

**Chittenden Central Supervisory Union
Union #46 School Board Meeting
August 22, 2011, 6:30 P.M.
EHS Library - 2 Educational Drive, Essex Junction, VT**

Board Members Present: Jack Behlendorf, Brian Donahue, Al Bombardier, Lezlee Sprenger, Erin Kennedy-Knox, Ryan McLaren

Administrators Present: Dr. Michael Deweese, Judith DeNova, Rob Reardon, Bob Travers

Jack Behlendorf, Chair, called the meeting to order at: 6:31 PM

Clerk Note: Item #1 Carousel “Common Meeting Topics” was jointly attended by Prudential Committee, Westford and Union # 46 Board members.

1: A – Common Meeting Topic -U#46 School Board Evaluation Process:

Presenter: Jack Behlendorf Chair Union # 46 Board Theme “Leadership Communications”

Jack presented an overview of the “Keirsey Temperament Sorter” and the Board “Self Evaluation Survey” process/tools.

The Kiersey objective is improve the board’s communications ability by fostering an improved understanding of each member’s individual communication style while the Board Survey provides a feedback mechanism on the Board’s satisfaction in the areas of:

- Governance
- Board/Superintendent Relations
- School/Community relations
- Board Meetings
- Inservice
- Open Ended Responses

In part 2 Jack reviewed Steve Dale’s (Vermont School Board Associations) presentation. Topics included: School Board governance, Responsibilities, Handling Conflict, Decision-Making, Interests VS Positions and Resources.

In conclusion, member boards were encouraged to consider these tools in order to foster improved communications and to identify needed improvement areas with the objective of increasing Board/Team effectiveness.

2: B – Common Meeting Topic - Common Core -

Presenters: Amy Cole - Director of Curriculum and Assessment (Core), Joe Chase (S.T.E.M.) and Rob Reardon (Transformation)

Presenters focused on how Education is **preparing** to:

- Shift to Grade level expectations,
- Identify finite and measurable annual objectives,
- Move to a smarter balanced assessment,
- Identify what grades will be assessed,
- Implement Computer adaptive testing protocol,
- Utilize Common Core standards,
- Focus on outcome based Education.

GOALS:

- Meet the needs of 21st Century Learners,
- Improve student achievement,
- Meet the transitioning needs of 9th graders,
- A flexible educational system that meets changing student interests/needs,
- S.T.E.M. (A Science, Technology, Engineering and Math initiative),
- A Fab Lab initiative (a joint UVM/EHS coordinated effort),
- Higher Education connections, and
- Personalized student Learning plans.

The presenters continued with the following **focus** areas:

- Shift to a culture of learning communities,
- Multiple student Educational pathways and
- Improve student learning supports and connections to life

For additional info refer to:

- Attachment A: Common Core
- Attachment B: S.T.E.M. Initiative
- EHS Transformation Grant -- July 28, 2011
- Contact Rob Reardon 879-5500 or RREARDON@CCSUVT.ORG

3: Recess: 7:25 PM.

4: Reconvene: 7:31 PM.

5: Public to be Heard: None.

6A Principal Reports: (Essex High School)

