

**Manitowoc Public School District**  
**Minutes of Curriculum Committee Meeting**

February 18, 2021

Curriculum Committee Chairperson, Meredith Sauer, called the meeting to order at 6:00 p.m. Curriculum Committee Members, Kathy Willis and Kerry Trask were present along with Board of Education Member, Lisa Johnston and Superintendent Mark Holzman. In addition, Jason Bull, Director of Teaching, Learning, and Assessment, and Pam Lensmire, Director of Curriculum and Instruction, were also present. Chris Dirkes, Administrator of Personalized Learning, was present for a portion of the meeting, as well.

**Student Learning Office Overview**

Jason Bull provided an overview of the different aspects of teaching, learning, assessment, and technology that the Student Learning Office supports within the district. In response to a question from Kathy Willis, Jason also shared what a typical day looks like for a Student Learning Office Director and the similarities and differences between his role and Pam Lensmire's role.

**Excel Programming and Systems Update**

Chris Dirkes, Administrator of Personalized Learning, provided an overview of the Excel system of support for students with unique gifts and talents within the district. He explained that the small percentage of students who are so advanced in their skill proficiency in comparison to peers that they require a Differentiated Education Plan (DEP) are identified through a process that starts with a collaborative team analyzing and discussing the whole picture of a child. The team then develops a plan that targets goals to ensure the student gains a deep understanding of current grade level skills and standards and the skills and standards of the next grade level. If the student demonstrates mastery of skills and standards several grade levels ahead of peers, the team may consider whether an evaluation for subject or grade level acceleration is appropriate, while also taking into account the student's social-emotional development. A DEP is often developed as a part of this process to address the individualized needs of the student.

**AGR Reporting**

Pam Lensmire shared the end of first semester AGR reports for Franklin Elementary School and Jefferson Elementary School. Both schools have identified instructional coaching as their AGR strategy for the 2020-21 school year. At the kindergarten level, Franklin Elementary has identified 100% of students proficient on the kindergarten level Letters and Sounds Assessment as the reading target and 80% of students making growth towards proficiency on the kindergarten level Bridges Number Corner assessments as the math target. Currently, 64% of students are at or exceeding the proficiency target in reading and 88% of students are at proficiency in math. In grade 1 through 3, Franklin Elementary has identified all students achieving proficiency or making at least a year's worth of growth on A-Z passages running records in reading and Bridges assessments in math as the targets. Currently in reading, 30% of grade 1 students, 28% of grade 2 students, and 25% of grade 3 students are at or exceeding grade level proficiency. In math, 72% of grade 1 students, 51% of grade 2 students, and 35% of grade 3 students are at grade level proficiency. Data related to the number of students who do not

achieve proficiency, but still achieve at least a year's worth of growth will be reported at the end of the year. Some highlights of the specific efforts Franklin Elementary staff have made to address achievement gaps include:

- Regular PLC collaboration between classroom teachers, the math coach, reading teachers, and EL and special education teachers to analyze assessment data, identify achievement gaps, and plan for intervention.
- Targeted intervention for students provided in the afternoons during virtual instruction and now, with the return to blended, during reading and/or math instructional time.
- Leadership Team spearheading the consistent implementation of learning targets that clearly define for students what they are learning and how they will know when they have learned it.

Jefferson Elementary set a target of 80% of students proficient on the Letters and Sounds Assessment at the kindergarten level for reading. Currently, 74% of students are proficient on letters, 42% on lowercase sounds and 49% of students on uppercase sounds. The Jefferson team used the kindergarten Letters and Sounds Assessment, Snap Words Assessment, and Developmental Spelling Assessment to identify gaps in reading readiness skills students have coming into grade 1 in order to target skills to address at the beginning of the year. They used the grade 1 Snap Words Assessment and Developmental Spelling Assessment to identify gaps in reading readiness skills for students entering grade 2 and the grade 2 Snap Words Assessment to identify gaps for students entering grade 3 at the beginning of the year. With their efforts to target and intervene on the identified gaps, they have seen an increase in the number of students proficient on these assessments since the beginning of the year. Now, at the mid-year point, they have administered the current grade level Snap Words Assessment and Developmental Spelling Assessment at grades 1 and 2 to identify gaps students have in current level skills, as well. The Jefferson team has targeted 95% of students proficient on the prior grade level reading readiness skills and 80% of students proficient on current grade level reading readiness skills by the end of the year for their grade 1 through 3 reading goals. For grades K through 3 math, they have targeted 80% or more of students meeting or exceeding grade level power standards as measured by Bridges assessments. Grade level teams are monitoring progress on each power standard and intervening on the skills students are struggling with most in order to increase proficiency levels towards this target.

Some highlights of the specific efforts Jefferson Elementary staff have made to address achievement gaps include:

- Regular PLC collaboration between classroom teachers, the math coach, reading teachers, and EL and special education teachers to analyze assessment data, identify achievement gaps, and plan for intervention.
- Implementation of consistent data analysis protocols within the PLC teams.
- Math coach and reading teachers pushing into classrooms to support teachers in their implementation of Bridges for math and Units of Study for reading and to work with students to intervene on lagging skills.
- Teachers sharing videos of their lessons for all staff to view and offer feedback around specific teaching strategies and evidence of student learning observed.

- Focused efforts to incorporate purposeful formative feedback and higher level questioning into lessons.

### **Student and Parent Engagement Surveys**

Jason Bull shared the plan for the administration of the School Perceptions student and parent engagement surveys in the spring. The surveys are targeted to be distributed in late April through early May. They will include 4 different sets of questions: (1) how learning has gone this year, (2) engagement, (3) equity, and (4) support and interest for virtual learning in the future.

Kathy Willis asked whether or not the middle schools are meeting DPI requirements for 6th grade in art, music, and phy. ed. Pam Lensmire indicated that the middle school leaders have reviewed the status of all students and are developing plans to ensure students receive instruction in each area. Superintendent Holzman added that most Wisconsin schools are not meeting the requirements in their entirety due to the challenges presented by the pandemic and that the Board does have the option to pursue a waiver related to these requirements if they wish.

Kathy Willis made a motion to adjourn the Curriculum Committee; Meredith Sauer seconded the motion. The Curriculum Committee meeting adjourned at 7:19p.m.