



MONTHLY SCHOOL BOARD STANDING COMMITTEE MEETINGS

April 14, 2015

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

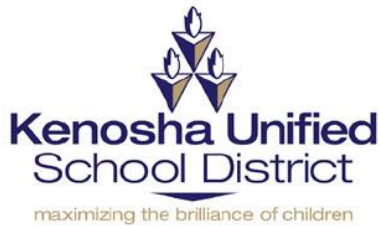
6:00 P.M. Audit/Budget/Finance

6:15 P.M. Joint Audit/Budget/Finance &
Curriculum/Program

6:30 P.M. Curriculum/Program

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

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

- | | |
|---|----|
| A. Approval of Minutes - March 10, 2015 Planning/Facilities/
Equipment | 4 |
| B. Information Items | |
| 1. ALICE Response to Violent Intruder Events | 6 |
| 2. Capital Projects Update | 10 |
| 3. Utility and Energy Savings Program Report | 30 |
| C. Future Agenda Items | |
| D. Adjournment | |

**II. AUDIT/BUDGET/FINANCE - 6:00 P.M. OR IMMEDIATELY FOLLOWING
CONCLUSION OF PRECEDING MEETING**

- | | |
|--|----|
| A. Approval of Minutes - March 10, 2015 Audit/Budget/Finance | 33 |
| B. Information Items | |
| 1. Monthly Financial Statements | 34 |
| 2. Referendum Outcome Update | |
| C. Future Agenda Items | |
| D. Adjournment | |

**III. JOINT AUDIT/BUDGET/FINANCE & CURRICULUM/PROGRAM- 6:15
P.M. OR IMMEDIATELY FOLLOWING CONCLUSION OF PRECEDING
MEETING**

- | | |
|--|----|
| A. Approval of Minutes - March 10, 2015 Joint Audit/Budget/Finance
& Curriculum/Program | 48 |
| B. Request to Submit the Academic Parent-Teacher Team Pilot
School Grant for the 2014-15 and 2015-16 School Years at
Frank Elementary School | 49 |
| C. Future Agenda Items | |
| D. Adjournment | |

IV. CURRICULUM/PROGRAM - 6:30 P.M. OR IMMEDIATELY FOLLOWING
CONCLUSION OF PRECEDING MEETING

A. Approval of Minutes - March 10, 2015 Joint Personnel/Policy & Curriculum/Program and March 10, 2015 Curriculum/Program	56
B. Middle School Early Release	59
C. Middle School Supply List	64
D. Information Item	
1. Secondary Math Update	69
E. Future Agenda Items	
F. Adjournment	

NOTE: The April 2015 Personnel/Policy Standing Committee meeting has 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.

A meeting of the Kenosha Unified Planning/Facilities/Equipment Committee chaired by Ms. Stevens was called to order at 5:30 P.M. with the following Committee members present: Mr. Kunich, Mr. Valeri, Mr. Zielinski, Mr. Falkofske, Mr. Thomey, Mr. Schaffrick, and Ms. Stevens. Dr. Savaglio-Jarvis was also present. Mr. Flood and Mr. Butts arrived later. Mrs. Bothe was excused.

Approval of Minutes – February 10, 2015 Planning/Facilities/Equipment

Mr. Falkofske moved to approve the minutes as presented. Mr. Zielinski seconded the motion. Unanimously approved.

Mr. Flood and Mr. Butts arrived at 5:31 P.M.

Information Items

Mr. Patrick Finnemore, Director of Facilities, and Mr. Steven Knecht, Athletics, Activities, Health, Physical Education, and Recreation, presented the Referendum Campaign Update. They distributed an updated calendar of scheduled referendum information speaking engagements. Mr. Knecht reported the poll survey results which have been set up via email and social media as 271 individuals in support, 22 individuals not in support, and 11 undecided. Mr. Finnemore and Mr. Knecht answered questions from Committee members. Dr. Savaglio-Jarvis and Committee members thanked Mr. Finnemore and Mr. Knecht for their time, efforts, and hard work on the referendum campaign.

Mr. Finnemore presented the Capital Projects Updates. He indicated that in relation to the energy efficiency projects, the design work was completed in November and the projects were competitively bid in December. He noted that the contractor and manufacturer supplier selection are complete and that a detailed contractor list was included in the report. The ordering of equipment has begun and all of the major equipment is in the manufacturer's production schedule. Project schedules have been developed for each school and meetings with the principals have begun to explain the scope and schedules of the work. Similar discussions with school staff will begin after Spring break. Mr. Finnemore noted that the conversion of the card access system and the completion of the installation of the VoIP phones are the two security projects that will take place in the third year.

Mr. Finnemore presented the Utility and Energy Savings Program Report. He noted that all five schools that had major energy projects performed have seen dramatic improvements over the previous year. He indicated that there were no financial concerns in relation to the utilities budget.

Future Agenda Items

Mr. Thomey requested information pertaining to the district's emergency action plan. Mr. Finnemore indicated that an Act of Threat Report would be presented at next month's meeting and an Emergency Response Report would be presented at a later meeting which should cover Mr. Thomey's request.

Mr. Kunich moved to adjourn the meeting. Mr. Falkofske seconded the motion. Unanimously approved.

Meeting adjourned at 5:47 P.M.

Stacy Schroeder Busby
School Board Secretary

KENOSHA UNIFIED SCHOOL DISTRICT
Kenosha, Wisconsin

April 14, 2015
Planning/Facilities/Equipment Standing Committee

ALICE RESPONSE TO VIOLENT INTRUDER EVENTS

Background:

Traditionally school districts including KUSD have used lockdowns as the primary response to a violent intruder event. Lockdowns started being used in schools in Los Angeles decades ago in response to issues outside the buildings. Generally they were used when gang related drive-by type shooting incidents were happening (everyone was instructed to duck down below the windows). After the tragedy at Columbine High School in 1999, law enforcement experts began to reassess how schools and law enforcement officers should respond to violent intruders and a number of major changes occurred. One change that came much more slowly than the others was whether schools should use something other than lockdowns to help improve the safety of the students, staff and visitors in a building during one of these events.

A fact that was not discussed heavily after Columbine was that over 700 students fled the school after the shootings started. Those students survived by relying on their own natural instincts instead of following the training they had been provided previously.

School shootings at Virginia Tech in 2007 and Sandy Hook Elementary in 2012 brought greater attention to the vulnerability of school occupants in a violent intruder event, and an increase in the number of districts looking for options beyond a lockdown only strategy. At Virginia Tech there was one killer, which is the case in the far majority of school violent intruder events. The duration of the event was only 8 minutes. There were approximately 100 people present in the building, 17 people were wounded and 30 were killed. The professors and students in different classrooms did not respond to the first sounds of gunfire in the same way:

- A couple of classrooms did as their emergency operating procedures directed which was to lock the door, turn off lights and go into lockdown. 28 of the 30 fatalities occurred in the two rooms that implemented a lockdown only strategy.

- Students and staff in a couple of classrooms barricaded the doors in addition to locking them. In a few other classrooms the students and teachers jumped out the second floor windows to safety. Only 2 fatalities occurred in these 4 rooms.
- The number of wounded between the passive response rooms and the active response rooms was about the same.

The students and staff at Sandy Hook implemented a lockdown as they were trained to do. A total of 26 people, many of whom were young children were killed in approximately 5 minutes by one gunman. After the tragedy at Sandy Hook, law enforcement experts and school district officials across the country began to reevaluate the effectiveness of a lockdown only response to a violent intruder. A variety of alternates have been evaluated, one of which is a system known as ALICE

What is ALICE?

ALICE is a comprehensive preparedness methodology for a violent intruder event – we commonly refer to these events as Active Threat events. ALICE is an acronym of the following:

- A – ALERT
- L – LOCKDOWN
- I – INFORM
- C – COUNTER
- E – EVACUATE

ALICE is not a linear, sequential response. It trains and provides adults in the building with options based on the information they have and their own survival skills.

Providing building occupants with options in dealing with an active threat has been endorsed by many agencies including the following:

- Department of Homeland Security – 3-Outs Program – Get Out, Hide Out, Take Out
- International Association of Chiefs of Police – They recommend to not have a one size fits all plan – authorize staff to make decision to evacuate or lockdown, active resistance should be an option
- NYPD – Evacuate, Hide, Take Action

- Ohio Attorney General and Task Force – Lockdown cannot be only strategy – evacuate, barricade, counter (Endorses ALICE specifically)
- US Dept of Education – This has to be the end of the use of lockdown only as the response plan for schools
- Wisconsin School Safety Coordinators Association has partnered with ALICE

Wisconsin districts who have trained/implemented ALICE:

The following is a partial list of Wisconsin school districts that have trained staff members on ALICE. Most of these districts are in the process of implementing ALICE – Green Bay and Howard-Suamico are the furthest along and have trained all staff and students. They have had sessions for the public and parents. Other districts are in varying stages, many have trained staff and are working on training others:

- Green Bay
- Howard-Suamico
- Shawano
- Middleton
- Menasha
- Arrowhead
- Kettle Moraine
- Verona
- Viroqua
- Pulaski
- Westby
- Baraboo
- New Holstein
- Appleton

Proposed Plan:

Our plan is to hold an ALICE training session this summer for 60 people on July 21 and 22 at Bradford High School. This initial core group will include:

- Superintendent and Leadership Council
- Board members (not necessarily all, but more than one)
- Principals and Assistant Principals

- School Resource Officers and other key law enforcement personnel
- Teacher leaders
- Others – possibly deans, media, etc.

The cost for the two-day session is \$14,000. The session will have classroom training with numerous videos of real and simulated events – some are quite graphic. The majority of the training involves actual simulations in a school with police or others acting as the Active Threats using air-soft guns. The simulations are extremely well done due to the fact that they involve law enforcement experts.

After the training is complete, those involved will be tasked with making a recommendation to the Superintendent and eventually the School Board in regards to whether KUSD should move forward with adopting the ALICE methodology.

Summary:

The technology that we have installed the past two years has been developed with the idea of supporting ALICE implementation. The Informacast system is the primary tool for ALERT. The integrated camera system, the ability to announce remotely over every school's intercom, and the technology connection with law enforcement agencies are excellent tools to support INFORM. Our staff and students know LOCKDOWN, but need training on improving lockdowns through barricades, and we need to incorporate EVACUATE and COUNTER.

During a school security panel in February at the State school facilities convention, one of the panel members, who was an SRO at a school in Brown County, stated that ALICE replicates what cops tell their own kids to do in a violent intruder event, so why wouldn't we do this with all of the kids we are responsible for.

This is an informational report.

Dr. Sue Savaglio-Jarvis
Superintendent of Schools

Mr. Patrick Finnemore, PE
Director of Facilities

KENOSHA UNIFIED SCHOOL DISTRICT
Kenosha, Wisconsin

April 14, 2015
Planning/Facilities/Equipment Standing Committee

CAPITAL PROJECTS UPDATE

Energy Efficiency Projects:

The School Board approved implementation of energy efficiency projects at nine elementary schools over the course of two years at the August 27, 2013, regular Board meeting. The projects at the first five schools: Bose, Grant, Grewenow, Forest Park, and Harvey are all complete. We are beginning to capture the benefits as discussed in the Utility & Energy Savings Program Report.

The Attachment A to this report contains the independent evaluation of the energy savings specifically related to the projects at the 5 schools implemented this past year. We officially started the savings evaluation on January 1, 2015, and will be tracking monthly. The energy savings attributed to the projects through the first two months is 27.8% as compared to last year with the data being normalized for weather. The majority of savings to date is related to gas consumption. The electricity savings component at Forest Park and Harvey will increase as the amount of day light grows longer due to the window projects. We are fine-tuning the HVAC control systems and expect to notice slight improvements as we optimize run time schedules and set points.

Security Projects:

Implementation of the security related improvements associated with the second year of a three-year plan approved by the Board at the June 25, 2013, meeting is complete. Work is being done currently in preparation of the third year scope of work. There are two scope items in the third year:

- Conversion of the card access system for the 18 buildings currently being served by the obsolete G.E. Sapphire system to the T.A.C. system that serves the remainder of the district. The G.E. system has been discontinued and is no longer supported. It runs off old hardware and an old server operating system that cannot be supported by our server back-up system at KUSD. The installation will be done entirely in-house.
- Completion of the installation of VoIP phones in every classroom in the district. Phase 3 of the project includes 12 elementary schools, Dimensions of Learning and the Senior Center. This will complete the

VoIP project necessary to support the Informacast notification system by having a phone in every classroom in the district.

This is an informational report.

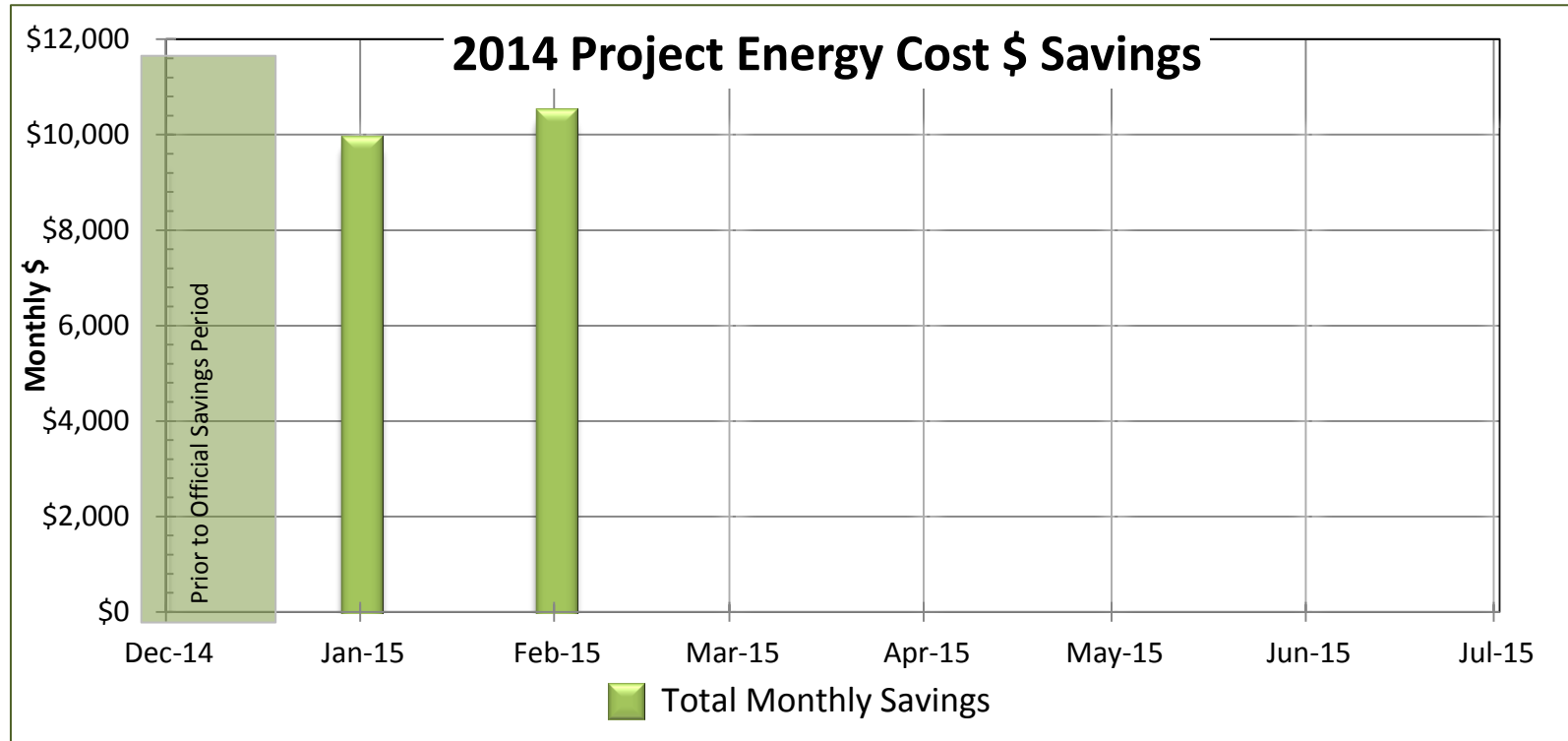
Dr. Sue Savaglio-Jarvis
Superintendent of Schools

Mr. Patrick Finnemore, PE
Director of Facilities

5 Buildings: 2014 Project

Savings To Date - \$19712

27.8%

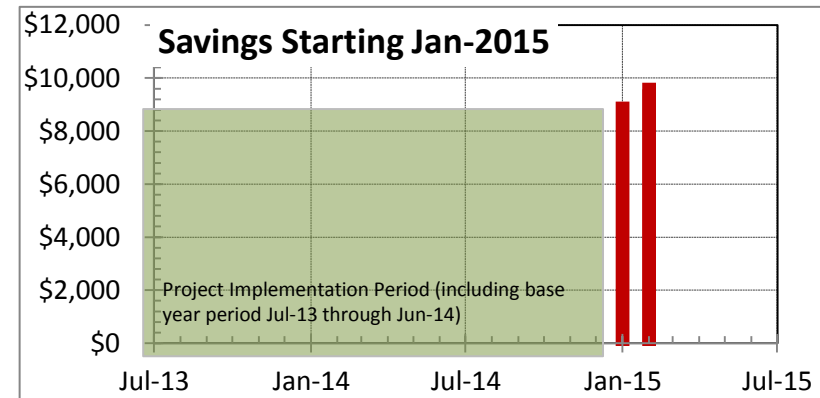
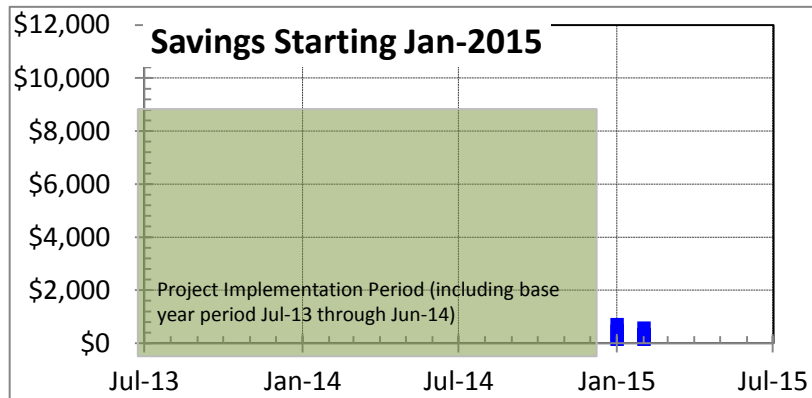
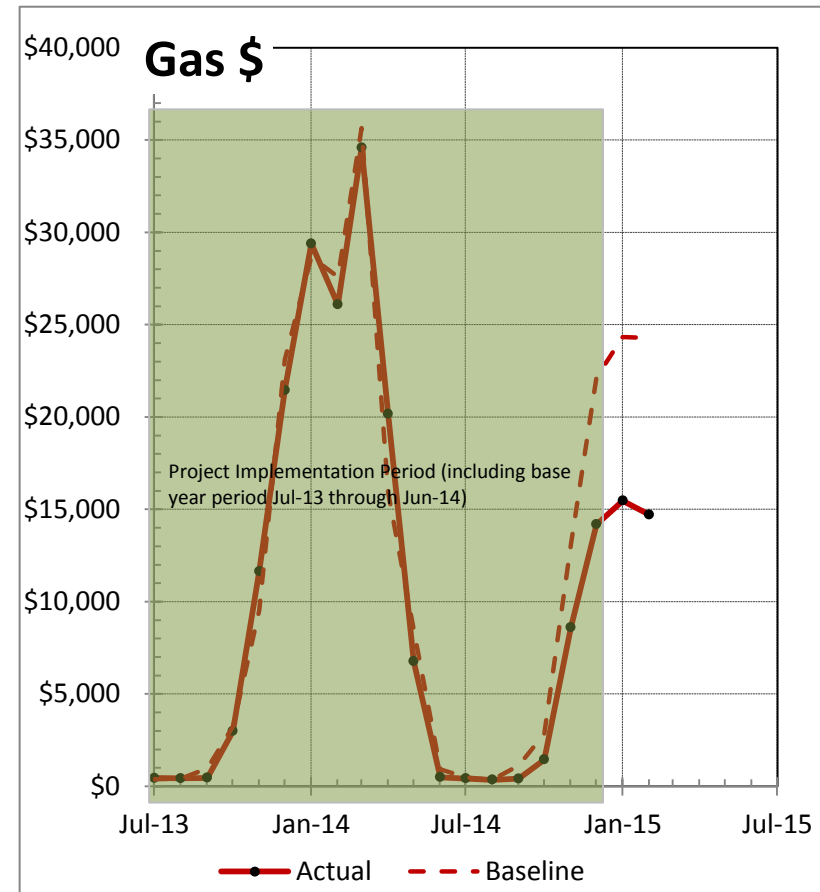
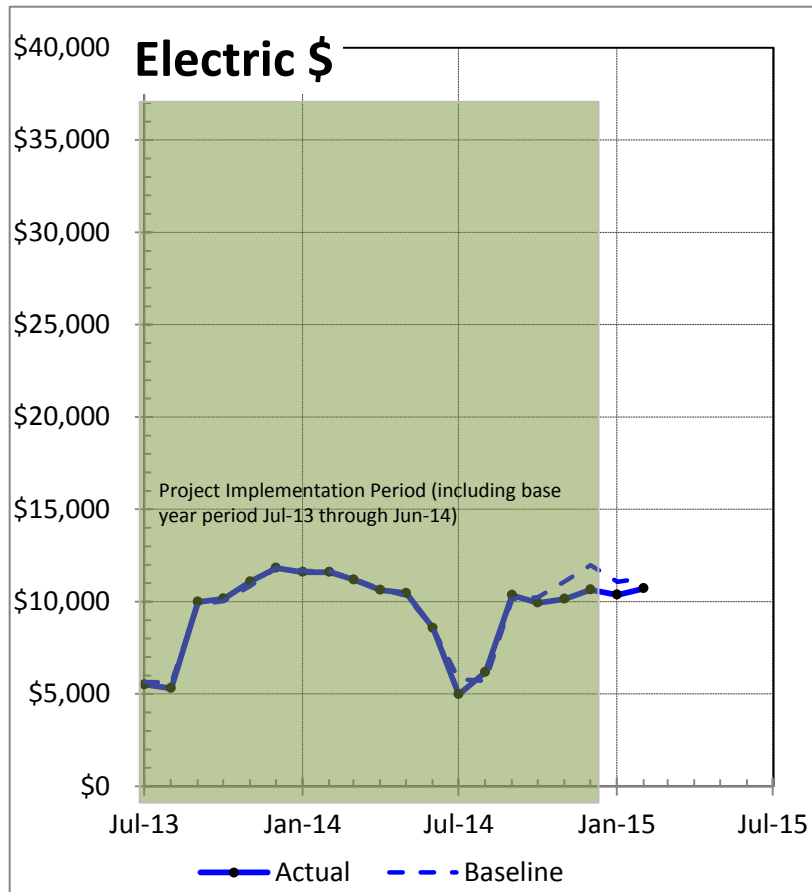


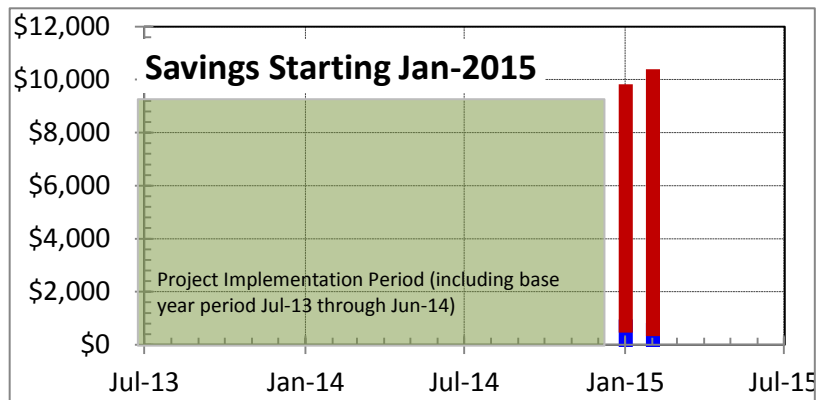
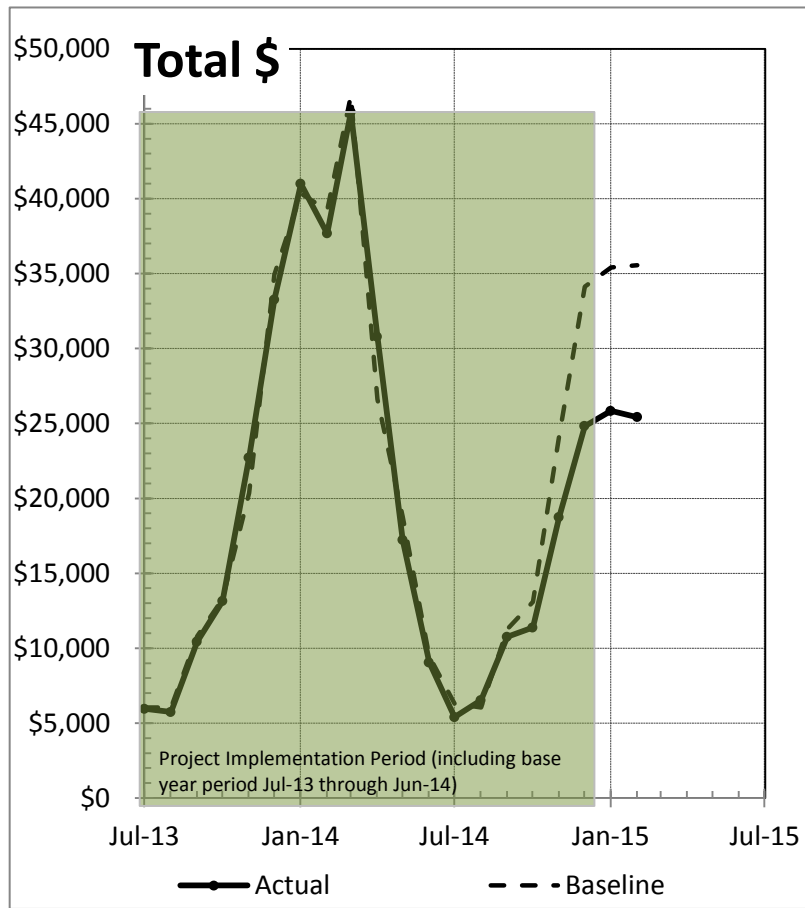
	ELECTRIC					GAS					TOTAL			
	Actual	Baseline	Savings	%		Actual	Baseline	Savings	%		Actual	Baseline	Savings	%
Jan-15	\$10,366	\$11,076	\$710	6.4%		\$15,465	\$24,327	\$8,862	36.4%		\$25,831	\$35,403	\$9,571	27.0%
Feb-15	\$10,713	\$11,281	\$568	5.0%		\$14,707	\$24,279	\$9,572	39.4%		\$25,420	\$35,560	\$10,140	28.5%
Mar-15	\$0	\$0	\$0	-		\$0	\$0	\$0	-		\$0	\$0	\$0	-
Apr-15	\$0	\$0	\$0	-		\$0	\$0	\$0	-		\$0	\$0	\$0	-
May-15	\$0	\$0	\$0	-		\$0	\$0	\$0	-		\$0	\$0	\$0	-
Jun-15	\$0	\$0	\$0	-		\$0	\$0	\$0	-		\$0	\$0	\$0	-
TOTALS:	\$21,079	\$22,357	\$1,278	5.7%		\$30,172	\$48,606	\$18,434	37.9%		\$51,251	\$70,963	\$19,712	27.8%

Actual - is the cost as billed by We Energies

Baseline - this is a weather and occupancy adjusted model of the use / cost based on FY2014.

