

December 9, 2016

Winooski School District
Office of the Superintendent
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All students will graduate from the Winooski School District (WSD) college and career ready at a cost supported by a majority of the Winooski community. WSD students will lead healthy, productive and successful lives and engage with their local and global community.

Superintendent's Board Report

Action Items: The Winooski administration recommends that the board approve all of the following action items:

4. **Consent Agenda:** (5 Minutes)
 - a) Minutes of Meetings: November 9, 30 and December 7, 2016
 - b) Policy Title: 2.3 Financial Condition and Activities
 - Approval of Bills
 - c) Policy Title: 2.4 Financial Planning and Budgeting
 - Approval of Superintendent Monitoring
 - d) Policy Title 2.8 Communication and Support to the Board
 - Superintendent Report
 - e) Policy Title: 4.2 Board Job Description
 - Approve Board Monitoring Report

Discussion & Action Items: No backup this month.

Curriculum, Instruction & Assessment:

- **Promise Community Grant:** Our committee has developed our Roadmap (purpose, vision, goals) and budget which will be submitted to the State of VT's Department of Children & Families this week. Our committee name is "The Winooski Safety and Stability Collaborative". When the Roadmap and budget are approved we will have \$200K to:
 - Support Winooski family's access to basic needs and services (stable housing, nutritious food, healthcare and transportation) by providing a community hub at the O'Brien Community Center

- Support Winooski children to succeed in school and in the community by improving access to early education, playgroups and parent support programs.
- Reduce Winooski children’s exposure to trauma, violence at home and in the community by reducing the factors that get in the way of a caregiver’s ability to be a stable support (mental health, drug use, lack of money)
- **Vermont Council on World Affairs (VCWA) Panel:** I had the good fortune of being invited to be a panelist on the topic of “*Refugee Crisis: A Panel Discussion on Response and Solutions*” with Rutland Mayor Chris Louras and former US Ambassador to Syria Robert Ford. It was a fascinating discussion with an audience of over 80. My remarks were focused on the how the introduction of refugees to the Winooski School District (WSD) provides a diverse experience for our students that prepares them for their future in a broader global environment which is unique in VT, one of the whitest states in the country.
- **Space Concerns:** We are requesting up to \$15K for an initial engineering and design study to begin the path toward developing options to solve existing space problems and to create a modern and supportive learning environment for our students and staff.
- **Driver Education:** We will be contracting with a licensed Driver Education instructor to serve 20 WHS students at a cost of \$700 per student. We will be providing the classroom. The instructor will be using his own vehicle. This will begin in late January/early February.
- **Data Update:**
 - **School Resource Officer (SRO):** WSD SRO Dave Solomon reports that the number of incidents he has addressed across WSD has declined 36% year-to-year.

SRO Calls	2015-16	2016-17
Aug/Sept	97	56
Oct	65	44
Nov	45	33
TOTAL	207	133

- **Attendance:** The following data is a comparison year-to-year during the months of August through November. We have made modest improvements in average absences and tardies at JFK. WMS made a modest improvement in average absences while average tardies has increased a bit. WHS’ average absences has increased primarily due to a small number of students still enrolled but rarely attending while there has been a dramatic decrease in the average tardies, over a 50% decline!

Chronic absenteeism is defined as missing 10% of a school year (18 days at WSD) or a month of school (20 days).

	<u>JFK</u>		<u>WMS</u>		<u>WHS</u>	
<u>Aug-Nov</u>	<u>2015-16</u>	<u>2016-17</u>	<u>2015-16</u>	<u>2016-17</u>	<u>2015-16</u>	<u>2016-17</u>
<u># of Students</u>	351	363	161	167	224	226
<u># of Days</u>	60	58	60	58	60	58
<u>Absences</u>	1033	1029	439	396	753	907
<u>Avg. Absences per Student</u>	2.94	2.83	2.72	2.37	3.36	4
<u>Tardies</u>	1538	1488	944	1033	1548	753
<u>Avg. Tardies per Student</u>	4.4	4.1	5.9	6.2	6.9	3.3

- **High School Student-Centered Learning Update**

- It's been about 18 months since the school board last received an update about the high school structure. One of the considerations at that time was to reorganize the high school based on a house model in order to support a robust advisory, increase flexibility and personalization for students, build authentic structures for teacher collaboration, and ensure that all students graduate college and career ready.

