



**Kenosha Unified**  
School District

## Monthly School Board Standing Committee Meeting

September 12, 2017

**5:30 P.M. Curriculum/Program**

Please Note: Audit/Budget/Finance, Personnel/Policy,  
and Planning/Facilities/Equipment meetings have  
been canceled.

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**Kenosha Unified**  
School District

Standing Committee Meetings  
September 12, 2017  
Educational Support Center

**I. CURRICULUM/PROGRAM - 5:30 P.M.**

- |   |   |
|---|---|
| A. Approval of Minutes - June 13, 3017 Curriculum/Program | 3 |
| B. Information Items                                      |   |
| 1. Head Start Semi-Annual Report                          | 4 |
| C. Future Agenda Items                                    |   |
| 1. Internet/Social Media Safety                           |   |
| 2. Policy 5435 Electronic Devices                         |   |
| D. Adjournment  |   |

PLEASE NOTE: The September Personnel/Policy, Audit/Budget/Finance, and Planning/Facilities/Equipment meetings have been canceled.

**There may be a quorum of the board present at these Standing Committee meetings; however, under no circumstances will a board meeting be convened nor board action taken as part of the committee process. The three board members who have been appointed to each committee and the community advisors are the only voting members of the Standing Committees.**

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A meeting of the Kenosha Unified Curriculum/Program Committee chaired by Mr. Wade was called to order at 5:30 P.M. with the following committee members present: Mr. Garcia, Mrs. Snyder, Mrs. Karabetsos, Dr. Werwie, and Mr. Wade. Dr. Savaglio-Jarvis was also present. Dr. Evans, Mrs. Hamilton, Ms. Riese, and Mr. Ghouse were absent.

**Approval of Minutes – May 9, 2017 Curriculum/Program**

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

**Integrated Library Media and Technology Plan**

Mr. Kristopher Keckler, Chief Information Officer, presented the Integrated Library Media and Technology Plan. He explained that the plan was previously referred to as the three year technology plan and used to be a state requirement. While the state requirement has been removed, it is still recommended that the Board adopt, approve, and align expectations to the standards to help with grant applications and other programs that might lend themselves to supporting technology. He noted that the new plan incorporated the Future Ready Frame, a federally established model for quality technology integration, and the District will focus on five of the seven gears.

Mr. Keckler and Mrs. Annie Fredriksson, Coordinator for Instructional Technology and Library Media, answered questions from Committee members.

Mrs. Snyder moved to forward the Integrated Library Media and Technology Plan to the full Board for consideration. Mr. Garcia seconded the motion. Unanimously approved.

**Information Item**

Mr. Scott Plank, Coordinator of Fine Arts presented the Adoption of the National Coalition of Core Arts Standards (NCCAS). He explained that the NCCA standards were written to guide educators seeking to provide quality arts education for students, define artistic literacy, and support twenty-first century skills and college-and-career readiness. The NCCAS are based on the artistic processes of creating, performing/producing/presenting, responding, and connecting.

Mr. Plank answered questions from Committee members.

**Future Agenda Items**

Mr. Wade indicated that the Boys and Girls Club Gang Prevention Contract and the Head Start Semi-Annual Report would be presented in August.

Meeting adjourned at 5:46 P.M.

Stacy Schroeder Busby  
School Board Secretary

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**Kenosha Unified School District  
Kenosha, Wisconsin**

**September 12, 2017  
Curriculum/Program Standing Committee**

**HEAD START SEMI ANNUAL REPORT**

The purpose of this report is to ensure community and School Board awareness of the progress of the Kenosha Unified Head Start Program. This is an informational report provided every six months to the Curriculum/Program Standing Committee. Head Start is defined as a program that works with the most identified at-risk 3 and 4 year-old children and their families.

The Head Start Program has the capacity to serve 389 enrolled children. Three hundred thirty of these children are funded through the Federal Head Start Grant. Fifty-nine of these children are funded through the state Head Start Supplemental Grant.

All Head Start programs are structured through a common framework with the following components: Program Design and Management, Family and Community Partnership, and Early Childhood Development and Health Services. This report will summarize activities in each of these components from January 2017 through June 2017.

