



THE WOODSTOCK ACADEMY
BOARD OF TRUSTEES
NOTICE OF MEETING

ACADEMIC COMMITTEE
AGENDA

Date: Monday, December 14, 2020
Time: 5:30 p.m.
Location: Zoom and the Fireside Room on South Campus

Option #1: Join Zoom Meeting (use the link to the conference):

<https://us02web.zoom.us/j/2360687302?pwd=SWJLajc2MVpmdWcyR2NYZzhCN3E3QT09>

Meeting ID: 236 068 7302

Password: WA1801

—OR—

Option #2: Join Zoom Meeting by Phone

Dial: (646) 558 8656

Meeting ID: 236 068 7302

Password: 862710

1. Call to Order
2. Community Participation—please email your comments before 4:30 p.m. to jwoodland@woodstockacademy.org
3. Secretary's Report – Minutes of November 9, 2020
4. School Goal Update (PLC Plan/Revision)
5. PSAT Juniors Preliminary Results
6. Plan for End of Semester 1
7. Other
8. Adjournment

The Woodstock Academy prepares all students by providing diverse opportunities through a rigorous curriculum and a variety of programs in order to cultivate the necessary skills to become lifelong learners and global citizens.

MINUTES OF THE MEETING
THE WOODSTOCK ACADEMY
BOARD OF TRUSTEES
ACADEMIC COMMITTEE
November 9, 2020



These minutes are for informational purposes only.

PRESENT: Child, Barbara; Paquette, Philippa; Young, Scott; Harten, Michael; Musko, Jason; Walley, David; Castle, Leah;; Sandford, Chris; Singleton, Holly; Woodland, Julie
ABSENT WITH NOTIFICATION: May, Val; Ignacio, Joey; Michalski, Alina (alternate)

1. Call to Order

The meeting was called to order by Committee Chair Paquette at 5:32 p.m.

2. Community Participation – None.

3. Secretary’s Report—Minutes of October 13, 2020

MOTION: (Musko/Child) To approve the minutes of October 13, 2020. All voted Yes except Leah Castle, who abstained. Motion passes.

4. AIM—Hybrid Learning Update

Associate Head of School Holly Singleton described her impression of how the first day of in-person classes went earlier in the day. She said the day was fantastic; students wore masks, followed modified traffic flows, and used plenty of sanitizer. Lunch flow and seating in the cafeteria and fieldhouse worked well. Students were happy to receive free t-shirts printed with The Woodstock Academy logo and the definition of “resilience.” Faculty were delighted to see students in person and the reduced number of students on campus created a reassuring distance between people. The number of students expected to attend on a Monday or a Tuesday is expected to be about 475 each day; approximately 15% of the population has chosen to continue with online learning exclusively. Committee members shared their personal experiences, saying class participation/engagement was better in person and the overall experience was very positive. The committee thanked the administrative team for their extraordinary planning and organization.

5. Student Survey Report

Leah Castle was asked to expand upon her recent survey which asked students to describe their overall experiences with eLearning. Of the 538 students who responded, 50.4% were always able to follow online lessons to obtain needed information (48.1% could sometimes follow); 96.8% are able to connect with their teachers to ask questions/get feedback; 31.2% have taken advantage of before school/after school/Wednesdays for extra help (52% haven’t needed the extra help and 12.3% planned to ask for help); and 40.3% participate in clubs (19.7% plan to join). Other questions were open ended (how students keep in touch with each other, ways to avoid distractions, struggles with eLearning, homework, technical issues) and the top five answers were shared with the group. Leah thanked the student council for their help with the survey. Further discussion centered on student participation in clubs and activities.

