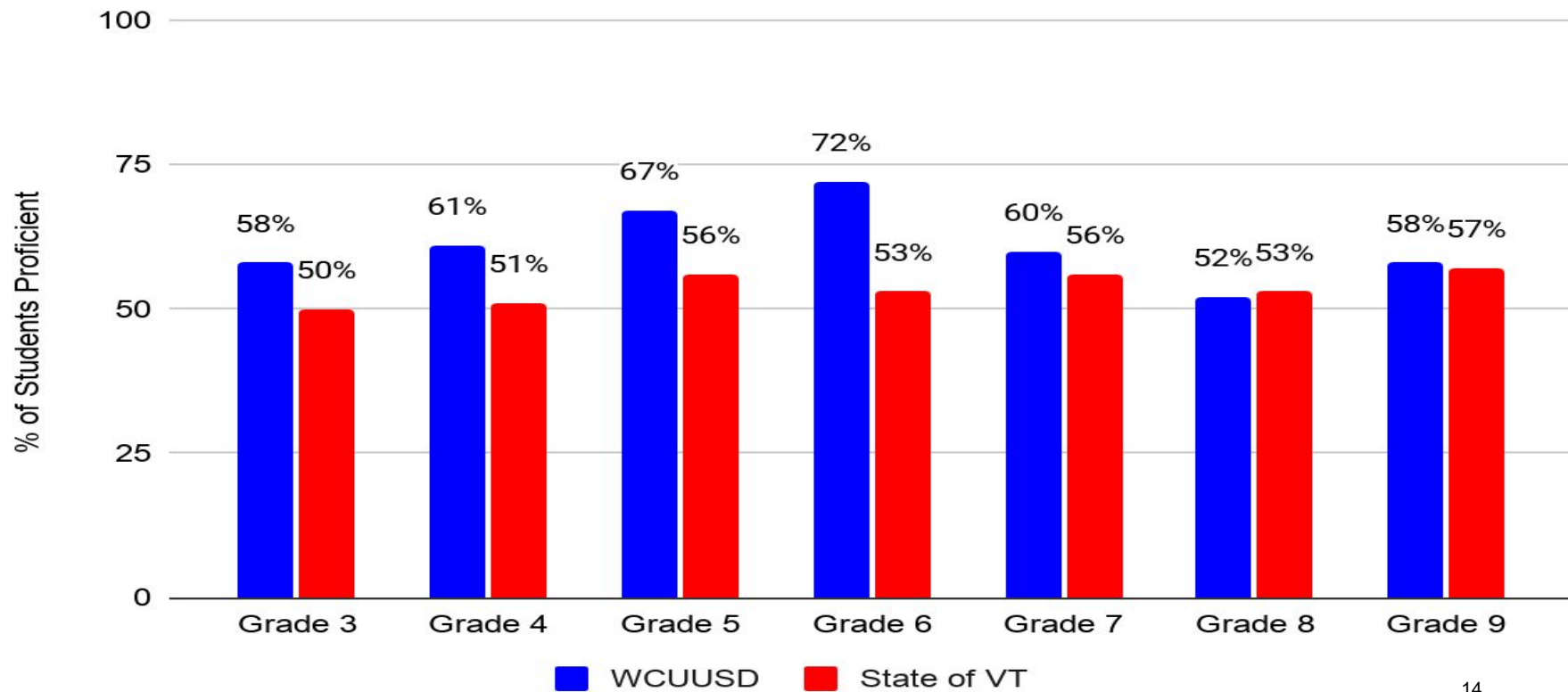
Growing up in Los Angeles, Fred Stapenhorst thought he just might be able to save the world. After hearing John F. Kennedy's inaugural address ...



Analysis of Data

- In general, our literacy scores are higher than our math scores.
- We have significant differences in student performance between students who qualify for free/reduced lunch (FRL) and students who don't and between students who have Individualized Education Plans (IEP) and those who don't.
- We devote at least 90 minutes of instructional time each day to literacy in the elementary schools.
- Some of our measures indicate a difference in student performance before and during the pandemic.
- Should we reexamine our practices related to our common writing assessments and rubrics across the grades?
- To what extent might current research and conversations about the science of reading impact our practices?