**PROGRAM DESIGN AND MANAGEMENT**

The program design and management component of Head Start ensures strong, effective organizational management for the program. Activities within the past six months include:

- The Federal Head Start Grant and the State Head Start Supplemental Grant for the 2017-2018 school year were approved by the Head Start Policy Council on March 20, 2017 and the KUSD School Board on March 28, 2017.
- The Head Start Management Team has done significant work this year to update policies and procedures to align with the new Performance Standards. In addition, much work has been accomplished working with the Head Start Grantee Specialist to realign policies and procedures to develop a systematic, on-going process of program planning and monitoring, which was part of the corrective action plan that addressed the concerns noted with the Leadership, Governance and Management Systems review in May 2016.
- The differences in the 2017-2018 Head Start Grant include increasing the Health Assistant to a full-time position to ensure our families are receiving support in getting health and dental needs met, updating the goals to reflect a focus on providing comprehensive services for our families in a smart goal format, changing our developmental screening tool to the ASQ (Ages and Stages Questionnaire) which involves parents in the developmental screening process and a renewed focus on child mental health and well-being, and providing a parenting curriculum called “Triple P” in collaboration with our community partner, the Prevention Services Network (PSN). The

Assistant Director position was realigned and the duties will be absorbed by the Director of Head Start.

- **Sites and Services**

Head Start enrollment is capped at 389 students. Head Start was provided at the following locations for the 2016-2017 school year (see chart below). There is a total of 32 classroom sessions that enroll Head Start students. There are no changes to the locations of Head Start for the 2017-2018 school year. Strange Elementary School’s three year old classroom will transition to a classroom of three and four year olds, which is typical of all Head Start classrooms.

<b>Head Start Locations 2016-2017</b>
<b>Two Sessions (AM and PM)</b>
Bose Elementary School -1 classroom
Brass Community School -2 classrooms
Cesar Chavez Learning Station -5 classrooms
Edward Bain School of Language and Art – CA – 2 classrooms
Frank Elementary School – 2 classrooms
Curtis Strange Elementary School – 1 classroom
Wilson Elementary School – 1 classroom
<b>Single Session</b>
Grewenow Elementary School – PM only – 1 classroom
Jefferson Elementary School – PM only – 1 classroom
Vernon Elementary School – AM only – 1 classroom
McKinley Elementary School – AM only - 2 classrooms

- **Enrollment**

In April 2017, Head Start met the mandated enrollment number of 389 students for this school year. As of August 23, 2017, 312 students have been accepted into the program for the 2017-2018 school year as compared to 145 at this time last year. Families will continue to be recruited to participate in Head Start. The goal is to meet the mandated enrollment by Third Friday count in September. Progress will be monitored through the monthly HS22 report that is provided to the Head Start Policy Council and School Board throughout the year.

- **Head Start Monitoring Reviews**

The Office of Head Start assesses grantee (KUSD) compliance through a monitoring system that is aligned with a comprehensive five year continuous oversight plan. The Aligned Monitoring System allows for greater clarity in distinguishing between high and low grantee performance. It also aids in intensive examination of performance in these core areas:

- Environmental Health and Safety
- Management Systems and Program Governance
- Fiscal Integrity

- Eligibility, Recruitment, Selection, Enrollment, and Attendance (ERSEA)
- Comprehensive Services and School Readiness
- Teacher-Child Interactions, as addressed through the Classroom Assessment Scoring System (CLASS™) observation instrument

All reviews for this five year grant cycle have been completed. Head Start will begin a new five year grant planning process this year. In addition, planning will begin to address the full day/full year requirement for the program.

**FAMILY AND COMMUNITY PARTNERSHIP**

The family and community partnership component of Head Start focuses on strengthening families through connecting school and home, and strengthening community awareness, collaboration, and outreach. Key activities for this report include:

- **Family Partnerships**

The goal of parent and family engagement is to build strong and effective partnerships with families that can help children and families thrive. 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.

Number of families participating in Family Outcomes	Number of families participating in Family Outcomes	Increase
2015-2016	2016-2017	
321 families	347 families	8%

Number of completed goals for Family Outcomes	Number of completed goals for Family Outcomes	Increase
2015-2016	2016-2017	
197	397	50.3%

- **Providing Family Support**

Family service providers work to develop relationships with Head Start parents while providing support for their physical, social, and educational needs. To increase parent understanding of child development, family service providers have offered monthly parent trainings. Trainings have occurred in both English and Spanish. Spanish speaking family service providers have also supported families by providing translation support for families during home visits and during parent-teacher conferences. These activities promote the Head Start foundational belief that children are most successful when parents participate in their education. Both English speaking and non-English speaking Head Start families have this opportunity.

