

### Call to Order

Larry Cyrus called the meeting to order at 6:16 p.m. in the High School board room #335. Board members present were Larry Cyrus, Kalene Engel, Darrin Dillinger, Lynn Doelle, Don Baloun, Mike Ayala, and Niki Secrist. Also present was Superintendent Troy White.

Darrin Dillinger made a motion to approve the agenda. Niki Secrist seconded the motion. Motion carried.

### Discussion Items

- **WASB Board survey**  
Identified areas on the board survey where differences in achievement existed including curriculum, culture, budgeting, vision, community engagement, planning, and district operations.
  - Discussion about curriculum cycle, staff work on essential learning outcomes, board listening and collaborating effectively, and the possible of establishing a community engagement committee.
- **School vaccinations**  
Concern with the perception of required versus convenience that led to a discussion about continuing to offer opportunities with a change in notification to families with email versus phone calls.
- **Federal relief – ESSER expenditures**  
Information was presented that showed how the district has been moving reoccurring costs like staff off ESSER funds.

### Information Items

- **Ready to Learn Plan**  
There was no change in the plan discussed and will be recommended for approval at the regular meeting.
- **S. A. T. (School Achievement Team) update**  
No report was presented as the team did not meet.
- **Chain of Command & evaluation flow chart**  
A draft of changes to the chain of command was discussed and will be brought for approval as part of next year's staff handbook.
- **Rural Virtual Academy**  
Information about becoming a vested member of the RVA was presented and will be brought for approval at the regular meeting.
- **State Championship Sign**  
The current sign in the front of the building was damaged and a new sign is being considered.
- **Leveraging strategies**  
Information was provided on research data that shows what has little change in student learning and what improves learning.

### Future Agenda Item

- **Strategic plan review (Technology Education program, College Credit, Graduation Requirements)**
- **Day Care**
- **Co-curricular programs**

### Review Timelines and Items for Future Board Agendas and Meetings.

<b>Wednesday</b>	<b>February 15th, 2023</b>	<b>Regular Meeting</b>	<b>6:00 p.m.</b>
<b>Thursday</b>	<b>March 2nd, 2023</b>	<b>Committee of the Whole</b>	<b>6:00 p.m.</b>
<b>Wednesday</b>	<b>March 15th, 2023</b>	<b>Regular Meeting</b>	<b>6:00 p.m.</b>

### Adjourn

Michael Ayala made a motion to adjourn the committee meeting. Kalene Engel seconded the motion. Motion carried at 8:26 p.m.

Fiscal Yr 2020-21 Esser I (Cares)		\$ 51,079.00
Type	Description	Claim Balance
Software as a Service	Chrome Book Filter	\$ 38,830.74
Virtual learning platform	Educere	\$ 22,238.24
Supplies	Transport school work to kids	\$ 21,439.24
Technology	Chrome book repairs	\$ 21,041.24
Supplies	Cleaning supplies	\$ 12,641.26
Supplies	Masks	\$ 9,333.52
Supplies	Gowns	\$ 9,225.55
Technology	Document camera's	\$ 4,379.00
Technology	Document camera microphones	\$ -
		\$ -

Fiscal Yr 2020-21 Esser I (Cares) Carryover		\$ -
Fiscal Yr 2021-22 Esser II		\$ 332,119.00
Balance		\$ 332,119.00
Type	Description	Claim Balance
Salary & benefits	Teacher	\$ 239,233.64
Salary & benefits	Interventionist	\$ 210,821.11
Salary & benefits	50% technology coordinator	\$ 131,884.76
Salary & benefits	Counselor	\$ 80,106.44
Salary & benefits	In house substitue	\$ 68,225.54
Maintenance	Chillers	\$ 51,985.66
Virtual learning platform	Educere	\$ 36,893.16
Supplies	Cleaning Kits	\$ 34,529.63
		\$ 34,529.63

Fiscal Yr 2021-22 Esser II Carryover		\$ 34,529.63
Fiscal Yr 2022-23 Esser III		\$ 423,617.69
Balance		\$ 458,147.32

Fiscal Yr 2022-2023		
Type	Description	Budget Balance
Salary & benefits	Teacher (2)	\$ 262,539.42
Salary & benefits	50% In house sub / 50% learning center	\$ 189,497.18
Salary & benefits	Counselor	\$ 143,197.18
Virtual learning platform	Wisconsin Virtual (RVA) & Old CESA 10	\$ 114,697.18
		\$ 114,697.18
		\$ 114,697.18
		\$ 114,697.18

Fiscal Yr 2023-2024		
Type	Description	Budget Balance
Esser III Carry over		\$ 114,697.18
Salary & benefits	Counselor	\$ 65,619.23
Salary & benefits	Interventionist	\$ 13,589.66
		\$ 13,589.66
		\$ 13,589.66
		\$ 13,589.66