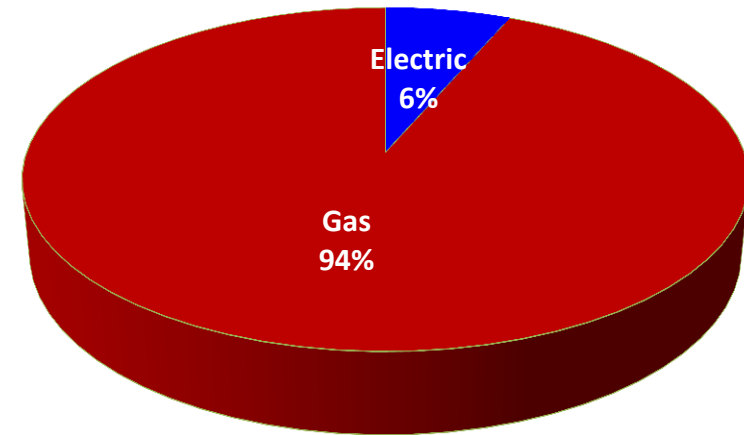
Savings - The projects were implemented during the calendar year 2014. Savings for tracking are being claimed from January of 2015 forward.





Gas / Electric Savings Split

Jan-2015 Forward



NOTE: Negative savings do not show on above graph

Savings From Jan-2015 Forward

	Electric	Gas	Total
5 Buildings: 2014 Project	\$1,278	\$18,434	\$19,712

FY2014 - BASE YEAR DATA:

Electric	\$117,908
Gas	\$154,854
Total	\$272,761

Unofficial Savings

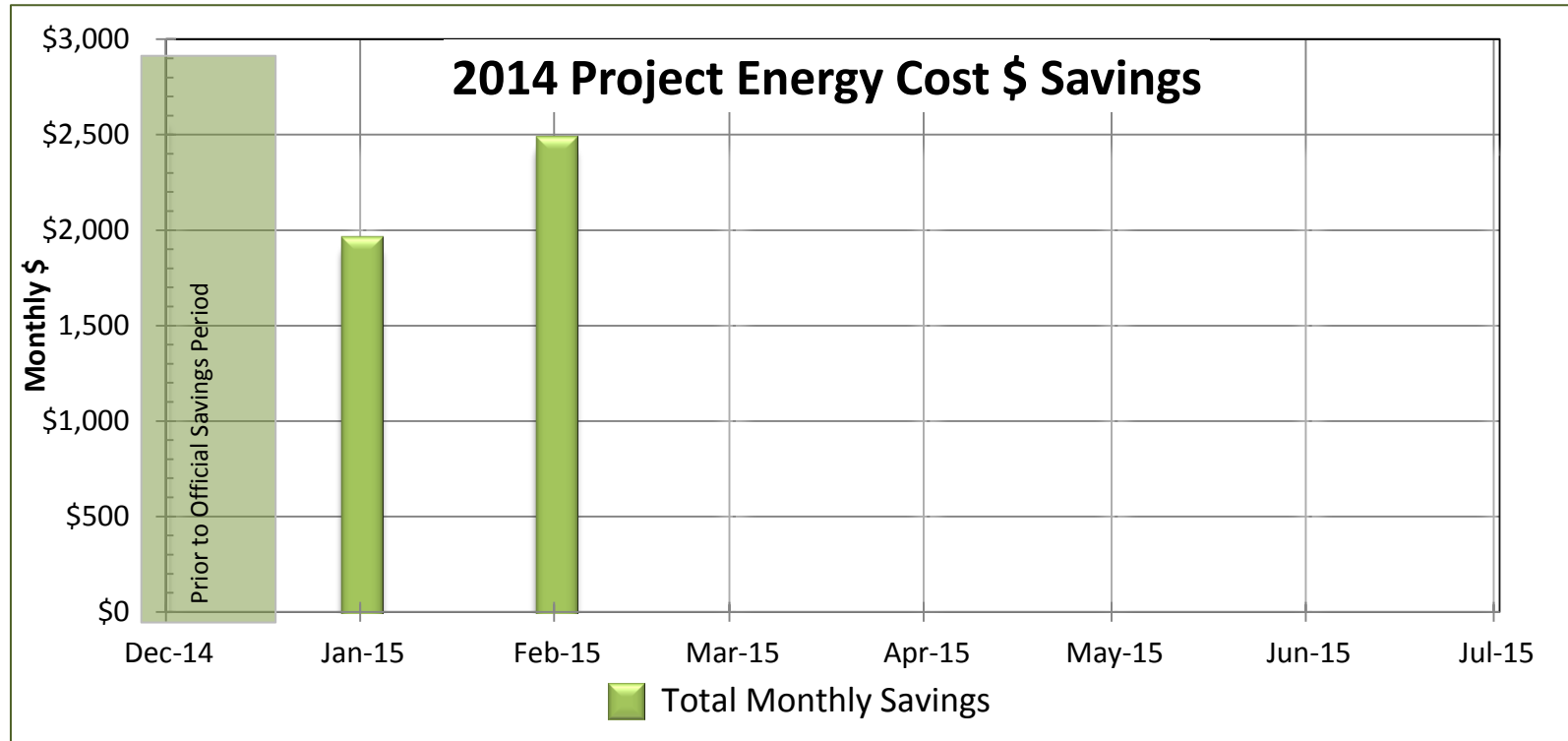
Sept, 2014 - Dec, 2014

Electric	\$2,403
Gas	\$14,571
Total	\$16,974

Bose

Savings To Date - \$4255

31.5%

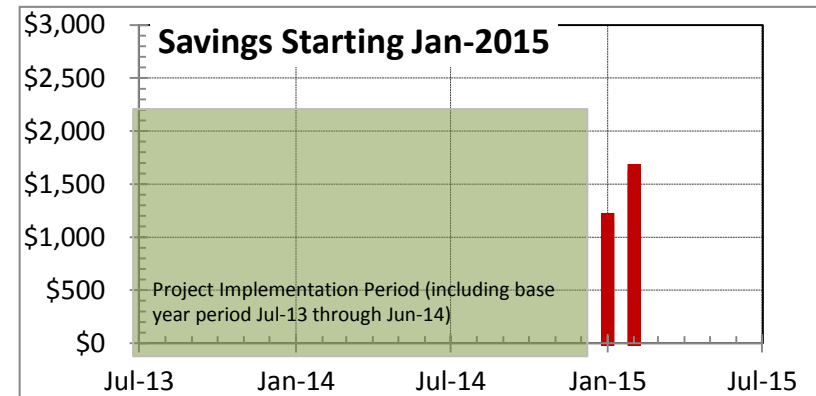
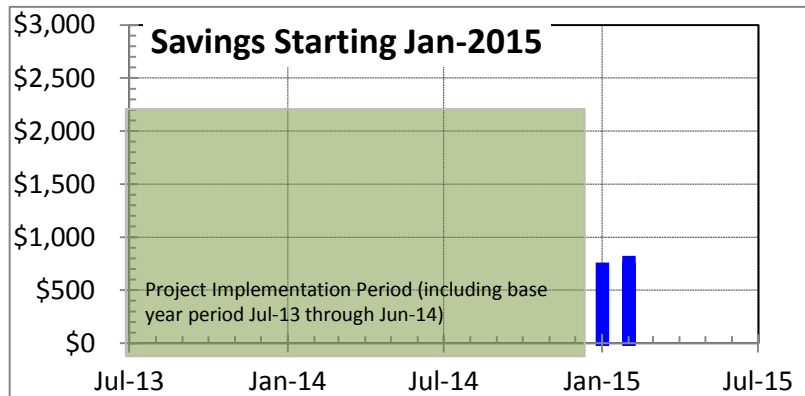
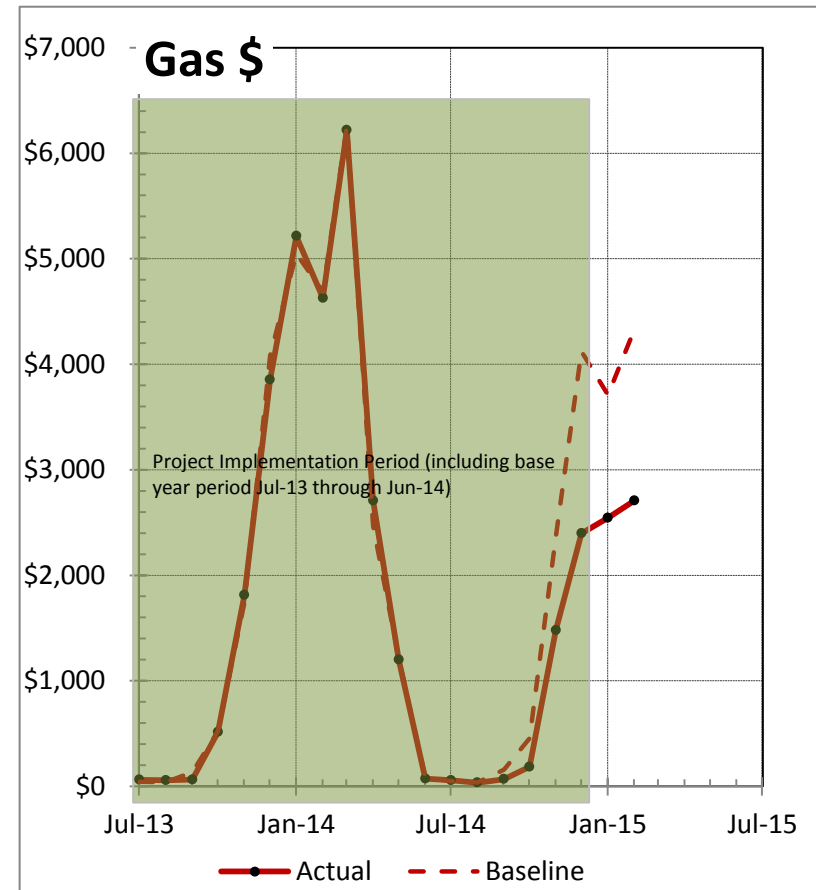
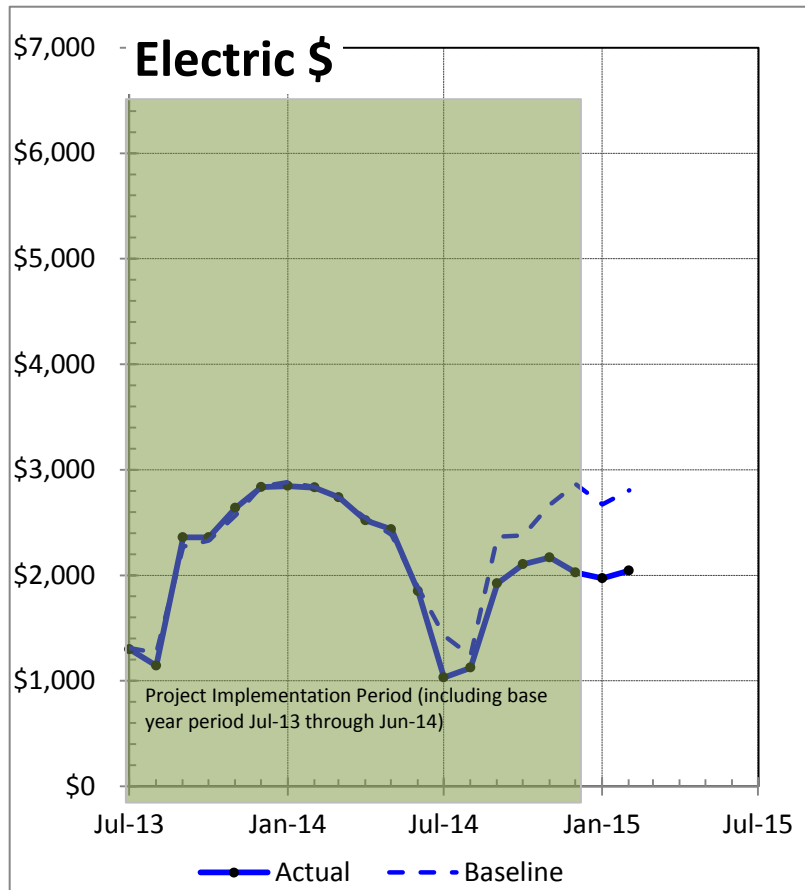


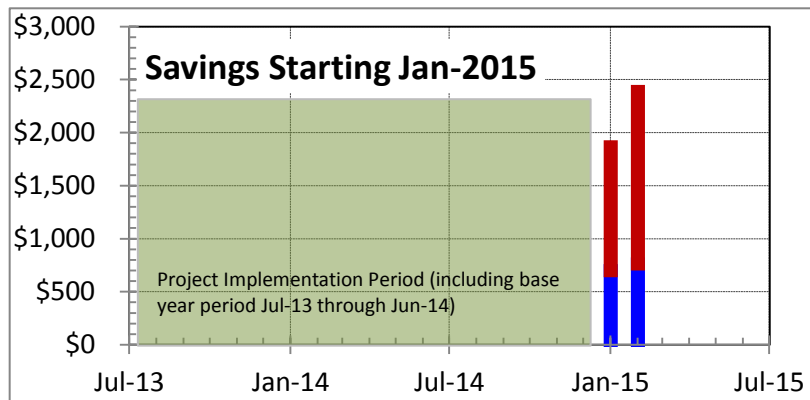
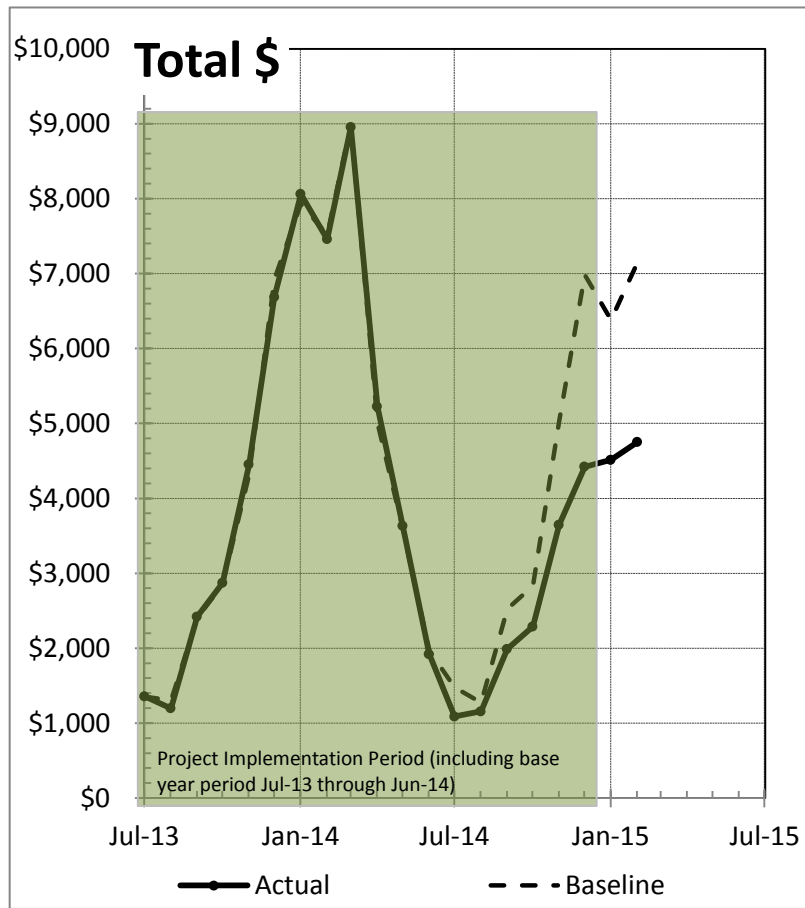
	ELECTRIC					GAS					TOTAL			
	Actual	Baseline	Savings	%		Actual	Baseline	Savings	%		Actual	Baseline	Savings	%
Jan-15	\$1,971	\$2,670	\$699	26.2%		\$2,544	\$3,710	\$1,167	31.4%		\$4,515	\$6,381	\$1,866	29.2%
Feb-15	\$2,043	\$2,806	\$763	27.2%		\$2,708	\$4,335	\$1,627	37.5%		\$4,751	\$7,140	\$2,390	33.5%
Mar-15	\$0	\$0	\$0	-		\$0	\$0	\$0	-		\$0	\$0	\$0	-
Apr-15	\$0	\$0	\$0	-		\$0	\$0	\$0	-		\$0	\$0	\$0	-
May-15	\$0	\$0	\$0	-		\$0	\$0	\$0	-		\$0	\$0	\$0	-
Jun-15	\$0	\$0	\$0	-		\$0	\$0	\$0	-		\$0	\$0	\$0	-
TOTALS:	\$4,014	\$5,476	\$1,462	26.7%		\$5,252	\$8,045	\$2,793	34.7%		\$9,265	\$13,521	\$4,255	31.5%

Actual - is the cost as billed by We Energies

Baseline - this is a weather and occupancy adjusted model of the use / cost based on FY2014.

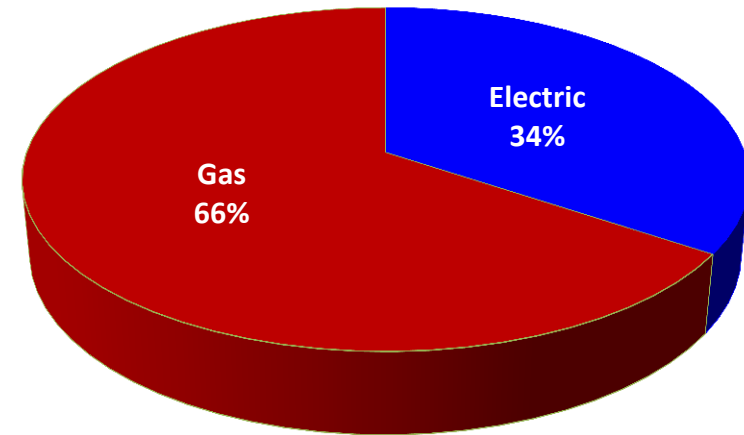
Savings - The projects were implemented during the calendar year 2014. Savings for tracking are being claimed from January of 2015 forward.





Gas / Electric Savings Split

Jan-2015 Forward



NOTE: Negative savings do not show on above graph

Savings From Jan-2015 Forward			
	Electric	Gas	Total
Bose	\$1,462	\$2,793	\$4,255

FY2014 - BASE YEAR DATA:

Electric	\$27,845
Gas	\$26,398
Total	\$54,243

Unofficial Savings

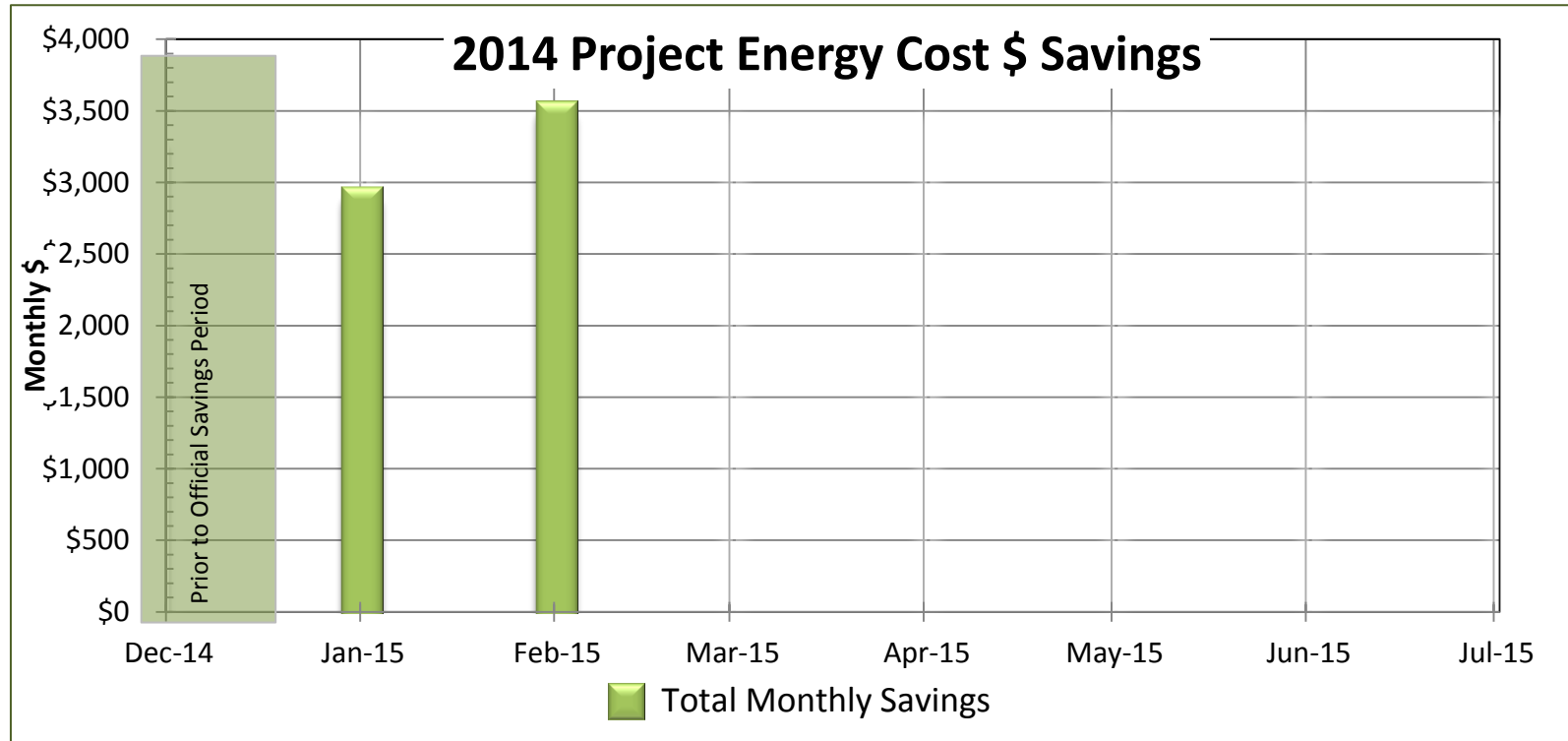
Sept, 2014 - Dec, 2014

Electric	\$2,054
Gas	\$2,970
Total	\$5,024

Forest

Savings To Date - \$6266

37.6%

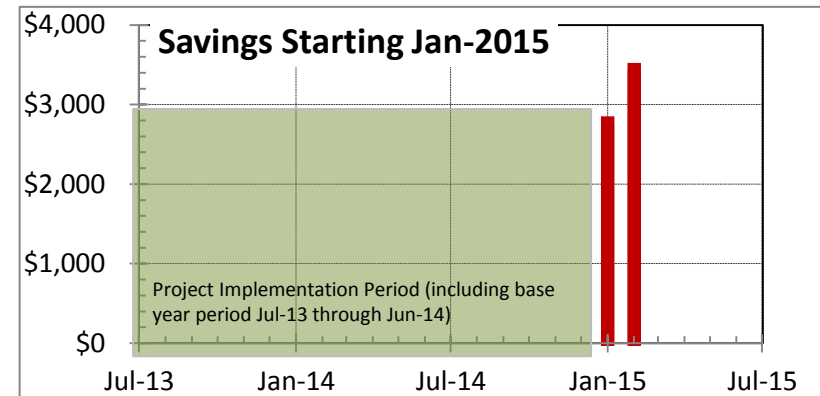
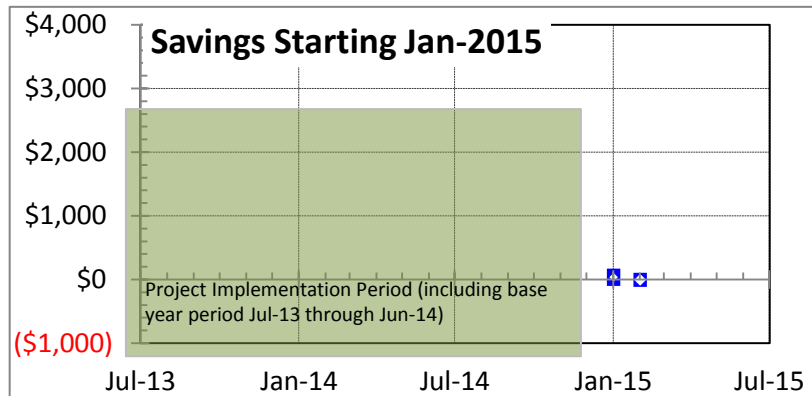
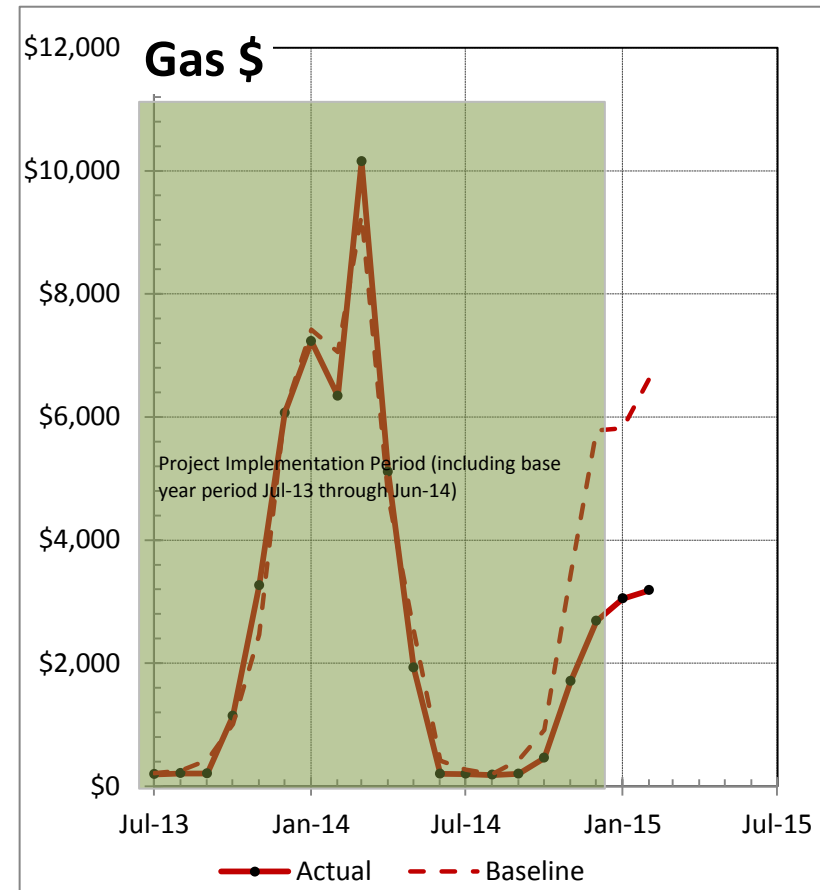
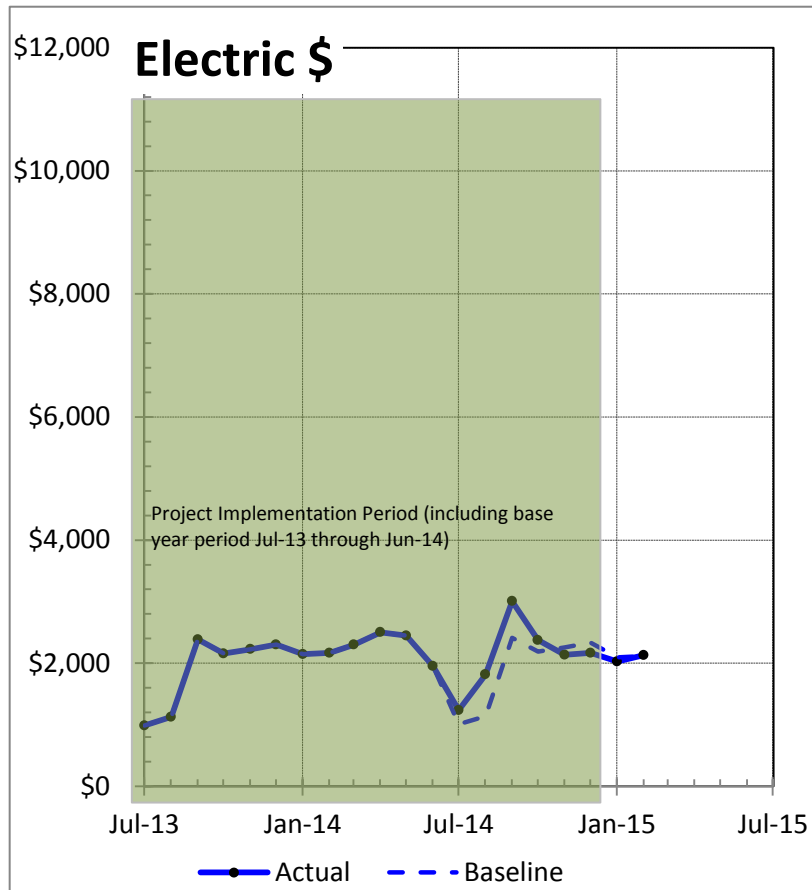


