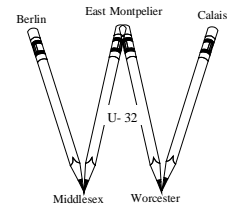


Washington Central Unified Union School District

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 1.6.21 5:00 - 6:00 pm

Via Video Conference*

<https://tinyurl.com/y6a9umz9>

Meeting ID: 921 1531 6948

Password: 016334

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

1. Call to Order
2. Approve Minutes of 12.2.20 - pg. 2
3. Reflection on Last Month's Review (Transferrable Skills)
4. Discussion – Presentation of WCUUSD Continuous Improvement Planning (CIP) - pg. 4
 - 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.

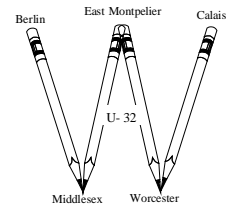
Our building will not be open for meetings. All are welcome to attend virtually.

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Superintendent



WCUUSD Quality Committee Meeting Minutes Unapproved 12.2.20 5:00 - 6:00 pm

Present: Jen Miller-Arsenault, Superintendent Bryan Olkowski, Kari Bradley, ORCA video, Anna Farber, Flor Diaz Smith

- 1. Call to Order:** Kari Bradley called the meeting to order at 5:05 p.m.
- 2. Approve Minutes of 11.4.20:** Flor Diaz Smith moved to approve the minutes. Seconded by Kari Bradley, this motion carried unanimously.

3. Reflection on Last Month's Review (Financial Literacy)

Flor Diaz Smith shared that it might have been useful to share some of the committee's findings, reflections, as part of the presentation. Kari Bradley stated that he thinks we will be better able to assess this system in six months or a year, but for now we are working on building the system.

4. Discussion

4.1. Presentation of Transferrable Skills, Student Learning Outcomes: Jen Miller Arsenault shared a slideshow presentation.

4.2. Making Meaning Protocol

- **What do you see?**
 - A lot of thought has gone in to creating tools to identify what it looks like when learners are demonstrating the transferrable skills.
 - Transferable skills are for all ages.
 - A lot of creative options/pathways exist for U-32 learners.
 - This shows a great deal of work which has involved many people.
 - The work of connecting TS to assessment is a huge undertaking.
 - TS are very important but we don't have a good weight to measure yet.
 - As the grades get higher, opportunities for proficiencies in TS increase.
 - Our staff turned SLO into system wide programs that are impacting our students.
 - There is a discrepancy between 11 and 12 grades re: transferable skills based on this data.
- **What questions does this presentation raise for you?**
 - What does it look like in the elementary grades?
 - What does the World Peace game look like locally and how many schools use it?
 - Do all subjects utilize a similar approach as the social studies example at U32?
 - How do teachers feel they are doing in this area-what supports might be needed?
 - How aligned are our transferable skills proficiencies with those of other schools.

- How to provide opportunities for all students to take courses that teach transferable skills?
- How much of feedback that students give at the end of a course is used to impact the course going forward?
- How does our grading align with TS?
- Have we aligned TS with Webb's depth of knowledge?
- **What strikes you as significant?**
 - These skills extend throughout and beyond typical "academics".
 - These skills are what help create confident citizens.
 - This is a nice match to universal design of instruction.
 - These skills take years to develop and it is important that our schools are able to do so
 - Thoughtfulness of the structure
 - Tracking transferable skills in Pre-K and continuing through graduation.
 - This helped me realize how important board policies are. We are seeing that the SLOs that the board worked on for years are impacting programming.
- **What are the implications for our work?**
 - Based on this being such a rich topic, the board would benefit from a deeper understanding.
 - Because it is so rich and complex, it highlights the need for a strategic plan to support teachers in this endeavor.
 - Need for collaboration and focusing on learning and results - board is learning; students are learning; this requires leadership - makes it easier for everyone to stay the course.
 - This is a process that will continue to grow and improve.

