

Manitowoc Public School District

Manitowoc, Wisconsin

Board of Education Curriculum Committee Meeting Minutes

July 7, 2014

The Manitowoc Public School District Curriculum Committee met on Monday, July 7, 2014, at 5:00 p.m. Committee members Dave Nickels, Linda Gratz, Keith Shaw and Barb Herrmann were present. Superintendent Marcia Flaherty, Human Resources Director Andrea Holschbach, and Director of Elementary and Secondary Education Deborah Shimanek were present for Administration.

The following policies were approved at the July 7, 2014 Curriculum Committee Meeting:

From Special Updates

5771 Search and Seizure: motion by Dave Nickels, second by Linda Gratz, approved 4-0 with revision to heading on page 2 to add "Search of Student's Possessions following the paragraph on Parking Permit Required. There was discussion about the role of the administrator and liaison officer in search and seizure as well a clarification on vehicle searchers which is part of the parking permit requirement.

5340 Student Accident/Illness/Concussion: motion by Barb Herrmann, second by Dave Nickels, approved with corrections. It was noted that the term "Board of Education" should be used consistently throughout the document, and "Agency Administrator" removed to reflect "administrator".

From Vol. 23, no. 1

2131.01 Reading Instructional Goals and Kindergarten Assessment: motion by Linda Gratz, second by Barb Herrmann, following discussion approved 4-0. It was requested that we check the MCCC enrollment as it pertains to this policy. There was also discussion with Linda Gratz regarding the role parents have in the intervention or remedial services request process.

2700.01 School Performance Report (new policy for MPSD): motion by Barb Herrmann, second by Linda Gratz, approved 4-0. It was noted that the School Performance Report is published on our MPSD website and individuals may request a copy at any time. Discussion also reflected the achievement information and the possibility of looking at disaggregate achievement data for students determined "at risk" by state definition. Through discussion it was noted that we serve all students and desire to be proactive in our approach to student learning for all.

5111 Eligibility for Resident/Nonresident Students: motion by Dave Nickels, second by Barb Herrmann, approved 4-0.

5460 Graduation Requirements: motion by Dave Nickels, second by Barb Herrmann, approved 4-0. The policy reflects the integrated programs through our STEM and Project Lead the Way Programs.

5720 Student Activism (new policy for MPSD): motion by Dave Nickels, second by Linda Gratz, approved 4-0.

In the interest of time, Keith Shaw recommended we amend the agenda and move WKCE Performance report to the final item.

The Lighthouse Learning Academy became the second agenda item. It was noted that there was an informational meeting on June 23 for 20 parents in the Two Rivers and Manitowoc District. The Academy provides an educational option to students and families, allowing for personalized education delivery, personalized curricular options, flexibility in daily student schedules, and the ability to maximize learning opportunities both through the use of technology and a resource teacher. This is possible through curricular modification with the DPI 118.15(1)(c) and (1)(d). A draft Policy & Procedures and Course Planning Guide have been developed in collaboration with Two Rivers. We have had 7 contacts about the Academy and will continue to move ahead in its implementation. It was noted that we would make a decision by August 1 on the development of the program and its viability.

The Washington and Wilson social studies teacher leaders and administrators met to review the possibility of bringing the ninth grade classes together for the Washington DC trip. Both groups outlined the rationale behind their trips, the key learning experiences each trip seeks to provide, and rationale for the specific time frame. Due to the logistics of scheduling and the large number (100) of students, it was recommended that the trips remain a learning experience for each individual building.

Through the discussion, the following recommendations for integrating the ninth grades were presented:

--the two groups will agree to allow inter-school crossover for their respective DC trips (Wilson kids can go on Washington trips during spring break; Washington kids can go on Wilson trips during summer)

--the two groups will plan joint learning activities within the community throughout the year (i.e., each school currently has its own Vietnam Day and these would be brought together; other similar activities would also be combined).

--the two schools will seek other school activities that can bring the ninth grade together (i.e., a return of the Freshman Dance that used to be held at Lincoln each year).

The Curriculum Committee supported the continued opportunities to integrate all ninth grade students in valuable learning experiences and to continue with the two schools offering separate trips to Washington D.C. Dave Nickels commented on ongoing concerns with the extension of the Spring Break Trip into school time. It was also noted by Keith Shaw that similar objectives and goals for the trips are valuable components of the learning.

The final agenda item was Phase 2 of the WKCE Reports which reports the aggregate and disaggregates performance data. The analysis of the data by building and grade level performance provides trends in achievement in reading and math. The discussion focused on 4 elementary groups reaching the Annual Measurable Outcome for Reading (42.7% proficient and advanced). The 6th grade MPSD performance exceeded the state average. The second discussion focused on Mathematics Performance and 5 elementary and 1 junior high reaching the Annual Measureable Outcome (56% proficient and advanced). It was noted that our grade 7 performance was a strength in both junior high programs and exceeded the state average by 7.1%. In the areas of language arts, science and social studies at 4, 8, and 10 were performing within 3% of the state average and in 4 areas exceeding the state average.

The disaggregated data examined gaps in student performance by disability status, economic status, race/ethnicity, and English proficiency. There were no noted significant gaps in district performance by grade levels in the disaggregated areas. Due to small cell sizes, not all groups were represented. Our English Language Learners exceed the state averages consistently in mathematics and in several areas in reading. All administrators participated in a Data Analysis Retreat on June 10 with CESA 7 School Improvement Specialists, Judy Sargeant. As a result of this Data Inquiry Process, each building will establish a School Improvement Action Plan and School Learning Objective for the 2014-2015 school year based on this data.

The meeting adjourned at 6:03 p.m. after a motion by Dave Nickels and second by Barb Hermann. Motion carried.

Sincerely,

Deborah Shimanek