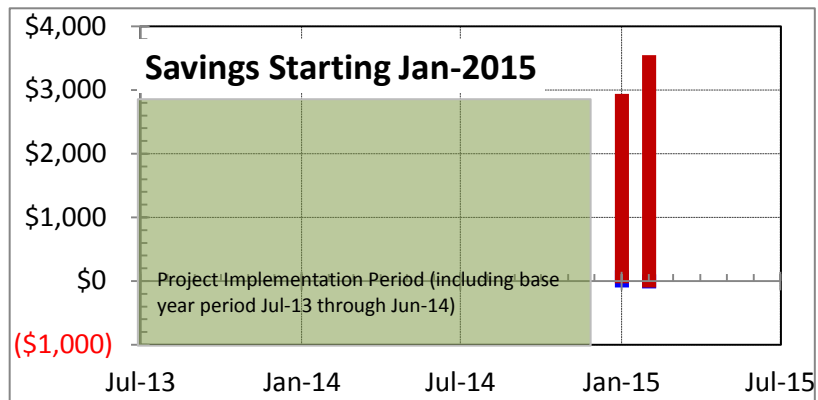
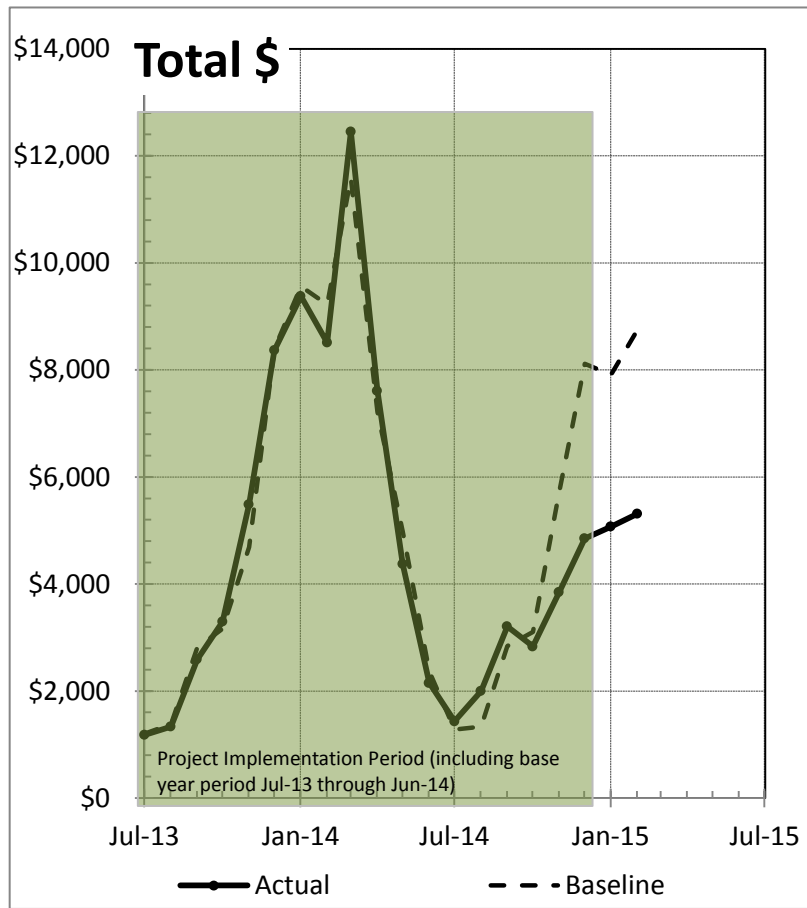
	ELECTRIC					GAS					TOTAL			
	Actual	Baseline	Savings	%		Actual	Baseline	Savings	%		Actual	Baseline	Savings	%
Jan-15	\$2,027	\$2,093	\$66	3.1%		\$3,047	\$5,817	\$2,770	47.6%		\$5,074	\$7,909	\$2,836	35.9%
Feb-15	\$2,130	\$2,117	(\$13)	-0.6%		\$3,182	\$6,625	\$3,443	52.0%		\$5,312	\$8,742	\$3,430	39.2%
Mar-15	\$0	\$0	\$0	-		\$0	\$0	\$0	-		\$0	\$0	\$0	-
Apr-15	\$0	\$0	\$0	-		\$0	\$0	\$0	-		\$0	\$0	\$0	-
May-15	\$0	\$0	\$0	-		\$0	\$0	\$0	-		\$0	\$0	\$0	-
Jun-15	\$0	\$0	\$0	-		\$0	\$0	\$0	-		\$0	\$0	\$0	-
TOTALS:	\$4,157	\$4,210	\$53	1.3%		\$6,229	\$12,442	\$6,213	49.9%		\$10,386	\$16,652	\$6,266	37.6%

Actual - is the cost as billed by We Energies

Baseline - this is a weather and occupancy adjusted model of the use / cost based on FY2014.

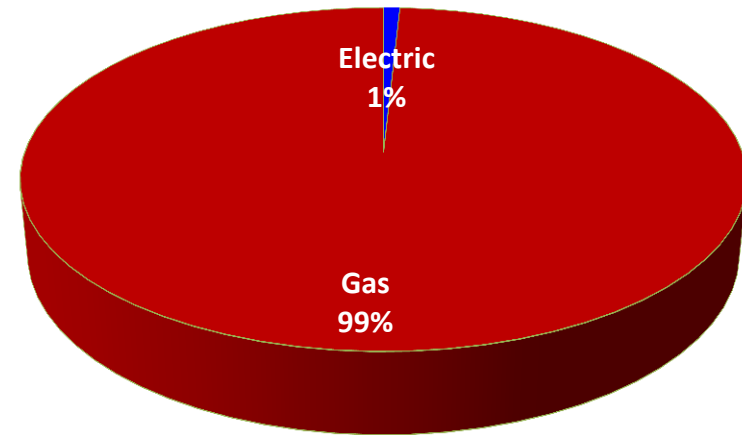
Savings - The projects were implemented during the calendar year 2014. Savings for tracking are being claimed from January of 2015 forward.





Gas / Electric Savings Split

Jan-2015 Forward



NOTE: Negative savings do not show on above graph

Savings From Jan-2015 Forward			
	Electric	Gas	Total
Forest	\$53	\$6,213	\$6,266

FY2014 - BASE YEAR DATA:

Electric \$24,697

Gas \$42,037

Total \$66,734

Unofficial Savings

Sept, 2014 - Dec, 2014

Electric (\$490)

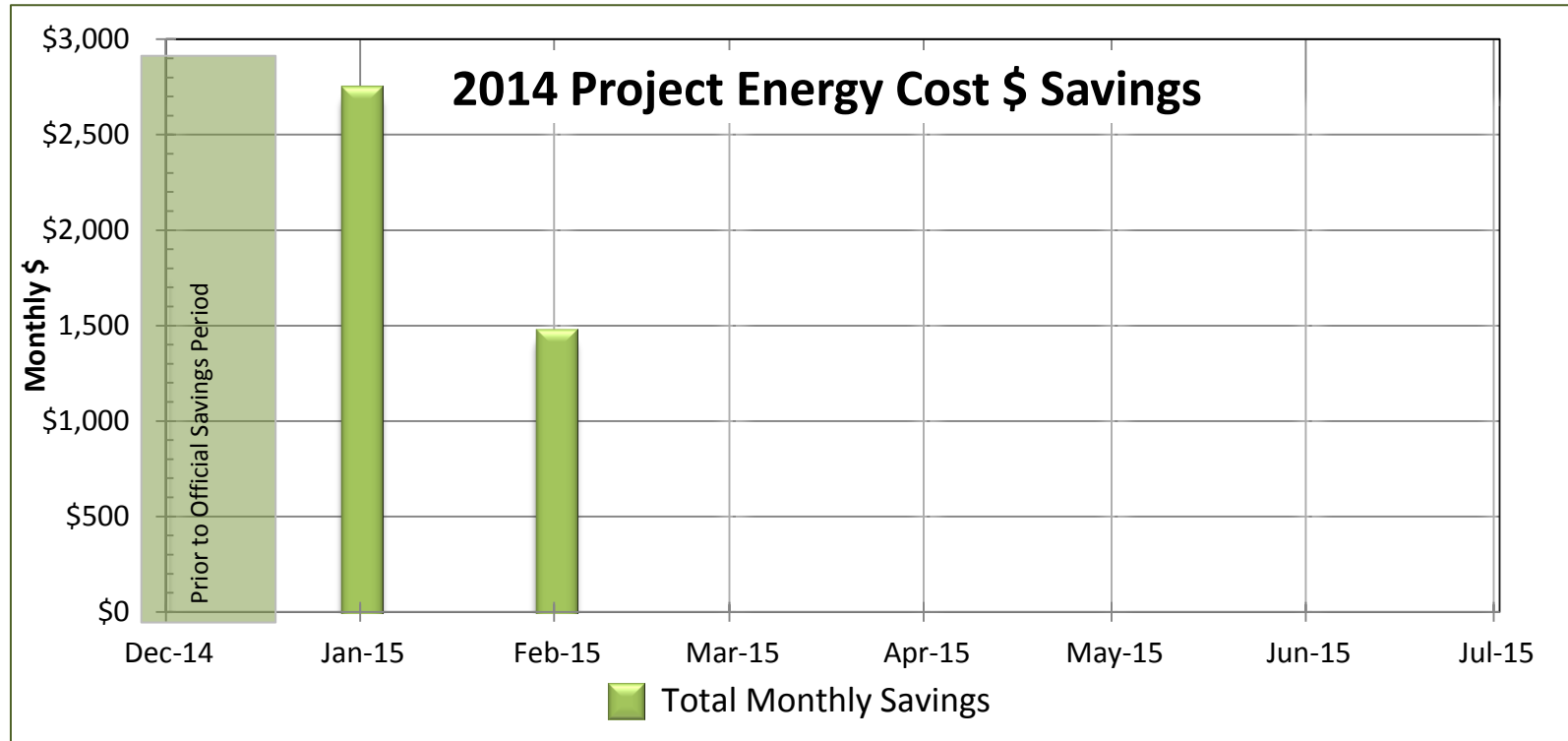
Gas \$5,533

Total \$5,042

Grant

Savings To Date - \$4034

33.2%

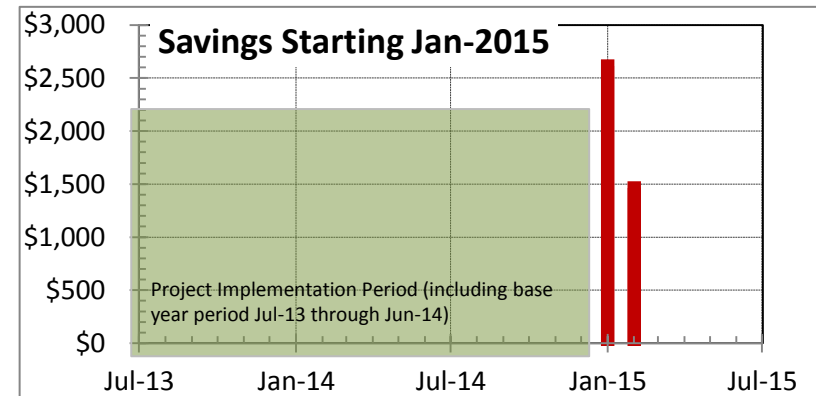
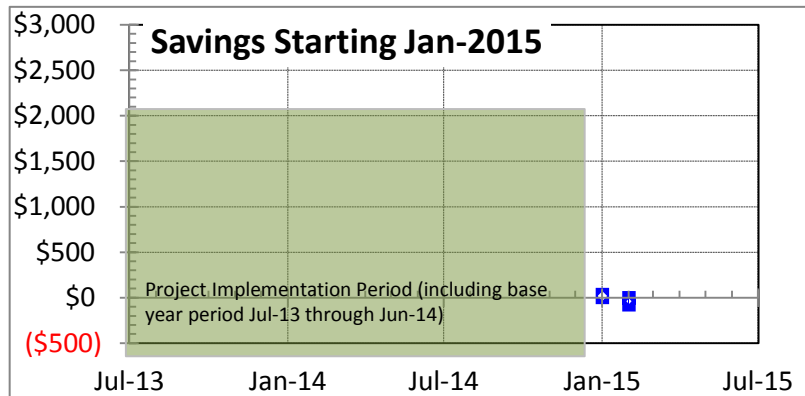
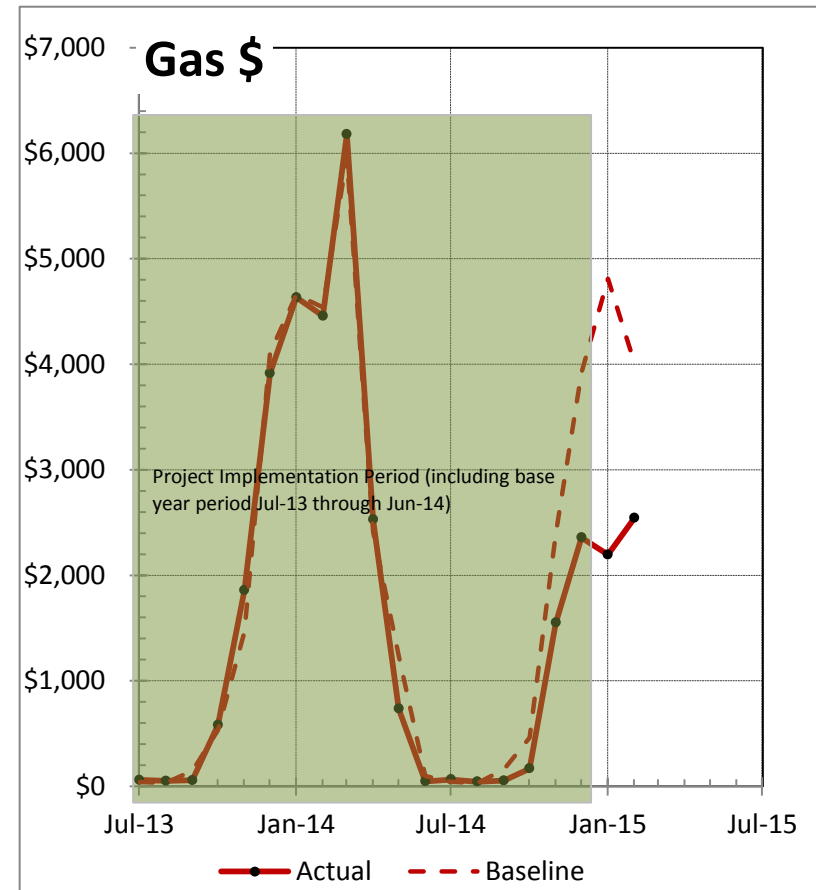
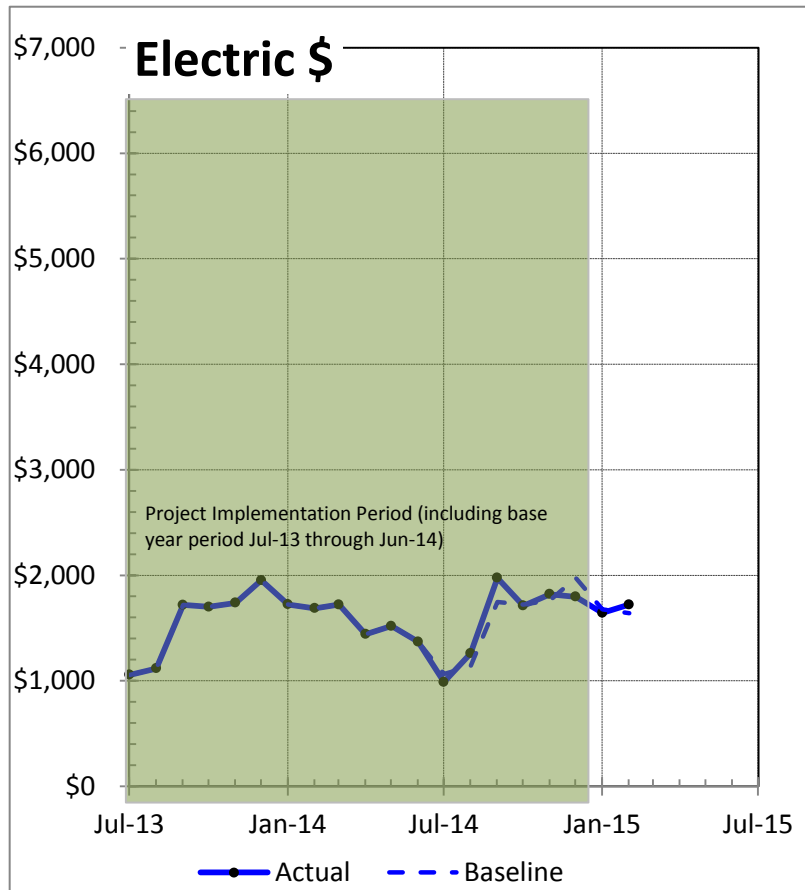


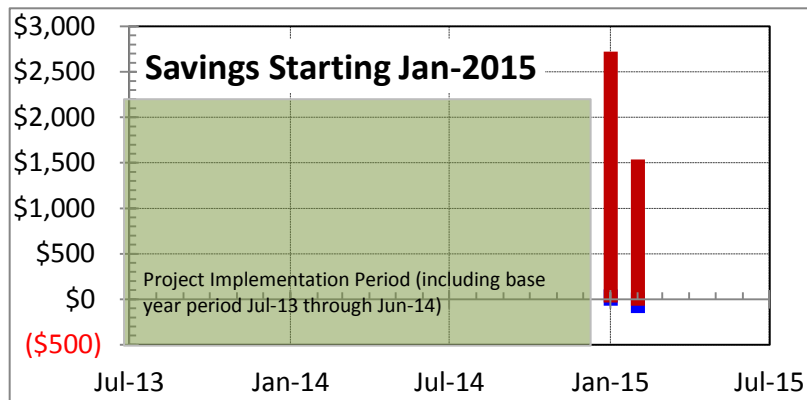
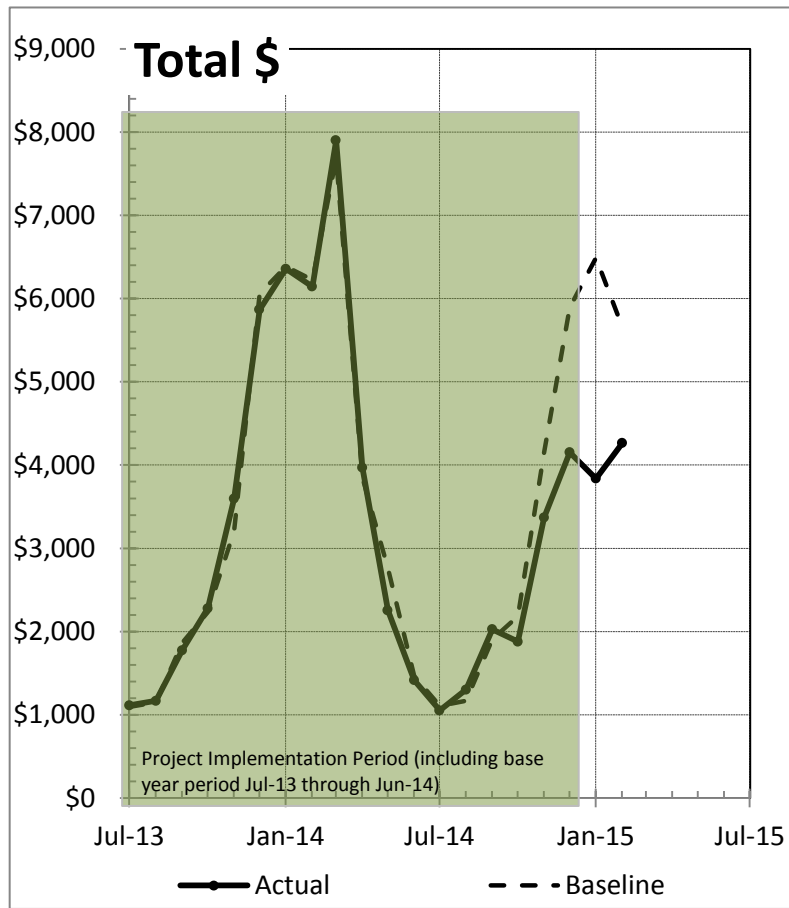
	ELECTRIC					GAS					TOTAL			
	Actual	Baseline	Savings	%		Actual	Baseline	Savings	%		Actual	Baseline	Savings	%
Jan-15	\$1,642	\$1,677	\$34	2.1%		\$2,195	\$4,811	\$2,616	54.4%		\$3,838	\$6,488	\$2,650	40.9%
Feb-15	\$1,721	\$1,641	(\$80)	-4.9%		\$2,544	\$4,008	\$1,464	36.5%		\$4,265	\$5,649	\$1,384	24.5%
Mar-15	\$0	\$0	\$0	-		\$0	\$0	\$0	-		\$0	\$0	\$0	-
Apr-15	\$0	\$0	\$0	-		\$0	\$0	\$0	-		\$0	\$0	\$0	-
May-15	\$0	\$0	\$0	-		\$0	\$0	\$0	-		\$0	\$0	\$0	-
Jun-15	\$0	\$0	\$0	-		\$0	\$0	\$0	-		\$0	\$0	\$0	-
TOTALS:	\$3,364	\$3,318	(\$46)	-1.4%		\$4,739	\$8,819	\$4,080	46.3%		\$8,103	\$12,137	\$4,034	33.2%

Actual - is the cost as billed by We Energies

Baseline - this is a weather and occupancy adjusted model of the use / cost based on FY2014.

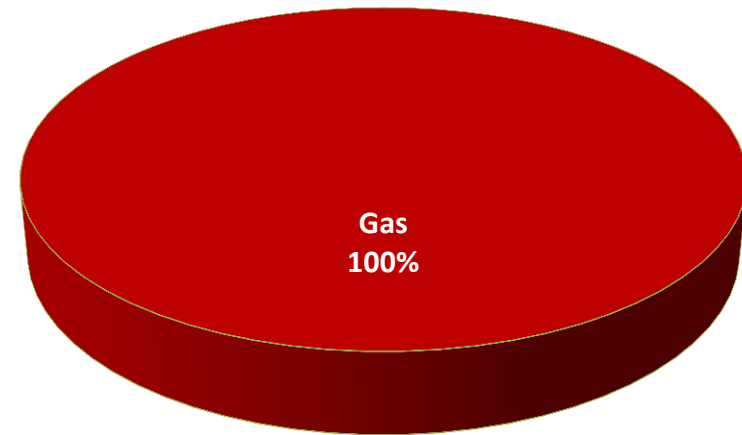
Savings - The projects were implemented during the calendar year 2014. Savings for tracking are being claimed from January of 2015 forward.