4.3. Going Forward

- How will we share this work with the full board?
From last time, we shared a few slides and a video. Provide the entire slide show in the packet but give peek at performance indicators as far as choosing one or two slides. Share the comments that came from this process, especially the "implications for our work." Less data, more student examples. Anna: having student voice and student work makes it easier to connect with. Show other standards with transferable skill - showing the connection.
- What worked about this process?
Flor - the process is helpful; likes having the information in advance to consider. Feels very rushed in such important work.
Kari - the presentation was fantastic; we just ran short on time. Some discussion of having more time.
(can we start at 4:30?)
- What might we change for next month's SLO presentation?
(next month is continuous improvement planning)
Jen: would like to have more student voice
Jen invited feedback via email

5. Future Agenda Items

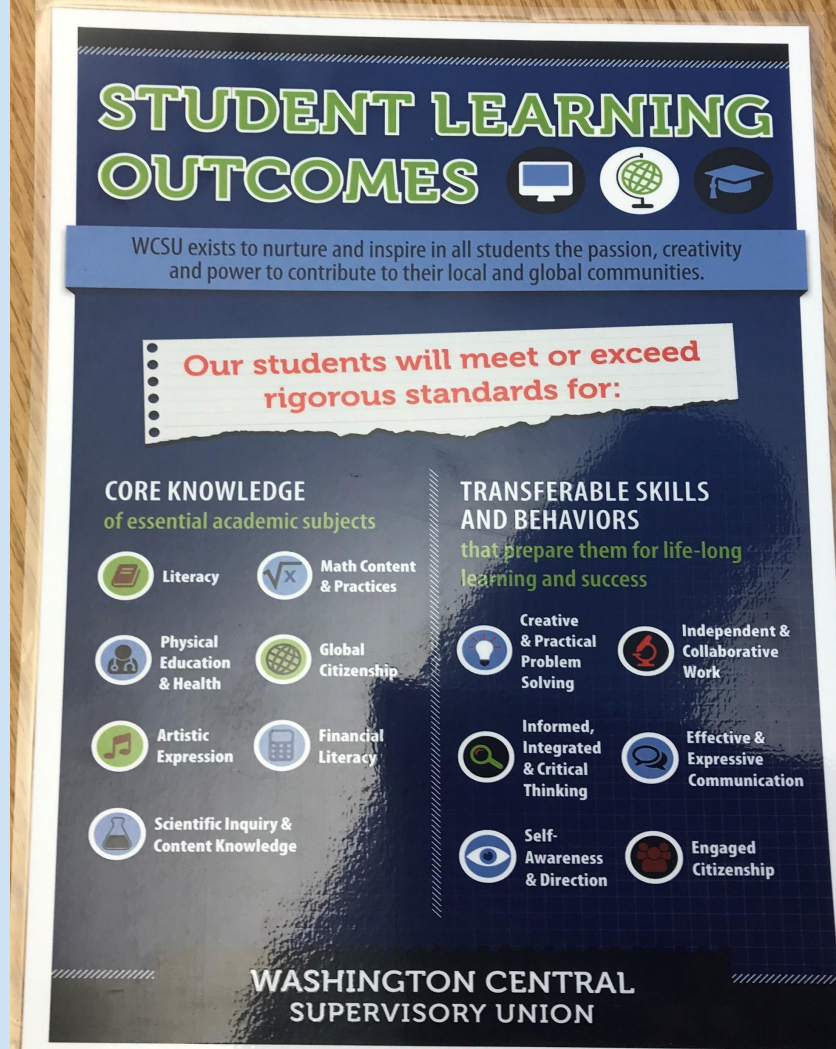
5.1. Co-Curriculars and Advanced Placement

6. Adjourn: The committee adjourned at 5:57 p.m.

Respectfully submitted, Lisa Stoudt, Committee Recording Secretary

WCUUSD Continuous Improvement Planning (CIP)