- 780 family contacts were made for health services, attendance and parent engagement for this school year.
- Community Agency referrals increased over last year by 26%, from 301 in 2015-2016 to 406 in 2016-2017.
- Family Service Providers have received training on on-line ChildPlus, the data tracking tool, File and Review process, and Family Outcomes training.

**EARLY CHILDHOOD DEVELOPMENT AND HEALTH SERVICES**

Early Childhood Development and Health Services are designed to ensure that every Head Start child is healthy and receives a quality educational experience that is reflective of best practice. Activities for the past six months include:

- **Health Services**

Head Start Performance Standards require that every Head Start child have multiple health assessments to ensure that the child is healthy enough to learn. Children/families that are accepted into the Head Start program and do not have these health assessments receive support to guarantee these assessments occur within the first ninety days of the program. The chart below provides the name of the assessment, the number of children that have received the assessment as of June 9, 2017 and the percent of students in the program that have met this requirement.

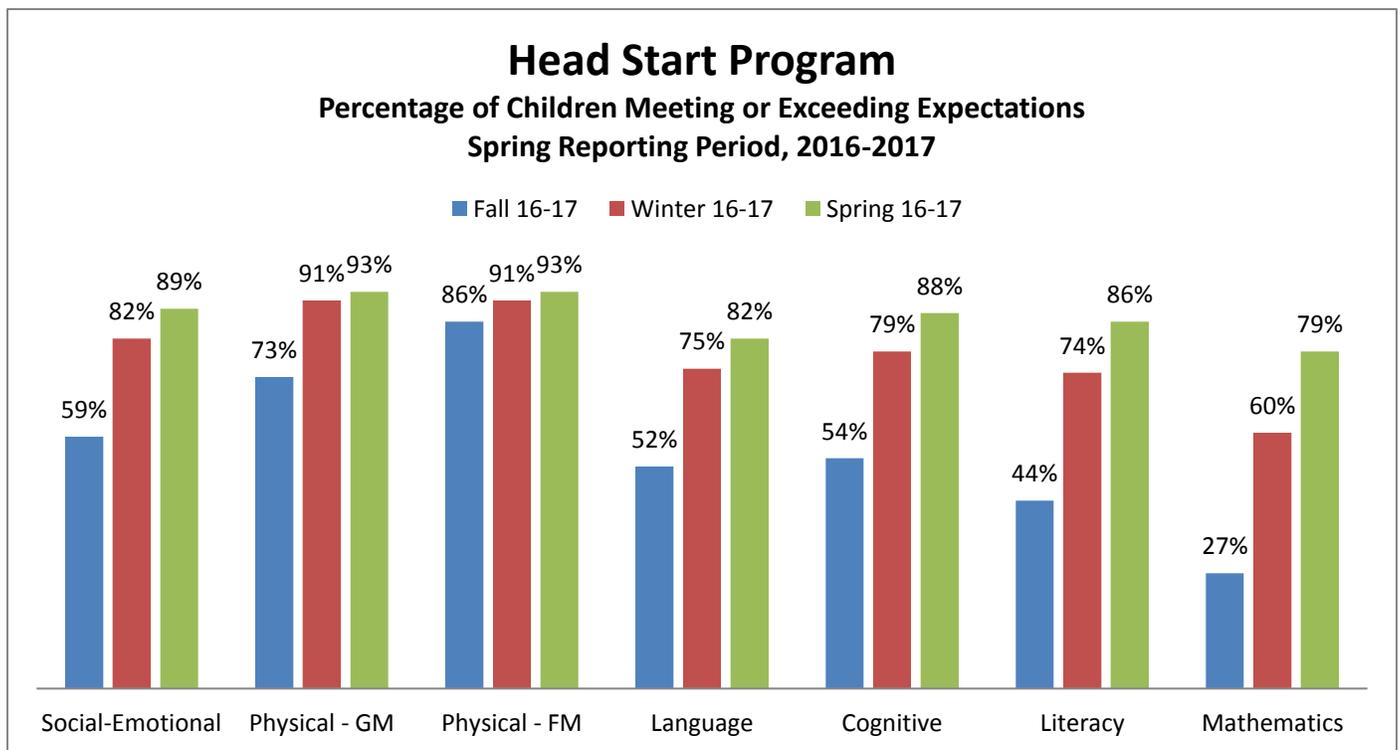
Assessment	Number of Students	Percentage of Students
Blood Pressure	372 students	97%
Growth Assessment	372 students	97%
Lead	357 students	93%
Physical Exam	311 students	81%
Dental Exam	323 students	84%
Immunizations	369 students	96%