Gas / Electric Savings Split

Jan-2015 Forward



NOTE: Negative savings do not show on above graph

Savings From Jan-2015 Forward			
	Electric	Gas	Total
Grant	(\$46)	\$4,080	\$4,034

FY2014 - BASE YEAR DATA:

Electric	\$18,744
Gas	\$25,096
Total	\$43,840

Unofficial Savings

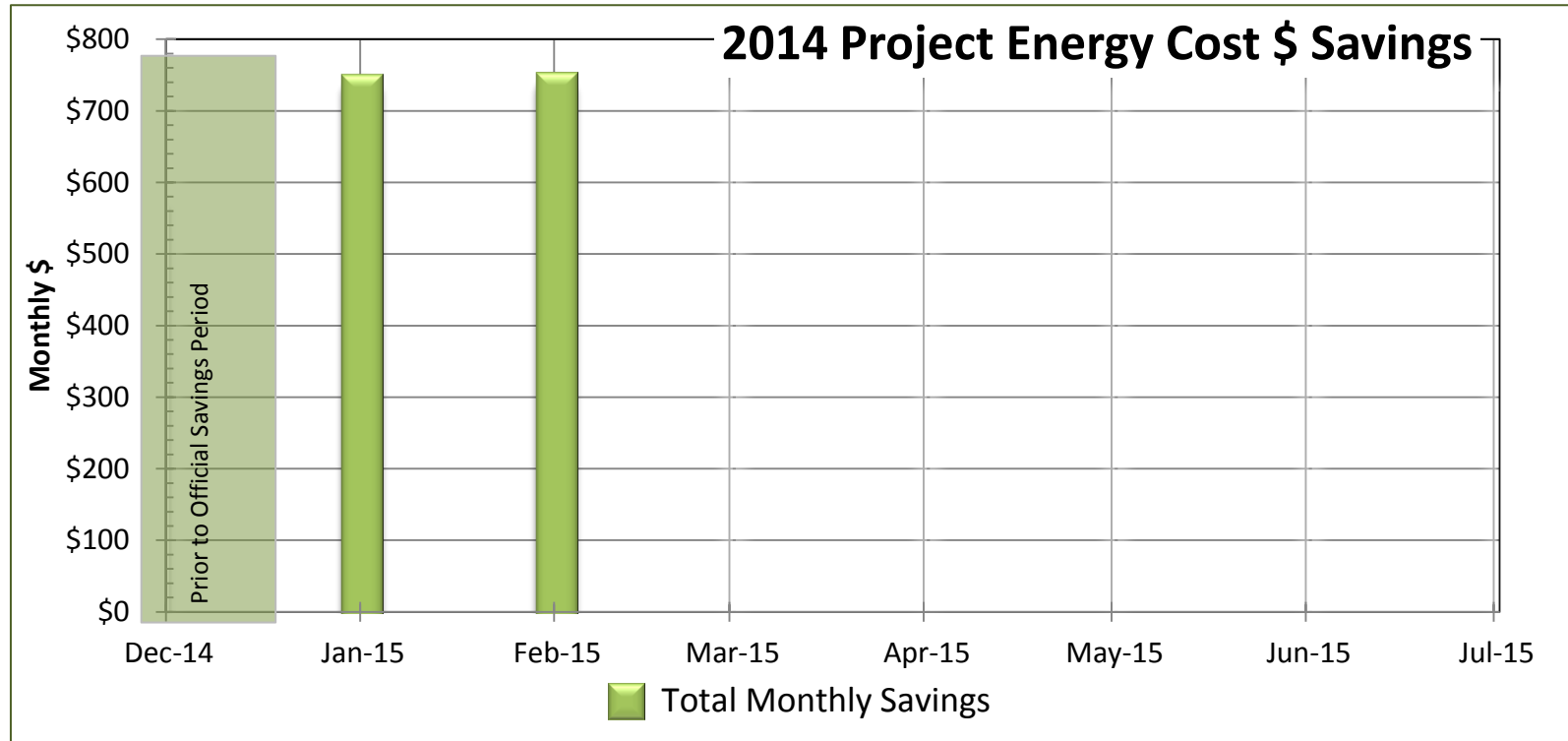
Sept, 2014 - Dec, 2014

Electric	(\$98)
Gas	\$2,808
Total	\$2,711

Grewenow

Savings To Date - \$1452

10.2%

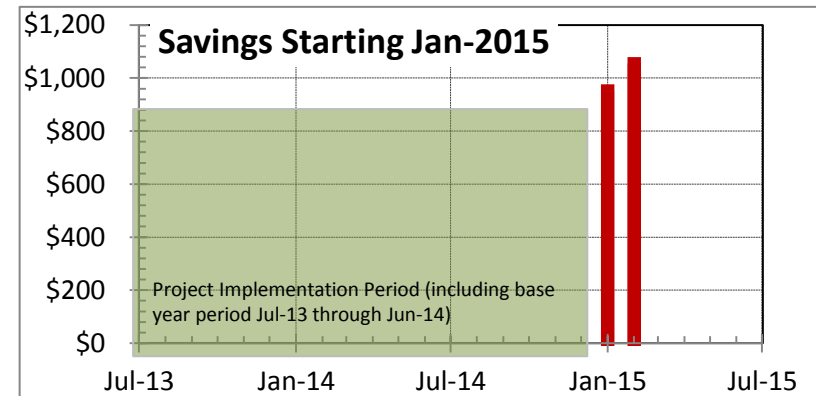
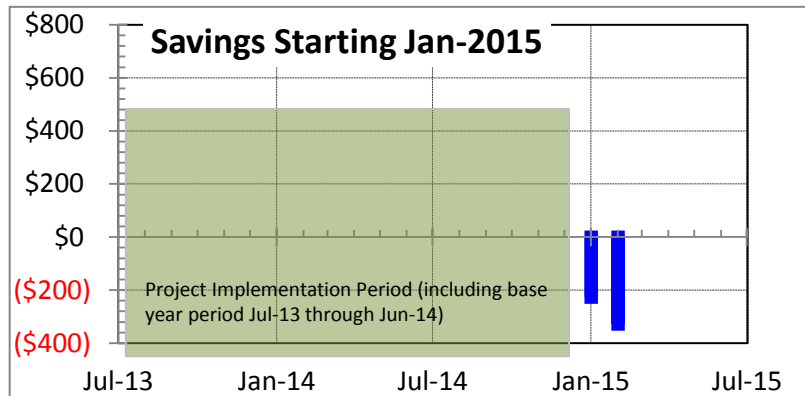
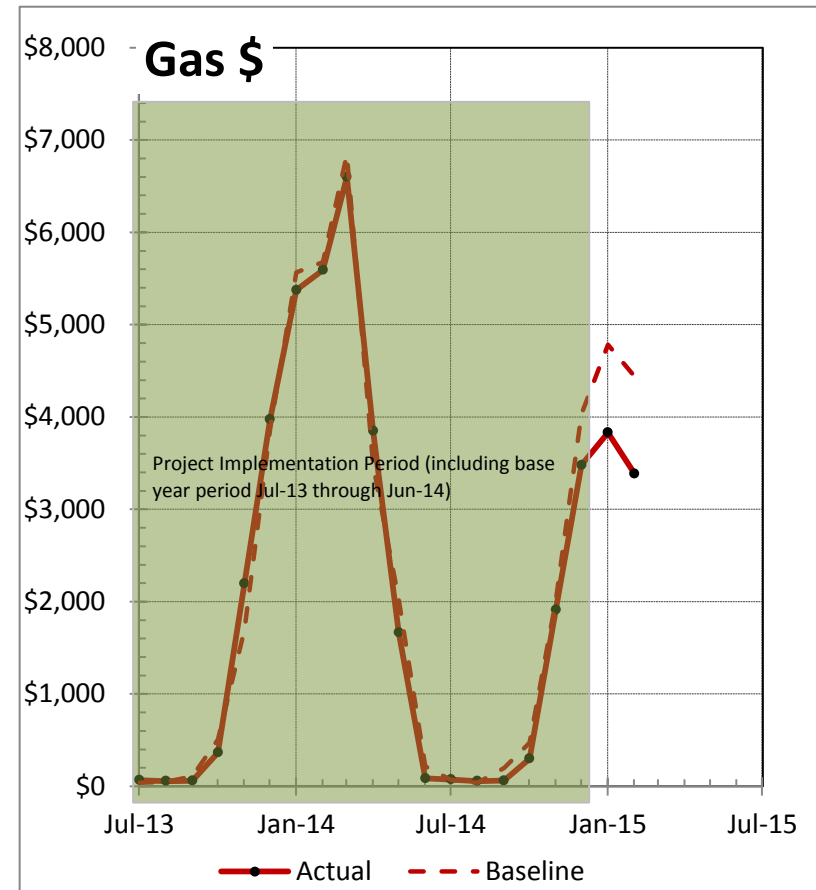
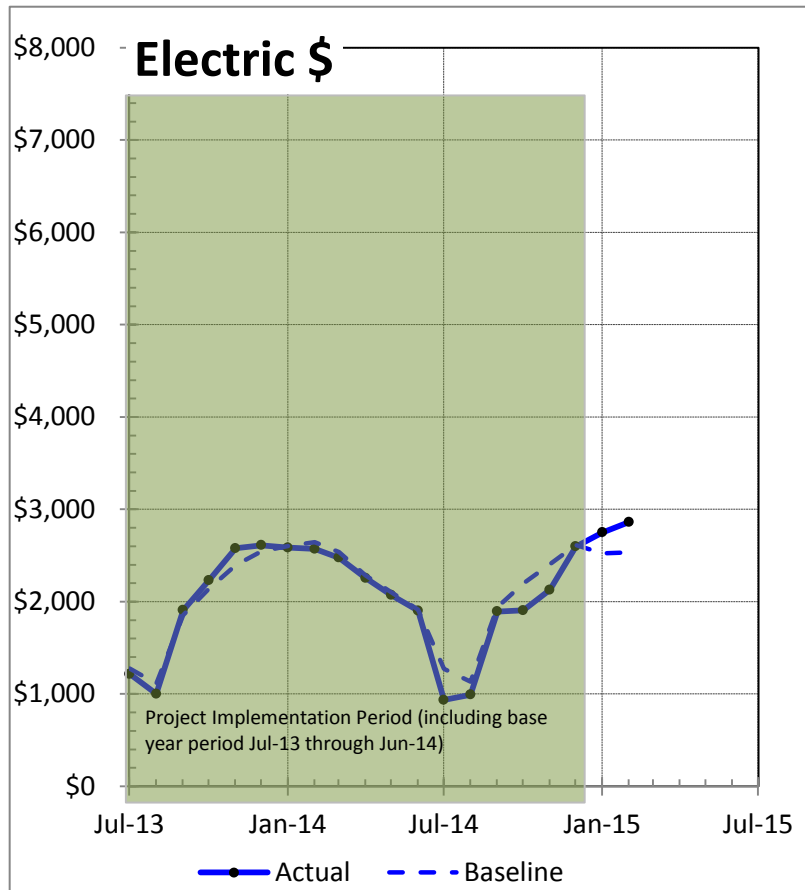


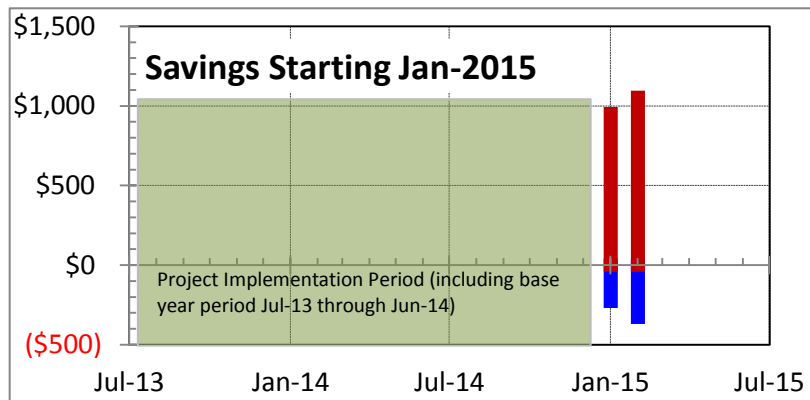
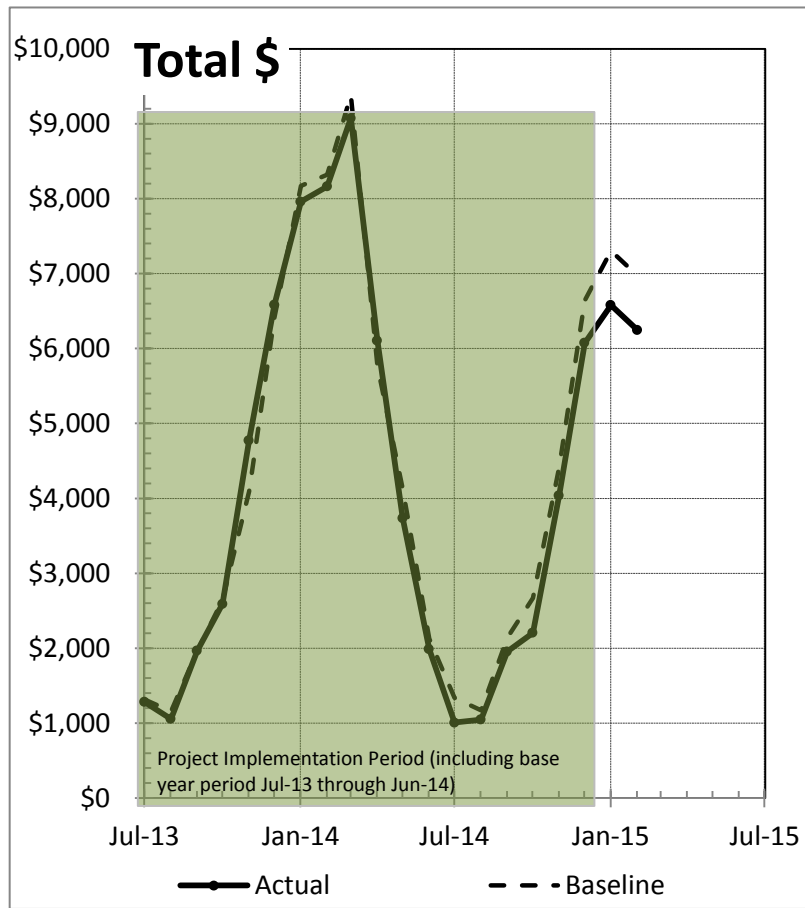
	ELECTRIC					GAS					TOTAL			
	Actual	Baseline	Savings	%		Actual	Baseline	Savings	%		Actual	Baseline	Savings	%
Jan-15	\$2,749	\$2,523	(\$227)	-9.0%		\$3,830	\$4,782	\$951	19.9%		\$6,580	\$7,304	\$725	9.9%
Feb-15	\$2,863	\$2,535	(\$328)	-12.9%		\$3,385	\$4,440	\$1,055	23.8%		\$6,248	\$6,975	\$727	10.4%
Mar-15	\$0	\$0	\$0	-		\$0	\$0	\$0	-		\$0	\$0	\$0	-
Apr-15	\$0	\$0	\$0	-		\$0	\$0	\$0	-		\$0	\$0	\$0	-
May-15	\$0	\$0	\$0	-		\$0	\$0	\$0	-		\$0	\$0	\$0	-
Jun-15	\$0	\$0	\$0	-		\$0	\$0	\$0	-		\$0	\$0	\$0	-
TOTALS:	\$5,612	\$5,058	(\$555)	-11.0%		\$7,215	\$9,222	\$2,006	21.8%		\$12,828	\$14,279	\$1,452	10.2%

Actual - is the cost as billed by We Energies

Baseline - this is a weather and occupancy adjusted model of the use / cost based on FY2014.

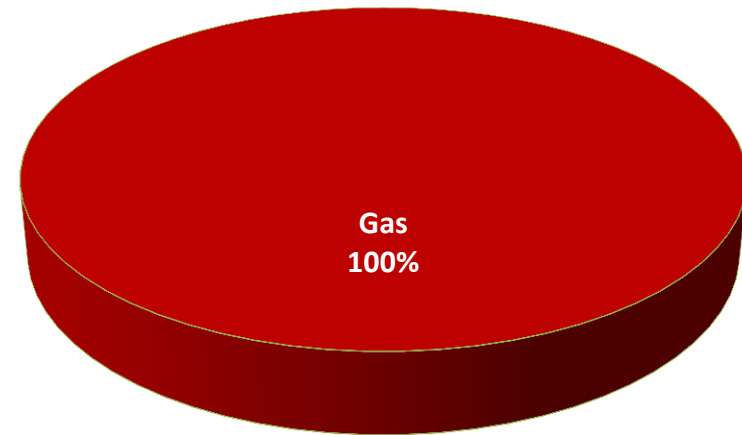
Savings - The projects were implemented during the calendar year 2014. Savings for tracking are being claimed from January of 2015 forward.





Gas / Electric Savings Split

Jan-2015 Forward



NOTE: Negative savings do not show on above graph

Savings From Jan-2015 Forward			
	Electric	Gas	Total
Grewenow	(\$555)	\$2,006	\$1,452

FY2014 - BASE YEAR DATA:

Electric	\$25,400
Gas	\$29,883
Total	\$55,283

Unofficial Savings

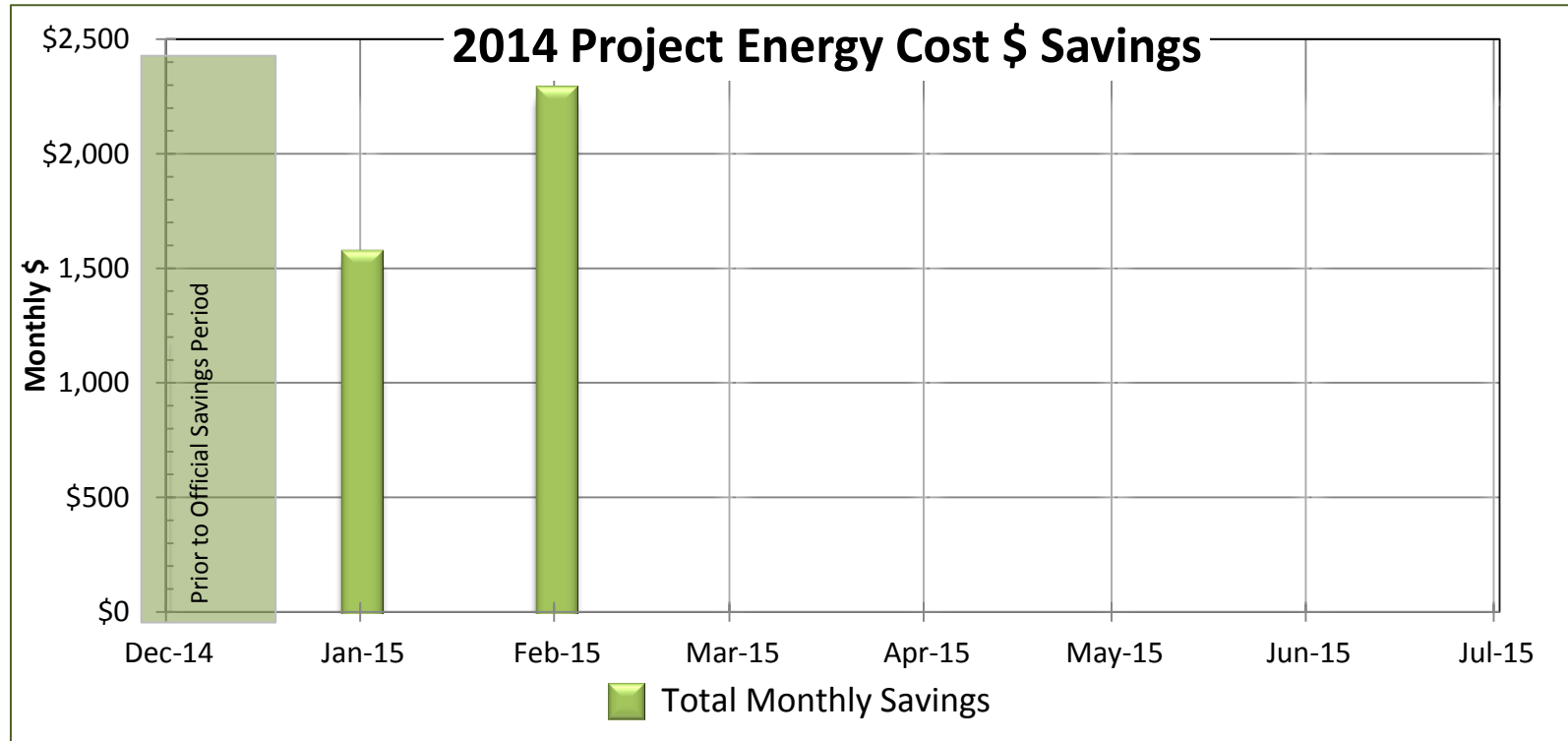
Sept, 2014 - Dec, 2014

Electric	\$635
Gas	\$958
Total	\$1,593

Harvey

Savings To Date - \$3704

25.8%

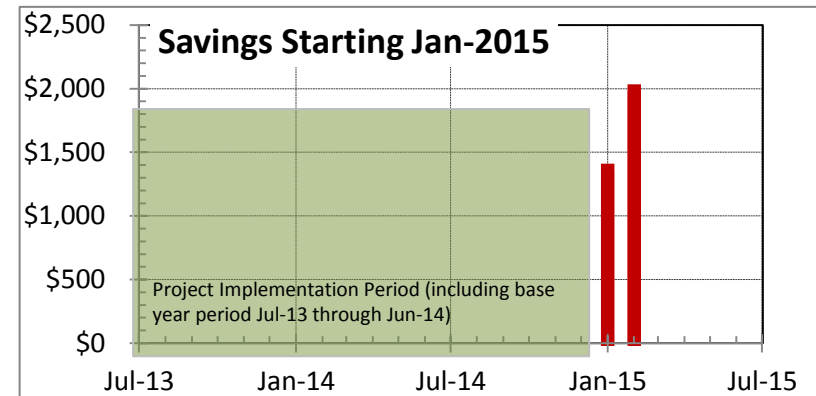
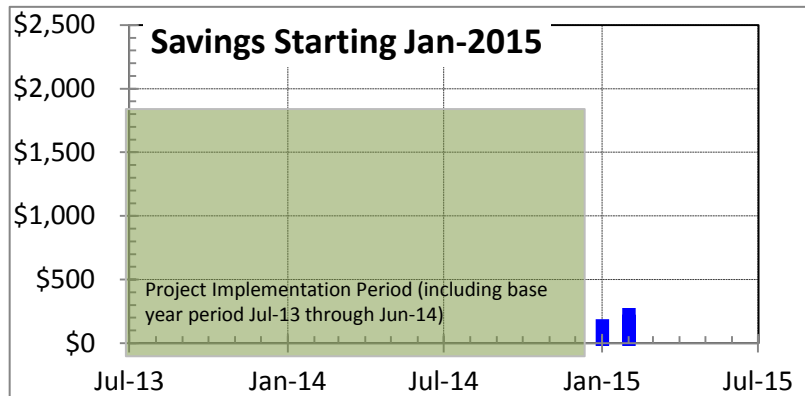
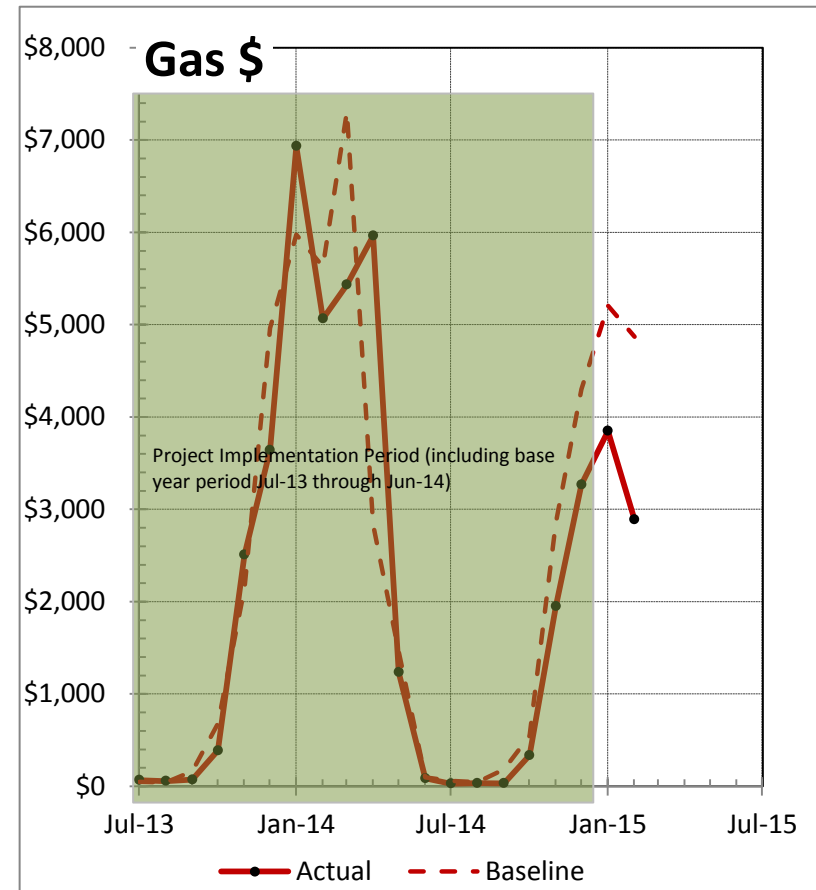
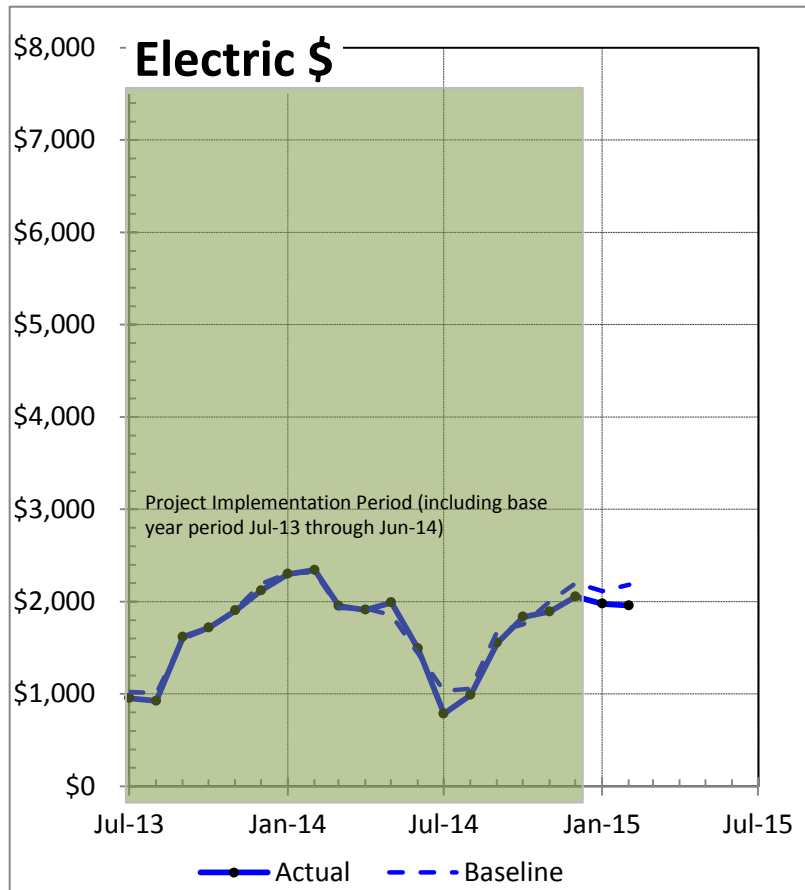