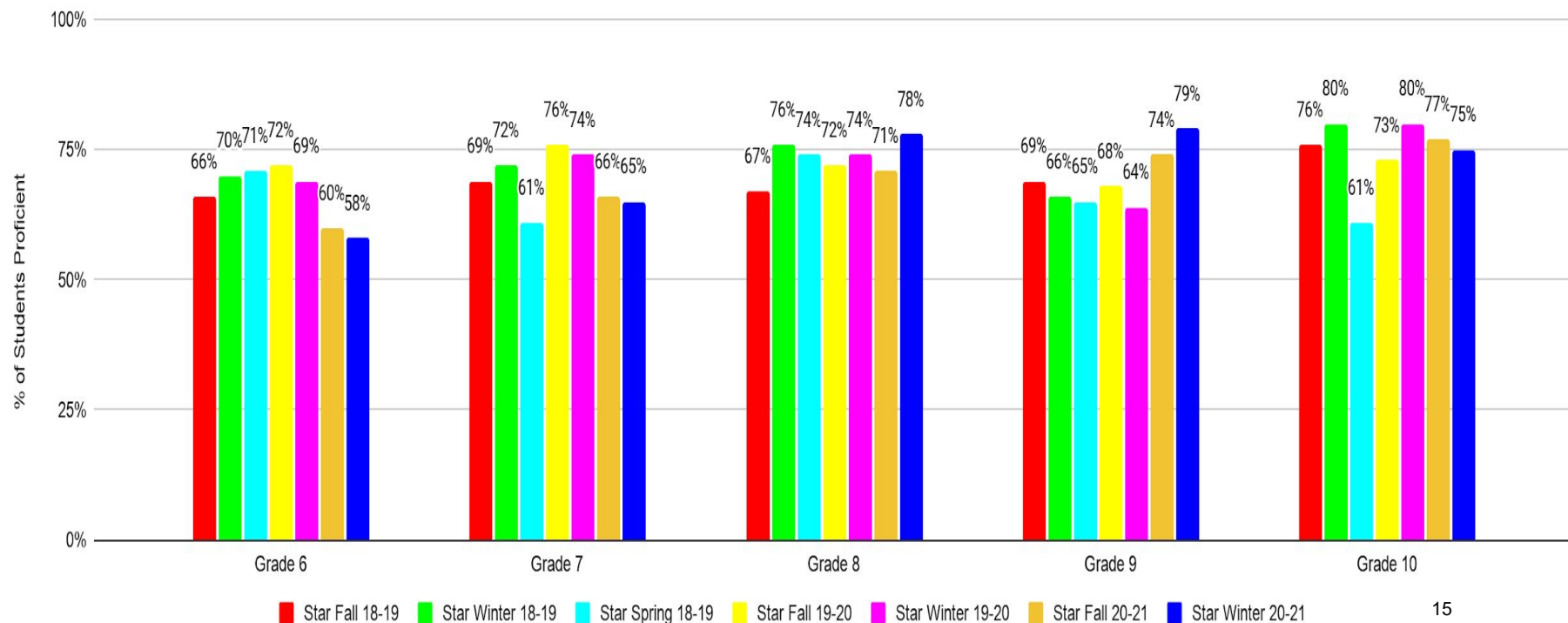
Assessment Data: SBAC WCUUSD Compared to VT, 2018-19