During the summer we began working with the Youth Leadership Institute (YLI) students to help us plan special activities for the early dismissal mornings. This team along with facilitators Lindsey Cox and Lucas Dunn, is taking on a real leadership role in the design of these days, ensuring that student voice is at the center, activities center on community-building, strengthening our advisory system, supporting the development of student PLPs, and enhancing college and career readiness.

Over the course of the last year and a half we learned from pilot activities that the house model wasn't going to work as well as initially envisioned. We also found that there were other ways to achieve the above objectives without establishing distinct houses. Based on feedback from students and staff, we are continuing to build structures that meet the needs of our community. Below is our revised high school transformation timeline.

2016-2017	Longer Term
<p>Advisory</p> <ul style="list-style-type: none"> - PLP advising, PLP aligned with GX/GP - Increase community-building practices - Pilot Special Schedule for Early Dismissal mornings (co-planned) 2016-2017 	<p>Special Schedules for ED:</p> <ul style="list-style-type: none"> - Youth/Staff planned - College/Career exploration - Build community - Strengthen advisory - Support PLP process
<p>GX capstones All classes identify GX and GP focus</p> <p>Require for 2017 graduation (including early college students)</p> <ul style="list-style-type: none"> - Communication: maintain - Critical Thinking: clarify expectations, complexity required for graduate level <p>Pilot (at the broader faculty level)</p> <ul style="list-style-type: none"> - Wellbeing: use pilot year experiences to revisit rubric, clarify expectations, complexity required for graduate level - Persistence: pilot use of dimensions, model assessments <p>Exploration (at the individual teacher/class level)</p> <ul style="list-style-type: none"> - Creativity: dimensions and possible assessments - Culture and Community: dimensions and possible assessments 	<p>GX development Add requirement for 2018 graduation (current grade 11)</p> <ul style="list-style-type: none"> - Wellbeing - Persistence <p>No additional requirements for 2019 graduation</p> <p>Add requirement for 2020 graduation (current grade 9)</p> <ul style="list-style-type: none"> - Creativity - Culture and Community <p>Consider requiring completion of all required GX assessments in order to attend early college</p>
<p>GP progressions All learning opportunities (classes) identify GX and GP focus</p> <ul style="list-style-type: none"> - For grades 10 through 12 <ul style="list-style-type: none"> - Use same grading system as 2015-2016 w/ minor revisions - Continue use of credits - For grade 9 <ul style="list-style-type: none"> - Use progressions for assessment, not grades - New GX/GP transcript 	<p>GX/GP-based transcript</p> <ul style="list-style-type: none"> - For graduation beginning 2020 - Align requirements with tech centers, VAL, early college, etc., beginning 2017-2018 school year <p>Class types</p> <ul style="list-style-type: none"> - Additional Studio-style classes, like math lab (Writing, Science, other) - Extend iLab. - Maintain classes based on interest.
<p>Schedule</p> <ul style="list-style-type: none"> - Continue to expand opportunities for students to demonstrate learning: 2 expos during the year, work on creating more expos or other demonstration opportunities 	<p>Schedule</p> <ul style="list-style-type: none"> - Looking for ways to increase the number of student Expos from 2 to 3. - Exploring daily schedule options that will increase personalization and flexibility

<ul style="list-style-type: none"> - Maintain existing semesters, green/white block schedule - Periodic extended Advisory periods 	
<p>Math Lab - Continue to refine lab for pure math</p> <ul style="list-style-type: none"> - Add applied math classes 	

- **Legislative Update**
 - [2016 Education Legislative Update #10](#)

WSD Goals

Goal #1: College & Career Readiness

- The entire JFK School participated in the “Hour of Code” during the week of December 5th. Coding is similar to what used to be called programming. It is what makes it possible to create computer software, apps, websites, etc. All apps, websites, social media, internet browsers, etc. are created with code. Exposing our students to coding, even if just for an hour, gives them the opportunity to learn about something that they use each and every day. While the concept of coding is complicated, the “Hour of Code” has made it super easy to implement in classrooms.
- The GX Champ process has been temporarily on hold while students and staff provided feedback on how to keep it dynamic and sustainable. The GX Champ celebrations return on December 15th, with strong growth in each of our six GXs being recognized!
- 19 WSD teachers participated in an eight-week after school class on “Collaboration and Co-Teaching Strategies for ELLs” led by Kirsten Kollgaard, Director of ELL & Curriculum. The class encouraged teachers to deepen their understanding of the practice of co-teaching and how it can support ELL and mainstream students. Teachers who are already practicing co-teaching participated in pairs, while teachers interested in adopting the practice also took the class and learned from the experiences of their colleagues.

