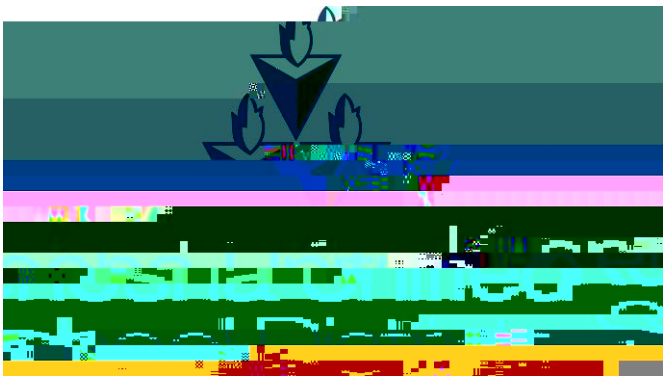

MONTHLY SCHOOL BOARD STANDING COMMITTEE MEETINGS

September 13, 2016

5:30 P.M. Planning/Facilities/Equipment

5:50 P.M. Personnel/Policy

5:55 P.M. Joint Personnel/Policy & Curriculum/Program

6:10 P.M. Curriculum/Program

Please Note: Committee meetings may start early if preceding meeting adjourns early.

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Standing Committee Meetings
September 13, 2016
Educational Support Center

I. **PLANNING/FACILITIES/EQUIPMENT - 5:30 P.M.**

A. Approval of Minutes - May 10, 2016 Planning/Facilities/Equipment 4

B. Information Items

1. Traffic/Parking KTEC West 6
2. Outdoor Athletic Project Update 10
3. Utility & Energy Savings Program Report 15

C. Future Agenda Items

1. Outdoor Athletic Project Update - October
2. Utility & Energy Savings Program Report - October
3. CTE Tech Classroom Information - October

D. Adjournment

II. **PERSONNEL/POLICY - 5:50 P.M. OR IMMEDIATELY FOLLOWING CONCLUSION OF PRECEDING MEETING**

A. Approval of Minutes - July 12, 2016 and August 9, 2016 Personnel/Policy and August 9, 2016 Joint Audit/Budget/Finance and Personnel/Policy 16

B. Information Item

1. None at this time

C. Future Agenda Items

1. Official Third Friday Enrollment Report - October
2. Policy 5437 - Threats/Assaults - October
3. Policy 6700 - Extracurricular Activities/Programs - October
4. Graduation Committee Update - October

D. Adjournment

III.

KENOSHA UNIFIED SCHOOL BOARD
PLANNING/FACILITIES/EQUIPMENT MEETING
Educational Support Center – Room 110
May 10, 2016
MINUTES

A meeting of the Kenosha Unified Planning/Facilities/Equipment Committee chaired by Ms. Stevens was called to order at 5:46 P.M. with the following committee members present: Mr. Falkofske, Mr. Garcia, Mrs. Bothe, Mr. Thomey, Mr. Butts, and Ms. Stevens. Dr. Savaglio-Jarvis was also present. Mr. Wicklund, Mr. Zielinksi and Mr. Schaffrick were absent.

Approval of Minutes April 12, 2016 Planning/Facilities/Equipment and April 12, 2016 Joint Planning/Facilities/Equipment and Audit/Budget/Finance

Mr. Garcia moved to approve the minutes as contained in the agenda. Mr. Falkofske seconded the motion. Unanimously approved.

Information Items

Mr. Finnemore presented the Outdoor Athletic Project Update. He noted that the Bradford team building footings/foundation are done, all sub-grade plumbing is done, and masonry should start tomorrow weather permitting. He said the bleacher building has 3 footings left to pour this week as well as pouring of the concrete pad. Bleacher erection should start late next week. Bleachers are built and will ship this weekend from Green Bay. Mr. Finnemore reported that one third of the complete pad is at grade and is well ahead of schedule. The softball field will be graded Monday. Mr. Finnemore reported that at Bullen, top soil has been stripped and prep is taking place in the area south of the school Work on the water retention basin on southwest corner will occur as weather permits. Next week work will start on northwest end of the area. Mr. Finnemore noted that at Tremper work started yesterday to install safety fence and job trailer. Demo of bleachers is scheduled to start next Monday. He said that nothing starts at ITA until June 6. Mr. Finnemore explained a change that was required to a city ordinance for the bleacher building.

Mr. Finnemore presented the Utility and Energy Savings Program Report. Has said it has been an exceptional year for saving dollars due to mild weather. However, energy conservation has not been as successful as prior years. We will be several hundred thousand under budget in utilities. He also reported we have locked in 70% of our gas for the next 24 months.