Assessment Data: STAR 360

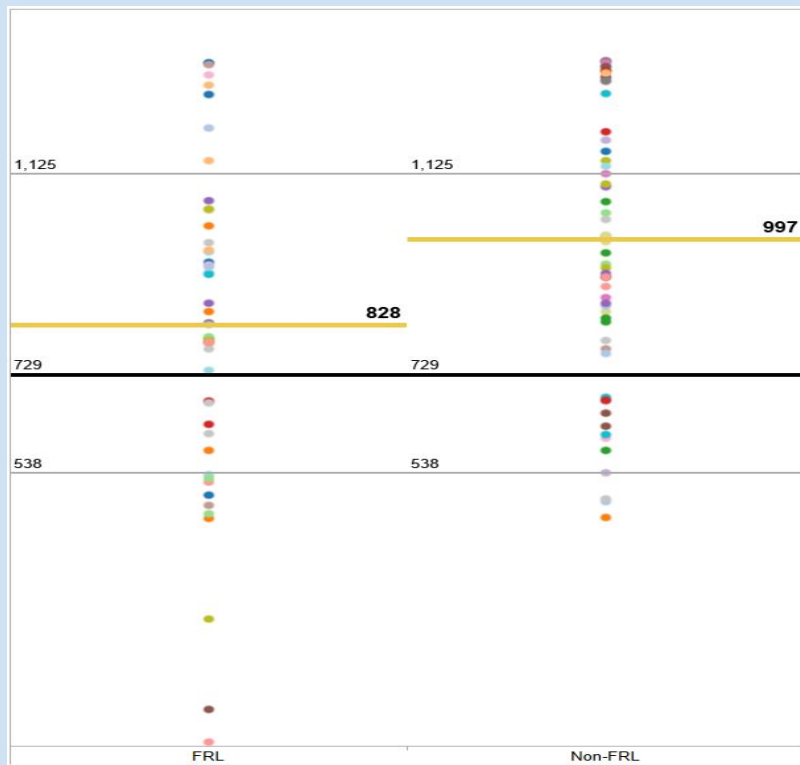
2018-19, 2019-2020, and 2020-21

Longitudinal: Same Cohort over 3 Years

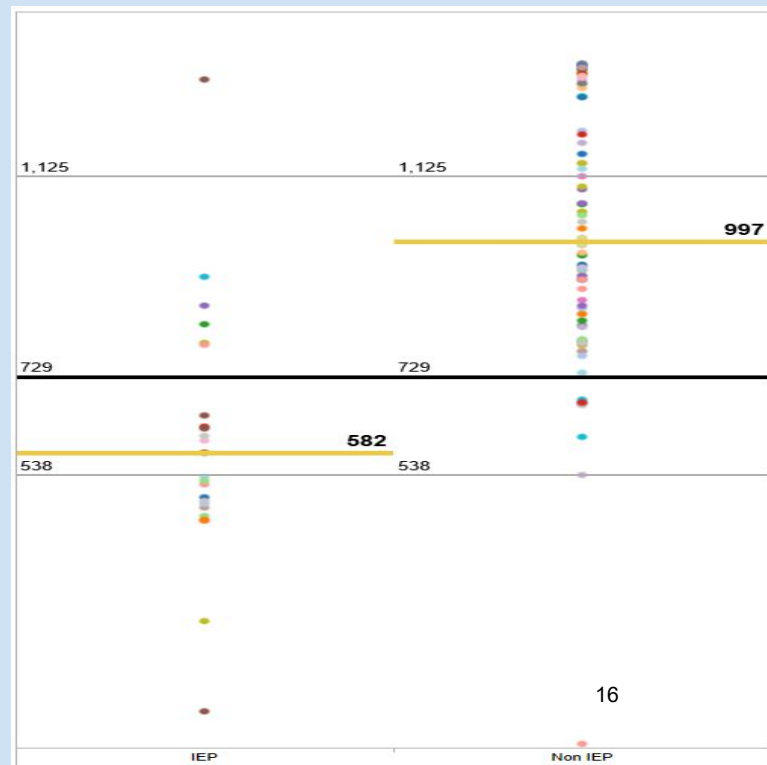


Seventh Grade Literacy Star 360 January 2020 Performance Disaggregated by Poverty & IEP