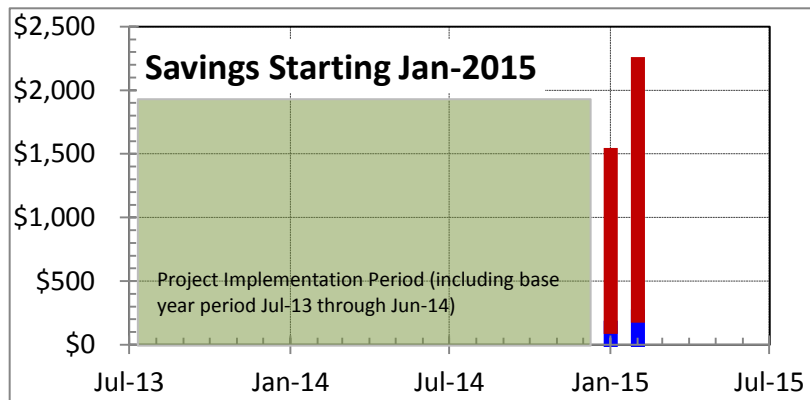
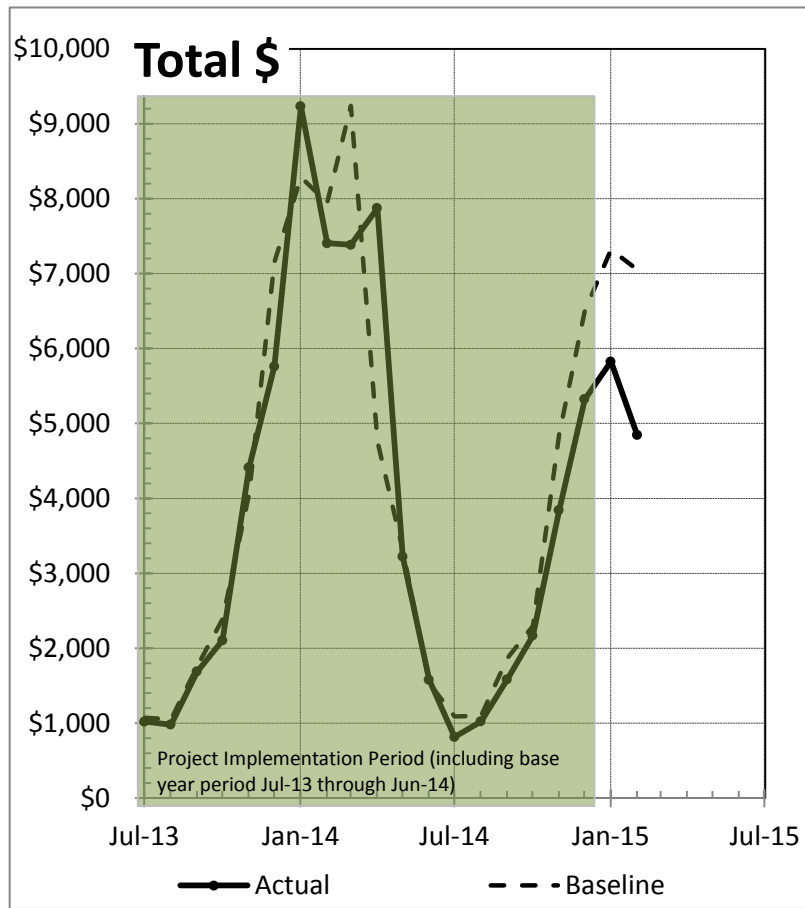
	ELECTRIC					GAS					TOTAL			
	Actual	Baseline	Savings	%		Actual	Baseline	Savings	%		Actual	Baseline	Savings	%
Jan-15	\$1,976	\$2,113	\$137	6.5%		\$3,849	\$5,207	\$1,358	26.1%		\$5,825	\$7,320	\$1,495	20.4%
Feb-15	\$1,957	\$2,183	\$226	10.3%		\$2,888	\$4,871	\$1,983	40.7%		\$4,844	\$7,054	\$2,209	31.3%
Mar-15	\$0	\$0	\$0	-		\$0	\$0	\$0	-		\$0	\$0	\$0	-
Apr-15	\$0	\$0	\$0	-		\$0	\$0	\$0	-		\$0	\$0	\$0	-
May-15	\$0	\$0	\$0	-		\$0	\$0	\$0	-		\$0	\$0	\$0	-
Jun-15	\$0	\$0	\$0	-		\$0	\$0	\$0	-		\$0	\$0	\$0	-
TOTALS:	\$3,933	\$4,296	\$363	8.4%		\$6,736	\$10,078	\$3,342	33.2%		\$10,669	\$14,374	\$3,704	25.8%

Actual - is the cost as billed by We Energies

Baseline - this is a weather and occupancy adjusted model of the use / cost based on FY2014.

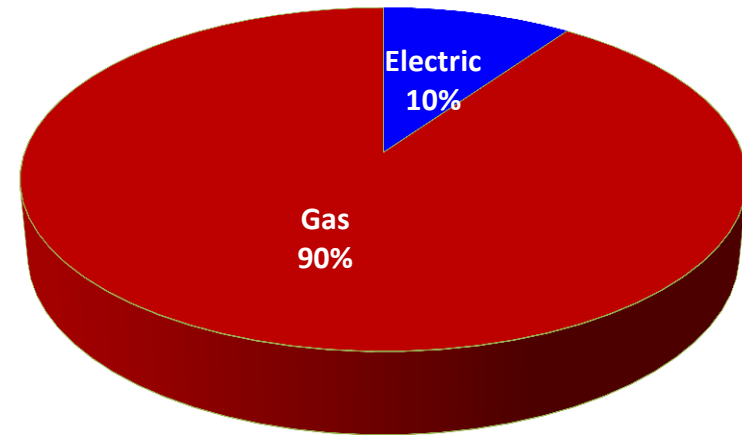
Savings - The projects were implemented during the calendar year 2014. Savings for tracking are being claimed from January of 2015 forward.





Gas / Electric Savings Split

Jan-2015 Forward



NOTE: Negative savings do not show on above graph

Savings From Jan-2015 Forward			
	Electric	Gas	Total
Harvey	\$363	\$3,342	\$3,704

FY2014 - BASE YEAR DATA:

Electric \$21,222

Gas \$31,440

Total \$52,661

Unofficial Savings

Sept, 2014 - Dec, 2014

Electric \$302

Gas \$2,302

Total \$2,604

KENOSHA UNIFIED SCHOOL DISTRICT
Kenosha, Wisconsin

April 14, 2015
Planning/Facilities/Equipment Standing Committee

UTILITY & ENERGY SAVINGS PROGRAM REPORT

The purpose of this report is to provide the regular update on the 2014-15 utilities budget and the operational energy savings program through February.

Utilities Budget Update:

The following is a brief summary of the costs incurred for natural gas, electricity, and the entire utilities budget.

- We have spent \$54,279 less on natural gas this year as compared to last year.
- We have spent \$21,613 less on electricity this year as compared to last year.
- We have spent 63% of the overall utility budget as compared to 65% last year at this time.

Operational Energy Program Update:

The following is a brief summary of the amount of energy saved from the start of the school year through the end of February. Please see the attachment for energy savings by school:

	2014-15	2013-14
Electricity Saved (KWh)	5,135,883	5,115,173
Gas Saved (Therms)	426,924	420,604
Dollars Saved	\$850,748	\$795,310

The energy consumption and costs for the 5 schools (Bose, Grant, Grewenow, Forest Park and Harvey) that had major energy projects performed this past summer is provided in a separate report.

At the time of this report due date, we are investigating the energy consumption at two schools. The two schools are EBSOLA (Dual Language and Creative Arts) and Pleasant Prairie Elementary. These school buildings have seen a noticeable increase in energy consumption this year. In the case of the EBSOLA building (DL & CA) it is electricity related, and at Pleasant Prairie it is primarily gas consumption related. In both cases we are working towards identifying the problem(s) and solution(s).

This is an informational report.

Dr. Sue Savaglio-Jarvis
Superintendent of Schools

Mr. Patrick Finnemore, PE
Director of Facilities

Mr. John Allen
Distribution and Utilities Manager

Mr. Kevin Christoun
Maintenance Supervisor

Monthly Energy Efficiency Program Tracking Summary

UTILITY INFORMATION (8 months of data)

Energy Tracking: September 2014 through February 2015

End of FY - 2015 - 06		Current Month: 2015 - 02				YTD HTG DD: FY2014 5640.5 FY2015 5312					YTD CLNG DD: FY2014 535 FY2015 351.5				
BUILDING	ACTUAL USE FY2015				FY2014 SAVINGS*					FY2015 SAVINGS*					
	kWh	kW	therms	\$	kWh	kW	therms	\$	% Savings	kWh	kW	therms	\$	% Savings	
Bradford H	1,337,475	3,840	115,913	\$225,787	550,003	889	22,724	\$64,987	21.5%	539,213	950	25,242	\$68,377	23.2%	
Hillcrest H	42,440	-	11,305	\$13,392	8,109	-	1,238	\$1,962	12.1%	7,711	0	1,281	\$1,725	11.4%	
Indian Trail H	1,548,000	5,288	71,006	\$240,119	840,761	2,551	14,803	\$111,433	30.7%	822,122	2,727	23,781	\$115,834	32.5%	
Lakeview H	186,240	774	6,681	\$30,177	229,041	236	836	\$18,621	35.7%	229,638	237	609	\$18,616	38.2%	
Reuther H	421,260	1,679	94,297	\$118,731	110,940	422	18,112	\$25,725	17.0%	122,361	483	21,902	\$29,062	19.7%	
Tremper H	1,079,660	3,036	128,085	\$198,796	503,232	792	34,409	\$63,010	23.8%	463,856	744	34,402	\$60,470	23.3%	
HS Subtotal:	4,615,075	14,618	427,287	\$827,001	2,242,086	4,889	92,122	\$285,737	24.8%	2,184,901	5,140	107,217	\$294,084	26.2%	
Bullen M	372,972	1,230	40,274	\$70,291	222,418	206	36,005	\$41,099	35.4%	229,819	233	33,429	\$38,604	35.5%	
Lance M	312,914	1,187	40,401	\$66,257	70,574	132	9,822	\$12,282	15.2%	75,815	174	10,351	\$12,908	16.3%	
Lincoln M	443,676	1,772	52,783	\$95,507	110,565	130	19,695	\$21,082	16.9%	142,865	297	18,959	\$25,834	21.3%	
Mahone M	574,200	2,674	34,362	\$106,783	221,272	183	30,250	\$36,354	23.1%	313,355	299	34,331	\$45,578	29.9%	
McKinley M	192,600	665	49,702	\$57,740	308,635	1,306	65,050	\$118,579	92.4%	189,864	702	12,065	\$31,275	35.1%	
Washington M	234,247	936	41,845	\$58,297	87,990	423	939	\$13,031	17.5%	94,477	450	2,821	\$14,691	20.1%	
MS Subtotal:	2,130,609	8,464	259,367	\$454,874	1,021,454	2,380	161,761	\$242,426	35.5%	1,046,195	2,155	111,956	\$168,890	27.1%	
Bain E	360,300	1,845	22,955	\$68,944	88,781	161	13,545	\$17,239	21.3%	63,977	(98)	9,539	\$8,434	10.9%	
Bose E	88,800	373	14,120	\$21,612	107,211	179	7,123	\$16,280	33.8%	133,279	282	16,107	\$25,409	54.0%	
Brass E	236,880	919	12,641	\$42,218	57,186	290	5,953	\$11,097	21.2%	32,797	233	8,952	\$17,107	28.8%	
Dimensions E	41,416	-	14,968	\$15,724	4,735	-	1,813	\$2,125	10.8%	4,849	0	2,432	\$2,402	13.2%	
Forest Park E	102,318	393	16,673	\$25,120	35,118	54	4,676	\$7,226	16.1%	30,924	42	24,008	\$17,969	41.7%	
Frank E	302,360	1,131	24,149	\$56,037	114,099	167	6,545	\$14,455	19.4%	128,549	244	3,952	\$14,797	20.9%	
Grant E	79,520	298	12,283	\$19,534	15,290	89	5,983	\$6,150	19.1%	13,364	96	15,949	\$13,175	40.3%	
Grewenow E	108,400	378	19,746	\$27,104	80,435	184	10,505	\$16,261	33.7%	81,909	181	15,310	\$19,068	41.3%	
Harvey E	83,475	329	18,516	\$23,587	50,466	153	8,855	\$12,053	28.3%	53,899	160	16,209	\$16,921	41.8%	
Jefferson E	99,705	284	25,044	\$30,290	66,074	135	8,622	\$14,003	32.9%	52,150	145	7,095	\$10,718	26.1%	
Jeffery E	112,379	451	14,261	\$25,017	85,241	191	2,927	\$12,461	29.3%	86,273	205	1,952	\$11,703	31.9%	
Ktech (Lincoln)	99,600	439	13,088	\$22,752	(4,723)	1	5,724	\$3,451	12.3%	11,798	53	4,803	\$4,573	16.7%	
McKinley E	72,968	331	18,804	\$22,818	19,293	29	5,216	\$5,771	19.5%	26,421	47	4,659	\$5,903	20.6%	
Nash E	191,040	751	17,306	\$38,193	48,234	194	10,259	\$12,083	21.8%	64,401	298	11,045	\$15,285	28.6%	
Pleasant Prairie E	317,120	1,098	22,847	\$54,891	81,661	12	192	\$5,310	8.6%	64,900	30	(1,011)	\$3,334	5.7%	
Prairie Lane E	138,460	552	16,705	\$29,877	70,564	61	10,605	\$14,822	34.7%	72,110	78	5,527	\$11,595	28.0%	
Roosevelt E	90,840	340	23,750	\$27,982	44,423	126	6,503	\$9,808	26.1%	47,591	142	4,466	\$8,639	23.6%	
Somers E	205,280	717	22,317	\$40,560	69,967	251	8,487	\$14,784	24.9%	81,275	280	9,290	\$15,729	27.9%	
Southport E	129,920	613	20,130	\$31,739	46,050	77	3,423	\$7,604	19.5%	44,805	61	1,732	\$5,884	15.6%	
Stocker E	208,480	798	15,394	\$37,922	124,735	405	3,306	\$16,675	30.7%	118,895	308	2,060	\$14,294	27.4%	
Strange E	132,744	545	20,063	\$31,311	83,912	130	5,507	\$12,690	28.0%	95,345	134	2,356	\$11,795	27.4%	
Vernon E	192,285	756	51,292	\$57,342	94,966	247	12,712	\$17,257	22.2%	115,801	270	12,693	\$17,786	23.7%	
Whittier E	173,520	841	12,087	\$34,043	188,138	476	4,164	\$22,426	36.3%	200,052	449	3,128	\$22,079	39.3%	
Wilson E	69,560	336	21,693	\$24,571	48,075	167	12,137	\$18,005	40.6%	51,305	117	11,599	\$13,215	35.0%	
ELEM Subtotal:	3,637,370	14,521	470,832	\$809,187	1,619,931	3,777	164,782	\$290,035	24.9%	1,676,669	3,756	193,852	\$307,815	27.6%	
Cesar Chavez	95,600	288	5,607	\$16,842	74,171	71	2,909	\$9,709	35.6%	64,851	95	2,152	\$8,437	33.4%	
ESC	601,440	1,920	39,448	\$95,357	167,643	374	4,882	\$19,402	17.3%	136,465	230	5,071	\$15,045	13.6%	
Recreation	46,360	-	5,968	\$10,416	10,598	22	468	\$3,439	23.7%	6,092	0	356	\$1,039	9.1%	
Other Subtotal:	743,400	2,208	51,023	\$122,615	252,412	467	8,259	\$32,550	21.1%	207,408	325	7,579	\$24,520	16.7%	
Totals:	11,126,454	39,811	1,208,509	\$2,213,678	5,135,883	11,513	426,924	\$850,748	27.0%	5,115,173	11,375	420,604	\$795,310	26.4%	

* Savings are based on the comparison of actual billed use to the baseline model. The model is based on utility data from calendar year 2003 (typically) and adjusts for weather, occupancy and school year data.

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A meeting of the Kenosha Unified Audit/Budget/Finance Committee chaired by Mr. Wade was called to order at 5:51 P.M. with the following Committee members present: Mr. Flood, Mrs. Marcich, Mr. Kent, Mr. Aceto, Mrs. Dawson, Mr. Holdorf, Mr. Battle, and Mr. Wade. Dr. Savaglio-Jarvis was also present. Mr. Bryan and Mr. Castle were excused. Ms. London was absent.

Approval of Minutes – February 10, 2015 Audit/Budget/Finance

Mrs. Marcich moved to approve the minutes as presented. Mr. Holdorf seconded the motion. Unanimously approved.

Board Approved Student User Fees for the 2015-2016 School Year

Dr. Savaglio-Jarvis introduced the Board Approved Student User Fees for the 2015-2016 School Year and noted that there are no recommended changes to the 2015-16 student user fees. Mr. Tarik Hamdan, Interim Chief Financial Officer, was present and answered questions from Committee members.

Mr. Flood moved to forward the Board Approved Student User Fees for the 2015-2016 School Year to the full Board for consideration to accept the recommendation to establish the fiscal year 2015-2016 fees for student use items in advance of early registration for Pre-K and Kindergarten in April 2015. Mr. Battle seconded the motion. Unanimously approved.

Information Items

Mr. Hamdan presented the Monthly Financial Statements and answered questions from Committee members pertaining to variances in the food service fund, salaries, and revenues compared to last year. Mr. Hamdan gave committee members a live demonstration of how salary information is analyzed in a more in depth manner to minimize or quantify budget surpluses. Mr. Hamdan indicated that it is projected that 97-98% of the budget will be spent which would account for a two to three million dollar budget surplus. He explained how comparing one year's budget to another year is not the most accurate due to changing circumstances. Mr. Battle requested that a cover memo/report be included with the monthly financial statements highlighting notable items to help Committee members understand and note variances and/or changes in notable items.

Future Agenda Items

There were no future agenda items noted.

Mrs. Marcich moved to adjourn the meeting. Mr. Flood seconded the motion. Unanimously approved.

Meeting adjourned at 6:03 P.M.

Stacy Schroeder Busby
School Board Secretary

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Kenosha Unified School District
Kenosha, Wisconsin

April 14, 2015
Audit/Budget/Finance Standing Committee

Monthly Financial Statement Highlights

As requested by committee members, the KUSD Finance Department is providing a brief cover report with notable highlights to accompany the standard monthly financial statements.

Revenues:

- General State Aid (Equalization Aid) : Expected 39.3%, Actual 39.3%
- Tax Levy Collections : Expected 64.3%, Actual 63.9%

Expenditures (includes operating funds 10 and 27 only):

- Salaries
 - District Funded
 - Teachers (Budget \$103,200,000) : Expected 58.7%, Actual 57.7%
 - Administration (Budget \$11,693,000) : Expected 65.4%, Actual 65.1%
 - Grant Funded
 - Teachers (Budget \$3,148,000) : Expected 58.7%, Actual 55.4%
 - Administration (Budget \$406,000) : Expected 65.4%, Actual 67.2%
- Benefits
 - District Funded
 - Health (Budget \$37,970,000): Expected 60.0%, Actual 57.26%
 - Dental (Budget \$2,504,000): Expected 60.0%, Actual 57.27%
 - Grant Funded
 - Health (Budget \$1,645,000): Expected 60.0%, Actual 54.04%
 - Dental (Budget \$135,000): Expected 60.0%, Actual 41.97%

Notable Items:

- Year to date salary costs indicate a potential budget to actual surplus of approximately 1.75% to 2% at year end; the projected value of that saving is \$2,000,000.
- Year to date health insurance costs indicate a potential budget to actual surplus of approximately 6% at year end; the projected value of that savings is \$2,000,000.

Administrative Recommendation

Administration requests that the Audit/Budget/Finance Standing Committee review and accept the attached reports.

Dr. Sue Savaglio-Jarvis
Superintendent of Schools

Tarik Hamdan
Chief Financial Officer

Heather Kraeuter
Accounting & Payroll Manager

Budget to Actual Comparison Report by Fund Groups**2014 - 2015 Fund Summary Budget**

For the Period Ended 2/28/2015

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Fund 10 General Fund

----- 2015 -----						----- 2014 -----					
Source	Budget	Actual		Balance	% Rec	Budget	Actual		Balance	% Rec	Fiscal
Fund Balance - Beginning	36,805,631	36,805,631				27,109,475	27,109,475				
100 Operating Transfers In	0	0		0		926,412	0		926,412	0.00	926,412
200 Local revenues	75,154,755	74,450,603		704,152	99.06	77,871,884	77,227,978		643,905	99.17	77,962,264
300 Interdistrict revenues	350,000	0		350,000	0.00	350,000	0		350,000	0.00	341,003
500 Intermediate revenues	20,383	128		20,254	0.63	39,376	631		38,745	1.60	17,117
600 State aid	157,477,530	59,686,261		97,791,269	37.90	151,616,796	58,012,812		93,603,984	38.26	151,689,893
700 Federal aid	12,881,158	1,174,365		11,706,793	9.12	10,446,225	5,330,078		5,116,147	51.02	12,856,960
800 Debt proceeds	0	141,665		-141,665		0	2,473		-2,473		101,256
900 Revenue adjustments	343,673	411,246		-67,573	119.66	648,993	689,583		-40,591	106.25	865,260
Total Revenues	246,227,499	135,864,268		110,363,231	55.18	241,899,685	141,263,556		100,636,128	58.40	244,760,164
----- 2015 -----						----- 2014 -----					
Object	Budget	Actual	Encumbered	Balance	% Used	Budget	Actual	Encumbered	Balance	% Used	Fiscal
100 Salaries	119,395,337	69,971,521		49,423,816	58.60	117,702,061	69,378,948	60	48,323,053	58.94	114,354,156
200 Benefits	57,817,068	31,877,556	1,410	25,938,103	55.14	54,102,041	28,994,194	0	25,107,847	53.59	52,967,826
300 Purchased Services	21,554,271	11,893,971	1,180,133	8,480,167	60.66	22,502,234	11,760,930	1,563,724	9,177,580	59.21	21,540,710
400 Supplies	11,073,815	7,121,781	955,454	2,996,581	72.94	11,201,330	6,453,330	1,262,882	3,485,118	68.89	10,331,345
500 Capital Outlay	2,177,877	1,285,826	159,312	732,739	66.36	2,143,923	1,311,220	282,787	549,916	74.35	2,379,844
600 Debt Services	326,676	152,966		173,710	46.82	326,676	255,184	17,000	54,492	83.32	307,340
700 Insurance	736,164	522,726	0	213,438	71.01	970,207	610,805		359,402	62.96	653,038
800 Operating Transfers Out	33,065,188	18,363,561		14,701,627	55.54	32,122,752	14,751,041		17,371,711	45.92	32,212,678
900 Other objects	1,300,115	195,271	33,051	1,071,793	17.56	828,461	174,525	2,572	651,364	21.38	317,072
Total Expenditures	247,446,511	141,385,179	2,329,359	103,731,973	58.08	241,899,685	133,690,177	3,129,025	105,080,482	56.56	235,064,008
Net Revenue/Expenses	-1,219,012	-5,520,911				0	7,573,379				9,696,156
Fund Balance - Ending	35,586,620	31,284,720				27,109,475	34,682,854				36,805,631

Budget to Actual Comparison Report by Fund Groups**2014 - 2015 Fund Summary Budget**

For the Period Ended 2/28/2015

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Fund 25 Head Start

----- 2015 -----						----- 2014 -----					
Source	Budget	Actual		Balance	% Rec	Budget	Actual		Balance	% Rec	Fiscal
Fund Balance - Beginning	0	0				0	0				
700 Federal aid	1,989,486	958,142		1,031,344	48.16	1,857,747	937,036		920,711	50.44	1,862,632
Total Revenues	1,989,486	958,142		1,031,344	48.16	1,857,747	937,036		920,711	50.44	1,862,632
----- 2015 -----						----- 2014 -----					
Object	Budget	Actual	Encumbered	Balance	% Used	Budget	Actual	Encumbered	Balance	% Used	Fiscal
100 Salaries	1,017,989	636,613		381,376	62.54	908,438	611,942		296,495	67.36	978,180
200 Benefits	784,612	425,252		359,359	54.20	671,766	397,949		273,817	59.24	676,380
300 Purchased Services	93,971	57,680	25,160	11,131	88.16	152,086	61,616	28,225	62,245	59.07	113,828
400 Supplies	63,540	25,088	521	37,931	40.30	119,152	39,701	5,130	74,322	37.62	85,968
500 Capital Outlay	9,036	5,555		3,481	61.48	0	0		0		1,971
900 Other objects	20,338	150		20,188	0.74	6,305	1,404		4,901	22.27	6,305
Total Expenditures	1,989,486	1,150,339	25,681	813,466	59.11	1,857,747	1,112,613	33,355	711,780	61.69	1,862,632
Net Revenue/Expenses	0	-192,197				0	-175,577				0
Fund Balance - Ending	0	-192,197				0	-175,577				0

Budget to Actual Comparison Report by Fund Groups**2014 - 2015 Fund Summary Budget**