Education Quality Committee
January 6, 2021



Modified Coffee Talk Protocol

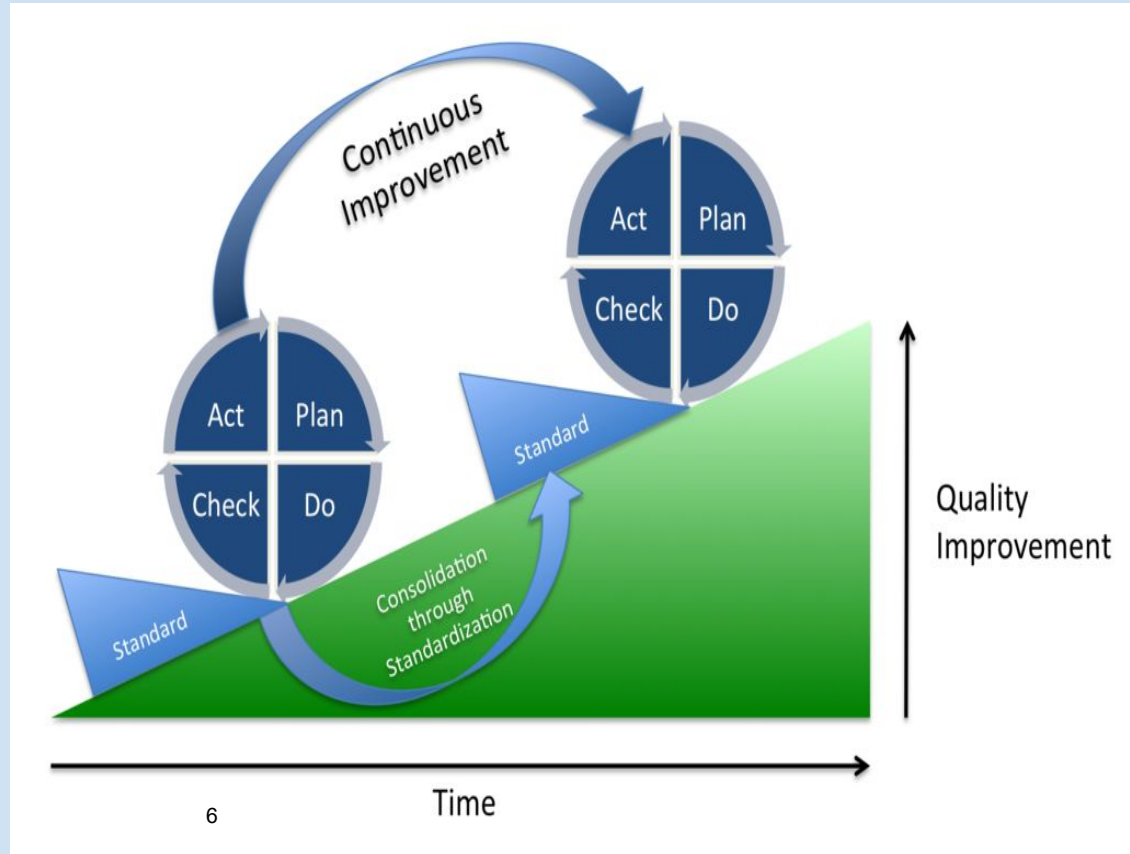
As you review the materials in preparation for our meeting and then engage in the presentation, please reflect:

- What was affirming?
- What did you find challenging or confusing?
- What are you wondering about/what questions do you have?
- What are our next steps?



Continuous Improvement Planning (CIP)

- VT AOE Definition
 - An ongoing process of growth towards specific goals.
- VT AOE CIP Requirements
 - Expected of all schools and LEAs, every year
 - Aligned with VT's Education Quality Standards
 - Address data-supported individual needs
- [VT AOE CIP Framework](#)
- [VT AOE CIP Template](#)
- [VT AOE CIP Resources](#)