Mr. Finnemore and Mr. Christoun presented an HVAC System Summary PowerPoint and indicated a copy would be provided to committee members via email. The presentation included hea.33 Tm[)]4(0)4(n)4(e)4(2)]TJ343.31vek()T4()45ETBT1 m()4k

KENOSHA UNIFIED SCHOOL DISTRICT
Kenosha, Wisconsin

September 13, 2016
Planning/Facilities/Equipment Standing Committee

Traffic/Parking KTEC West

Background

Mr. Patrick Finnemore Director of KUSD Facilities Department and members of KTEC Administration began working with City of Kenosha officials on parking and traffic concerns in the Spring of 2014 before the West campus of Kenosha School of Technology Enhanced Curriculum (KTEC) officially opened in September of 2014.

Due to the commuter nature of KTEC's student population, the amount of traffic surrounding KTEC during morning drop-off and afternoon release times is significantly greater than that which was present when the facility was a middle school primarily serving neighborhood children. In an effort to reduce traf10(E)-3(C) of)10(f632(o re)-3(dug-3(r)10(-2(c)-3(n)]TJd)]TJi-2(ut)7(eprov

Proposal #3: In the event that the Proposal #2 on-site drop-off and pick-up lane project fails to adequately resolve traffic congestion issues, move existing school side curb line 8 feet closer to the building.

Pros	Cons

2. Change 32nd Avenue and 33rd Avenue to one-way roads

Rationale for Rejection
Significant change to the neighborhood traffic flow (potentially restrictive) Inconvenience for residents Educating public of the change 32nd Avenue, 33rd Avenue, and 57th Street remain narrow and potentially congested

3. Provide onsite pickup area by installing a parking lot on current green space

Rationale for Rejection
$100,000.00 estimated cost Loss of green space Need to

Bullen:

- Fencing of the tennis courts has been completed and installation of the tennis court surface has begun.

- Final grading of all of the fields is nearly complete and the sub grade prep for the synthetic turf infield for the varsity softball field is complete.

- Installation of the irrigation system has begun.

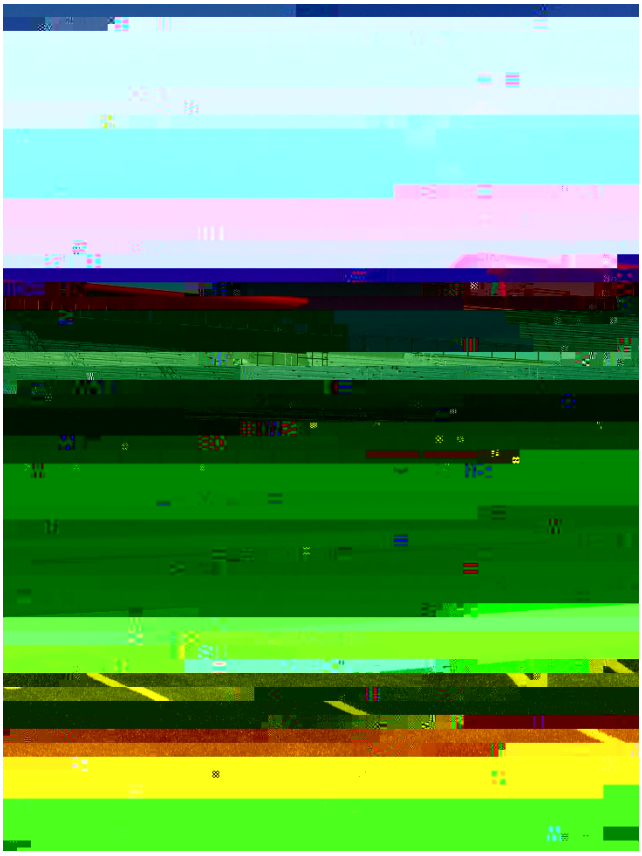
Tremper/Ameche:

- The enclosure under the home side stadium bleachers has been completed and infrastructure w>>BDC/t underneath the bleachers is w>>BDell underw>>BDay.