## Strategies / Initiatives Research Shows little change in student learning

1. **Time** – Decreases morale, which in turn decreases student achievement. What you do with the time is what matters.
  2. **Technology** – Just a tool, what you do with technology is what matters.
  3. **Testing** – Research shows no movement in learning.
  4. **Size** – Research shows no change in learning, smaller class sizes can help with what can be done with students including building relationships.
  5. **Schedules** – Research shows no change in student learning without changing teaching delivery.
  6. **Standards** – Alone has no effect on student learning, need to change the teaching of the information.
  7. **Governance** – The type of school has no effect on student learning.
  8. **Groups** – Ability grouping can negatively affect student learning,
  9. **Grading** – Standards based does not change student achievement or learning unless there is a relationship between the learning & the students.
  10. **Curriculum** – Only effective if teachers use the curriculum correctly and engage students (students are invested, work independently, & take initiative).
  11. **Collaboration** – Only effective if the time is spent focused on student learning.
  12. **Evaluations** – Research shows no effect of student achievement.
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### Levers that work

#### Least powerful



- **Structure:** organizational option, tools and logistics
- **Sample:** student grouping options for learning and instruction
- **Standards:** expectation and progress benchmarks
- **Strategy:** interactions that produce learning
- **Self:** student and educator beliefs about the roles in learning

#### Most Powerful

**SELF** – Teacher & student belief about learning and the capacity to learn as well as the role the teacher and student play in learning.

**STRATEGY** – How we teach and what we need to learn to be better teachers.

**STANDARDS** – Need authentic curriculum, communicated in student language with formative and summative assessment that provide guided feedback so students can chart progress.

## Leveraging Strategies

*Five Levers to Improve Learning, Tony Frontier & Jim Rickabaugh 2014 ASCD*

To avoid <b>leverage errors</b> associated with <b>strategies</b> :	To access <b>leverage advantages</b> associated with <b>strategies</b> :
<b>Do less of...</b>	<b>Do more of...</b>
Assuming that because kids were told something, they understand.	Utilize strategies that allow students to construct meaning around important content and build fluency around important skills.
Treating students as though they are blank slates.	Utilize strategies that honor the fact that new knowledge is constructed on existing knowledge.
Assuming that all kids are as interested in, and as motivated to learn, the content and skills that are taught.	Strive to see learning from the perspective of each student; what is likely to be engaging? What is likely to be relevant?
Using rubrics exclusively as a tool to justify grades.	Use rubrics as an instructional tool to help students learn how to describe, understand, and assess quality work.
Rigid application of models or checklists that ignore the complexities of both the art and science of teaching or are used exclusively for administrators to evaluate teachers.	Strive for superintendents, principals, and teachers to understand the complexity and opportunity presented by comprehensive instructional frameworks as a starting point for addressing each student's learning needs; not merely as tools for evaluation.
Assume that all instructional strategies are equally effective in improving student learning.	Acknowledge that different instructional strategies can substantially increase student achievement when deployed effectively and in the right context.
Utilize the same few instructional strategies	Utilize a repertoire of instructional strategies that are specifically aligned to the intended outcomes for student learning.
Utilizing collaborative time with teams of teachers to talk about structure and sample.	Utilize collaborative time to talk about intentional use of standards and to share, or reflect on, the use of instructional strategies.

## Leveraging Self

*Five Levers to Improve Learning, Tony Frontier & Jim Rickabaugh 2014 ASCD*

To avoid <b>leverage errors</b> associated with self:  <b>Do less of...</b>	To access <b>leverage advantages</b> associated with self:  <b>Do more of...</b>
Assuming that because kids were compliant that they are engaged in learning.	Focusing on developing malleable traits that will lead students to commit to learn for their own uses and purposes.
Treating students as though they are solely receptacles for our knowledge and wisdom.	Utilizing students as resources to support their learning, drawing on past experiences, imagination, curiosity and knowledge to build and expand learning capacity and success.
Assuming that all students learn in the same way and at the same rate as age cohorts and classmates.	Designing learning paths with students that accommodate the ways in which they can learn best and at a pace that is responsive to their needs.
Implying that intelligence is a fixed characteristic.	Affirming and teaching that intelligence is malleable; hard work and the right strategy improves everyone's understanding and skills.
Providing praise that affirms fixed abilities ("You must be really smart").	Providing praise that affirms effort and strategy ("What an insightful answer! How did you come up with that?")
Relying on grades as a sole means of communicating learning progress.	Developing clear learning goals and a variety of means to demonstrate and communicate that learning has occurred.
Assuming that the current level of student achievement is a reflection of their potential to learn.	Committing to the potential of, and finding ways for, every student to build the skills and develop the strategies necessary to lift their performance and find learning success.
Assuming that learning is something that will happen in a linear manner, to all students, as an entire group.	Understanding that while learning may occur in a group or social context, all learning ultimately is a personal experience. Unless students make a personal connection with what they are trying learn, learning does not occur.