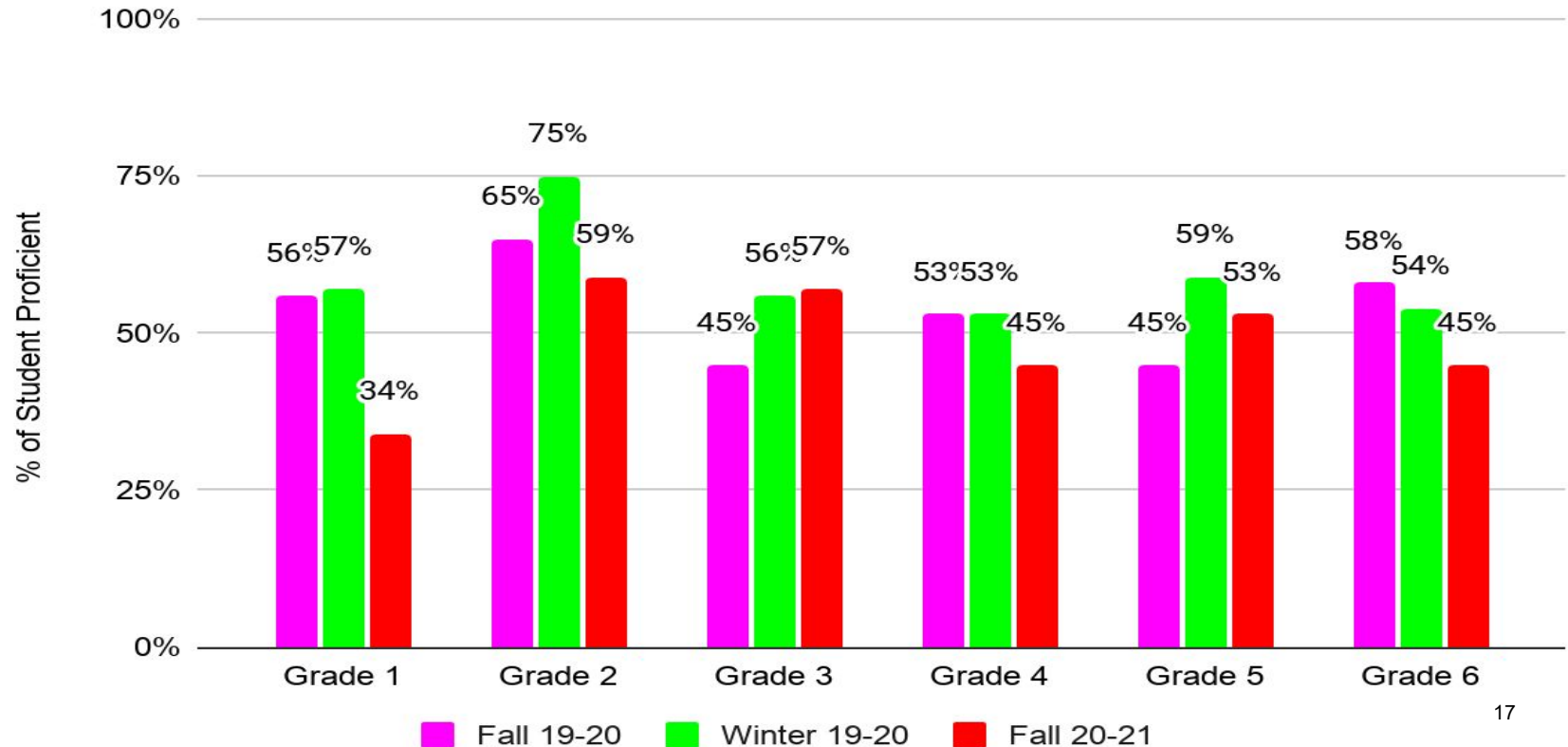
FRL & Non-FRL



IEP & Non-IEP



Assessment Data: Benchmark Assessment System (BAS) Fall and Winter of 19-20 and 20-21



Assessment Data: SAT and ACT U-32 Compared to VT and USA (SAT)

