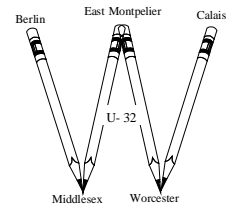


Washington Central Unified Union School District

WCUUSD exists to nurture and inspire in all students the passion, creativity and power to contribute to their local and global communities.

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Bryan Olkowski
Superintendent



WCUUSD Quality Committee Meeting Minutes Approved 4.7.21 5:00 - 6:00 pm

Present: Stephen Looke, Jen Miller-Arsenault, Lindy Johnson, Kari Bradley, Anna Farber, Scott Thompson, Bryan Olkowski, Jill Olson, Diane Nichols-Fleming, Karoline May, Flor Diaz Smith

- 1. Call to Order:** Kari Bradley called the meeting to order at 5:02 p.m.
- 2. Approve Minutes of 3.3.21:** Diane Nichols-Fleming moved to approve the minutes of March 3, 2021. Seconded by Lindy Johnson, this motion carried unanimously.
- 3. Reflection on Last Month's Review (Literacy Student Learning Outcomes)**

Jen Miller-Arsenault responded to some of the questions that arose from the previous meeting. She was able to review some questions from the jam board activity the committee had participated in. She spoke about reading skills carrying over into most areas of learning. She also spoke briefly about looking at early literacy practices, and about some assessment tools such as STAR360. Lindy Johnson indicated that she thought the presentation last week was very clear. She appreciates the similar format in how the data is presented, as it makes it easier to look at over time. Kari Bradley indicated that he feels, with some repetition, it gets easier to digest and interpret the data.
- 4. Discussion: Presentation of WCUUSD Science Student Learning Outcomes:** Jen Miller Arsenault shared a presentation about Science Student Learning Outcomes.
 - 4.1. Making Meaning Protocol**
 - What do you see?
 - What questions does this presentation raise for you?
 - What strikes you as significant?
 - What are the implications for our work?

Kari Bradley: appreciation for hands-on, project based experiential learning; seems like an effective way to get kids engaged with scientific learning also noticed the equity gap: concerning differences in proficiency levels; we need to think about this going forward. **Lindy Johnson:** having opportunities for hands on learning is important for all students and to help foster equity. Professional Development around these skills. How are schedules set up to allow for science? E.g. the set up and break down of materials takes time.

Diane Nichols-Fleming: The Hunger Mountain hike is still in existence for a learning opportunity! Where are we with the idea of “tracking” in the science world - e.g. physics - how does this look for all students? **Flor Diaz Smith:** Could we disaggregate data by grade? **Scott Thompson:** The standards are very abstract; how to navigate them? **Anna Farber:** In middle school we have an option to do higher level science. How are standards different going forward? Looks like we are combining six into three. **Jen Miller-Arsenault:** Current seniors are graduating with the six standards. We are looking at the other classes and still trying to figure out what makes the most sense. Our current ninth graders will be using the three standards. The two classes in between (current 10th and 11th), there will be more consideration based on unique circumstances. **Karoline May:** How much autonomy do teachers have over their schedules? If we are trying to increase the amount of time designated to science. **Jill Olson:** Are we able to compare our performance to the highest performers rather than comparing to the state’s average? **Bryan Olkowski:** The work is complex, dynamic, challenging for our teachers. How do we provide the best support to our teachers so that they can provide equal and adequate access to the curriculum, to all learners?

4.2. Going Forward:

- How will we share this work with the full board?
- **Kari Bradley:** With fifteen minutes on the agenda: provide abbreviated presentation.
- **Anna:** Highlight hands on learning.
- **Diane Nichols-Fleming:** Some of the bulleted summary points that came up as the committee processed.
- **Lindy Johnson:** The A.P. type science courses are not as much hands-on; are more “teaching to the test” - how to make this more dynamic?
- What worked about this process?
- What might we change for next month’s SLO presentation?
- **Kari Bradley:** Felt more comfortable working with the jam board, after some practice.
- **Anna Farber:** The graphs were more easy to understand
- **Lindy Johnson:** Appreciated having an email in advance

5. Future Agenda Items:

- Next month: PE and Health
- June: post-secondary plans and outcomes
- Plan some time for discussion about the future - where do we go with this?

Diane Nichols-Fleming: Will there be time to talk about special education and interventions and “drop-out rate”? **Jen Miller - Arsenault:** We can discuss this at the next meeting as we plan for June - maybe committee members can have some questions or some direction about how to guide that discussion.

5.1. Co-Curricular and Advanced Placement

6. Adjourn: The meeting adjourned by consensus at 5:55 p.m.

Respectfully submitted, Lisa Stoudt, Committee Recording Secretary