VT AOE CIP Phases

1. Assess Needs and Innovate
2. Test and Pilot
3. Implement and Spread
4. Sustain

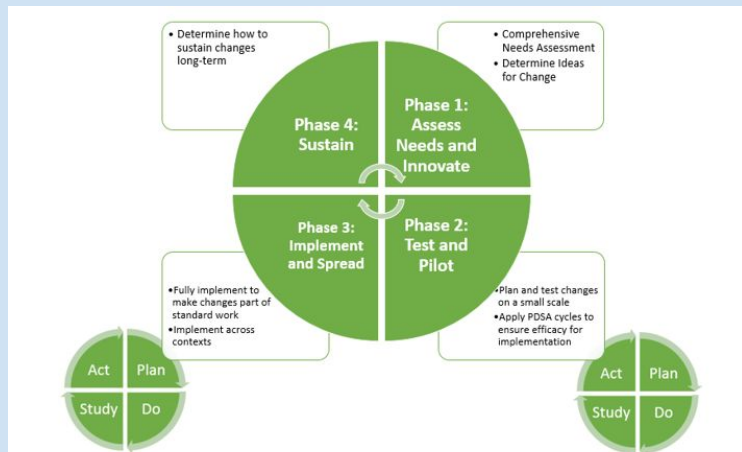


Figure 1: Phases of the Continuous Improvement Process

Figure 4: Supervisory Union/District Plans and School-Based Plans

SU/SD Plan	School-Based Plan
<ul style="list-style-type: none"> • Needs Assessment including: <ul style="list-style-type: none"> • Priority Problems of Practice and Root Causes (for SU/SD wide improvement) • Theory of Action (for SU/SD wide problems of practice) • Goals and Measures of Impact (specific to SU/SD problems of practice) • Plan Details and Updates 	<ul style="list-style-type: none"> • Needs Assessment including: <ul style="list-style-type: none"> • Priority Problems of Practice and Root Causes (for school priorities congruent with SU/SD priorities) • Theory of Action (for school-based problems of practice) • Goals and Measures of Impact (specific to school-based problems of practice) • Plan Details and Updates



Figure 2: PDSA

Improvement Cycle for
Test/Pilot Phase

Plan

- Review goals (connected to EQS) and determine change ideas that will most impact student learning
- Explicate improvement hypothesis, plan how you will test the selected/designed change (with supporting research and evidence), and determine how you will measure impact of the planned changes.

Do

- Test your planned change.
- Collect data, and document progress.

Study

- Analyze data and measure against goals and predictions
- Summarize learning and determine necessary revisions.

Act

- Adapt, adopt, or abandon the change, in response to data and evidence gathered through data analysis/monitoring/reviews.
- Plan for the next cycle (or move to implementation phase, if ready)

Phase 1: Assess and Innovate

- Conduct a needs assessment, including:
 - Broad areas of focus
 - Priority problems/ problems of practice
 - Root cause analysis
 - Theory of improvement
 - Ideas for change

What do we
want to
accomplish?
SMART Goal(s)

What change(s)
can we make
that will result
in
improvement?

How will we
know our
change(s)
resulted in
improvements?

Phase 2: Test and Pilot

- Apply Plan-Do-Study-Act iterative cycles
- Align actions across the organization
- Educate and train staff
- Communicate information/expectations
- Embed appropriate professional learning
- Collect relevant data
- Monitor progress and evaluate results
- Adapt, adopt, or abandon change idea and provide rationale for the decision

Phase 3: Implement and Spread

- Fully implement to make changes part of standard work/practices/processes

Phase 3: Implement and Spread

This phase involves making plans and decisions for full implementation and for spreading the change(s) across classrooms and/or schools. Explain how you will implement, spread, and scale the successful practices and processes tested during this improvement cycle; include personnel, financial resources, scheduling, policy, practice, potential organizational/structural modifications, etc.

Phase 4: Sustain

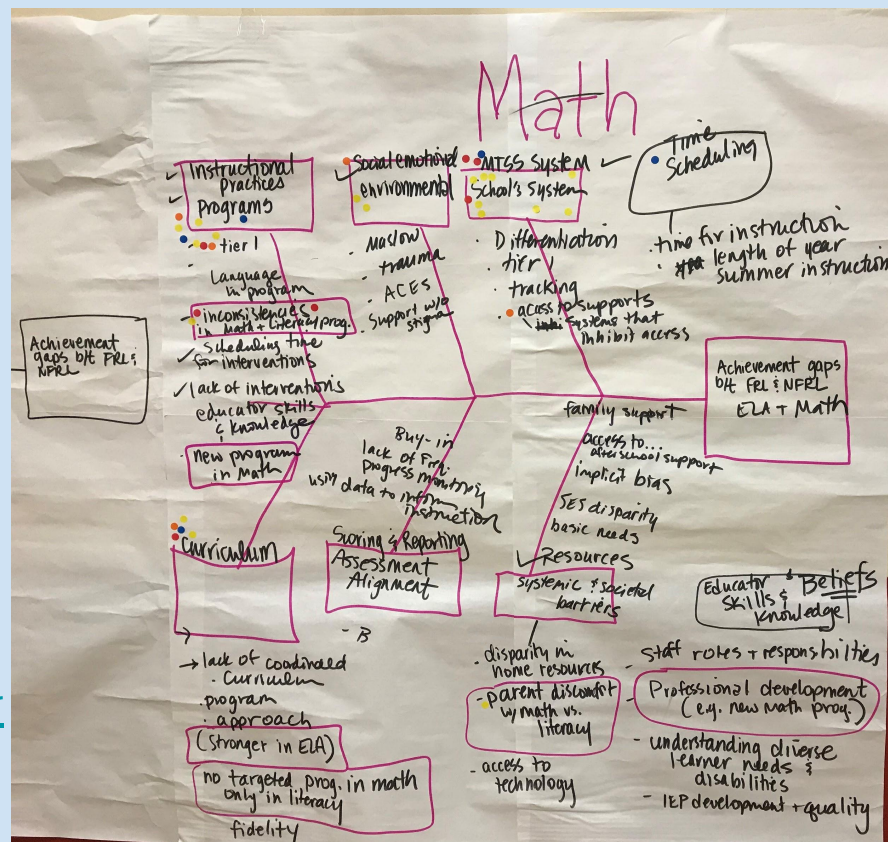
- Determine how to sustain changes long-term