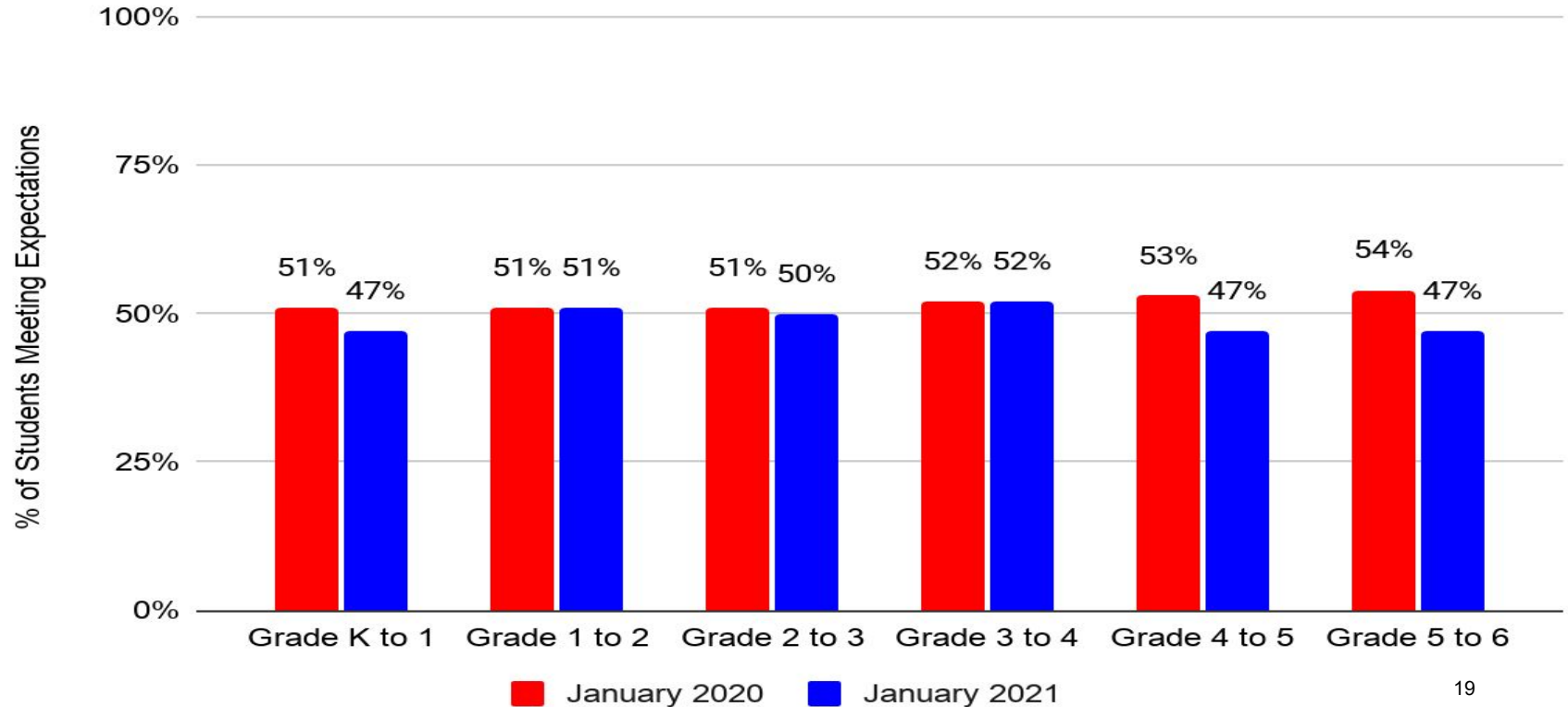
SAT Scores / Critical Reading

Year	U-32	Vt Average	US Average
2018	583	565	533
2019	581	559	531
2020	553	559	528

