

**Joint Meeting of  
Chittenden Central Supervisory Union Local Boards  
Essex High School Library  
Essex Junction, VT  
6:30PM, Monday, December 10, 2007**

***Minutes***

**U#46 Board Members Present:** Jeff Culkin, Al Bombardier, Jack Behlendorf, Robert Sims, Jonathan Chapple-Sokol

**Prudential Committee Members Present:** Linda Waite-Simpson, Brenda Dawson Crockett, David Riester, Beth Ward (arrived 6:55 p.m.)

**Westford School Board Members Present:** Allison Weinhagen, Jennifer Townsend, Beth Lane, Martha Heath (arrived 6:45 p.m.)

**Administrators Present:** Mike Deweese, Judy Prince, Linda Keating, Deb Robbins, Erin Maguire, Grant Geisler, Laurie Singer, Kathy Finck, Tom Bochanski, Mary Hughes, Dan Ryan, Rob Reardon, David Wells, Bill LaWare

Board chairs called their boards to order at 6:30 p.m.

**Safety and Security Presentation**

Safety and Security Director Bill LaWare reviewed major accomplishments in the area of safety/security. These include: the completion of a school safety audit, the development of an evacuation plan/bus staging areas and routes, and the set up of remote camera monitoring of Essex Junction schools.

**Comprehensive Plan for Continuous Improvement (CPCI)**

Executive Director of Curriculum, Instruction and Assessment Linda Keating reviewed shifts in the CPCI process:

- Changes in data sources and timing: NSRE to NECAP, no longer running Terra Nova
- Changes in the planning process
- Changes in the data analysis process
- Aligning "critical mass" with the vision-based "OnePlan Planning"
- Changes in policy and timelines

Linda reviewed the targeted areas in alignment with the No Child Left Behind (NCLB) legislation, including preparing students for 21<sup>st</sup>-century learning. Focus areas include: achievement, safe/positive learning environment, and equity for all.

Linda also reviewed the changes to the CCSU "SMART" Goals developed by the Educational Leadership Team during the summer of 2007.

Executive Director of Student Support Services Erin Maguire then led the discussion. She noted that Essex Junction has been "check-marked" for students with disabilities not meeting AYP. She is looking to identify all students who are struggling. The group reviewed research-based instruction to help students with disabilities.

The group reviewed the master schedule and student support schedule, which was a collaborative effort.

Erin reviewed the service delivery models:

- Double-dosing and "push-models"
- Increase in FTE of professional staff at neutral cost to the districts
- Early intervention services:
  - K-3 focus
  - Use of local funds to provide support plans to special education
  - Six-week intervention service model with limited focus

Please refer to the attached presentation<sup>1</sup>.

The boards recessed at 7:35 p.m. They will regroup into their local board meetings.

Respectfully submitted by Jeff Culkin, CCSU School Board Clerk

Chittenden Central Supervisory Union  
Prudential Committee School Board Meeting  
Westford Commons  
Westford School, Westford

6:30 PM Monday, December 10, 2007

**Minutes**

**Board Members Present:** Linda Simpson, Beth Ward, Brenda Dawson, David Riester

**Administration Present:** Linda Keating, Grant Geisler

**Others Present:** Mary Hughes, Dan Ryan, Tom Bochanski, Laurie Singer

Linda reconvened the meeting at 7:30 pm ET

**Visitors to be Heard:** None

**Request to Rename Baseball Field:**

A request from Harlan Smith, President of Essex Junction Little League, was presented to rename the Little A Field after Troy Seman. The request was referred back to the Rec Dept with our with the board's recommendation for approval.

**Essex Junction Rec and Parks Charter:**

No discussion. This item was deferred until to January.

**Consent Agenda:**

The Consent Agenda consisted of: November 12, 2007 meeting minutes, warrants, retirements, Recreation and Parks Advisory Council member resignation, and Recreation and Parks Advisory Council member appointment. Approved all items on the consent agenda 4-0 (Brenda Dawson Crocket made the motion and Beth Ward seconded)

**Future Agenda:**

- Rec Department Charter (continuing discussion on direction)
- Park Street School Renovation (continuing discussion on renovations)

**School Action Plans:**

The board heard from the four principals and Linda Keating on the 4 schools Action Plans.

Each principal took us through their Action Plans highlighting progress made through implementation of various parts of their action plans, areas that are in need of improvement and or need to have plans updated based on the consistently updated data they receive from various testing. Also made reference to how their Action Plans tied in to SMART Goals.