Phase 4: Sustain

This phase involves planning and making decisions about how resources will be allocated and how your organization will sustain the implemented changes.

WCUUSD Phase 1: Spring 2020

- [Agenda, 2-20-2020](#)
- [Agenda, 3-12-2020](#)
- [Sample Agenda, By 5-29-2020](#)
- [CIP Data Slideshow, Spring 2020](#)
- [CIP Team Names and Roles, Spring 2020](#)
- [VT AOE Slideshow: Prioritizing Change Ideas, Reviewing the PDSA Cycle, Discussing Measurements for Improvement, Collecting and Displaying Data](#)



Washington Central UUSD

Phase 2: Current State

- Goal: We will increase the % of students who are proficient or above in mathematics in Grades 3-6 as measured by the SBAC.
- Note: In 2018-2019, 44% of WCUUSD's Grades 3-6 students were proficient or above as measured by the SBAC. Additionally, 48% of Grade 7 students, 46% of Grade 8 students, and 27% of Grade 9 students were proficient or above as measured by the SBAC.
- Change Idea: We will provide professional learning opportunities for teachers to analyze i-Ready fall diagnostic data and plan for instruction. We will offer learning opportunities across the district in order to increase both horizontal and vertical alignment.

Today's inservice day is designed to meet teachers' needs as they reflect on the school year so far and prepare for the weeks and months ahead.

There will be opportunities to engage in professional learning activities related to using i-Ready Math diagnostic data to plan instruction, Canvas, universal design for learning, trauma-informed practices, racial equity, and formative assessment. Some district grade/subject alike groups will meet as well.

All professional learning activities are optional with the exception of the i-Ready math workshops; all K-10 teachers of mathematics, including special educators and interventionist who support mathematics, are required to attend one 90-minute i-Ready diagnostic workshop.

Additionally, we are asking all elementary teachers to watch [this 5 minute video about Canvas and IC](#) and take [this 1 minute survey](#) at some point during the day.

More details, links, and the schedule can be found [here](#).

Berlin Elementary School

Phase 2: Current State

- Goal: We will increase the % of students who are proficient or above in mathematics in Grades 3-6 as measured by the SBAC.
- Note: In 2018-2019, 41% of Berlin's Grade 3-6 students were proficient or above as measured by the SBAC.
- Change Idea: We will design strategic math interventions based on the results of the Fall administration of the i-Ready diagnostic.



Calais Elementary School

Phase 2: Current State

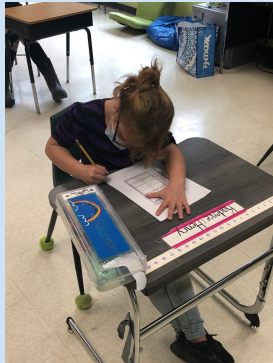
- Goal: We will increase the % of students who are proficient or above in mathematics in Grades 3-6 as measured by the SBAC. Specifically, at least 50% of Calais students in Grades 3-6 will be proficient or above in mathematics as measured by the SBAC in Spring 2021.
- Note: In 2018-2019, 42% of Calais's Grades 3-6 students were proficient or above as measured by the SBAC.
- Change Idea: We will leverage the i-Ready diagnostic results to structure targeted interventions, create intervention groups, and establish consistent, daily routines regarding math fact fluency grounded in our students' results.