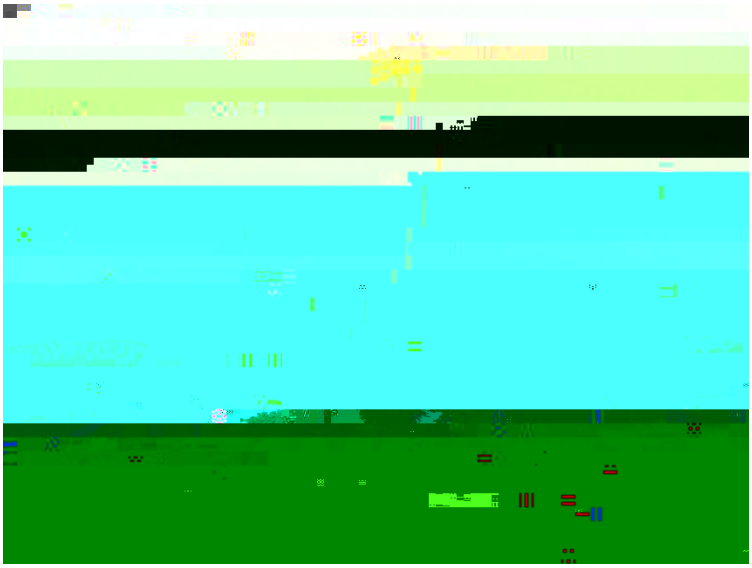
- Stadium lighting has been erected and is energized.