Principal's Report: Rob Reardon

- Recent or Pending Celebration for Staff and Students: Graduation for the Class of 2011 was held on June 18, 2011.
- Progress Made Over the Past Month on Action Plan Steps: a five member team traveled to Thomas Jefferson High School in Alexandria, Virginia from June 26 to June 30, 2011. An update will be provided to the board.
- Action Plan Priorities for the Next Month
 - Equity: Summer 2011 – second year of math transition program and in the fall establish comprehensive algebra at two credit freshmen math class entry point option which will increase access to Algebra I to freshmen.
 - Leadership: teacher led NEASC Committee work continues. New teacher leaders, with administration, will be engaged in data and key metric analysis based on Board calendar mapping. Kim Audette (STEM Academy Leader) will establish community fall focus forum dates. Kim, along with Joe Chase, will report out on progress to date in terms of research and development on STEM.
 - Student Government and Student Advisory Committee will work with principal to assign two interested students to each learning community to inform the work.
 - Curriculum, Instruction, and Assessment: Curriculum Content Leaders will continue important WORK ON THE k-12 Vertical teams. Also, Learning Communities will be charged with improvement strategies pertaining to FRL students and students with disabilities.
 - Professional Development: Teachers and staff will receive a copy of the book, "Teaching with poverty in Mind," by Eric Jensen. The desired outcome will be to boost test scores in the FRL subgroup as measured by report cards and NECAP scores.
 - Safe, Healthy, Student-Centered Learning Environments: Work with Essex PD and Central Office to reduce baseline behaviors by ten percent for EHS students who were offered, sold, or given illegal drugs on school property as measured by YRBS results.
 - Freshmen will begin to create a personal learning plan in the 9thGrade CORE and be part of an advisory program.
 - Educational Support Systems: A 9th Grade EST team has been established to improve the course failure rate by 5 %. Also, teachers record student data during academic support time. AST is an everyday learning opportunity, built into the end of each school day. This is the second year we have had AST.
 - Staff, Parent, and Community Involvement and Engagement / Critical Challenges and Needs: Continue work that began in June with faculty around logistics

around homework, grading / assessments, and attendance to parents in the Parent Portal of Power School. Information to parents will be available on the EHS website, the Essex Reporter, and mailings. The public presentation for parents will be during our School Report / Open House Night on Thursday, September 22 beginning at 6 p.m. in the auditorium.

- Standards-based learning artifacts will be available on September 22 as well.
- Implications and Findings on Recently Reviewed Data Sources this Month in the Areas of Achievement, Safe and Respectful Learning Environments, and Equity
 - There were sixteen FRL students who completed Advanced Placement classes during the 2010-2011 school year. This compares to seven to nine the past two years.
 - There were forty-six FRL freshmen students who passed the Ninth Grade CORE (English and Social Studies classes).
 - The failure rate for freshmen (English and Social Studies) during the 2010-2011 school year was 11% lower than in the previous year.
 - The % of the seniors (Class of 2011) who accessed Algebra 2 was 78.5%. The previous three years was 70, 71, and 70%.
- Ongoing School Initiatives and Pending Changes:
 - AESOP District – wide teacher and staff leave system and the Parent Portal of Power School are two significant changes to start the year. The new teacher leader model, moving from traditional departments, to interdisciplinary learning communities, is a huge endeavor as well.
- Public Events Over the Next Month: Freshmen Parent Orientation Night- Monday, August 29 from 6:30 to 8:00 p.m. in the auditorium. School Report / Open House will be held on Thursday, September 22 from 6 to 9 p.m. The first hour is in the auditorium. The first day of school for all students is Wednesday, August 31.
- Communications Scheduled Over the Next Month (What and to Whom)
 - Beginning of School logistics / information: students and parents
 - Beginning of school logistics/ information: teachers and support staff
 - Key Dates and Public Engagement: parents, students, teachers, and support staff.
 - Parent Portal information: parents during September and on September 22.
- Something I'd Like the Board to Know: The Design Team is committed to developing and implementing the finest learning opportunities for all of our students. It is my personal goal that the opportunity for all voices to be heard and ideas shared will take place as we specifically develop a STEM Academy this academic year and further define what our Life, College, and Career Learning Community will look like over time.