Doty Memorial School

Phase 2: Current State

- Goal: We will increase the % of students who are proficient or above in mathematics in Grades 3-6 as measured by the SBAC.
- Note: In 2018-2019, 37% of Doty's Grades 3-6 students were proficient or above as measured by the SBAC.
- Change Idea: We will administer small formative assessments related to mathematics in the beginning of the school year. We will examine the data through a social-emotional learning lens as well. The results of the small formative assessments will be used to identify students who will receive targeted math interventions.



East Montpelier Elementary School

Phase 2: Current State

- Goal: We will increase the % of students who are proficient or above in mathematics in Grades 3-6 as measured by the SBAC.
- Note: In 2018-2019, 47% of EMES's Grades 3-6 students were proficient or above as measured by the SBAC.
- Change Idea: We will develop a mechanism for kid talk and ensure that it happens regularly.



5th
2020-21
FALL

EMES Data Wall
● Math ○ Reading ○ Writing

	Dec. 19 Ready	Fall 20 Ready	Teacher
Math	100%	100%	100%
Reading	100%	100%	100%
Writing	100%	100%	100%

Rumney Memorial School

Phase 2: Current State

- Goal: We will increase the % of students who are proficient or above in mathematics in Grades 3-6 as measured by the SBAC.
- Note: In 2018-2019, 59% of Rumney's Grades 3-6 students were proficient or above as measured by the SBAC.
- Change Idea: We will analyze the results of the Fall i-Ready diagnostic to both identify students for interventions and to brainstorm ideas for Tier I common expectations. We will then identify a common expectation to try out across grade levels.