6. Fall Testing Update

Academic Dean Dr. Harten began by saying The Academy has already had three student test days (SAT, ACT, etc.) and is planning more. Many other high schools in the area have stopped offering student testing due to COVID-19 which has increased demand for our location. Rather than the 25 students per classroom, we have placed approximately nine students in each testing room. Some colleges have gone “testing optional.” Director of Counseling Dave Walley reviewed a handout describing the process The Academy is using to safely manage student testing on Saturdays. He also provided lists documenting the number of tests for our students in various grades

along with additional Saturday testing opportunities for our students and the greater community. Twelve students took the ASVAB on October 21, 2020. Academy students' scores have been on track with previous years. Associate Head of School Singleton attributed the solid student scores to the hard work of teachers who kept up with rigorous academic offerings along with The Academy's seamless transition to eLearning last spring.

7. **Other** – None.

8. Adjournment

MOTION: (Child/Singleton) To adjourn the meeting at 6:06 p.m.

Unanimous

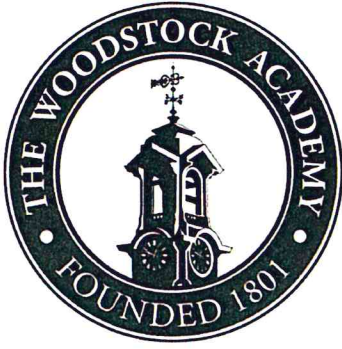
Respectfully submitted,

Dr. Michael Harten

Dr. Michael Harten

Dean of Academics

The Woodstock Academy prepares all students by providing diverse opportunities through a rigorous curriculum and a variety of programs in order to cultivate the necessary skills to become lifelong learners and global citizens.



2020-21 School-wide Goal: Equity and Inclusion

School Goal (2020-21): By employing a growth mindset, the faculty and staff will work together to gather data and expand our knowledge in order to develop a plan to improve equity and inclusion and reduce bias.

Procedure:

- Professional Learning Communities (PLCs) will meet twice a month to guide and anchor the work.
- The Woodstock Academy Leadership Team (WALT), with input from faculty and staff, will oversee the topics and materials for the PLCs.
- PLC topics and discussions will include, but not be limited to:
 - Completing personal inventories/written self-reflection
 - Participating in conversations within and across departments
 - Learning about the history of systemic bias in the U.S.
 - Developing strategies to proactively communicate in a culturally responsive way
 - Developing instructional strategies and curriculum to improve equity and inclusion and to reduce bias for all WA students and staff
- Individual faculty members will reflect in writing on their progress towards the school goal as part of their mid-year and final evaluation meetings.
- The focus on the year will be gaining individual and collective knowledge around these topics.

PLCs

Growth Mindset/Bias

September 14: Implicit Bias

September 28: Background Growth Mindset/Carol Dweck

October 14: Growth Mindset/Goal Review

October 28: Identifying barriers of growth mindset/setbacks

November-January: Pause to Focus on Immediate Needs of Addressing Hybrid Learning

Proposed for Semester 2

PLC #5: Asking for help

-How can we as colleagues support each other? How do we effectively use growth mindset with our colleagues at work? Noting and

Shift: Looking at Bias at WA through a Growth Mindset

PLC #6: Course Leveling

How do we approach students of different levels differently?

PLC #7: International Students

How can we recognize that they are kids with struggles like all of our students? What biases do we have?

PLC #8: Socio-Economic

Do our perceptions of a student's socio-economic dynamics affect the way we teach, level-place, and interact with them?

Summer: Applying for a \$5000 grant for an anti-bias Summer Institute

End of Semester 1 (*Sent December 2, 2020*)

Dear Students & Families,

We are only six school weeks and fewer than 30 school days away from the end of Semester 1 on Monday, January 25, 2021.

Although grades are not the only measure of success or accomplishment, they are our best indicator of whether a student has mastered the necessary skills to move onto the next course and to meet state graduation requirements. For Quarter 1, the lowest grade a student could earn was a 50. For Quarter 2, we do not plan to make any adjustments to final grades. Students with failing grades in Semester 1 classes will need to repeat those courses to meet graduation requirements.