-

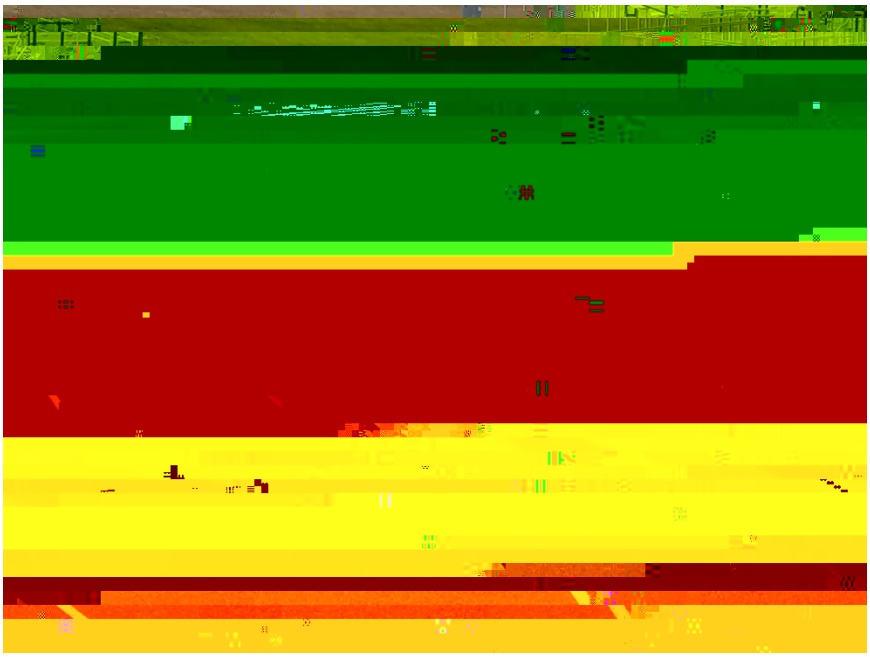
Outdoor Athletics Report Attachment



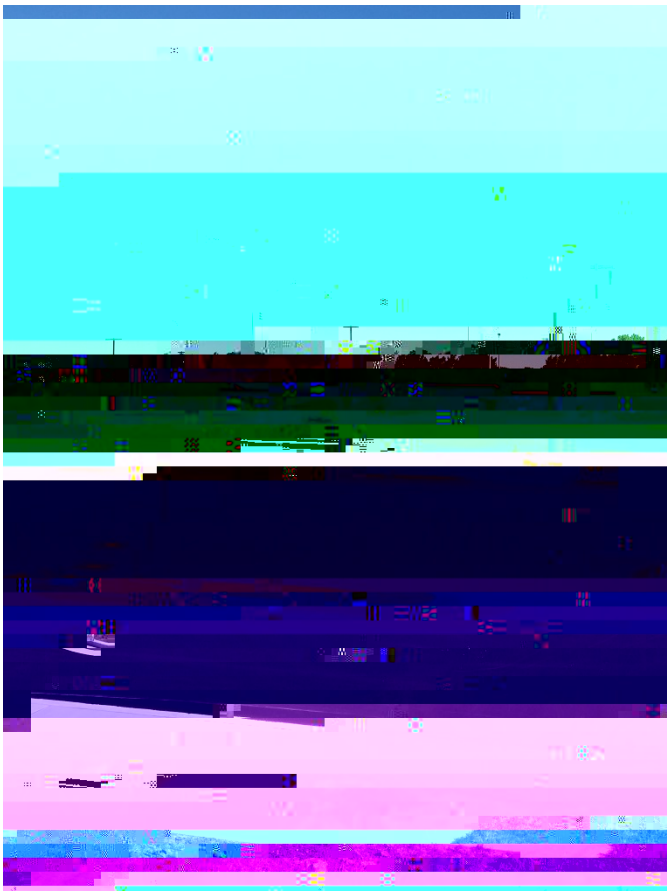
Bradford Stadium



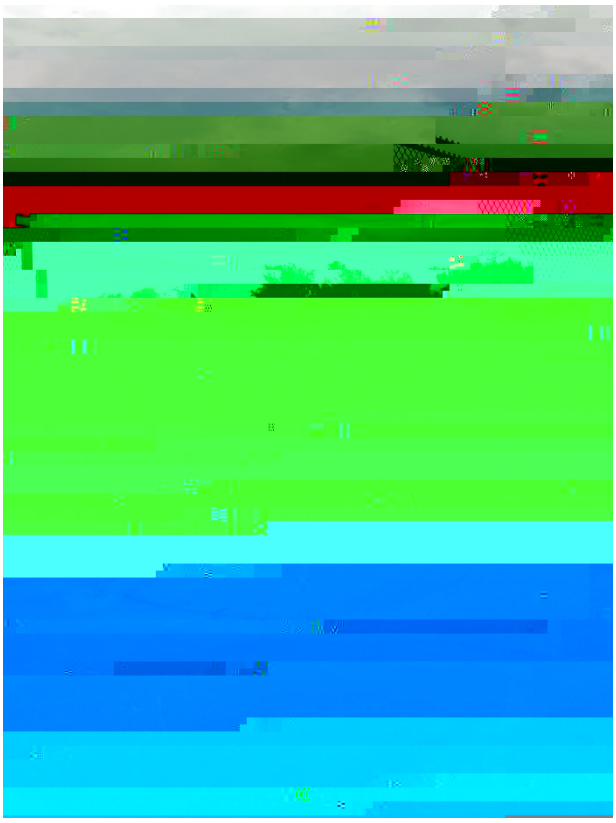
Tremper Bleachers and Light Poles



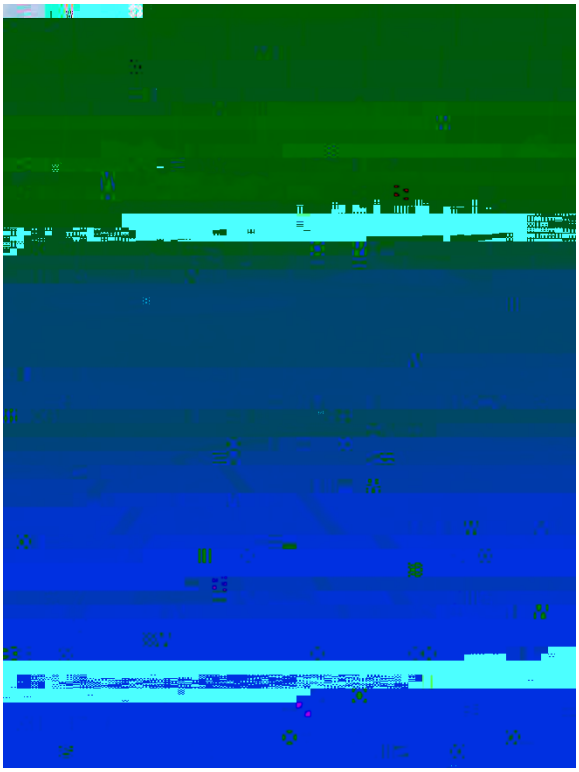
Jaskwhich Stadium Track Resurfacing



Bradford Parking Lot



Bradford Tennis Courts (at Bullen)



Bradford Softball Infield Sub Grade (at Bullen)

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Head Start Locations 2016-17	
AM Session	**PM Session**

Domain	Minimum Threshold Score	Lowest 10% Score	KUSD CLASS Score	Highest 10%
Emotional Support	4	5.6562	5.7955	6.37
Classroom Organization	3	5.2708	5.697	6.28
Instructional Support	2	2.2261	2.8636	

Identifying Child and Family Strengths and Needs
Addressing Child and Family Needs

in positive, ongoing, and goal-oriented relationships with families. Positive goal-oriented relationships are based on mutual respect and trust and are developed over time, through a series of interactions between staff and families. Successful relationships focus on families' strengths and a shared commitment to the child's well-being and success. As relationships between staff and families are strengthened, mutually respectful partnerships are built. Strong partnerships with families contribute to positive and lasting change for families and children. In KUSD's Head Start program family service providers are asked to develop a family partnership with each of their families. The family partnership tool assesses the strengths of a family and areas with room for growth allowing the family and the family service provider to work together to set a goal of achievement.