7B Principal Reports: (CTE)

Director's Report: Bob Travers

- Recent or Pending Celebration for Staff and Students
 - Congratulations are in order for the students from the Computer Animation and Web Design 1 and 2 Programs. In the recent national Skills USA competition held

- in Kansas City MO, CAWD 2 students, Michael Angel and Lorand Moore, took first place in [Web Design](#). Each student earned a \$40,000 college scholarship!
- CAWD 1 students, Kody Corbosiero and Chase Campbell, placed 12th nationally in the [3D Visualization and Animation](#) competition. This was the first time the program had entered this competition. Both students will be returning to CTE next year as CAWD 2 students and are already making plans on what they could do better next year at skills.
 - Progress Made Over the Past Month on Action Plan Steps
 - Public Portal – CTE has established an implementation plan to assist in the launching of the portal. We will review with faculty during in-service and prepare to roll it out with multiple communications to families including a “training” opportunity during our September Program Open House.
 - State Approved Assessments – More the 40 faculty members attended a state wide career and technical education conference at which training and conversations related to the State Approved Assessment initiative were held.
 - NECAP Math and Reading – During the CTE Administrative Planning Meetings this past month, the team agreed to two related initiatives:
 - Improved Data Collection and Interpretation at the test item level, hopefully to be supplied by the sending high schools.
 - Establish local content assessments for Pre Tech programs to determine base-line abilities of entering students.
 - Action Plan Priorities for the Next Month
 - Review the CTE Priorities for 2011-2012 with faculty and staff
 - The administrative team will discuss and design a process for staff to follow when establishing entrance requirements.
 - Take first steps in the implementation plan for opening the parent portal
 - Draft a letter to sending high schools requesting NECAP data for each student at the test item level.
 - Implications and Findings on Recently Reviewed Data Sources this Month in the Areas of Achievement, Safe and Respectful Learning Environments, and Equity
 - The State Department of Education has decided to declare four programs ineligible for Perkins funding starting this year. They are:
 - Forestry/Natural Resources
 - Cosmetology
 - Dental Assisting
 - Ophthalmic Medical Assistant
 - Health Information Management
 - These programs have not met the Federally Agreed Upon Performance Levels (FAUPL) in NECAP Math and Reading for the past three years. As ineligible programs, no Perkins funds can be spent to improve these programs. However, at this point, I believe that none of the Perkins Grant is allocated to those programs this year so no direct impacts will be experienced. Going forward, the larger question is how will we make improvements without being able to spend Perkins Grant money.
 - Ongoing School Initiatives and Pending Changes

- CTE is partnering with EHS in the development of a shared STEM Academy. In addition, we are also partnering with Winooski High School to explore the possibility of offering a satellite Pre Tech Program at Winooski High School focusing on English Language Learner students.
- Public Events Over the Next Month
 - CTE Program Open House will be held in the third or fourth week of September. The date will be determined by the faculty teams during In-Service
- Communications Scheduled Over the Next Month (What and to Whom)
 - Letter home to parents describing the Parent Portal
 - Attachment C: CTE Parent Portal Implementation timeline
 - CTE Annual Report to be distributed to families, staff, sending high schools and the board.
- Something I'd Like the Board to Know
 - Over forty teachers and administrators participated in the state-wide Career and Technical Education Conference on August 11 and 12. During the conference recently retired Natural Resources teacher Hugh Gibson was honored as the Future Farmers of America (FFA) teacher of the year.

EHS Transformation:

Rob advised that the overriding purpose of the EHS Transformation is to improve the educational system such that it meets the changing interests and needs of all students.

It is **not** to create fixed Academies of study that limit student choice/inquiry/investigation of interests.

7: Internal and External Communications Decisions:

Erin discussed potential/informal public communications opportunities. It was suggested that the board increase its community visibility by attending:

- School functions (Parent's night, inservice day, etc.)
- Engaging the Essex Reporter news team.
- Informal coffee/lunch events
- Staff Newsletter initiative
- Increased Staff communication

8: Board Planning day Follow-up:

Jack advised that a Board off-site follow-up work session is being planned for Wednesday September 28, 2011. Topic ideas may be forwarded at any time.

9: Power School – Parent Portal Update:

Parent/student access to grade/attendance information goes live on October 3, 2011. The Administration is coordinating rollout information and registration forms.

10: Consent Agenda:

- Approve Warrants
- Approve Meeting Minutes: June 16, June 20, July 12, August 15, 2011
- Professional Appointments
- Bank Resolution
- Affirm Student-Parent Handbook

Brian requested the Student handbook be pulled.