For the Period Ended 2/28/2015

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Fund 27 Special Education

----- 2015 -----						----- 2014 -----					
Source	Budget	Actual		Balance	% Rec	Budget	Actual		Balance	% Rec	Fiscal
Fund Balance - Beginning	0	0				0	0				
100 Operating Transfers In	32,565,188	17,863,561		14,701,627	54.85	29,371,547	14,751,041		14,620,506	50.22	29,461,473
200 Local revenues	8,000	5,226		2,774	65.33	10,000	4,878		5,122	48.78	7,868
300 Interdistrict revenues	0	0		0		20,000	0		20,000	0.00	0
500 Intermediate revenues	0	0		0		0	88		-88		202
600 State aid	10,791,667	6,288,259		4,503,408	58.27	10,390,000	6,508,117		3,881,883	62.64	11,218,167
700 Federal aid	8,593,127	1,618,197		6,974,930	18.83	7,862,072	2,192,918		5,669,154	27.89	4,301,145
Total Revenues	51,957,982	25,775,243		26,182,739	49.61	47,653,619	23,457,042		24,196,576	49.22	44,988,855
----- 2015 -----						----- 2014 -----					
Object	Budget	Actual	Encumbered	Balance	% Used	Budget	Actual	Encumbered	Balance	% Used	Fiscal
100 Salaries	28,705,006	16,100,698		12,604,307	56.09	27,374,180	16,397,751		10,976,429	59.90	26,927,636
200 Benefits	16,149,751	8,447,015		7,702,735	52.30	14,740,868	7,859,373		6,881,495	53.32	14,310,174
300 Purchased Services	4,624,679	2,352,522	448,765	1,823,392	60.57	3,972,383	2,506,526	364,872	1,100,985	72.28	3,286,156
400 Supplies	1,892,604	159,994	48,990	1,683,620	11.04	1,556,850	185,410	22,499	1,348,941	13.35	324,901
500 Capital Outlay	5,943	18,708	0	-12,765	314.80	9,338	8,543	0	795	91.49	10,372
900 Other objects	580,000	4,133	0	575,867	0.71	0	58,539		-58,539		129,616
Total Expenditures	51,957,982	27,083,071	497,755	24,377,156	53.08	47,653,619	27,016,143	387,371	20,250,105	57.51	44,988,855
Net Revenue/Expenses	0	-1,307,828				0	-3,559,101				0
Fund Balance - Ending	0	-1,307,828				0	-3,559,101				0

Budget to Actual Comparison Report by Fund Groups**2014 - 2015 Fund Summary Budget**

For the Period Ended 2/28/2015

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Fund 30-39 Debt Services Fund

----- 2015 -----					----- 2014 -----				
Source	Budget	Actual	Balance	% Rec	Budget	Actual	Balance	% Rec	Fiscal
Fund Balance - Beginning	3,278,974	3,278,974			950,971	950,971			
100 Operating Transfers In	500,000	500,000	0	100.00	2,751,205	0	2,751,205	0.00	2,751,205
200 Local revenues	15,021,203	15,020,015	1,188	99.99	16,159,147	16,154,984	4,163	99.97	16,156,284
800 Debt proceeds	0	0	0		6,616,812	6,616,812	0	100.00	6,616,812
900 Revenue adjustments	1,044,705	796,835	247,871	76.27	1,772,817	1,529,379	243,438	86.27	1,789,219
Total Revenues	16,565,909	16,316,850	249,059	98.50	27,299,981	24,301,175	2,998,806	89.02	27,313,521

----- 2015 -----					----- 2014 -----						
Object	Budget	Actual	Encumbered	Balance	% Used	Budget	Actual	Encumbered	Balance	% Used	Fiscal
600 Debt Services	17,617,572	2,422,574		15,194,999	13.75	24,059,106	9,008,457		15,050,649	37.44	24,059,106
800 Operating Transfers Out	0	0		0		926,412	0		926,412	0.00	926,412
Total Expenditures	17,617,572	2,422,574		15,194,999	13.75	24,985,518	9,008,457		15,977,061	36.05	24,985,518
Net Revenue/Expenses	-1,051,664	13,894,276				2,314,464	15,292,718				2,328,003
Fund Balance - Ending	2,227,310	17,173,250				3,265,435	16,243,689				3,278,974

Budget to Actual Comparison Report by Fund Groups**2014 - 2015 Fund Summary Budget**

For the Period Ended 2/28/2015

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Fund 40-49 Capital Project Fund

----- 2015 -----						----- 2014 -----					
Source	Budget	Actual	Balance	% Rec		Budget	Actual	Balance	% Rec	Fiscal	
Fund Balance - Beginning	13,490,260	13,490,260				0	0				
200 Local revenues	10,000	13,443	-3,443	134.43		12,000	1,833	10,167	15.27	9,169	
800 Debt proceeds	0	0	0			16,690,000	16,690,000	0	100.00	16,690,000	
900 Revenue adjustments	0	12,000	-12,000			0	0	0		0	
Total Revenues	10,000	25,443	-15,443	254.43		16,702,000	16,691,833	10,167	99.94	16,699,169	
----- 2015 -----						----- 2014 -----					
Object	Budget	Actual	Encumbered	Balance	% Used	Budget	Actual	Encumbered	Balance	% Used	Fiscal
300 Purchased Services	12,735,000	5,585,805	65,460	7,083,736	44.38	4,350,000	1,682,960	0	2,667,040	38.69	3,208,908
400 Supplies	0	3,246		-3,246		0	0		0		0
Total Expenditures	12,735,000	5,589,051	65,460	7,080,490	44.40	4,350,000	1,682,960	0	2,667,040	38.69	3,208,908
Net Revenue/Expenses	-12,725,000	-5,563,608				12,352,000	15,008,873				13,490,260
Fund Balance - Ending	765,260	7,926,653				12,352,000	15,008,873				13,490,260

Budget to Actual Comparison Report by Fund Groups**2014 - 2015 Fund Summary Budget**

For the Period Ended 2/28/2015

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Fund 50 Food Service

----- 2015 -----						----- 2014 -----					
Source	Budget	Actual		Balance	% Rec	Budget	Actual		Balance	% Rec	Fiscal
Fund Balance - Beginning	2,763,872	2,763,872				1,646,432	1,646,432				
200 Local revenues	2,647,964	1,232,464		1,415,500	46.54	2,647,589	1,490,457		1,157,132	56.29	2,380,071
600 State aid	140,000	0		140,000	0.00	140,000	0		140,000	0.00	135,136
700 Federal aid	5,680,538	3,006,674		2,673,864	52.93	5,712,411	2,308,948		3,403,463	40.42	5,782,119
900 Revenue adjustments	0	0		0		0	0		0		2,913
Total Revenues	8,468,502	4,239,139		4,229,364	50.06	8,500,000	3,799,405		4,700,595	44.70	8,300,239
----- 2015 -----						----- 2014 -----					
Object	Budget	Actual	Encumbered	Balance	% Used	Budget	Actual	Encumbered	Balance	% Used	Fiscal
100 Salaries	2,132,708	1,226,377		906,331	57.50	1,991,165	1,185,007		806,159	59.51	2,088,049
200 Benefits	795,474	447,090		348,384	56.20	711,949	411,017		300,932	57.73	731,612
300 Purchased Services	268,275	91,502	177,461	-688	100.26	268,275	83,003	17,362	167,910	37.41	127,269
400 Supplies	5,047,935	2,488,809	2,200,246	358,879	92.89	5,299,611	2,193,898	1,928,067	1,177,646	77.78	4,096,673
500 Capital Outlay	104,000	693,315	21,008	-610,323	686.85	104,000	5,828	8,668	89,504	13.94	66,735
900 Other objects	120,111	36,461		83,649	30.36	125,000	39,183		85,817	31.35	72,461
Total Expenditures	8,468,502	4,983,554	2,398,715	1,086,233	87.17	8,500,000	3,917,936	1,954,096	2,627,967	69.08	7,182,799
Net Revenue/Expenses	0	-744,416				0	-118,531				1,117,440
Fund Balance - Ending	2,763,872	2,019,457				1,646,432	1,527,901				2,763,872

Budget to Actual Comparison Report by Fund Groups**2014 - 2015 Fund Summary Budget**

For the Period Ended 2/28/2015

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Fund 60 Student Activity Fund

----- 2015 -----					----- 2014 -----						
Source	Budget	Actual		Balance	% Rec	Budget	Actual		Balance	% Rec	Fiscal
Fund Balance - Beginning	0	0				0	0				
200 Local revenues	0	0		0		0	0		0		0
Total Revenues	0	0		0		0	0		0		0
----- 2015 -----					----- 2014 -----						
Object	Budget	Actual	Encumbered	Balance	% Used	Budget	Actual	Encumbered	Balance	% Used	Fiscal
100 Salaries	0	0		0		0	61		-61		0
200 Benefits	0	0		0		0	215		-215		0
300 Purchased Services	0	0		0		0	0		0		0
400 Supplies	0	-307,604	27,135	280,469		0	-297,786	29,488	268,298		0
900 Other objects	0	0		0		0	0	532	-532		0
Total Expenditures	0	-307,604	27,135	280,469		0	-297,509	30,020	267,489		0
Net Revenue/Expenses	0	307,604				0	297,509				0
Fund Balance - Ending	0	307,604				0	297,509				0

Budget to Actual Comparison Report by Fund Groups**2014 - 2015 Fund Summary Budget**

For the Period Ended 2/28/2015

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Fund 70-79 Trust Funds

----- 2015 -----						----- 2014 -----					
Source	Budget	Actual		Balance	% Rec	Budget	Actual		Balance	% Rec	Fiscal
Fund Balance - Beginning	11,692,538	11,692,538				8,791,553	8,791,553				
200 Local revenues	18,000	13,820		4,180	76.78	14,000	12,318		1,682	87.98	18,723
900 Revenue adjustments	10,025,000	3,379,996		6,645,004	33.72	9,986,000	2,589,339		7,396,661	25.93	11,642,903
Total Revenues	10,043,000	3,393,816		6,649,184	33.79	10,000,000	2,601,657		7,398,343	26.02	11,661,626
----- 2015 -----						----- 2014 -----					
Object	Budget	Actual	Encumbered	Balance	% Used	Budget	Actual	Encumbered	Balance	% Used	Fiscal
200 Benefits	0	4,231,685	62,641	-4,294,326		0	3,814,894	1,196,743	-5,011,637		5,068,601
300 Purchased Services	0	0		0		0	0		0		701
900 Other objects	9,500,000	0		9,500,000	0.00	9,500,000	0		9,500,000	0.00	3,692,500
Total Expenditures	9,500,000	4,231,685	62,641	5,205,674	45.20	9,500,000	3,814,894	1,196,743	4,488,363	52.75	8,761,802
Net Revenue/Expenses	543,000	-837,870				500,000	-1,213,237				2,899,824
Fund Balance - Ending	12,235,538	10,854,669				9,291,553	7,578,316				11,692,067

Budget to Actual Comparison Report by Fund Groups**2014 - 2015 Fund Summary Budget**

For the Period Ended 2/28/2015

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Fund 81 Recreation Services Program

----- 2015 -----						----- 2014 -----					
Source	Budget	Actual		Balance	% Rec	Budget	Actual		Balance	% Rec	Fiscal
Fund Balance - Beginning	186,560	186,560				232,729	232,729				
200 Local revenues	420,000	396,623		23,377	94.43	428,000	398,614		29,386	93.13	422,465
Total Revenues	420,000	396,623		23,377	94.43	428,000	398,614		29,386	93.13	422,465
----- 2015 -----						----- 2014 -----					
Object	Budget	Actual	Encumbered	Balance	% Used	Budget	Actual	Encumbered	Balance	% Used	Fiscal
100 Salaries	312,039	184,491		127,548	59.12	306,779	171,091		135,688	55.77	272,632
200 Benefits	151,828	92,563		59,265	60.97	141,231	82,682		58,550	58.54	141,462
300 Purchased Services	45,400	24,575	10,038	10,787	76.24	45,400	20,725	4,949	19,727	56.55	35,661
400 Supplies	23,959	1,864	1,193	20,902	12.76	23,959	2,989	347	20,623	13.92	8,690
500 Capital Outlay	7,680	14,396	9,898	-16,614	316.33	7,680	7,680	0	0	100.00	7,680
900 Other objects	4,000	857	0	3,143	21.42	4,000	976		3,024	24.40	2,509
Total Expenditures	544,907	318,746	21,128	205,032	62.37	529,050	286,142	5,296	237,612	55.09	468,634
Net Revenue/Expenses	-124,907	77,877				-101,050	112,472				-46,169
Fund Balance - Ending	61,654	264,438				131,679	345,201				186,560

Budget to Actual Comparison Report by Fund Groups**2014 - 2015 Fund Summary Budget**

For the Period Ended 2/28/2015

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Fund 82 Athletic Venues

----- 2015 -----						----- 2014 -----					
Source	Budget	Actual		Balance	% Rec	Budget	Actual		Balance	% Rec	Fiscal
Fund Balance - Beginning	5,059	5,059				4,117	4,117				
200 Local revenues	29,125	26,778		2,347	91.94	29,125	14,474		14,651	49.70	22,652
Total Revenues	29,125	26,778		2,347	91.94	29,125	14,474		14,651	49.70	22,652
----- 2015 -----						----- 2014 -----					
Object	Budget	Actual	Encumbered	Balance	% Used	Budget	Actual	Encumbered	Balance	% Used	Fiscal
100 Salaries	10,000	8,593		1,407	85.93	10,000	6,506		3,494	65.06	12,404
200 Benefits	0	477		-477		0	767		-767		1,486
300 Purchased Services	10,000	6,716		3,284	67.16	10,000	4,439		5,561	44.39	7,153
400 Supplies	380	2,000	0	-1,619	525.88	380	667		-287	175.42	667
Total Expenditures	20,380	17,786	0	2,594	87.27	20,380	12,379		8,001	60.74	21,711
Net Revenue/Expenses	8,745	8,992				8,745	2,095				942
Fund Balance - Ending	13,804	14,051				12,862	6,212				5,059

Budget to Actual Comparison Report by Fund Groups**2014 - 2015 Fund Summary Budget**

For the Period Ended 2/28/2015

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Fund 83 Community Services Program

----- 2015 -----						----- 2014 -----					
Source	Budget	Actual		Balance	% Rec	Budget	Actual		Balance	% Rec	Fiscal
Fund Balance - Beginning	1,768,941	1,768,941				1,249,488	1,249,488				
200 Local revenues	1,130,000	1,130,000		0	100.00	1,130,000	1,130,000		0	100.00	1,130,000
900 Revenue adjustments	0	0		0		0	30		-30		30
Total Revenues	1,130,000	1,130,000		0	100.00	1,130,000	1,130,030		-30	100.00	1,130,030
----- 2015 -----						----- 2014 -----					
Object	Budget	Actual	Encumbered	Balance	% Used	Budget	Actual	Encumbered	Balance	% Used	Fiscal
100 Salaries	236,680	137,593		99,088	58.13	231,013	131,313		99,700	56.84	221,863
200 Benefits	68,269	38,530		29,739	56.44	65,819	33,229		32,590	50.49	62,247
300 Purchased Services	284,373	136,183	133,483	14,707	94.83	293,278	122,509	160,851	9,918	96.62	292,609
400 Supplies	38,137	14,553	14,162	9,423	75.29	34,252	14,412	6,100	13,740	59.89	33,859
500 Capital Outlay	396,932	0		396,932	0.00	396,932	0		396,932	0.00	0
900 Other objects	0	0		0		0	0		0		0
Total Expenditures	1,024,392	326,857	147,645	549,889	46.32	1,021,295	301,463	166,952	552,880	45.86	610,578
Net Revenue/Expenses	105,608	803,143				108,705	828,567				519,452
Fund Balance - Ending	1,874,549	2,572,083				1,358,194	2,078,055				1,768,941

Budget to Actual Comparison Report by Fund Groups**2014 - 2015 Fund Summary Budget**

For the Period Ended 2/28/2015

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Fund 85 CLC After School Program

----- 2015 -----						----- 2014 -----					
Source	Budget	Actual	Balance	% Rec		Budget	Actual	Balance	% Rec	Fiscal	
Fund Balance - Beginning	72,465	72,465				78,344	78,344				
200 Local revenues	0	0	0			0	5,516	-5,516		6,215	
500 Intermediate revenues	0	350	-350			0	1,357	-1,357		3,160	
Total Revenues	0	350	-350			0	6,873	-6,873		9,375	
----- 2015 -----						----- 2014 -----					
Object	Budget	Actual	Encumbered	Balance	% Used	Budget	Actual	Encumbered	Balance	% Used	Fiscal
300 Purchased Services	16,400	0		16,400	0.00	16,400	0		16,400	0.00	15,255
Total Expenditures	16,400	0		16,400	0.00	16,400	0		16,400	0.00	15,255
Net Revenue/Expenses	-16,400	350				-16,400	6,873				-5,879
Fund Balance - Ending	56,065	72,814				61,944	85,217				72,465

Kenosha Unified School District No 1

Budget to Actual Comparison Report

2014 - 2015 District Summary Budget

For the Period Ended 2/28/2015

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All Funds

----- 2015 -----						----- 2014 -----					
Source	Budget	Actual		Balance	% Rec	Budget	Actual		Balance	% Rec	Fiscal
Fund Balance - Beginning	70,064,301	70,064,301				40,063,110	40,063,110				
100 Operating Transfers In	33,065,188	18,363,561		14,701,627	55.54	33,049,164	14,751,041		18,298,122	44.63	33,139,089
200 Local revenues	94,439,047	92,288,973		2,150,075	97.72	98,301,744	96,441,052		1,860,693	98.11	98,115,711
300 Interdistrict revenues	350,000	0		350,000	0.00	370,000	0		370,000	0.00	341,003
500 Intermediate revenues	20,383	478		19,905	2.34	39,376	2,076		37,300	5.27	20,480
600 State aid	168,409,197	65,974,520		102,434,677	39.18	162,146,796	64,520,929		97,625,867	39.79	163,043,195
700 Federal aid	29,144,309	6,757,378		22,386,931	23.19	25,878,455	10,768,980		15,109,475	41.61	24,802,856
800 Debt proceeds	0	141,665		-141,665		23,306,812	23,309,285		-2,473	100.01	23,408,067
900 Revenue adjustments	11,413,379	4,600,077		6,813,302	40.30	12,407,810	4,808,332		7,599,478	38.75	14,300,325
Total Revenues	336,841,503	188,126,651		148,714,852	55.85	355,500,157	214,601,696		140,898,461	60.37	357,170,728

----- 2015 -----						----- 2014 -----					
Object	Budget	Actual	Encumbered	Balance	% Used	Budget	Actual	Encumbered	Balance	% Used	Fiscal
100 Salaries	151,809,758	88,265,886		63,543,873	58.14	148,523,636	87,882,620	60	60,640,957	59.17	144,854,920
200 Benefits	75,767,001	45,560,169	64,050	30,142,782	60.22	70,433,674	41,594,320	1,196,743	27,642,611	60.75	73,959,789
300 Purchased Services	39,632,369	20,148,954	2,040,499	17,442,916	55.99	31,610,055	16,242,709	2,139,982	13,227,365	58.15	28,628,249
400 Supplies	18,140,371	9,509,730	3,247,700	5,382,940	70.33	18,235,535	8,592,622	3,254,513	6,388,400	64.97	14,882,103
500 Capital Outlay	2,701,468	2,017,800	190,217	493,450	81.73	2,661,873	1,333,272	291,455	1,037,147	61.04	2,466,601
600 Debt Services	17,944,248	2,575,539		15,368,709	14.35	24,385,782	9,263,641	17,000	15,105,141	38.06	24,366,446
700 Insurance	736,164	522,726	0	213,438	71.01	970,207	610,805		359,402	62.96	653,038
800 Operating Transfers Out	33,065,188	18,363,561		14,701,627	55.54	33,049,164	14,751,041		18,298,122	44.63	33,139,089
900 Other objects	11,524,564	236,872	33,051	11,254,641	2.34	10,463,766	274,628	3,104	10,186,035	2.65	4,220,463
Total Expenditures	351,321,131	187,201,238	5,575,518	158,544,375	54.87	340,333,693	180,545,656	6,902,857	152,885,180	55.08	327,170,699
Net Revenue/Expenses	-14,479,629	925,413				15,166,464	34,056,040				30,000,029
Fund Balance - Ending	55,584,672	70,989,714				55,229,574	74,119,150				70,063,829

A joint meeting of the Kenosha Unified Audit/Budget/Finance and Curriculum/Program Committees chaired by Mr. Wade was called to order at 6:07 P.M. with the following Committee members present: Mr. Flood, Mrs. Marcich, Mr. Kent, Mr. Aceto, Mrs. Dawson, Mr. Holdorf, Mr. Battle, Mrs. Snyder, Ms. Stevens, Mrs. Daghfal, Mrs. Kenefict, Mrs. Santoro, Mrs. Wickersheim, Mr. Wojciechowicz, and Mr. Wade. Dr. Savaglio-Jarvis was also present. Mr. Bryan and Mr. Castle were excused. Ms. London, Mrs. Karabetsos, Mrs. Renish-Ratelis, and Mr. Belotti were absent.

Approval of Minutes – February 10, 2015 Joint Audit/Budget/Finance & Curriculum Program

Ms. Stevens moved to approve the minutes as presented. Mr. Flood seconded the motion. Unanimously approved.

Head Start Federal Grant Request

Ms. Belinda Grantham, Director of Early Education, presented the Head Start Federal Grant Request. She indicated that approval is requested to submit and implement the Head Start Federal Grant for the 2015-2016 school year in the amount of \$1,999,031. She noted that no changes to current programming or staffing is being requested at the current time; however, funding decisions made at the state and local levels as well as the ability to meet mandated enrollment numbers at current locations may impact the grant which would require revisions prior to the start of the school year. Ms. Grantham answered questions from Committee members.

Ms. Stevens moved to forward the Head Start Federal Grant Request to the full Board for approval. Mrs. Marcich seconded the motion. Unanimously approved.

Future Agenda Items

No future agenda items were noted.

Mrs. Stevens moved to adjourn the meeting. Mr. Flood seconded the motion. Unanimously approved.

Meeting adjourned at 6:09 P.M.

Stacy Schroeder Busby
School Board Secretary

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**Kenosha Unified School District
Kenosha, Wisconsin**

April 14, 2015

Audit/Budget/Finance and Curriculum/Program Standing Committees

**REQUEST TO SUBMIT THE ACADEMIC PARENT-TEACHER TEAM PILOT
SCHOOL GRANT FOR THE 2014-15 AND 2015-16 SCHOOL YEARS AT FRANK
ELEMENTARY SCHOOL**

Type of Project

The Academic Parent-Teacher Team (APTT) is a planning and implementation grant that will span an 18-month time period. It provides an opportunity to explore an alternative way for parents and teachers to interact and share information about student progress. During this process parents learn about how to be more active participants in their child's learning.

Frank Elementary School prekindergarten, kindergarten, and first grade classroom teachers will participate in planning to implement the APTT pilot program in spring 2015 followed by program implementation in fall 2015. Additional grade levels and/or classrooms may be added. Grant funding will support planning and project implementation.

Program Description

APTT is an intentional and systematic means of increasing student academic achievement by improving the quality and quantity of parent-teacher communication and interaction. Teachers coach parents to become engaged, knowledgeable members of the academic team in three classroom APTT meetings and one in-depth individual conference each year. The APTT objectives include improving student achievement by increasing the quality and quantity of parent-teacher communication and interaction and establishing high expectations between teachers and families to optimize student learning.

This alternative conference system is designed to:

- Help parents participate in supporting their child's learning at home.
- 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.

APTT replaces traditional parent-teacher conferences with Academic Parent-Teacher Teams that have two components.

Component 1

Three 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-student academic goal setting, teacher demonstration of skills to practice at home, parent practice, and networking opportunities.

Component 2

One 30-minute individual parent-teacher conference

This meeting between the student, the teacher, and the student's family provides support that is individualized based on the needs of the student. It provides an opportunity for families and teachers to deepen their relationship as partners, discuss the student's progress at home and at school, and to collaboratively create an action plan to support the student's growth and improvement.

Academic Parent-Teacher Team Model



Components and Essential Elements of the APTT Model

Three Team Meetings	One Individual Session
<ul style="list-style-type: none"> • Welcome and team building • Review grade level skills • Share data • Model practice activities • Facilitate family practice activities 	<ul style="list-style-type: none"> • Build strong collaborative relationships • Update family regarding student academic progress • Collaborate on plan of action to achieve S.M.A.R.T. goal

Rationale

The APTT process aligns well with the Frank Elementary School work plan; Specific, Measureable, Achievable, Realistic, and Timely (SMART) Goals; the Expeditionary Learning focus of student-led conferences (specifically the 30-minute individual conferences), and the Frank School shift to 3 conferences annually. The existing 2015-2016 conference schedule aligns with the APTT model. In addition to the scheduled conference times Chat and Chew sessions will be held on January 26, 2016 and April 12, 2016 for 75 minutes to complete the required APTT family meeting times. A signed copy of Appendix A which documents the teachers' support of the APTT program and their willingness to participate in the Chat and Chew meetings will be provided after spring break. Anticipated results for APTT include:

- Accelerated student academic progress
- Increased parent-teacher collaboration focused on student goals
- Increased family capacity to support learning
- Improved overall school culture
- Exceeded Title I requirements
- Efficient and strategic family outreach

2014-16 Anticipated Funding

FUNDING SOURCE	AMOUNT
APTT GRANT	\$45,000
TOTAL	\$45,000

The Fiscal, Facilities and Personnel Impact Statement is included as Appendix B.

Planning and Implementation Grant

Kenosha Unified School District School Board approval is requested to submit and implement the following grant:

PORTION OF GRANT	SCHOOL YEAR	SCHOOL	AMOUNT
Pilot APTT Planning Grant	2014-15	Frank	\$20,000
Pilot APTT Implementation Grant	2015-16	Frank	\$25,000
TOTAL AMOUNT OF GRANT REQUEST			\$45,000

GRANT TITLE

Academic Parent-Teacher Team Pilot and Implementation Grant

GRANT FUNDING SOURCE

State of Wisconsin Department of Public Instruction

GRANT TIME PERIOD

March 1, 2015 through June 30, 2015

Recommendation

It is recommended that the Audit/Budget/Finance and Curriculum/Program Standing Committees forward this request to submit and implement the APTT Grant Application, and to adjust parent teacher conference days and times to meet the grant requirements for the 2014-15 and 2015-16 school years to the board of education for approval at its April 27, 2015, meeting.