Family Partnerships - End of the Year Report 2015-2016			
First Quarter	Second Quarter	Third Quarter	Fourth Quarter
263 families			

2015-16 summarized PFCE data shows:

266 families experienced gains in the family outcome areas listed above
5 families experienced no gains or progress in the family outcome areas
63 families experienced additional needs which resulted in no gains being reported
54 families chose not to participate in the PFCE framework.

Summarized PFCE Data Comparison		
	2014-15	**2015-16**
	# of Families	**# of Families**
Experienced gains in family outcomes	232	266
Did not experience gains in family outcomes	43	5
Experienced interrupting events resulting in no gains	37	63
Chose not to participate in the PFCE	86	54

The families that participated in the PFCE Outcomes Framework showed family well-being as the area of greatest need. This content area includes the elements of safety, health, mental health, substance abuTm0 gn 537.08 0.5 0.5 ref443.85 537.08 75.625 0.5 ref519.48 . 75.62

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As evidenced by the graph, the most significant domain of improvement during this school year was math. However math continues to be the lowest achieving domain followed by language development. This is a continuing trend.

Recommendation

Administration recommends that the Curriculum/Program Standing Committee receive this six-month progress update of the Kenosha Unified School District Head Start Program.

Dr. Sue Savaglio-Jarvis

Kenosha Unified School District
Kenosha, Wisconsin

Provide an opportunity for families from the same classroom to work together and possibly form support networks.

Increase parent knowledge of how data is used in the classroom.

Provide an opportunity for parents to get to know the teacher.

APTTs replace traditional parent-teacher conferences with teams that have two components.

Component 1. 3 75-minute classroom team meetings each year

The team consists of the teacher, all parents, and a parent liaison. Each meeting includes a review of student academic performance data, parent-

Other Initiatives

In addition to APTT there are multiple initiatives at Frank Elementary School to bolster student achievement in numeracy and literacy. These include Leveled Literacy Intervention (LLI), Fountas & Pinnell (guided reading), EL Education, Reading and Writing Workshop, Reading Workshop 2.0, Number Talks, Frayer Model for math vocabulary, Mental Math strategy teaching, Fact Masters, Accelerated Reader, Moby Max, expeditions and case studies, Journeys and EM3 curricula.

Title One funds have been instrumental in providing a part-time data coach and reading coach (.7 FTE) to support not only APTT but other initiatives. The data coach provides monthly and quarterly data charts to help teachers track and report student progress. Additionally there are 3 Educational Support Personnel (ESPs) that assist on Friday afternoons preparing materials for the PreK-2 families.

Frank Elementary School leadership team has opted not to expand APTT to grades 2-5 for the 2016-2017 school year so that the primary grades are able to focus on the current implementation process. Concerns that will be addressed fro
include:

Determining if there is a negative impact from using the time necessary for planning and prepping for the family meetings versus time lost in preparing lessons for other areas of curriculum and instruction.

- Collection of anecdotal data from primary teachers to determine the success of streamlining processes to address the time concern that has been identified.

Determine the feasibility of expanding the APTT conference structure to grades 3-5.

Outcomes

Data collection at Frank Elementary has been on-going to measure the academic gains of students in pre-kindergarten through first-grade.

PALS

PALs is a screener to help identify students who are not proficient in pre-reading and basic literacy skills and to help identify students earlier and start interventions. We collect data for APTT on skills that are assessed in some of the subtests for PALs.

The PALs data indicates that there was an increase in the percent of students from fall to spring in the following areas:

PreK first name writing (44% to 92%)

PreK upper case alphabet, alphabet recognition, oral (31% to 82%)

1st grade summed score (49% to 61%)
2nd grade summed score (35% to 37%). They do not participate in APTT yet.

In Kindergarten there was a decrease in the summed scores from fall to spring but an increase from Spring 2015 to Spring 2016. The kindergarten PALs test in the fall does not include word lists or spelling; those skill areas are included in the spring test.

APTT

The APTT model is designed so that each child is assessed on two skills. Classroom teachers provide each family with two at-home activities as well as a SMART goal to set 60 day progress expectations.

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