Brian made the motion to approve the amended consent agenda.

Seconded by Jack.

Motion passed 6:0.

After clarification/discussion Brian made the motion to approve the Student handbook.

Seconded by Ryan.

Motion passed 6:0.

11: Future Board Items:

- Board goals follow-up meeting (Wednesday 9/28/2011, location TBD)
- Policy
- Transformation

12: Post-meeting Communication Opportunities:

Al reported his notes were complete.

13: Adjournment:

The Chair adjourned the meeting at 10:57 PM.

Respectfully submitted by,

Al Bombardier

Clerk - Union # 46 School Board

Common Core & SBAC Overview

Board presentation

August 2011

Common Core State Standards

- Adopted by 44 states
 - Includes Math and English/Language Arts
- * The National Academies & National Research Council (NAR) are writing new science standards - *Conceptual Framework for the new Science Education Standards*



Some Historical Context about VT Trends in Standards

	1997-2002/4	2002/4-2013/14	2013/14
Drivers	1994 ESEA- <i>Improving America's Schools</i> 1997 –VT Act 60 2000 – Goals 2000	2001 – NCLB	2009 Race to the Top 2010 – Obama's <i>Blueprint</i> for Improving NCLB
Standards	<i>VT Framework of Standards and Learning Opportunities</i>	<i>VT Grade Expectations</i>	<i>Common Core Standards</i>
Assessment	<ul style="list-style-type: none"> • DRA grade 2 • NSRE English (reading & writing) and Math in grades 4, 8 & 10. • Science PASS – grades 5, 9 & 11 ** VT Portfolios	NECAP <ul style="list-style-type: none"> • Reading & math, gr 3-8 & 11 • Writing, gr 5, 8 & 11 • Science, 4, 8 & 11 	SBAC <ul style="list-style-type: none"> • Same grades unless ESEA changes
Accountability	VT Comprehensive Accountability System <ul style="list-style-type: none"> • 2 year rolling average • Could include local data 	VT System – NCLB-driven <ul style="list-style-type: none"> • Annual testing • Disaggregated data by subgroups • Annual Measurable 	TBD Growth-based

Timeline for Implementation of CCSS & SBAC

- 2010-11 State Board adopts Common Core State Standards (CCSS); VT joins SBAC Consortium
- 2011-12 State and regional planning with a focus on awareness, knowledge building; discussing implications; developing local implementation plans, including readiness assessment for CCSS & SBAC, including technology
- 2012-13 Continue work on curriculum and technology
- 2013-14 Full Implementation of CC, while AYP still based on NECAP
- 2014-15 First SBAC administration (spring 2015)

CCSS – How are they organized?

- Standards of Practice/Learning environment
- Anchor Standards
- Learning Progressions

Two Assessment Consortium

Two consortia are working on assessments matched to the CCSS

- SMARTER Balanced Assessment Consortium (SBAC) – 33 partner states/territories
- The Partnership for the Assessment of Readiness for College and Career (PARCC) – 24 partner states/territories
- VT joined the SBAC
- SMARTER stands for **Summative Multi-state Assessment Resources for Teachers and Educational Researchers.**



Vermonters working on SBAC

- Michael Hock sits on SBAC Executive Committee
- Karin Hess was Project Manager and Principle Author of the SBAC ELA Content Specs
- Sue Biggam was also on the list of authors of that document

What grades will be assessed?

- Grades 3 through 8 and 11...unless there are unanticipated changes to ESEA the grade levels at which state assessments will be administered will not change from the current model
- There is no plan to assess students below grade 3. However, SBAC will be creating formative assessment procedures and materials, useful at all grade levels and particularly appropriate for instruction with younger students.
- In order to facilitate measurement of individual student growth the SBAC is planning to implement offering performance assessments in grades 9 and 10 as a basis for predicting scores on the grade 11 test.