Goal #2: Healthy, Productive & Successful Lives

- Earlier in the fall Imaj Associates visited our school and interviewed four students as part of their work to capture the story of the Winooski Middle High School. They’ve now finished the story told by two of our students, and each one is both inspiring and affirming to say the least. Here are the videos of [Destiny Syharaj](#) and [Riley Corrigan](#)!
- Our new Home-School Coordinator, Kristi Theise, ran a very successful clothing drive this fall for Winooski families. WSD staff and members of the surrounding communities donated gently used winter and regular clothing, which were distributed to needy families before the cold weather set in.
- On Monday December 12th Amy Wheeler-Sutton, the new Training and Development Coordinator for the VTPBiS State Team will come to JFK to administer the post-SET assessment. This assessment was done last spring before we implemented PBiS, and is done post year one implementation to give us comparative data. The assessment looks at the six components of PBIS at the Universal Level (purpose statement; behavior expectations; teaching expectations; student acknowledgement; recording discipline

referrals; and using data for decision making), and how we are doing with implementation. Amy interviewed Sara Raabe and Amanda Babcock, and then walked around the school and interviewed randomly selected teachers and adults. We are excited to get our results back to see the progress we are making.

Goal #3: Local & Global Community Engagement

- Monday, November 21st was Parent-Teacher conferences. Historically, JFK has had a wonderful attendance record for conferences. However, the 21st was the first bad weather day of the school year. We still had a lot of families come to discuss the great things their students are doing each day. Some families were unable to attend due to the weather, and families have been encouraged to reschedule.
- Thursday, December 15th is the JFK Winter Performance. Students are working incredibly hard to master songs to perform for their families and friends. This is an exciting event that is incredibly well attended every year!
- Before the Thanksgiving break a group of middle school students took a field trip to the US District Courthouse. The students were introduced to the roles and responsibilities of persons in the courtroom, and observed the sentence hearing for a local young adult convicted of possession and distribution of narcotics. Then they were given a 45 minute Q&A time with the Judge, Prosecutor, Defense Attorney and Probation officer. It was an impactful experience for the students, as noted in their reflections: "Speaking to the judge and understanding more of what the court is about was cool. I was glad that we got to speak to the people who worked there." "I really liked when we got to sit up in the grand jury's box and asking the judge questions and realizing she was a human just like us and she is awesome."
- Monday, November 7th, 19 students and staff along with adults from Up for Learning and the Bay & Paul Foundation converged on Winooski and spent most of the day visiting classrooms and learning about our Winooski Story. One visitor noted that she could approach virtually any student in any class, and they would welcome a conversation and be able to explain what was going on in the class. She joked that either we train them really well for how to handle guests, or our students have more ownership of their education than most. Additionally, 8 Winooski students served as hosts throughout the day. A surprise observation from several of them was that they had never been in an ELL classroom before. A few noted that there are students in the high school that they don't even know. Again, this poses questions about how to help students break down barriers and build community across the student body.
- On Saturday, November 19, Winooski sophomore Andy Siki accepted an award on behalf of Youth Lobby, from Energy Independent Vermont, a coalition of all the major VT environmental advocacy groups. The award recognizes the work done by Andy and others to bring over 700 students to the Vermont State House in April seeking action on climate change. The effort sprang from a group of civics teacher Matt Hennen's students at Harwood Union High School, and grew to include students from Winooski, Mt. Abe, Mt Mansfield, and several other schools. Along with Andy, WMHS students Tiffany Phuong, Musa Mayange, Holly Turner, Oo Mai Be, Olivier Enwa, Abdimajid Mohamed, and others all put in a huge effort last spring to make that happen.... they sure earned this!

- Eh Man (12th), supported by Sujan Acharya's (12th) skillful narration, did a terrific job of filming and editing the STEM Fun Night on November 10, capturing the enthusiasm of all along with the breadth of hands-on exploration opportunities during the evening! And here it is: [STEM Night 2016](#).

Finance/Operations

- At the end of November, our fund balance for FY17 is favorably forecasted at \$22K or less than 1% of the voter-approved budget.
- The projected balance of the Reserve Fund is currently \$488,608. This balance includes encumbrances for the IT Switch project that is set to be completed in December. All other approved projects have been completed.
- We recently received a draft audit report for FY16 and met with the auditor on December 7, 2016 to review it. The audit will be brought forward to the board at the January 2017 meeting.
- The Facility Team recently striped the tennis courts to serve as a parking lot for the winter, while we explore a more permanent solution. In the spring the tennis courts will be paved and returned to a basketball court/play area.