**Park Street School Renovation:**

Approved \$50K for minor improvements (4-0 Beth Ward made motion and David Riester seconded).

Tabled remaining issues and costs (see Future Agenda)

Board adjourned at 9:25 pm

Respectfully submitted by David Riester

***Attachments***

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i CPCI Presentation



# CCSU Comprehensive Plan for Continuous Improvement

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*Continuously Improving through  
“One Plan Planning”*



## Norming a New Planning Process with Stakeholders: HIGHLIGHTS

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- Changes in data sources and timing
- Changes in planning processes and plans
- Changes in data analysis procedures
- Changes in engaging a “critical mass” in vision-based One Plan Planning
- Changes in policy and timelines



## Comprehensive Areas Targeted for Continuous Improvement -2007/09 Focus

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- Determine essential learning that needs to meet local proficiency thresholds through the collaborative development of power standards and power indicators in all core academic areas.
- Expand the use of research-based instructional methods used to support all students in learning.
- Increase capacity for distributed leadership.
- Develop a cadre of teacher leaders.
- Engage student voices in the creation of safe and engaging learning environments.
- Address achievement gaps for students with disabilities in reading and math.
- Prepare students to meet 21st Century demands.



# Framework for 21<sup>st</sup> Century Learning

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- **Core subjects.** The No Child Left Behind Act of 2001, which reauthorizes the Elementary and Secondary Education Act of 1965, identifies the core subjects as English, reading or language arts; mathematics; science; foreign languages; civics; government; economics; arts; history; and geography.
- **21st century content.** Several significant, emerging content areas are critical to success in communities and workplaces. These content areas typically are not emphasized in schools today:
  - Global awareness
  - Financial, economic, business and entrepreneurial literacy
  - Civic literacy
  - Health and wellness awareness



# Framework for 21<sup>st</sup> Century Learning

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- **Learning and thinking skills.** As much as students need to learn academic content, they also need to know how to keep learning — and make effective and innovative use of what they know — throughout their lives. Learning and thinking skills are comprised of: Critical-thinking and problem-solving skills
  - Communication skills
  - Creativity and innovation skills
  - Collaboration skills
  - Contextual learning skills
  - Information and media literacy skills



# Framework for 21<sup>st</sup> Century Learning

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- **ICT literacy.** Information and communications technology (ict) literacy is the ability to use technology to develop 21st century content knowledge and skills, in the context of learning core subjects. Students must be able to use technology to learn content and skills — so that they know *how* to learn, think critically, solve problems, use information, communicate, innovate and collaborate.



# Framework for 21<sup>st</sup> Century Learning

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- **Life skills.** Good teachers have always incorporated life skills into their pedagogy. The challenge today is to incorporate these essential skills into schools deliberately, strategically and broadly. **Life skills include:** Leadership • Personal responsibility Ethics • People skills Accountability • Self-direction • Adaptability • Social responsibility and personal productivity



# Framework for 21<sup>st</sup> Century Learning

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- **21st century assessments.** Authentic 21st century assessments are the essential foundation of a 21st century education. Assessments must measure all five results that matter — core subjects; 21st century content; learning and thinking skills; ICT literacy; and life skills. To be effective, sustainable and affordable, assessments must use modern technologies to increase efficiency and timeliness. Standardized tests alone can measure only a few of the important skills and knowledge students should learn. A balance of assessments, including high-quality standardized testing along with effective classroom assessments, offers students a powerful way to master the content and skills central to success.



# Revisions to CCSU S.M.A.R.T. GOALS: Curriculum

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- On-going: Continue to follow design and implementation model for all CCSU curricula.
- On-going: Align implementation model with professional development.
- By December 2007, expand the cadre of teacher leaders trained in *Understanding by Design*.
- By December 2007, publish Power Standards and Indicators (drafts and final revisions) and disseminate along with contexts for understanding through various forums.
- By June 2007, create and disseminate graphics and tools that frame the cycle and provide a referent for communications.
- By June 2008, develop power standards, power indicators, essential concepts, and common expectations for all curricular areas.
- By June 2008 to June 2009, research and design responsive mapping, scheduling, organizational, and reporting-out practices that include technological efficiencies, to support the delivery of comprehensive local curriculum (which includes the safety net) and local assessment.



# Instruction

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- By June 2007, design, develop, support, and monitor literacy initiatives that result in high quality instruction in all classrooms.
- By June 2008, develop sets of student expectations and instructional practices in core academic area for grades prek-12/tech.
- By June 2008, teachers in grades K-8 will use differentiated instructional strategies in reading and math to improve student achievement by 15% as measured by the NECAP.
- By September 2008, integrate double-dosing of instruction to support the learning of students not meeting standards in reading and math.



