

Strategic Plan Goal #1  
1/10/19 Meeting Minutes

Members present: Jon Duhr, Scott Otto, Kevin Martin, Bill Greymont, Stevy Schlieve, Jodi Anderson, Sara Sturm, Aaron Rusch, Bob Sliwinski, Brad Dzikowski, Doug Dimmer, Jacob Fendt, Lisa Fendt, Heather Weise, Tim Purman, Viktoria Tadlock, Kathryn Zimpel, Amanda Christian, Heather Barrie

1. DPI School Report Card
  - a. Jon went over presentation
2. Redefining Ready
  - a. HUHS School Board has adopted Redefining Ready. Group's charge is how we want to implement and track this at HUHS.
  - b. Committees are advisory; we come up with the plan, but the Board still has to approve it.
  - c. Comments from the group:
    - i. Concern that students do not like school - why can't learning be fun?
    - ii. Do students realize they are more than a score?
    - iii. What is happening K-8? Are they already disengaged/lost when they arrive at HUHS?
    - iv. Only 30% of Washington County jobs require a college degree, yet 70% of students plan on going to a four year college.
    - v. College and Career ready benchmarks are still benchmarks or numbers that we measure students against.
      1. Student perspective - 10 more hoops to jump through when you look at all those benchmarks
    - vi. How do we have more introspective conversations at a younger age to focus more on effort and learning so students don't disengage?
    - vii. Once you find your passion, you only want to take classes in that area (e.g., Tech School vs. 4 Year University).
    - viii. Innovation - Why are we still following the same education model? Departments work in silos. We have to create innovative people, but we are stuck in a very traditional system with an incredibly traditional schedule.
    - ix. How are we assisting students as freshmen and sophomores to discover their passions? At what point should they know what they are doing? Should they at all?
    - x. Some districts are offering courses only in pathways.
    - xi. Block schedule allows for more in depth learning and innovation.
    - xii. Life skill of grit and perseverance - sometimes students need to "get through" courses to learn this skill. What happens if students are too focused on a path and something happens (e.g., accident), and they can no longer perform that job? Have we done them a disservice?

- xiii. How do we figure out students' strengths and skill sets (e.g., organization, public speaking, etc.)?
- xiv. Why don't we make freshmen cohort a requirement for all incoming students? Do we give too much choice? Recent data shows cohort students score roughly 1 point higher on ACT Composite than non-cohort.
  - 1. Student perspective - Fear of unknown.
  - 2. Are parents comfortable with innovation? Some parents less comfortable with non-traditional school.
  - 3. Is it better at a later level since it is so different from K-8?
  - 4. Do we make a graduation requirement that all students take one bundled class?
- xv. How do we get the two sides together? Traditional school does work for many.
  - 1. Eliminate grades?
  - 2. Eliminate tests?
  - 3. School within a school or charter schools?

### 3. Next Steps

- a. Proposal - Look at design thinking and incremental plan (10 years / 5 years / 1 year at a time)
- b. Is there a reading on the design process we could all read prior to the next meeting?
  - i. Kathryn to lead out 10 minutes at next meeting and share a reading.
- c. Is it possible to invite the new superintendent (once announced) to our future meetings?
- d. Heather Barrie volunteered to put together a compilation of what's working and what's not working if information is forwarded to her.
- e. Need to clarify what Life Ready Indicators (Employability Skills) we will get behind as HUHS (e.g., What does perseverance look like? What does life ready communication look like?)
- f. Suggestion to create a Team Drive for all members