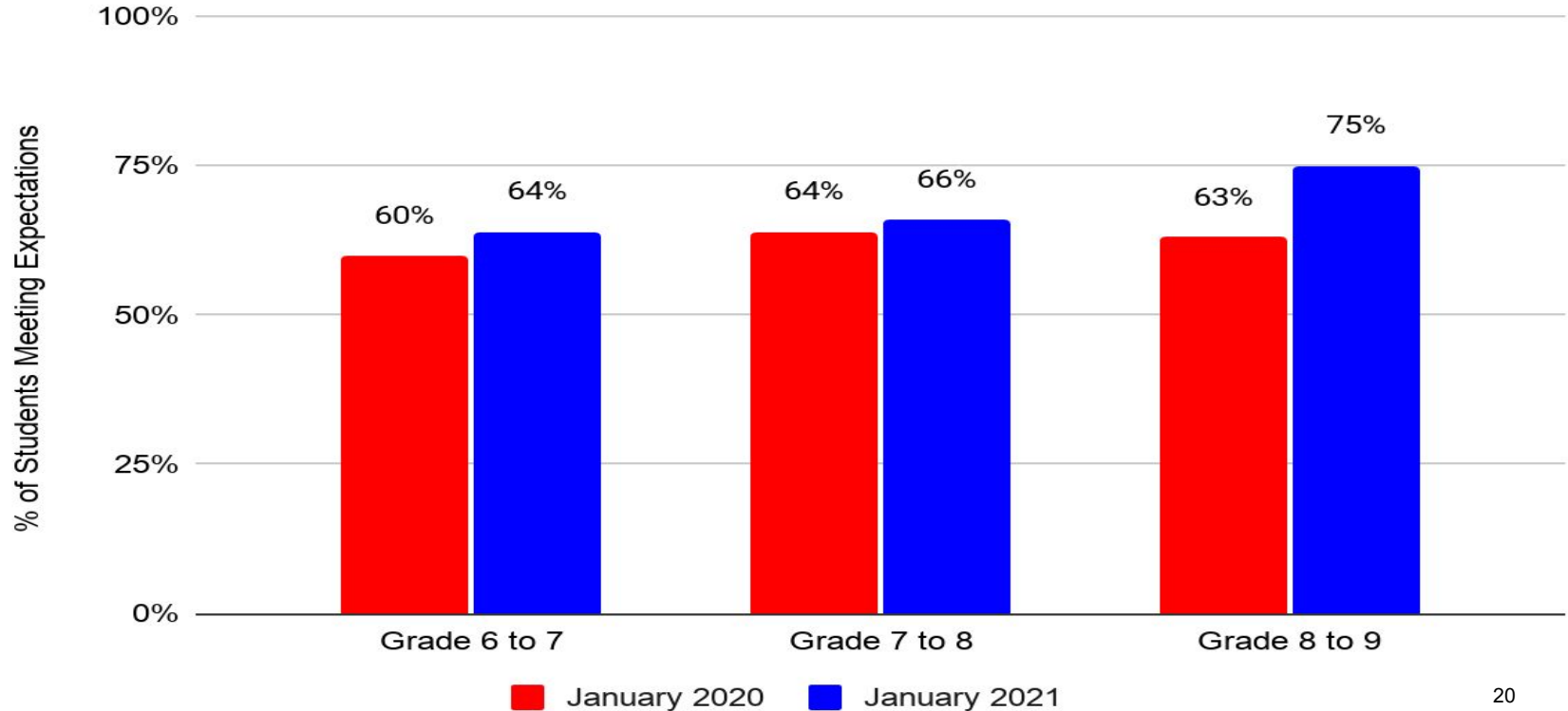
SAT / ACT SCORES

Class	2019	2020	VT Average
ERW	581	553	559
Math	566	543	545
ACT	24.8	24.3	23.3

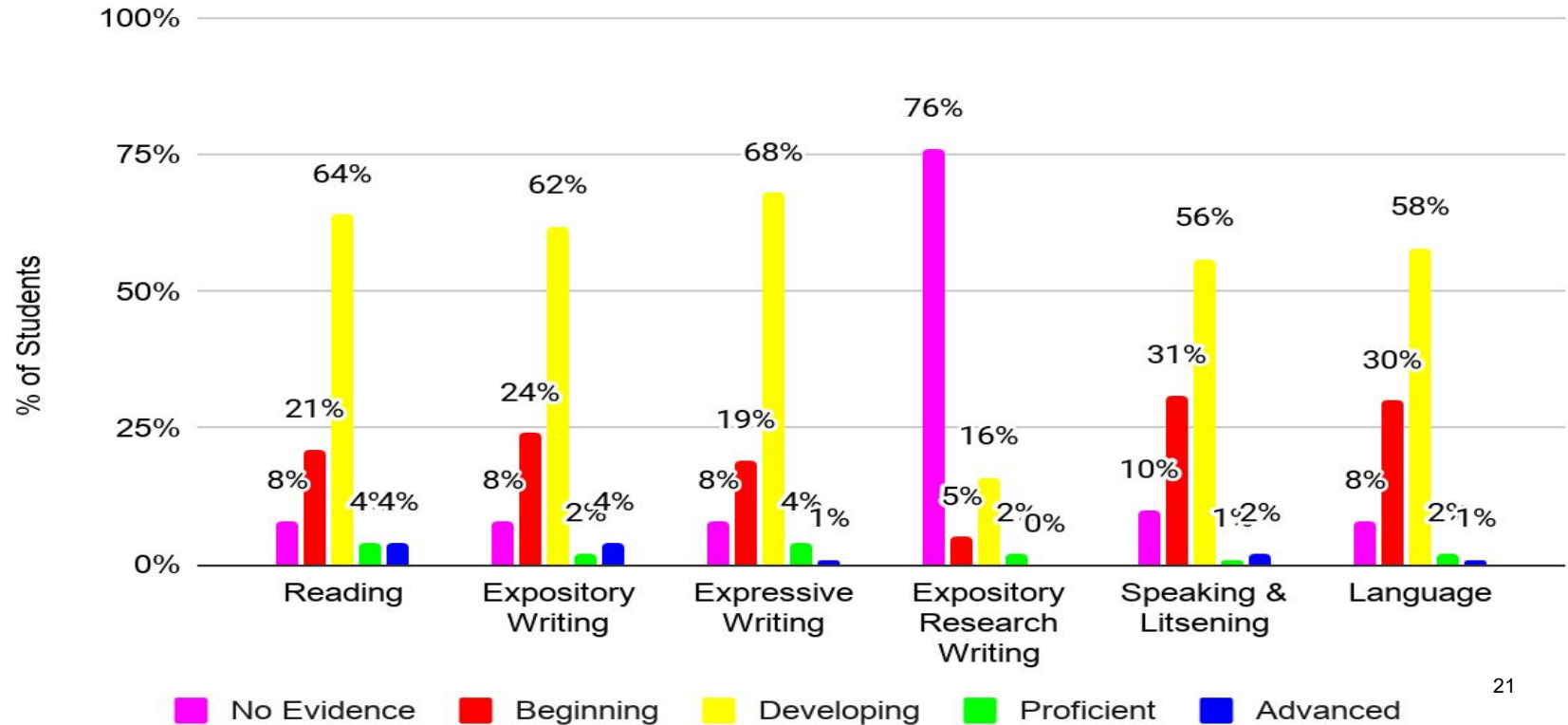
WCUUSD Elementary Report Card Data January 2020 Compared to January 2021