Dr. Sue Savaglio-Jarvis
Superintendent of Schools

Dr. Floyd E. Williams, Jr.
Assistant Superintendent of Elementary School Leadership

Ms. Heather Connolly
Principal Frank Elementary School

Mr. Rob Neu
Director of Title Programs

APPENDIX A

The Frank Elementary pre-kindergarten, kindergarten and first grade teachers are in support of Frank's application for the Academic Parent-Teacher Team Pilot School Grant. The teachers understand that adjustments to current conference hours may be necessary to meet the grant requirements and they are in agreement to support the process designed by the APTT pilot team.

Anna McMahon
PreK Teacher

Nicole Ambrosini
PreK Teacher

Brittany Vaughan
ECK Teacher

Beth Smith
Kindergarten

Katie Ausse
K/1 Special Ed Teacher

Janine Vaile
Kindergarten Teacher

Julie Neumaier
Kindergarten Teacher

Wanda Leiting
First Grade Teacher

Dawn Antrim
First Grade Teacher

Georgette Ball
First Grade Teacher

Adam Pavelchik
K/1 ESL Teacher

Heather Connolly
Principal
APTT Team Member

Louann Daniels
Instructional Coach
APTT Team Member

Fiscal, Facilities and Personnel Impact Statement

Title: Academic Parent Teacher Team (APTT) Grant **Budget Year:** 2015-16

Department: Title I **Budget Manager:** Robert Neu

REQUEST

Funding is being sought from the State of Wisconsin Department of Public Instruction to increase the quantity and quality of parent-teacher communication and interaction to improve student achievement.

RATIONALE/ INSTRUCTIONAL FOCUS

The APTT process aligns well with the Frank Elementary School work plan Specific, Measurable, Achievable, Realistic, and Timely (SMART) Goals, the Expeditionary Learning focus of student-led conferences (specifically the 30-minute individual conferences), and the Frank School shift to 3 conferences annually. Current conference hours for teachers are 22.5 hours annually. The APTT grant will be structured to align with current conference hours for teachers. The current conference schedule will need to be modified. The specifics are unknown at this time since the planning grant is where these determinations will be made. Anticipated results for APTT include:

- Accelerated student academic progress
- Increased parent-teacher collaboration focused on student goals
- Increased family capacity to support learning
- Improved overall school culture
- Exceed Title I requirements
- Efficient and strategic family outreach

IMPACT

This grant will provide:

- Funding for staff (administrators and teachers) to participate in specialized training.
- Funding for teacher stipends for planning meetings.
- Funding for necessary and related supplies and materials to implement the model parent-teacher meetings.

BUDGET IMPACT

Object Level	Descriptive	Amount
100's	Salaries	\$15,000.00
200's	Fringes	\$3,000.00

300's	Purchased Services	\$19,000.00
400's	Non-Capital Objects	\$6,000.00
500's	Capital Objects	\$0.00
Indirect Cost		\$2000.00
	TOTAL	\$45,000.00

This is a ☐ one-time or a ☒ recurring expenditure

FUNDING SOURCES

APTT Grant: \$45,000.00

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A joint meeting of the Kenosha Unified Audit/Budget/Finance and Curriculum/Program Committees chaired by Mr. Wade was called to order at 6:07 P.M. with the following Committee members present: Mr. Flood, Mrs. Marcich, Mr. Kent, Mr. Aceto, Mrs. Dawson, Mr. Holdorf, Mr. Battle, Mrs. Snyder, Ms. Stevens, Mrs. Daghfal, Mrs. Kenefict, Mrs. Santoro, Mrs. Wickersheim, Mr. Wojciechowicz, and Mr. Wade. Dr. Savaglio-Jarvis was also present. Mr. Bryan and Mr. Castle were excused. Ms. London, Mrs. Karabetsos, Mrs. Renish-Ratelis, and Mr. Belotti were absent.

Approval of Minutes – February 10, 2015 Joint Audit/Budget/Finance & Curriculum Program

Ms. Stevens moved to approve the minutes as presented. Mr. Flood seconded the motion. Unanimously approved.

Head Start Federal Grant Request

Ms. Belinda Grantham, Director of Early Education, presented the Head Start Federal Grant Request. She indicated that approval is requested to submit and implement the Head Start Federal Grant for the 2015-2016 school year in the amount of \$1,999,031. She noted that no changes to current programming or staffing is being requested at the current time; however, funding decisions made at the state and local levels as well as the ability to meet mandated enrollment numbers at current locations may impact the grant which would require revisions prior to the start of the school year. Ms. Grantham answered questions from Committee members.

Ms. Stevens moved to forward the Head Start Federal Grant Request to the full Board for approval. Mrs. Marcich seconded the motion. Unanimously approved.

Future Agenda Items

No future agenda items were noted.

Mrs. Stevens moved to adjourn the meeting. Mr. Flood seconded the motion. Unanimously approved.

Meeting adjourned at 6:09 P.M.

Stacy Schroeder Busby
School Board Secretary

A meeting of the Kenosha Unified Curriculum/Program Committee chaired by Mrs. Snyder was called to order at 6:27 P.M. with the following Committee members present: Ms. Stevens, Mr. Wade, Mrs. Daghfal, Mrs. Karabetsos, Mrs. Kenefick, Mrs. Santoro, Mrs. Renish-Ratelis, Mrs. Wickersheim, Mr. Wojciechowiez, and Mrs. Snyder. Dr. Savaglio-Jarvis was also present. Mr. Belotti was absent.

Approval of Minutes – February 10, 2015 Curriculum/Program

Ms. Stevens moved to approve the minutes as presented. Mr. Wade seconded the motion. Unanimously approved.

New Course Proposal: AP Computer Science A

Mrs. Julie Housaman, Interim Assistant Superintendent of Teaching and Learning, presented the New Course Proposal: AP Computer Science A. She indicated that the course has been requested by LakeView Technology Academy and will support students wishing to pursue coursework in computer science or mathematics. The costs associated with the class will be covered by the Teaching and Learning budget, Career and Technical Education budget, and by Gateway Technical College.

Mr. David Tuttle, Coordinator of Talent Development, was present and answered questions from Committee members.

Mr. Wade moved to forward the New Course Proposal: AP Computer Science A to the full Board for consideration. Ms. Stevens seconded the motion. Unanimously approved.

English-As-A-Second-Language Program Plan Update and Recommendation

Mrs. Housaman introduced the English-As-A-Second-Language Program Plan Update and Recommendation. She indicated that the district currently serves over 2,000 English language learners (ELL). The ELL population is the lowest performing subgroup in the district state assessment for reading with only 6.7% of the population showing proficiency. The math proficiency is higher, at 17.1%, but is the second lowest subgroup in the district.

Mrs. Sarah Smith, Coordinator of Language Acquisition Programs, provided Committee members with the plan update and recommendation. She indicated that the addition of the English language development (ELD) curriculum, which focuses on academic vocabulary and has been proven to help with not only further developing the English language but also strengthening academic vocabulary across all subject areas, would be piloted at all levels at selected schools. The ELD instruction would be provided to select kindergarten and first grade students with ACCESS test language levels of 1.0 to 1.9 at eight schools, to select students at five middle schools with ACCESS test language levels of 2.0 to 3.9, and to select students at three high schools with ACCESS test language levels of 1.0 to 2.4. An annual growth of .4 on the ACCESS test for ELLs is expected.

Mrs. Smith answered questions from Committee members.

Ms. Stevens moved to forward the English-As-A-Second-Language Program Plan Update and Recommendation to the full Board for consideration of the plan, course proposal, and curriculum materials. Mr. Wade seconded the motion. Unanimously approved.

Information Items

Mr. Kristopher Keckler, Executive Director of Information Systems, Data Management & Evaluation, presented the ACT Aspire Update. He explained that in compliance with 2011 Assembly Bill 40 Act 20 and the 2013-15 biennial state budget, Wisconsin school districts are now required to assess high school students in grades 9 with the ACT Aspire Early High School assessment in the Fall and Spring, students in grade 10 with the ACT Aspire Early High School assessment in the Spring, and students in grade 11 with the ACT Plus Writing and the ACT WorkKeys Assessment System in the Spring. Mr. Keckler then gave a PowerPoint presentation entitled "Understanding the ACT Aspire" which covered the following topics: ACT Aspire Fall testing summary, ACT Aspire score overview, district and school summary reports, individual student reports, and educator/group reports.

Mr. Keckler and Mrs. Renee Blise, Research Coordinator, answered questions from Committee members.

Future Agenda Items

Dr. Savaglio-Jarvis indicated that she would have a Bullying Committee Update, a Middle School Math Update, a Middle School Early Release Proposal, and a Secondary Class Supply List for the Committee in April and the eSchool Charter contract, the Science Update, and Policy 6456 - Graduation Requirements (with clarification of digital enhancement learning) for the Committee in May.

Ms. Stevens moved to adjourn the meeting. Mr. Wade seconded the motion. Unanimously approved.

Meeting adjourned at 7:28 P.M.

Stacy Schroeder Busby
School Board Secretary

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Kenosha Unified School District
Kenosha, Wisconsin

April 14, 2015
Curriculum Program Standing Committee

Middle School Early Release

BACKGROUND

Elementary Friday Early Release – On April 8, 2014, the school board voted to reaffirm the elementary Friday early release schedule. The three areas of focus for Friday collaboration time (Professional Learning Communities) at the elementary level were collaboration, work on the curriculum audit, and work on the Educator Effectiveness initiative.

High School Friday Early Release – Beginning with the 2013 - 2014 school year, the three comprehensive high schools began a one hour Friday early release schedule. This time is dedicated to the Professional Learning Community structure, data analysis, work on the curriculum audit and work on the Educator Effectiveness initiative.

RATIONALE

In recent years, there has been an increased expectation on the use of data within our schools. Schools are given an annual report card that is data driven, the new educator evaluation system is weighted heavily on data use and scheduling of interventions for students is data based. Interventions can be very costly and with resources limited, it is imperative schools identify students in need of extra help correctly and data drives these decisions. This time would be dedicated to the Professional Learning Structure, data analysis, work on the curriculum audit and work on the Educator Effectiveness initiative. The ability to vertically plan will allow teachers the opportunity to create data driven enrichment activities. Support staff will also have the ability to collaborate on goal setting during this time.

Bullen, Lance, Lincoln, Mahone and Washington middle schools would dismiss approximately 55 minutes early on Fridays. The approximate dismissal time would be 3:00 pm. This time would be dedicated to professional learning communities, professional development and coordinating interventions. This time will mirror both the elementary and high school level with dedicated time for the Professional Learning Community structure, data analysis, work on the curriculum audit and work on the Educator Effectiveness initiative.

There is no increased cost associated with the proposal for a middle school early release schedule.

The Office of Educational Accountability issued a survey that targeted both Kenosha Unified staff and included a public link for feedback on the 2015-2016 calendar. There was a specific question about middle school early release. The results and comments specific to that question can be viewed in Appendix 1. The results show that all KUSD staff selected completely or somewhat agree 72.5% and KUSD middle school staff selected completely or somewhat agree 81.1%. The public link also showed support with 82.5% selecting completely or somewhat agree.

SUMMARY

The early release opportunity is available currently to both the elementary and high school levels. Administration is recommending an early release schedule at the middle school level.

RECOMMENDATION

Administration recommends that the Curriculum/Program Committee forward this report to the school board for their consideration.

Dr. Sue Savaglio-Jarvis
Superintendent of Schools

Bethany Ormseth
Assistant Superintendent
Secondary School Leadership

DISTRICT SCHOOL CALENDAR SURVEY SELECTED RESULTS (KUSD staff survey)

8. Please select your level of support for/opposition to implementing an approximately 60 minute early release on Fridays for middle schools.

Answer Options without "NA"	Response Percent	Response Count	Middle Sch. Teacher %	Middle Sch. Teacher Count
Completely support	41.2%	330	50.2%	104
Somewhat support	31.3%	251	30.9%	64
Somewhat oppose	9.7%	78	6.3%	13
Completely oppose	17.7%	142	12.6%	26
Total Responses:		801		207

DISTRICT SCHOOL CALENDAR

Selected Comments from Middle School Teachers

I would not mind early release Friday's for middle school students. Although it would be ideal if this time would be to provide teachers with additional time to lesson plan, grade, and contact parents.

KUSD MIDDLE SCHOOLS EARLY RELEASE SURVEY (Public survey link)

1. Please select your level of support for/opposition to implementing an approximately 60 minute early release on Fridays for middle schools.

Answer Options without "NA"	Response Percent	Response Count
Completely support	73.8%	872
Somewhat support	8.7%	103
Somewhat oppose	4.8%	57
Completely oppose	12.7%	150
Total Responses:		1182

KUSD MIDDLE SCHOOLS EARLY RELEASE SURVEY SELECTED COMMENTS

I think its a great idea! It gives our children a break.

My kids are always complaining "My old school had early realease, why not this one". Its just a great idea

I think that its a great idea so kids can at least enjoy the day

I think it is perfectly fine that if the students got out early I would totally agree

It will start off weekend activities for families. This is also a time when my daughter helps with activities for her brother.

My student complains about being the only one that gets out late on Fridays; this also causes him to want to be home schooled. Please consider early release for Middle school students on Fridays. Thank you.

If elementary and high school get out early so should middle school.

I think it would be a great relief for the students and if the students have any missing homework they could stay at school and come home at the regular time.

This would help me so much as I have 4 children in 3 schools and with the time change, I could spend so much less time driving.

it would be nice since the elementary kids are released early

I love this idea, because my child gets home very late, so he can not do his homework, I know he has all weekend but he has 3 sports on Sat. and on Sun. we go to Church, and we love to help so we stay very late.

It would be easier for me because I won't have to pick up my son after work, to take him to his after school activity. We're late most of the time because, we have to stop at our house so he can have a snack before the activity. I really love this idea of early release on Fridays.

It should be equal to all schools, it would be economically more feasible because families that have children in both elementary and middle school would no longer have to pay a sitter

we have to go to an activity after school

My child goes to a sport after school and I would like them to actually get their 5 min. early instead of 30 min. late. So I do like this idea. Thank you! :)

I would completely support this because my child is in an after school activity, and sometimes does not make it in time.

I think it works out for both the students and the teachers

Great idea especially if you have smaller children getting out early.

They can spend more time with family and friends and they get a break so they don't get stressed out

I totally support early release on Fridays. It would also allow teachers time to return phone messages to parents.

It would be great for the middle schools to have an early release on Fridays. To have all my kids end their school days a little closer together would allow us to start our family time.

I think it's a good idea so they can get homework done before the weekend starts.

At first, I wasn't sure about this idea. But I have a feeling you can make this work. I am curious about how their schedules will change though. The elementary and high schoolers seem to be doing it just fine, and I wasn't concerned so much about it when my child was in elementary school. Will support completely.

It would be nice to have my Middle School/Elementary School children on the same schedule.

I think it's good so the girls can have a little break and also to have more time with friends and family

all the other levels do...times would be easier since I have one in Elementary and one in middle

The children of Mahone should be released early on Friday due to weekend activities or plans so they do not miss out on their last period

I agree that this is needed we have struggled with some of my daughters teachers this year and their lack of time to input corrected assignments into Infinite Campus. I think with the amount we are asking these professionals to do the least we can do is once a week build in some time to have them grade, plan and prepare for the following week with our students.

With both elementary and high schools having early release on Friday's, it would be nice if the middle schools would be done at approx. the same time.

Because Middle Schools need A break they go until 4:30 everyday so they need a break that is just my opinion so that my kids and i can have more time together

It enables families to plan activities, such as going out of town, etc

I think both students and teachers will benefit from this change if implemented correctly.

It seems only fair if the elementary and high schools have an early release time.

As long as there are no additional school days added onto the end of the year than I would prefer an early release on Fridays.

I strongly feel all grade levels should participate in early Friday's! Having 4 children and knowing they will eventually all have different schedules makes family events very difficult!

they could get a head start on weekend homework

it doesnt matter to me one way or the other, but I know the kids would like it since Middle school level is the only level not participating.

I feel better that my daughter gets 1 hour off on Fridays

I have been wondering for many years why middle school kids were the only ones that didn't get off early on Fridays so this will be a great change.

It would give the teachers more time for grading, preparation, etc. instead of spending their weekends working. They deserve a break!!

Agree so teachers can update students' grades on computer so parents can be up-to-date on where students stand on missing assignments into the weekend.

Many times parents who have a middle school child will also have an elementary school student. Having schedules that are similar help will coverage to make sure that young children have someone there at home for help and assistance when parents have to work a 40 hr week. Middle school kids can help in the family unit in this manner if the school schedule is closer to elementary schedule.

Good idea to allow for time for teachers and students to do work.

I think it's only fair that middle school have an early release day on Fridays as well. Some parents depend on their middle schoolers to pickup or walk home with their elementary children which is sometimes a big help for parents. So I am of complete support of the 60 minute early release for middle schoolers.

Early release should be consistent throughout the district. It doesn't make sense to release elementary and high school students and not middle school students. Personally, I have children in all three areas and it is a scheduling nightmare.

I'm sure the teachers can use additional time for professional development as during school hours I imagine it is difficult to get "busy work" such as grading complete.

This is very beneficial for scheduling travel out of town for those families who have kids in grades above & below middle school age. Rush hour is by far the most dangerous time to be in traffic.

This would be great wrap up to the week for parents, students, and teachers allowing time to focus on end of week tasks.

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Kenosha Unified School District
Kenosha, Wisconsin

April 14, 2015
Curriculum/Program Standing Committee

Middle School Supply List

BACKGROUND

The request was made by Curriculum/Program Standing Committee member, Sarah Renish-Ratelis, to update the middle school supply list at the August, 2014 Curriculum/Program standing committee meeting. The middle school principals gathered input from middle school teaching staff to create the updated list. The recommended changes reflect the advances in technology. Earbuds and optional USB drive reflect our changing classroom. Also, current items were identified as optional. These optional items include pencil pouches and plastic supply boxes. There is an overall decrease of \$3.48 between the current and proposed supply list without optional items.

Appendix A – current board approved supply list

Appendix B – proposed middle school supply list

Appendix C - current and the proposed middle school list were priced out using the Walmart website and both lists were comparable in total costs.

Summary of the difference of supply lists.

Optional	Items No Longer Needed	Items Added
Plastic supply box 5" x 8"	1 - self-contained pencil sharpener	1 additional pkg. No.2 pencils
1-Pencil pouch	1 - large pink eraser	2 red pens (not felt or gel)
1-USB Drive	2" 3- ring binders	1- 8 pack of markers
1-TI-30XIIS Calculator (7 th & 8 th grade only)		Earbuds with microphone (World Language students)
1 4 pack white board markers		

RECOMMENDATION

Administration recommends this report be forwarded to the school board for consideration of the updated middle school supply list for the 2015-2016 school year at the April school board meeting.

Dr. Sue Savaglio-Jarvis
Superintendent of Schools

Bethany Ormseth
Assistant Superintendent
Secondary School Leadership

	Early Ed.	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Middle School
Book Bag or Backpack	1	1	1	1	1	1	1	
Gym shoes *see note below		1	1	1	1	1	1	1
Plastic supply box, 5" x 8"		1	1					1 box or pouch
Pencil pouch								1 box or pouch
Art Smock	1			1	1	1	1	
Change of clothes	1							
Washable white glue	1 bottle	1 bottle	1 bottle	1 bottle	1 bottle	1 bottle	1 bottle	
Glue sticks	6	8	6	4	2	2	2	2
Watercolor paint set with brush	1							
Crayons	1 box of 24	2 boxes of 16 or 1 box of 24	2 boxes of 24	2 boxes of 24	1 box of 24 or larger	1 box of 24 or larger	1 box of 24 or larger	1 package of 12 or larger
Colored pencils				1 package of 12 or larger	1 package of 12 or larger	1 package of 12 or larger	1 package of 12 or larger	1 package of 12 or larger
No. 2 pencils		1 package	1 package	1 package of 20 or larger	1 package of 20 or larger	1 package of 20 or larger	1 package of 20 or larger	1 package of 12
Red pens (not felt / not gel)						3	3	6
Pens (no gel pens)								6 blue & 6 black
Post-it notes 3" x 3"						1 package	1 package	
Post-it notes 2" x 2" light color, pkg. of 12								1 package
Self-contained pencil sharpener								1
Highlighter					1	1	2-different colors	2
Large pink rectangular eraser								1
Washable markers	1 package of 8 or larger	1 package of 8 or larger	1 package of 8 or larger	1 package of 8 or larger	1 package of 8 or larger	1 package of 8 or larger	1 package of 8 or larger	
Low odor-dry erase markers	2	4	4	4	4	4	4	
Ruler								1
Protractor								1
Calculator (4 function)								1
Pocket folders	1	4	4	4				1 red, 1 green, 1 yellow, 1 black, 1 blue, 1 purple
Folder 2-pocket / 3-prong								6 total - 1 red, 1 blue, 1 green, 1 yellow (2 of choice)
Spiral notebooks / wide-ruled, 70 pages			2	4	5	5	6 same colors as folders	6 same colors as folders
Theme paper, wide-ruled 200 or larger					1 package	1 package	1 package	2 packages
2" 3-ring binder								1
Index cards, any size							1 package	
Large box of facial tissue	1	2	2	2	2	2	2	2
Box of Ziploc bags - 1 gallon & 1 quart size	1 gal. = AM 1 qt. = PM	1 of each size	1 of each size	1 of each size	1 of each size	1 of each size	1 of each size	

* **Guidelines for Gym Shoes:** clean, lace tied or Velcro fastened gym shoes only. No zipper, slip-on or any other fasteners will be allowed. No platform, elevated soles, roller tennis shoes or hiking style tennis shoes will be allowed. Shoes must cover the whole foot. Shoes missing any parts - heels, toes, etc. will not be allowed. Bottoms of shoes must be white or non-marking black. Any shoes that mark the floor will not be allowed.

MIDDLE SCHOOL: items required for Physical Education Class and will remain in school: T-shirt-plain, gym shorts or sweatpants, gym shoes - lace or Velcro fastened only. Bottoms of shoes must be white or non-marking black.

* As your child runs out of supplies, you will need to purchase additional supplies during the year.

It is always a good idea to have some supplies at home for doing homework.

Please put your child's name on his / her supplies



**Kenosha Unified
School District**

maximizing the brilliance of children

Middle School Supply List

Supply	Quantity	Walmart Price	Amount
Gym shoes * see note below	1		
Plastic supply box 5" x 8"	1 box or pouch		
Pencil pouch	1 box or pouch		
Glue sticks	2	\$4.53	4 pack
Colored pencils	1 package of 12 or larger	\$2.39	box of 12
No. 2 pencils	2 packages of 12	\$5.32	2-8 packs
Red pens (not felt/not gel)	2	\$5.66	12-pack
Pens	6 blue, 6 black	\$7.94	1-12 pack ea color
Markers	1 package	\$3.36	8 fine point bold
Post-it notes 2" x 2" light color, package of 12	1 package	\$5.22	10 pack
Self contained pencil sharpener	0	\$0.00	
Highlighter	2	\$3.32	
Large pink rectangular eraser	0	\$0.00	
Ruler	1	\$0.32	
Protractor	1	\$0.29	
Calculator, 4 function	1	\$4.25	
Pocket folders	6, each different color	\$3.54	for 6 at K-Mart
Spiral notebooks/ wide-ruled, 70 pages	6, same colors as folders	\$4.14	for 6
Theme paper, wide-ruled 200 or larger	2 packages	\$4.33	500 sheet pkg
2' 3-ring binder	0	\$0.00	
Large box of facial tissue	2	\$2.92	for 2 boxes
Earbuds with a microphone (for students in World Language)	1	\$3.49	
USB Drive	1		
TI-30XIIS Calculator (for 7th and 8th graders only)	1		
White board markers	1 box		4 pack
		\$61.02	
<p>*Guidelines for gym shoes: clean, lace-tied or Velcro fastened gym shoes only. No zipper, slip-on or any other fasteners will be allowed. No platform, elevated soles, roller tennis shoes or hiking style tennis shoes will be allowed. Shoes must cover the whole foot. Shoes missing any parts-heels, toes, etc. will not be allowed. Bottoms of shoes must be white or non-marking black. Any shoes that mark the floor will not be allowed. MIDDLE SCHOOL: Items required for Physical Education class and will remain in school: t-shirt-plain, gym shorts or sweatpants, gym shoes-lace or Velcro fastened only. Bottoms of shoes must be white or non-marking black. As your child runs out of supplies, you will need to purchase additional supplies during the year. It is always a good idea to have some supplies at home for doing homework. Please put your child's name on his/her supplies.</p>			

Middle School Supply List

APPENDIX C

Supply	New List-Quantity	Walmart Price	Amount	Original List-Quantity	Walmart Price	Amount
Gym shoes * see note below	1			1		
Plastic supply box 5" x 8"	1 box or pouch			1 box or pouch	\$5.86	
Pencil pouch	1 box or pouch			1 box or pouch	\$2.41	
Glue sticks	2	\$4.53	4 pack	2	\$4.53	4 pack
Colored pencils	1 package of 12 or larger	\$2.39	box of 12	1 package of 12 or larger	\$2.39	box of 12
No. 2 pencils	2 packages of 12	\$5.32	2-8 packs	1 package of 12	\$2.66	1-8 pack
Red pens (not felt/not gel)	2	\$5.66	12-pack	0	\$0.00	
Pens	6 blue, 6 black	\$7.94	1-12 pack ea color	6 blue and 6 black	\$7.94	1-12 pack ea color
Markers	1 package	\$3.36	8 fine point bold	0	\$0.00	
Post-it notes 2" x 2" light color, package of 12	1 package	\$5.22	10 pack	1 package	\$5.22	10 pack
Self contained pencil sharpener	0	\$0.00		1	\$2.20	
Highlighter	2	\$3.32		2	\$3.32	
Large pink rectangular eraser	0	\$0.00		1	\$4.21	3 pack
Ruler	1	\$0.32		1	\$0.32	
Protractor	1	\$0.29		1	\$0.29	
Calculator, 4 function	1	\$4.25		1	\$4.25	
Pocket folders	6, each different color	\$3.54	for 6 at K-Mart	1 red, 1 green, 1 yellow, 1 black, 1 blue, 1 purple	\$3.54	for 6
Spiral notebooks/ wide-ruled, 70 pages	6, same colors as folders	\$4.14	for 6	6, same as above	\$4.14	for 6
Theme paper, wide-ruled 200 or larger	2 packages	\$4.33	500 sheet pkg	2 packages	\$4.33	500 sheet pkg
2' 3-ring binder	0	\$0.00		1	\$3.97	
Large box of facial tissue	2	\$2.92	for 2 boxes	2	\$2.92	for 2 boxes
Earbuds with a microphone (for students in World Language)	1	\$3.49		0	\$0.00	
USB Drive	1			0	\$0.00	
TI-30XIIS Calculator (for 7th and 8th graders only)	1			0	\$0.00	
White board markers	1 box		4 pack	0	\$0.00	
		\$61.02			\$64.50	
*Guidelines for gym shoes: clean, lace-tied or Velcro fastened gym shoes only. No zipper, slip-on or any other fasteners will be allowed. No platform, elevated soles, roller tennis shoes or hiking style tennis shoes will be allowed. Shoes must cover the whole foot. Shoes missing any parts-heels, toes, etc. will not be allowed. Bottoms of shoes must be white or non-marking black. Any shoes that mark the floor will not be allowed. MIDDLE SCHOOL: Items required for Physical Education class and will remain in school: t-shirt-plain, gym shorts or sweatpants, gym shoes-lace or Velcro fastened only. Bottoms of shoes must be white or non-marking black. As your child runs out of supplies, you will need to purchase additional supplies during the year. It is always a good idea to have some supplies at home for doing homework. Please put your child's name on his/her supplies.						
Copy of Middle School Supply List w o optional items (2).xlsx4/1/2015						

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Kenosha Unified School District
Kenosha, Wisconsin

April 14, 2015
Curriculum/Program Standing Committee

SECONDARY MATH UPDATE

Background

On May 27, 2014, the Kenosha Unified School District Board of Education voted unanimously to approve the adoption of *Big Ideas Math* as the primary instructional resources for middle school mathematics courses and high school Algebra 1, Geometry, and Algebra 2. This adoption was informed by the work of the Secondary Mathematics Ad Hoc Committee and teams of middle and high school math teachers to carefully review eligible programs and make a recommendation to the board.