Administration Window

SBAC will be administered in the spring (the last 12 weeks of schools) and will measure standards addressed in that grade

What does SBAC look like?

Two parts of SBAC

- Computer Adaptive Testing (CAT). The CAT begins by delivering a short series of moderately difficult grade level test items to the student and then, depending on the student's initial performance, delivers items that are either more or less difficult. This process continues until the student's exact level of proficiency is determined.
- Performance tasks: In addition to CAT, the SBAC assessment system will include several performance tasks at each grade level.

Scores from the two types of assessments will be combined to produce the complete summative assessment score that will be used for accountability.

Results

- The final summative score from the SBAC assessment =
 - CAT results
 - + the results from two or three performance assessments administered at designated intervals throughout the school year.
- SBAC will provide a gain score for individual students as they take successive years of the assessment. Gain scores demonstrate the amount of progress or growth individual students make across years and assessments.
- The final SBAC score will be released in late spring. However, CAT technology provides a summary score almost immediately, and since teachers will be involved in the scoring of performance tasks, those results will be available very soon after the assessment is completed.

Accommodations

- CAT is designed to be individualized.
- In addition a variety of technological tools – read-aloud technology, magnification, word/sentence masking, calming music, color overlays, etc. – are planned for SBAC.

Assessing readiness for SBAC...

- SBAC is currently working on a readiness tool that will help determine if schools can meet the minimum technology requirements for delivery to the tests.
- Although the goal is to have all schools use CAT; for the first two years of implementation a pencil-and-paper alternative will also be available.
- With respect to preparing students, a full array of practice tests will be available. SBAC also hopes to introduce non-secure interim assessments in the 2013-2014 school year that use CAT technology. However, schools will need to ensure that all students have some basic experience using computers for instructional purposes.

SBAC Item Types

Reading

- Selected response (multiple choice)
- Extended constructed response
- Technology enhanced (multiple choice or constructed response)
- Performance task

Writing/Language

- Selected response (multiple choice)
- Technology enhanced (multiple choice or constructed response)
- Writing prompt
- Performance task