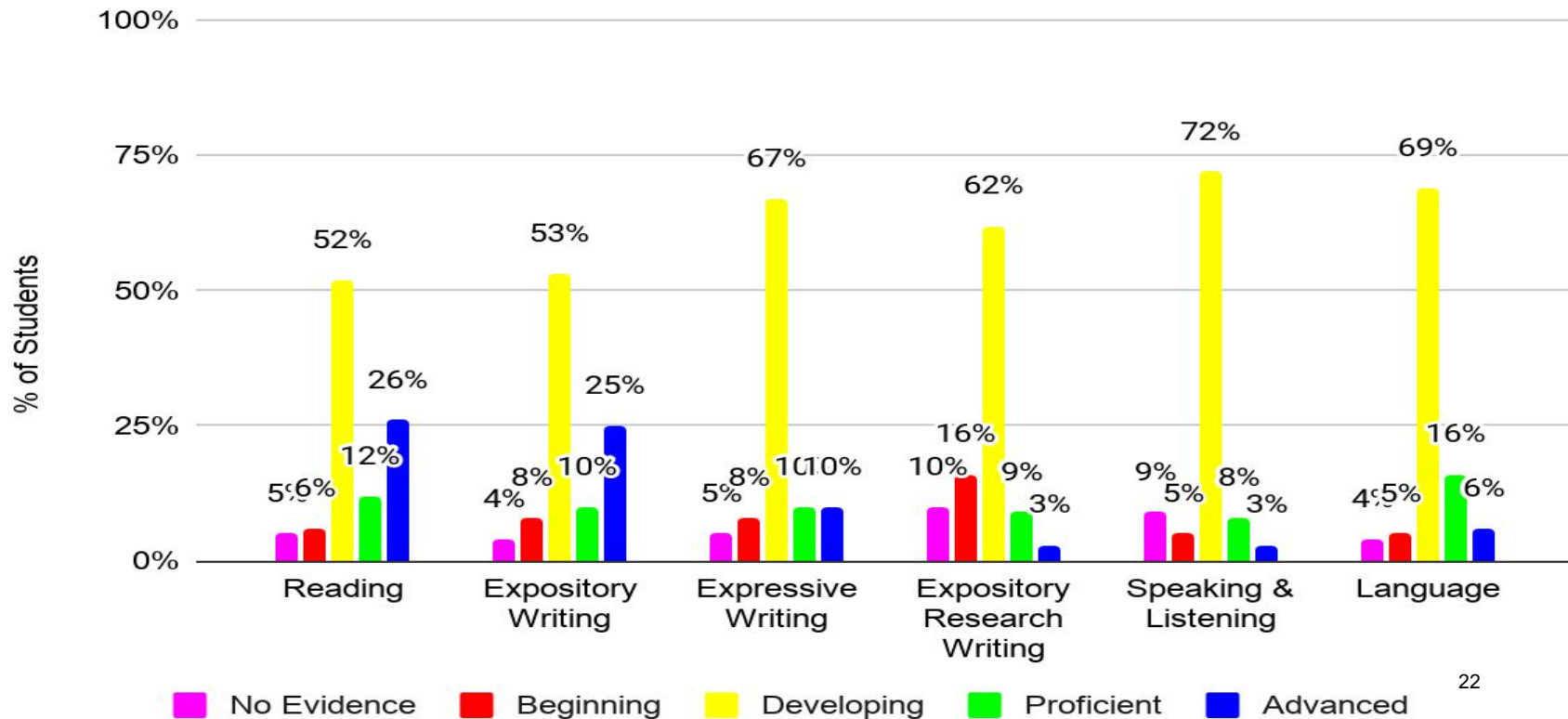
WCUUSD Middle School Report Card Data January 2020 Compared to January 2021