Now more than ever, the partnership of school, students, and families is important to ensure that students finish strong. Teachers are continuing to try to learn effective teaching strategies in a remote environment, plan effective lessons, adjust curriculum and assessments, provide timely feedback, build relationships, offer encouragement, and communicate with school support staff and families about missed or late work, absences, or other concerns.

Most of our students have stepped up to the challenge of eLearning, especially the need for individual responsibility, accountability, and proactive engagement in class and communication with teachers. To all students, especially those who have struggled so far, we remind you of the following strategies for success:

1. Come to class on time, prepared, and well-rested
2. Proactively engage in class: volunteer, ask questions, answer questions
3. In eLearning, turn your camera on, avoid distractions, stay logged in for the entire class
4. Complete and submit classwork *during class*
5. Complete homework and other outside work on time
6. Check your school email every day for important information from the school, your teachers, and your counselor
7. Respond to emails from your teachers or counselor within 24 hours
8. Email your school counselor or teachers if you have questions or need help or support, and wait 24 hours for a response

With six weeks to go, we strongly believe every student can achieve a successful outcome, but students must be an essential part of their own success. We—teachers, counselors, families—cannot do it for you.

For families, we know how hard it has been to juggle your many responsibilities, including work, caring for sick family members, and taking care of younger siblings, and we appreciate all the work that you are doing to stay engaged with your child's learning. We ask that you continue to provide a few things so your child can be successful:

1. Provide a consistent learning space for students to work, including an internet connection
2. Check in to make sure students are awake and logged into classes on time
3. Check students' attendance and grades in [PowerSchool](#) at least once a week
4. Read and respond to any relevant email or written correspondence from the school, support staff, or teachers within 24 hours
5. Contact counselors and teachers as necessary to support your child's learning and wait 24 hours for a response

If you need assistance in providing an effective learning environment for your child, please reach out to me or your child's counselor. Support could include assistance with wifi, providing an on-campus learning environment on eLearning days, or help with accessing grades, attendance, or school emails.

A Few Important Dates:

Monday, December 7 - Return to hybrid schedule (blue group, Day B)

Friday, December 18 - Last day of classes before winter break

December 19-January 3, 2021 - Winter break

Monday, January 4, 2021 - Classes resume

Monday, January 18, 2021 - Martin Luther King, Jr. holiday

~~**Monday, January 25, 2021** - Last day of Semester 1~~

~~**Tuesday, January 26, 2021** - PSAT (grade 10 only)~~

~~**Wednesday, January 27, 2021** - Semester 2 classes begin~~

A final reminder to all students: a strong, successful finish to the semester is in your reach if you hold yourself accountable, show up, engage in your learning, and ask for help. We are in this together.

In partnership,

Dr. Michael Harten, *Dean of Academics*

Planned Schedule for the end of the 1st semester:

Week of December 14th – AABAB (hybrid)

Week of January 4th –AB-office hours-AB (eLearning only)

Week of January 11th – BBABA (hybrid)

Week of January 18th – Monday off, AABA (in-person Tuesday & Wednesday)

Week of January 25th

– Monday – in person Blue B Day

– Tuesday – in person Gold B Day

– Wednesday – office hours (last day of first semester)

– Thursday – eLearning Day A (first day of the second semester)

– Friday – eLearning Day B

PSAT Results

Class of 2022 (Juniors)

2019 October PSAT--Grade 10 (240 Test Takers)

Overall 948 ERW 483 Math 465

2020 October PSAT—Grade 11 (130 Test Takers)

Overall 1029 ERW 532 Math 497

Cohort Analysis:

116 Students took tests in 2019 and 2020

2019

Overall 1029 ERW 517 Math 477

2020

Overall 1041 ERW 541 Math 500

Conclusions:

Scores still improved: 24 points in ERW and 23 points in Math

51% of students did not take it

CT SATs in April 2021

Class of 2024 (Grade 9)

164 Test Takers (78%)

Overall 904 ERW 472 Math 432

2019 (Different students—264 Test Takers)

Overall 921 ERW 471 Math 450

Class of 2023 (Grade 10)

Taking Test in February 2021