# Comprehensive Local Assessment System

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- By January 2007, analyze student data in all schools to improve student learning and equity in learning outcomes.
- By December 2007, pilot K-8 selected local assessment tasks in targeted areas of science and math.
- By June 2008, complete the selection of assessment items aligned with power indicators in required curricular areas.
- By June 2008, determine and begin to build systems for managing common local assessment data.
- Ongoing: Calibrate scoring of common local assessment by grade level/grade cluster/department.
- By September 2008, implement CCSU local assessment design.



# Professional Development for High Quality Professional Staff

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- By June 2007, teachers in grades K-12 participate in professional development that targets aspects of differentiated instruction, assessment, support, and organizational strategies to improve student achievement by 15% as measured by the NECAP.
- By November 2007, establish Teacher Learning Walks to increase opportunities for peer observation of best practices outlined in the CPCI and professional development plans.
- By June 2008, utilize the National Staff Development Council Standards (NSDCS) as a "best practice" framework for all professional development initiatives and related resource allocation.
- By September 2008, improve student achievement through the integration of literacy instruction using informational text (reading and writing) science and social studies.



# Leadership

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- By August 2007, review progress and update all CCSU targeted need areas, S.M.A.R.T. steps, and timelines in the CPCI.
- By October 2007, develop a teacher leadership development institute to facilitate distributed leadership in response to school improvement needs across the supervisory union.
- By January 2008, identify common Standards Of Practice (SOPs) that align with school action and professional development plans and can be collaboratively observed in walk-throughs and teacher learning walks.



# Positive School Learning Environments

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- By November 2007, schools will identify training needs and opportunities for creating and maintaining safe school environments with the CCSU contracted Prevention/Wellness Coordinator.



# Educational Support System

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- August 2007, develop a Pyramid of Interventions that outlines levels of support for students having difficulty learning by completing an inventory of current interventions, making informed decisions about success of current interventions through data collection, and using results to inform decision making for resource allocation for interventions.
- By June 2009, fully implement the Pyramid of Interventions through application of Core, Supplemental and Intensive interventions to decrease achievement gaps in the areas of Math, Literacy and Behavior as identified through local assessment and state assessment data.
- By June 2009, develop a comprehensive plan for a system-design that provides multiple ways to achieve essential learning indicators in basic skill areas including but not limited to the use of computer assisted learning technology.



# Student Achievement

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- By August 2007, design a data entry system.
- By December 2007, establish school based data teams and determine analysis and reporting charge and meeting cycle.
- By December 2007, implement school-based plans to improve the performance of students with disabilities in reading and math by 10% as measured by the NECAP.
- By June 2008, improve student performance on state assessments in meeting state targeted AMO's in all areas for all subgroups by 20%.
- By June 2008, use differentiated instructional strategies in reading and math (teachers in grades 3-8) to improve student achievement by 15% as measured by the NECAP.



# Staff, Parent , and Community Involvement and Engagement

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- By January 2008, implement the CCSU web design in all CCSU schools.



# Educational Technology

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- By June 2008, provide differentiated, needs-driven, research-based professional development and access to programs that reflect both high quality and a clear relationship to standards.
- By June 2009, develop a comprehensive plan for a system-design that provides multiple ways to achieve essential learning indicators in basic skill areas using computer assisted learning technology.



# Special Education Focus

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*What are we doing differently using data driven decisions?*



# Scheduling

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Master Scheduling and Student Support Schedules – a collaborative effort

Consideration of schedules and groupings for all support services to maximize available resources



# Service Delivery Models

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- A. A focus on Double-Dosing and Push-In Models
- B. Increase FTE of professional staff for instructional delivery at a neutral cost to the district by maximizing available resources
- C. Early Intervention services:
  - 1. K-3 focus
  - 2. Use of Local funds to provide support prior to Special Ed eligibility



# Research-Based Instruction

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- 1. SU wide readings focusing on researched based strategies**
- 2. DIBELS training**
- 3. Foundations training**
- 4. Training in many other research-based programs**
- 5. Measurable IEP goals**
- 6. IEP goals that are aligned with the Power Standards and Power Indicators**



# Next Steps

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- **Continue to work with scheduling to increase double dosing opportunities**
- **Continue our efforts to increase instructional time in areas of deficit**
- **Increase collaborative time for teachers to continue to focus on the data and interventions derived from that data**
- **Incorporate NECAP practice tests into Specialized instruction where appropriate**