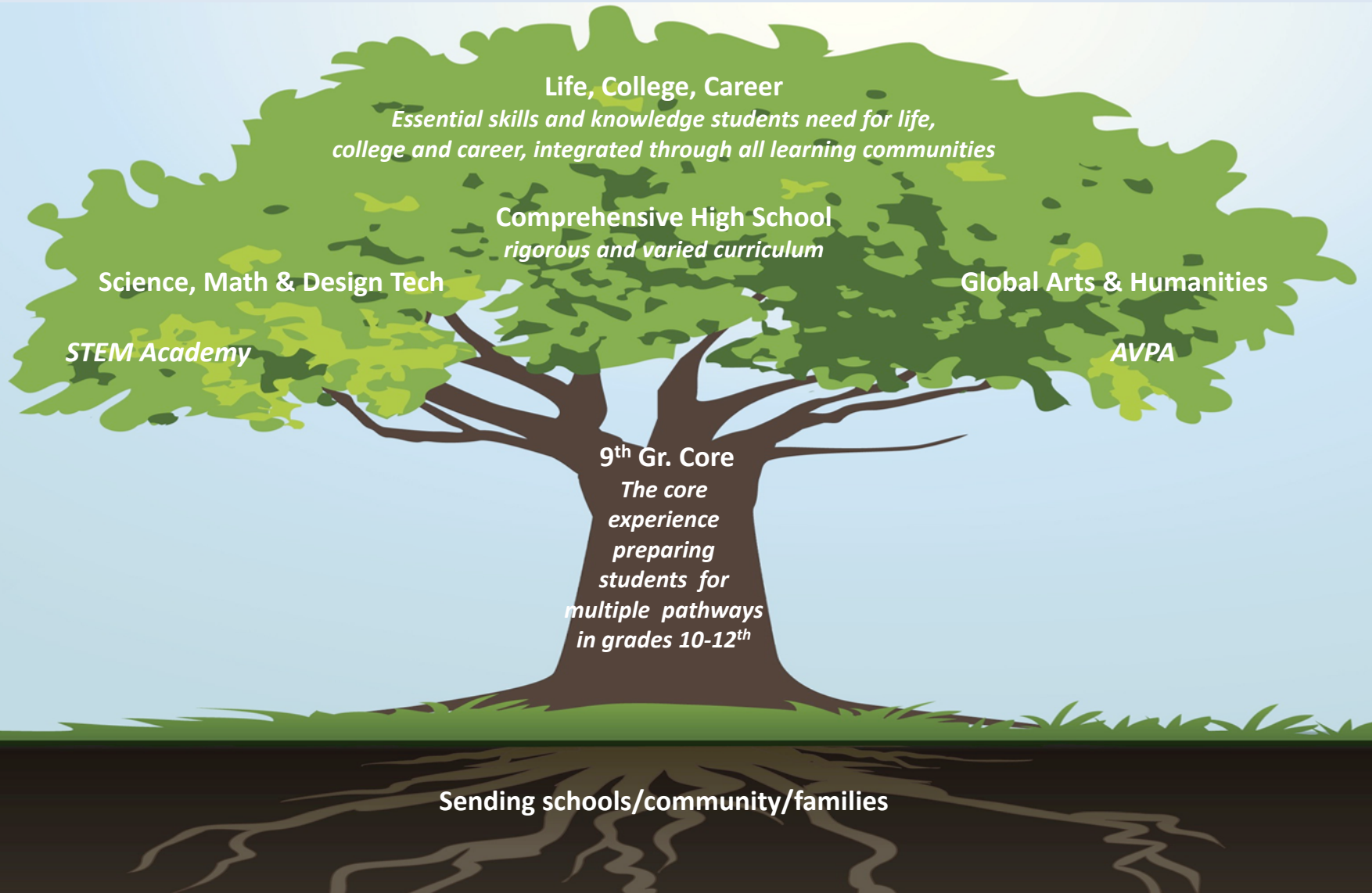
Speaking and Listening

- Technology enhanced (multiple choice or constructed response)
- Oral response required (an item assessing the standard would require an oral response in order to address the content of the standard)

Mathematics

- Selected response (multiple choice)
- Extended constructed response
- Technology enhanced (multiple choice or constructed response)
- Performance task

Essex High School Transformation



EHS is a mission-driven and learner-centered community that believes, through both independent and collaborative engagement, everyone can develop excellence in their individual pursuits. We offer a rigorous and varied curriculum and believe in challenging students to think critically and act responsibly, compassionately, and respectfully. We foster intellectual curiosity and resourcefulness, so that students can engage in their learning to achieve the behaviors, skills, and knowledge essential to becoming contributing members of their community and citizens of a diverse and ever-changing world.

EHS STEM Academy 2012

This is the framework for the EHS STEM Academy, beginning in the Fall of 2012. It was created by the STEM development team that attended the

Creating Quality STEM Programs Summer Institute – 2011 hosted by
Thomas Jefferson High School for Science and Technology

&

The National Consortium for Specialized Schools of Science, Mathematics, and
Technology

**Team Members: Rob Reardon, Joe Chase, Kim
Audette, Jim Dirmaier, Doug Horne**



TJ Basics

Thomas Jefferson High School for Science & Technology
Alexandria, VA

- 4-year program
- 1800 students
- Honor Code & Social Responsibility
- Unique programs: Research technology labs; Mentorship; IBET; CHUM; HUM; Geosystems
- Science Magnet School for Virginia



TJ Research Laboratories

[Astronomy and Astrophysics](#)

[Energy Systems](#)

[Automation and Robotics](#)

[Microelectronics](#)

[Biotechnology and Life Sciences](#)

[Neuroscience](#)

[Chemical Analysis](#)

[Oceanography and Geophysical Systems](#)

[Communication Systems](#)

[Optics and Modern Physics](#)