The Kenosha Community Health Center (KCHC) continues to offer services for Head Start children to receive these required exams and follow up treatment. Health data from the 2016-2017 school year reports:

- 98% of children have a medical home (a medical home is when a family has a specific doctor to go to for their medical needs)
- 96% of children have health insurance
- 81% of children have an up to date physicals
- 94% of children are up to date with immunizations
- 93% of children have a dental home (a dental home is when family has a specific dentist to go to for their dental needs)
- 93% of children have up to date dental exams
- 3% of children were referred to Mental Health Services outside of Head Start
- 64% of children are reported to be a healthy weight, with 6% being underweight, 15% overweight and 15% obese

- **Student Achievement**

The KUSD’s Head Start Program reports student progress three times per year using Teaching Strategies GOLD™. Head Start School Readiness Outcomes for Spring, 2016- 2017 is summarized below. The progress of Head Start children is compared to the progress of the entire Early Education program to ensure that student progress is commensurate with peers throughout the district.



As evidenced by the graph, the most significant domain of improvement during this school year was math. Math, however, continues to be the lowest achieving domain, followed by language development. This continues the trend from the last six years at this time.

This year’s self-assessment showed a need to improve staff awareness of the program’s school readiness goals. Increasing staff awareness of these goals, in conjunction with the KUSD Early Education Program’s plan for focusing on the Early Education universal instruction will allow teachers to participate in professional learning that is relevant to the needs of their students and their families. Professional learning based upon this data will continue to improve student outcomes for the program.

## **Head Start School Readiness Goals**

Each year the Kenosha Unified Head Start Program is required to write school readiness goals in the five domains of development described in the Head Start Early Learning Outcomes Framework. Below is a summary of progress on the Head Start Program 2016-2017 School Readiness Goals:

### **Language and Literacy**

2016-2017 Objective: By June 2017, the language gap between the Dual Language Learners (DLLS) and English Speakers will decrease from 10% to 6% as measured by Teaching Strategies GOLD.

Spring 2016-2017 update: the language gap between DLLS and English speakers is currently 3%. This goal has been met.

### **Cognitions and General Knowledge**

2016-2017 Objective: By June 2017, 95% of all Head Start children will meet or exceed developmental expectations in Math as measured by Teaching Strategies GOLD.

Spring 2016-2017, update: Currently, 79% of all Head Start children are meeting or exceeding developmental expectations in Math. This goal has not been met.

### **Social-Emotional**

2016-2017 Objective: By June 2017, the social-emotional gap between boys and girls will decrease from 6% to 2%, as measured by Teaching Strategies GOLD.

Spring 2016-2017 update: The social-emotional gap between boys and girls is currently 7%. This goal has not been met although it has decreased from 13% to 7% from fall to spring 2017.

### **Physical Well-Being and Motor Development**

2016-2017 Objective: By June, 2017 92% of children will have an up-to-date physical exam on file and 75% of children will have received necessary dental follow up.

Spring 2017 update: Currently, 81% of children have an up to date physical and 93% have an up to date dental exam. 24 children were identified as needing dental treatment and 6 children, or 25% have received it. Data on dental follow up was not available at this time last year.

### **Approaches to Learning**

2016-2017 Objective: By June 2017, 96% of all Head Start children will meet or exceed developmental expectations in Approaches to Learning as measured by Teaching Strategies GOLD.

Spring 2017 update: Currently, 88% of all Head Start Children are meeting or exceeding developmental expectations in Approaches to Learning. This goal has not been met. Although student progress has increased from 54% in the fall to 88% in the spring.

Program planning for the 2017-2018 school year includes updated Head Start procedures to ensure more effective monitoring of school readiness goals as well as more opportunities for communication and professional learning around Head Start school readiness goals so that goals can be achieved in the next program year.

This is an Informational Report only.

Dr. Sue Savaglio-Jarvis  
Superintendent of Schools

Ms. Susan Valeri  
Chief of School Leadership

Mr. Martin Pitts  
Regional Coordinator of Leadership  
and Learning/Elementary

Ms. Luanne Rohde  
Director of Early Education

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