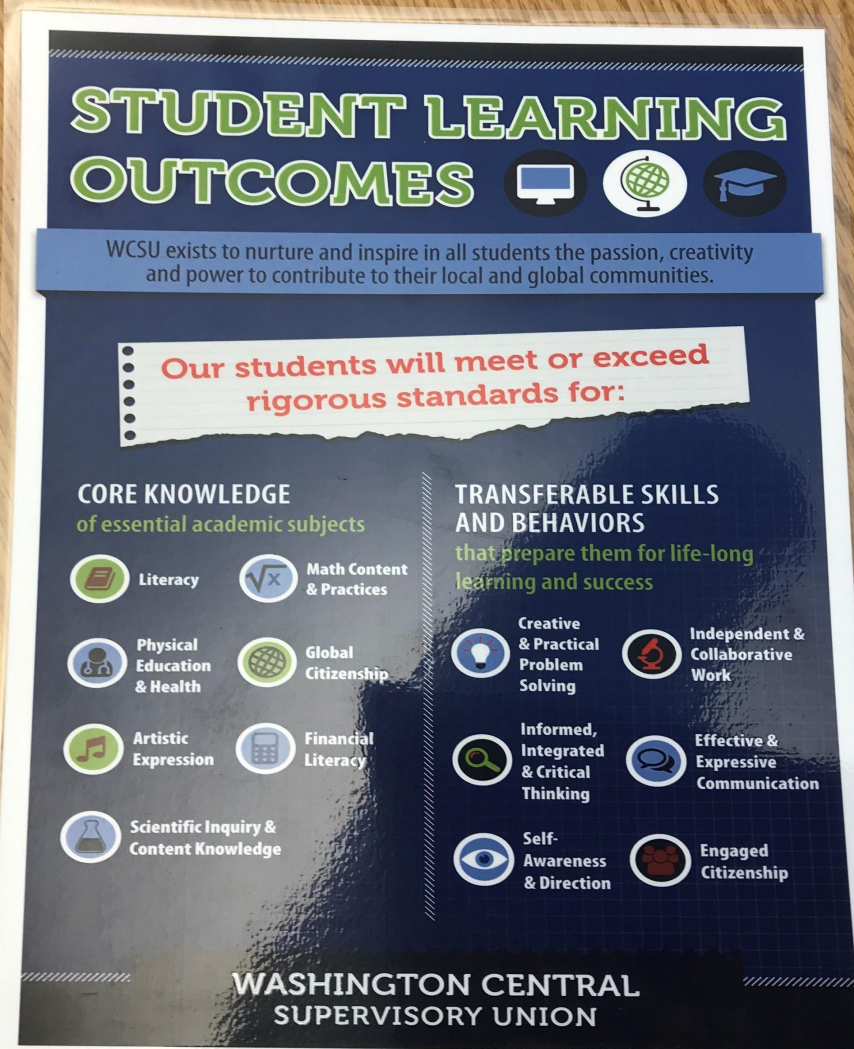
U-32 Middle/High School

Phase 2: Current State

- Goal: We will reduce the % of students who have “in progress” scores from the 2019-2020 school year.
- Note: In June 2020 25-30% of students had “in progress” scores at the end of the school year. Students received “in progress” scores on their report cards if they had not met the expectations for the course by the end of the school year.
- Change Idea: We will determine how many students still have “in progress” scores after October 14. We will analyze the resolution of “in progress” scores in order to determine which pathways were most accessed and most supportive of our students. We will share the results with our Department Heads and consider implications for our ongoing practice.

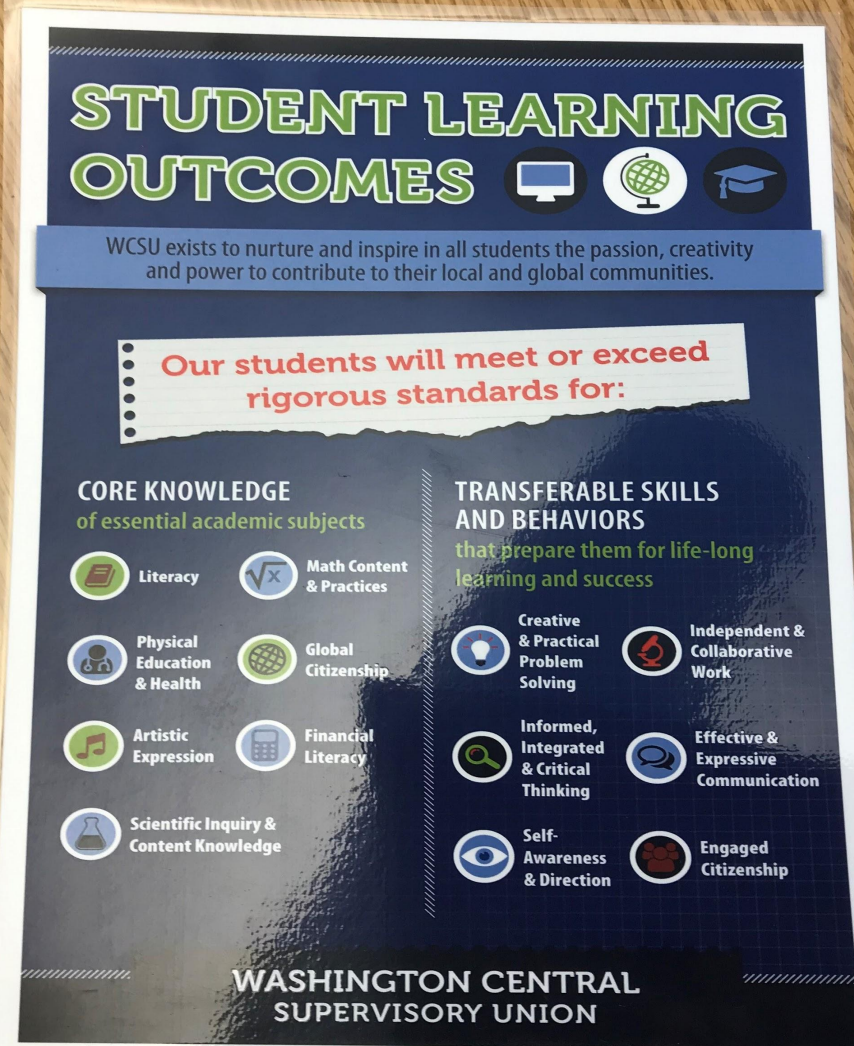
CIP Next Steps

- Engage in PDSA cycles
- Collect and analyze relevant data
- Adapt, abandon, or adopt change ideas
- Establish goals and change ideas related to Safe Healthy Schools (equity supports)



Board Role

- Achieve board goal to establish a board process for review and analysis of student achievement of our Student Learning Outcomes
- Participate in continuous improvement planning process
- Support/participate in the strategic planning process
- What else?



Modified Coffee Talk Protocol

- What was affirming?
- What did you find challenging or confusing?
- What are you wondering about/what questions do you have?
- What are our next steps?



Next Steps and Debrief

- How will we share this work with the full board?
- How and when would we like to receive updates about the CIP process?