[Computer Aided Design](#)

[Prototyping and Engineering Materials](#)

[Computer Systems](#)

[Mentorship Program](#)

TJ Basics

Courses

Math through Calculus

then

Multivariable Calculus, Linear Algebra, Differential Equations, Numerical Analysis, Complex Variables

Computer Science

4 years of English

4 years of Social Studies

3 years of Foreign Language

2 years of Physical Education

1 year of Fine Arts

Chinese, French, German, Japanese, Latin, Russian, Spanish, including AP

Science & Tech Courses

7 courses minimum graduation requirement
(the “average” TJ student takes 8.5)

12 Geosystems
11 Physics
10 Chemistry
9 Biology (IBET)

12 Senior Research Tech Lab
10/11 1 year SciTech Elective or AP Science Class
9 Design & Technology 9

Why STEM; Why Us?

1. CCSU Mission

- Student Centered Continuous
- Improvement/Equity for All

2. Crucial Pathway for Education

- Tomorrows leaders in the global economy

3. Natural Progression for current Essex Community & Learning Center

- STEM pathway is congruent with local community values
- AVPA (existing school within a school)

STEM Mission Statement

It is the mission of the Essex Community STEM Academy to instill a sense of delight and discovery through relevant, innovative challenges while illuminating viable career pathways with a focus on ethical behavior as contributing members of our community.

Academy Outline

- EHS STEM Academy is a school within a school.
 - A comprehensive high school and a technical center
- Potential Strands
 - » Engineering (initial strand 2012);
 - » Others to be identified for development in Fall 2012 may include Biomedical; Environmental Sustainability; Entrepreneurial; Applied Mathematics based on Community/Staff Support
- Grade Levels (example 10-12, 11-12) to be determined along with graduation requirements
 - » {input to be gathered by community surveys & forums} along with other Learning Communities.

Support Needed

- Professional Development

- » History – District Investment in Differentiation & Formative Assessment – results indicate need for improvement inquiry, problem solving, project based learning
- » Continued district investment in Integration Technology Specialist (Carrie Fogg) & IT support staff

- Future possible PD growth plan

- » Deliberate collaborative content integration
- » Curriculum development for new strands
- » Development of Authentic Assessments
- » Advisory for active and engaging Personal Learning Plans

Financial Support

- Budgetary commitments by the board have been made
- VT state has committed to STEM education and we are applying for state grants including equipment and staff development
- EHS needs to reallocate funding
 - » Staff funding to include LCL, AL, staff assistant
 - » Need coordinator(s) for authentic assessments & internships (placement and etiquette, i.e. Charm School)
- Pursuing federal funds

STEM Structure

Enhanced diploma

STEM Honors / AVPA Honors

Differentiated Authentic Assessment

Honors Distinction may include Internships, college credit, original research, original design, capstone projects, portfolios, Industry Credentials

Senior final exams may become a celebrate of final projects

Application Process

Targeted expectations for middle school experiences

Gateway courses provide opportunities to explore Academy Strands

ParentPortal Timeline for Implementation
CTE

<u>Action</u>	<u>Date</u>	<u>Person Responsible</u>
Letter to CTE Families about ParentPortal implementation	August 26, 2011	Carolyn Dickinson
Refresher of PowerTeacher Grade Book functions and expectations	August 2011	Will Bohmann
Sharing of Teacher Expectations for PowerTeacher Grade Book	August/ September 2011	Carolyn Dickinson
Selected pilot users from Student Support Services are provided with guest user login information	Week of September 5, 2011	IT Staff
List of ParentPortal default Usernames and Passwords generated by IT for distribution by CTE	Week of September 5, 2011	IT Staff
Login information mailed to CTE families	Week of September 19, 2011	Kim Connelly
Training provided to families at CTE Open House	September 22, 2011	Will Bohmann, Carolyn Dickinson, CTE Designated Teacher
ParentPortal goes live	October 3, 2011	CCSU IT Staff