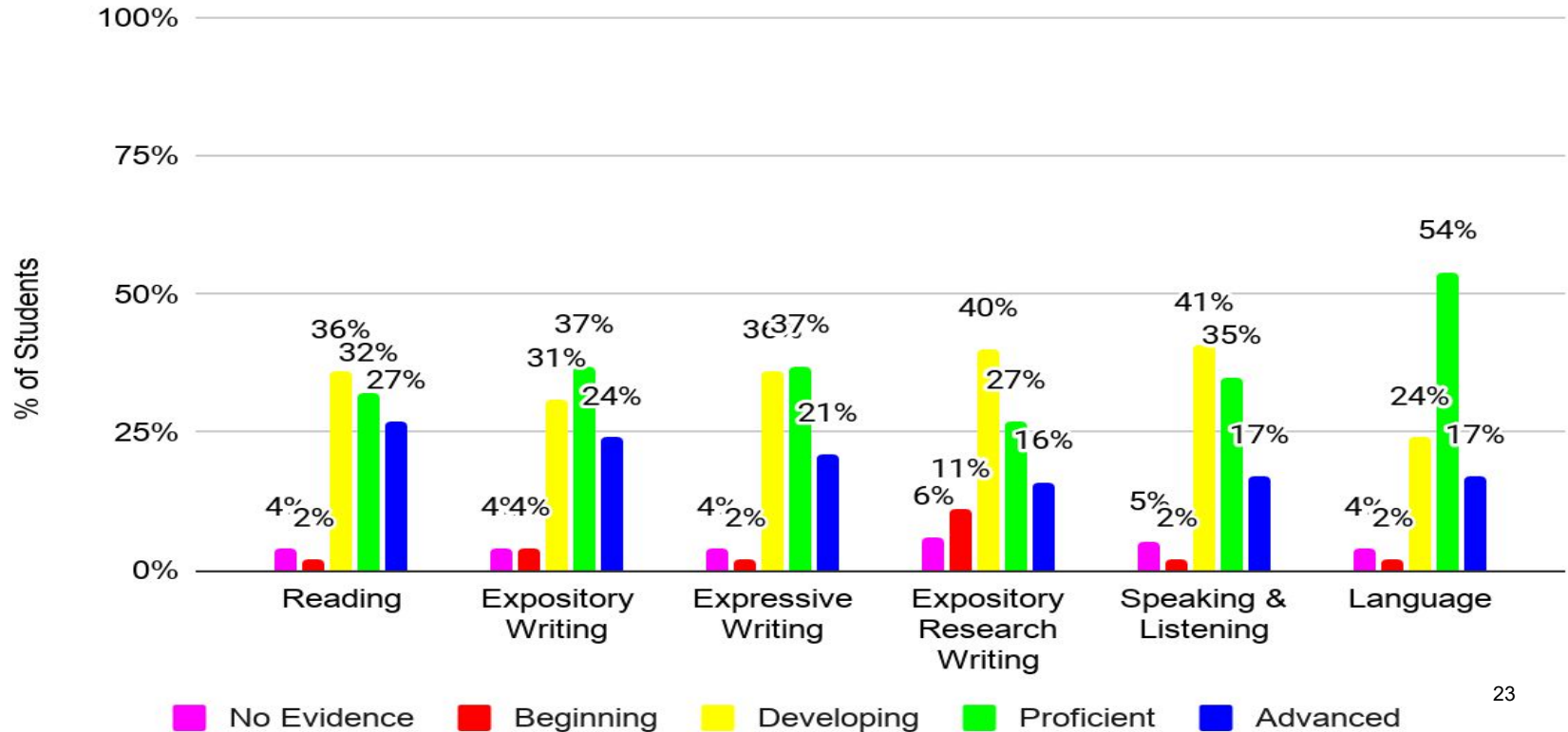
Assessment Data: PBGR's for Current Grade 10 June 2020 (End of 9th Grade)



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)





Celebrating Our Students

- [High School Awards Ceremony June 2020](#) (17:14-23:38)
- [Senior Awards Ceremony June 2020](#) (9:05-16:43)

Debate Team News

The MHS/U-32 debate team kicked off with a very strong start of the season. At the Colchester Tournament on Saturday, December 5th, Neil Rohan and Kayle Humke (U-32) placed first as an overall team, and Amelia Woodard and Anika Turcotte, who just started debating this year, placed seventh. As for individual speaker awards, Neil Rohan placed first speaker, Anika Turcotte placed fourth, and Ania Kehne (U-32) placed fifth out of 46 debaters.

In addition, Montpelier High School has recently earned the 2019-2020 Leading Chapter Award in the Iroquois (NY) District. This honor, based on student participation throughout the school year, is the highest recognition a school can receive from the National Speech and Debate Association, and out of 3000 member schools, only 110 receive the Leading Chapter Award."

By Marijke Russo



Congratulations - Contest Runner Up!

Isak Duncan (Grade 8) with his teacher Elizabeth Marks with his award for 2nd Runner Up for the Martin Luther King, Jr. Poster/ Essay Contest sponsored by the Vermont Bar Association.

Debate Team

The MHS/U-32 Debate Team just finished competing at a New England level competition and did very well. Ella Bradley (U-32) who competed in Lincoln Douglas debate was first individual speaker and Anika Turcotte who competed in Novice Public Forum was 4th individual speaker.

In addition, Ella Bradley placed 10th at the Big Lexington Invitational tournament which is a national level tournament.

Congratulations!

School Board Role

- Support for early intervention
- Support for extended learning opportunities
- Support for ongoing professional learning related to effective practices and the science of reading
- What else?

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.



LITERACY

#1

READING

Comprehend, interpret, analyze, and evaluate a wide range and level of complex literary and informational texts.

#2

EXPOSITORY WRITING

Produce clear and coherent writing for a range of informative and analytical tasks, purposes, and audiences.

#3

EXPRESSIVE WRITING

Develop polished written work in a variety of genres following a process of drafting, feedback, and revision.

#4

EXPOSITORY RESEARCH WRITING

Conduct short and sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

#5

SPEAKING & LISTENING

Initiate and participate effectively in a range of discussions, responding thoughtfully to diverse perspectives and expressing ideas clearly and persuasively.

#6

LANGUAGE

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

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 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?