Following this approval, teams of teachers immediately set to work on writing curriculum that would support the implementation of these new resources. Throughout the summer 2014 months, teacher teams worked nearly 1,500 hours to develop curriculum documents for each course supported by new Big Ideas resources. Each course includes the following components:

- Unit Overviews,
- Sample Lesson Sequences,
- End-of-unit Performance Tasks, and
- Sample formative assessments.

These documents are available to all Kenosha Unified School District teachers via the Google Drive. The coordinator of mathematics has provided ongoing support for the implementation of both the Big Ideas resources and the written curriculum via email, telephone conversations, and school visits.

Professional Learning Opportunities

In an effort to support the implementation of Big Ideas in the middle and high school classrooms, the following professional learning opportunities were provided for teachers:

- Big Ideas Overview for Curriculum Teams

June 19, 2014

This one-day training provided an overview of all the resources available within Big Ideas so that curriculum writing teams would be able to maximize the use of these resources in their work.

- Secondary Mathematics Institute

July 28 through August 1, 2014

August 11 through 15, 2014

Teachers were provided 2 opportunities to attend this 4½-day training which focused on best practices in mathematics instruction and how the tools embedded in Big Ideas support these practices. On the final day of the session teachers also received draft copies of the curriculum documents for the first unit of instruction for each course they would be teaching in the fall so that they could begin planning if they so desired.

- Opening Content Meetings

August 25, 2014—high school

August 26, 2014—middle school

The district coordinator of mathematics welcomed teachers back at these sessions and provided an overview of the Kenosha Unified School District Philosophy of Mathematics Education and worked with teachers to make connections between this vision for mathematics instruction, the best practices they learned about in the summer institute, and the resources and curriculum documents that were being rolled out.

- Big Ideas Fall Workshop

October 20 through 21, 2014

This two-day workshop was provided as a supplement to the summer institute for new hires and other teachers who were unable to attend the institute.

- Math “Content Camp”

February 12, 2015

This voluntary afternoon/evening session was provided as an opportunity for middle and high school teachers to come together to collaborate on self-identified topics of interest related to the teaching and learning of mathematics in middle and high school.

- Big Ideas Follow-Up Training

March 16, 17, and 18, 2015—middle school

March 30 through 31, 2015—high school

Teachers were compensated for their attendance at events which were not held during the regular workday. Attendance rosters from each of these events are attached to this report as Appendix A.

These full- and half-day sessions were provided as on-going support for teachers implementing the Big Ideas resources. Teachers received a “refresh-er” on many of the best practices that were shared during the Summer Institute. Now that teachers had experience in using the resources for several months, they were able to seek further clarification regarding the materials.

Feedback

The instructional tools and resources available to teachers with Big Ideas provide an opportunity for teachers to reinvigorate their practices to ensure that all students have the opportunity to engage with rigorous mathematics. The Big Ideas resources and new curriculum represent a significant increase in the level of rigor of the mathematics being taught, which provided challenges to students as well as teachers in adjusting to these new demands.

To gather feedback from teachers, during the second semester an electronic survey was distributed to all middle and high school mathematics teachers. Out of the 144 recipients, 47 responses were received. A copy of the survey as well as the full results are included as Appendix B of this report. In general, teachers who participated in the resource review process and summer curriculum writing reported feeling more comfortable with accessing the resources and curriculum documents and that they had changed their instructional practices. Two common concerns were related to the suggested pacing of the curriculum and supporting students with skill gaps. These concerns will be addressed in revisions to the curriculum during summer 2015. Teachers also expressed a need to continue professional development in several areas.

Next Steps

The 2014 Curriculum Audit of the Secondary Mathematics Program conducted by Curriculum Management Systems, Inc., included three recommendations. These recommendations, which in many ways parallel the recommendation of the 2013 curriculum audit, continue to provide guidance.

- Recommendation 1: Develop and implement policies, procedures, and practices that support the successful implementation of district initiatives. Develop and implement administrative guidelines that establish a framework for evaluating and adopting instructional resources.

- In its ongoing efforts to respond to recommendations of the 2014 curriculum audit, the Office of Teaching and Learning is working to generalize the processes and procedures utilized during the review of the secondary mathematics resources for use in all content areas.
- Recommendation 2: Develop and implement a comprehensive middle school and high school mathematics curriculum that is fully congruent with state and national content standards and state and national assessments.
 - Development of a comprehensive mathematics curriculum is an ongoing task. Based on teacher feedback and experiences, teacher teams at both the middle and high school level will work during the late spring and early summer months to make adjustments to the curriculum. In addition, curriculum for additional high school courses (Math Applications, Math Analysis and Precalculus—Honors) will be revised to align these courses with college-and-career readiness expectations of the ACT and Common Core Standards. Changes by the College Board to both AP Calculus AB and AP Calculus BC, which will go into effect for the 2016-17 school year, will require the review of the current AP Calculus resources to determine if they are still adequate to support revised curriculum of these courses.
 - Included in this recommendation is the development of a multiyear professional development plan that includes components specifically focused on increasing the capacity of mathematics teachers. The coordinator of mathematics continues to collaborate with the coordinator of organizational training and development to provide high quality professional learning opportunities for mathematics teachers. While the majority of opportunities offered during the 2014-15 school year focused on the implementation of Big Ideas, future opportunities will be focused on key instructional strategies that support high quality mathematics instruction.
- Recommendation 3: Design and implement a comprehensive system of interventions that has the potential to increase the opportunity for all students to successfully progress through the secondary mathematics curriculum.
 - The coordinator of mathematics continues to work with teachers and building administrators to support mathematics interventions for struggling learners with existing district resources.
 - Additional resources will be sought based on budget allocations to continue to develop a systemic and systematic approach to interventions that is needed to adequately support the needs of all students.
 - A proposed kindergarten through twelfth grade mathematics intervention plan is attached as Appendix C to this report.

Purpose of Report

This is an informational agenda item update.

Dr. Sue Savaglio-Jarvis
Superintendent of Schools

Mrs. Julie Housaman
Assistant Superintendent of Teaching and Learning

Mrs. Jennifer Lawler
Coordinator of Mathematics

APPENDIX A

BIG IDEAS Professional Learning Attendance

<u>School</u>	<u>Teacher</u>	<u>Event</u>
Bradford High School	Arient, Amanda	Big Ideas Fall Workshop
Bradford High School	Bytnar, Patricia	Big Ideas Fall Workshop
Bradford High School	Fortney, Brad	Big Ideas Fall Workshop
Indian Trail High School	Nehring, Sharon	Big Ideas Fall Workshop
Indian Trail High School	Weiss, Kelli	Big Ideas Fall Workshop
Lincoln Middle School	Cloherty, Dori	Big Ideas Fall Workshop
Lincoln Middle School	Komorowski, Ashley	Big Ideas Fall Workshop
Lincoln Middle School	Mcelroy, Ebonie	Big Ideas Fall Workshop
Lincoln Middle School	Picard, Anna	Big Ideas Fall Workshop
Lincoln Middle School	Stone, Laura	Big Ideas Fall Workshop
Tremper High School	Giorno, Joseph	Big Ideas Fall Workshop
Tremper High School	Watring, Suzette	Big Ideas Fall Workshop
Tremper High School	Schaefer, Kristin	Big Ideas Overview for Curriculum Teams (Math)
Bradford High School	Bouwma, Kandi	Big Ideas Overview for Curriculum Teams (Math)
Bradford High School	Kachur, Jessica	Big Ideas Overview for Curriculum Teams (Math)
Bradford High School	Lomax, Nicole	Big Ideas Overview for Curriculum Teams (Math)
Bradford High School	Steger, Scott	Big Ideas Overview for Curriculum Teams (Math)
Bullen Middle School	Bell, Chavelle	Big Ideas Overview for Curriculum Teams (Math)
Bullen Middle School	Demuysere, Kristyn	Big Ideas Overview for Curriculum Teams (Math)
Bullen Middle School	Hand, Amy	Big Ideas Overview for Curriculum Teams (Math)
Bullen Middle School	Santelli, Michelle	Big Ideas Overview for Curriculum Teams (Math)
Dimensions of Learning	Rapinchuk, Crystal	Big Ideas Overview for Curriculum Teams (Math)
Harborside	Barnhart, Trent	Big Ideas Overview for Curriculum Teams (Math)
Indian Trail High School	Nehring, Sharon	Big Ideas Overview for Curriculum Teams (Math)

<u>School</u>	<u>Teacher</u>	<u>Event</u>
Lakeview Tech Academy	Dalka, Julie	Big Ideas Overview for Curriculum Teams (Math)
Lance Middle School	Fioravanti, Hillary	Big Ideas Overview for Curriculum Teams (Math)
Lance Middle School	Ford, Gina	Big Ideas Overview for Curriculum Teams (Math)
Lance Middle School	Gosse, Dawn	Big Ideas Overview for Curriculum Teams (Math)
Lincoln Middle School	Bucko, Jori	Big Ideas Overview for Curriculum Teams (Math)
Lincoln Middle School	Christensen, Kelly	Big Ideas Overview for Curriculum Teams (Math)
Lincoln Middle School	Ciskowski, Ashley	Big Ideas Overview for Curriculum Teams (Math)
Lincoln Middle School	Cortez, Stacy	Big Ideas Overview for Curriculum Teams (Math)
Mahone Middle School	Germain, Steven	Big Ideas Overview for Curriculum Teams (Math)
Mahone Middle School	Huck, Terri	Big Ideas Overview for Curriculum Teams (Math)
Mahone Middle School	Romano, Francesca	Big Ideas Overview for Curriculum Teams (Math)
Mahone Middle School	Seivert, Jennifer	Big Ideas Overview for Curriculum Teams (Math)
Reuther High School	Hoey Jr, Dennis	Big Ideas Overview for Curriculum Teams (Math)
Reuther High School	Lober, Christian	Big Ideas Overview for Curriculum Teams (Math)
Reuther High School	Walters, Karen	Big Ideas Overview for Curriculum Teams (Math)
Tremper High School	Castineyra, Kattie	Big Ideas Overview for Curriculum Teams (Math)
Washington Middle School	Higgins, Shannon	Big Ideas Overview for Curriculum Teams (Math)
Tremper High School	Schaefer, Kristin	Big Ideas Secondary Math Institute--Option 2 (High School)
Bradford High School	Bouwma, Kandi	Big Ideas Secondary Math Institute--Option 2 (High School)
Bradford High School	Kachur, Jessica	Big Ideas Secondary Math Institute--Option 2 (High School)
Bradford High School	Lockhart, Thomas	Big Ideas Secondary Math Institute--Option 2 (High School)
Bradford High School	Lomax, Nicole	Big Ideas Secondary Math Institute--Option 2 (High School)
Bradford High School	Schwantes, Amanda	Big Ideas Secondary Math Institute--Option 2 (High School)
Indian Trail High School	Baskaran, Bhuvanewari	Big Ideas Secondary Math Institute--Option 2 (High School)
Indian Trail High School	Nachtigal, Ryan	Big Ideas Secondary Math Institute--Option 2 (High School)
Indian Trail High School	Stone, Mark	Big Ideas Secondary Math Institute--Option 2 (High School)
Indian Trail High School	Weiss, Julie	Big Ideas Secondary Math Institute--Option 2 (High School)
Indian Trail High School	Yunker, Jackie	Big Ideas Secondary Math Institute--Option 2 (High School)

<u>School</u>	<u>Teacher</u>	<u>Event</u>
Lakeview Tech Academy	Uchegbu, Casimir	Big Ideas Secondary Math Institute--Option 2 (High School)
Reuther High School	Gorski, Steven	Big Ideas Secondary Math Institute--Option 2 (High School)
Reuther High School	Lober, Christian	Big Ideas Secondary Math Institute--Option 2 (High School)
Tremper High School	Castineyra, Kattie	Big Ideas Secondary Math Institute--Option 2 (High School)
Tremper High School	Hansen, Deborah	Big Ideas Secondary Math Institute--Option 2 (High School)
Tremper High School	Rideaux, Louis	Big Ideas Secondary Math Institute--Option 2 (High School)
Tremper High School	Zuzinec, James	Big Ideas Secondary Math Institute--Option 2 (High School)
Bullen Middle School	Ademe, Cara	Big Ideas Secondary Math Institute--Option 2 (Middle School)
Bullen Middle School	Alexander, Roxanne	Big Ideas Secondary Math Institute--Option 2 (Middle School)
Bullen Middle School	Baratta, Amy	Big Ideas Secondary Math Institute--Option 2 (Middle School)
Bullen Middle School	Hand, Amy	Big Ideas Secondary Math Institute--Option 2 (Middle School)
Bullen Middle School	Luellen, Pamela	Big Ideas Secondary Math Institute--Option 2 (Middle School)
Bullen Middle School	Mineau, Kimberly	Big Ideas Secondary Math Institute--Option 2 (Middle School)
Bullen Middle School	Stachow, Rebecca	Big Ideas Secondary Math Institute--Option 2 (Middle School)
Bullen Middle School	Wallace, Kathy	Big Ideas Secondary Math Institute--Option 2 (Middle School)
Hillcrest School	Bell, David	Big Ideas Secondary Math Institute--Option 2 (Middle School)
Lance Middle School	Fioravanti, Hillary	Big Ideas Secondary Math Institute--Option 2 (Middle School)
Lance Middle School	Kalowski, Janine	Big Ideas Secondary Math Institute--Option 2 (Middle School)
Lance Middle School	Keckler, Tracey	Big Ideas Secondary Math Institute--Option 2 (Middle School)
Lance Middle School	Landwehr, Luke	Big Ideas Secondary Math Institute--Option 2 (Middle School)
Lance Middle School	Modory, Holly	Big Ideas Secondary Math Institute--Option 2 (Middle School)
Lance Middle School	Thomson, Katherine	Big Ideas Secondary Math Institute--Option 2 (Middle School)
Lincoln Middle School	Clausing, Kelly	Big Ideas Secondary Math Institute--Option 2 (Middle School)
Lincoln Middle School	Cortez, Stacy	Big Ideas Secondary Math Institute--Option 2 (Middle School)
Mahone Middle School	Best, Spencer	Big Ideas Secondary Math Institute--Option 2 (Middle School)
Mahone Middle School	Crimmins, Katherine	Big Ideas Secondary Math Institute--Option 2 (Middle School)
Mahone Middle School	Elger, Eric	Big Ideas Secondary Math Institute--Option 2 (Middle School)
Mahone Middle School	Mueller, Regena	Big Ideas Secondary Math Institute--Option 2 (Middle School)

<u>School</u>	<u>Teacher</u>	<u>Event</u>
Mahone Middle School	Schulz, Paul	Big Ideas Secondary Math Institute--Option 2 (Middle School)
Mahone Middle School	Stineman, Niccole	Big Ideas Secondary Math Institute--Option 2 (Middle School)
Mahone Middle School	Thatcher, Sandra	Big Ideas Secondary Math Institute--Option 2 (Middle School)
Mahone Middle School	Ware, Tanya	Big Ideas Secondary Math Institute--Option 2 (Middle School)
Stocker Elementary	Bell, David	Big Ideas Secondary Math Institute--Option 2 (Middle School)
Washington Middle School	Higgins, Shannon	Big Ideas Secondary Math Institute--Option 2 (Middle School)
Washington Middle School	Williams, Evelyn	Big Ideas Secondary Math Institute--Option 2 (Middle School)
Tremper High School	Schaefer, Kristin	Big Ideas Secondary Mathematics Institute--Option 1 (High School)
Bradford High School	Duchene, Karen	Big Ideas Secondary Mathematics Institute--Option 1 (High School)
Bradford High School	Kauffman, Donald	Big Ideas Secondary Mathematics Institute--Option 1 (High School)
Bradford High School	Steger, Scott	Big Ideas Secondary Mathematics Institute--Option 1 (High School)
Indian Trail High School	Carpino, Janet	Big Ideas Secondary Mathematics Institute--Option 1 (High School)
Indian Trail High School	Jarmakowicz, Suzanne	Big Ideas Secondary Mathematics Institute--Option 1 (High School)
Indian Trail High School	Relich, Diana	Big Ideas Secondary Mathematics Institute--Option 1 (High School)
Indian Trail High School	Walther, Todd	Big Ideas Secondary Mathematics Institute--Option 1 (High School)
Lakeview Tech Academy	Dalka, Julie	Big Ideas Secondary Mathematics Institute--Option 1 (High School)
Lance Middle School	Beth, Sharon	Big Ideas Secondary Mathematics Institute--Option 1 (High School)
Mahone Middle School	Edwards, Lindsay	Big Ideas Secondary Mathematics Institute--Option 1 (High School)
Reuther High School	Hoey Jr, Dennis	Big Ideas Secondary Mathematics Institute--Option 1 (High School)
Reuther High School	Otto, Kathleen	Big Ideas Secondary Mathematics Institute--Option 1 (High School)
Reuther High School	Strangberg, Christa	Big Ideas Secondary Mathematics Institute--Option 1 (High School)
Tremper High School	Corcoran, Michael	Big Ideas Secondary Mathematics Institute--Option 1 (High School)
Tremper High School	Ekstrom, Steven	Big Ideas Secondary Mathematics Institute--Option 1 (High School)
Tremper High School	Keelin, Beverly	Big Ideas Secondary Mathematics Institute--Option 1 (High School)
Tremper High School	Skripsky, Alan	Big Ideas Secondary Mathematics Institute--Option 1 (High School)
Tremper High School	Wilson, Stanley	Big Ideas Secondary Mathematics Institute--Option 1 (High School)
Bullen Middle School	Armour, Hollie	Big Ideas Secondary Mathematics Institute--Option 1 (Middle School)
Bullen Middle School	Bell, Chavelle	Big Ideas Secondary Mathematics Institute--Option 1 (Middle School)

<u>School</u>	<u>Teacher</u>	<u>Event</u>
Bullen Middle School	Demuysere, Kristyn	Big Ideas Secondary Mathematics Institute--Option 1 (Middle School)
Bullen Middle School	Toney, Mercilie	Big Ideas Secondary Mathematics Institute--Option 1 (Middle School)
Dimensions of Learning	Rapinchuk, Crystal	Big Ideas Secondary Mathematics Institute--Option 1 (Middle School)
Educational Support Center	Lawler, Jennifer	Big Ideas Secondary Mathematics Institute--Option 1 (Middle School)
Hillcrest School	Sievert, Michael	Big Ideas Secondary Mathematics Institute--Option 1 (Middle School)
Lance Middle School	Bornhuetter, Laura	Big Ideas Secondary Mathematics Institute--Option 1 (Middle School)
Lance Middle School	Buckley, Susan	Big Ideas Secondary Mathematics Institute--Option 1 (Middle School)
Lance Middle School	Carlborg, Brenda	Big Ideas Secondary Mathematics Institute--Option 1 (Middle School)
Lance Middle School	Carpenter, Wendy	Big Ideas Secondary Mathematics Institute--Option 1 (Middle School)
Lance Middle School	Ford, Gina	Big Ideas Secondary Mathematics Institute--Option 1 (Middle School)
Lance Middle School	Gosse, Dawn	Big Ideas Secondary Mathematics Institute--Option 1 (Middle School)
Lincoln Middle School	Biegler, Michelle	Big Ideas Secondary Mathematics Institute--Option 1 (Middle School)
Lincoln Middle School	Bucko, Jori	Big Ideas Secondary Mathematics Institute--Option 1 (Middle School)
Lincoln Middle School	Christensen, Kelly	Big Ideas Secondary Mathematics Institute--Option 1 (Middle School)
Lincoln Middle School	Coats, Ronda	Big Ideas Secondary Mathematics Institute--Option 1 (Middle School)
Lincoln Middle School	Vallejos, Moises	Big Ideas Secondary Mathematics Institute--Option 1 (Middle School)
Lincoln Middle School	Weinstein, Jennifer	Big Ideas Secondary Mathematics Institute--Option 1 (Middle School)
Lincoln Middle School	Wolcott, Tammy	Big Ideas Secondary Mathematics Institute--Option 1 (Middle School)
Mahone Middle School	Albright, Annamarie	Big Ideas Secondary Mathematics Institute--Option 1 (Middle School)
Mahone Middle School	Djuplin, Beth	Big Ideas Secondary Mathematics Institute--Option 1 (Middle School)
Mahone Middle School	Edwards, Lindsay	Big Ideas Secondary Mathematics Institute--Option 1 (Middle School)
Mahone Middle School	Landgraf, James	Big Ideas Secondary Mathematics Institute--Option 1 (Middle School)
Mahone Middle School	Mildenberg, Corinn	Big Ideas Secondary Mathematics Institute--Option 1 (Middle School)
Mahone Middle School	Milligan, Julie	Big Ideas Secondary Mathematics Institute--Option 1 (Middle School)
Mahone Middle School	Romano, Francesca	Big Ideas Secondary Mathematics Institute--Option 1 (Middle School)
Pleasant Prairie Elementary	Hunter, Kelly	Big Ideas Secondary Mathematics Institute--Option 1 (Middle School)
Washington Middle School	D'Angelo, Kimberly	Big Ideas Secondary Mathematics Institute--Option 1 (Middle School)
Washington Middle School	Droster, Rebecca	Big Ideas Secondary Mathematics Institute--Option 1 (Middle School)

<u>School</u>	<u>Teacher</u>	<u>Event</u>
Washington Middle School	Ernst, Mary	Big Ideas Secondary Mathematics Institute--Option 1 (Middle School)
Washington Middle School	Hunter, Kelly	Big Ideas Secondary Mathematics Institute--Option 1 (Middle School)
Washington Middle School	Lewis, Denielle	Big Ideas Secondary Mathematics Institute--Option 1 (Middle School)
Washington Middle School	Rosales, Rachel	Big Ideas Secondary Mathematics Institute--Option 1 (Middle School)
Washington Middle School	Vickers, Diane	Big Ideas Secondary Mathematics Institute--Option 1 (Middle School)
Bradford High School	Duchene, Karen	Math Content Camp--High School
Tremper High School	Keelin, Beverly	Math Content Camp--High School
Bradford High School	Kachur, Jessica	Math Content Camp--High School
Washington Middle School	Higgins, Shannon	Math Content Camp--Middle School
Lance Middle School	Keckler, Tracey	Math Content Camp--Middle School

[Edit this form](#)

Secondary Mathematics Curriculum Implementation Survey

* Required

School *

Grade Level / Courses Taught *

I was part of the Resource Review process that took place in Spring 2014. *

- ☐ Yes
☐ No

I was part of the Summer 2014 curriculum work. *

- ☐ Yes
☐ No

I attended the Secondary Mathematics Summer Institute in July or August 2014 *

- ☐ Yes
☐ No

I know how to access the curriculum documents for my grade level/course *

- ☐ Yes
☐ No

I know how to access the Big Ideas online resources for my grade level/course. *

- ☐ Yes
☐ No

I understand how to use the curriculum documents to plan instruction. *

1 2 3 4 5

Strongly Disagree ☐ ☐ ☐ ☐ ☐ Strongly Agree**I understand how to use the results of formative assessments to inform my instruction. ***

1 2 3 4 5

Strongly Disagree ☐ ☐ ☐ ☐ ☐ Strongly Agree**My instructional practices have changed in order to support the new curriculum. ***

1 2 3 4 5

Strongly Disagree ☐ ☐ ☐ ☐ ☐ Strongly Agree**On average, I meet with my grade level/course team to collaboratively plan instruction and review assessment data: ***

- ☐ Daily
- ☐ 2-3 times per week
- ☐ Weekly
- ☐ 2-3 times per month
- ☐ Rarely
- ☐ Never

Big Ideas provides me with adequate resources to teach the Common Core Standards effectively. *

1 2 3 4 5

Strongly Disagree ☐ ☐ ☐ ☐ ☐ Strongly Agree**For my students, I feel the suggested pacing is: ***

1 2 3 4 5

Way too slow ☐ ☐ ☐ ☐ ☐ Way too fast**If I have questions regarding the curriculum documents or the Big Ideas resources I usually contact: ***
(Check all that apply)

- ☐ Another teacher on my grade level/course team
- ☐ Another teacher in my school
- ☐ A teacher at another school
- ☐ My instructional coach
- ☐ My department or instructional leader

☐ My principal or assistant principal

☐ The District Math Coordinator

☐ Other:

I have access to all of the materials needed to effectively implement the math curriculum. *

1 2 3 4 5

Strongly Disagree ☐ ☐ ☐ ☐ ☐ Strongly Agree

I am interested in professional learning opportunities in the following areas: *

(Check all that apply)

☐ Understanding the Common Core Standards and Standards for Mathematical Practice

☐ Implementing High Cognitive Demand Mathematics Task

☐ Facilitating Classroom Discourse

☐ Connecting Mathematical Representations

☐ Formative Assessment Strategies

☐ Using Technology to Support Teaching and Learning Mathematics

☐ Promoting Equity in Mathematics Classrooms

☐ Other:

Please provide any additional feedback or comments here.

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47 responses

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Summary

School

Washington MS
 Lance
 Tremper
 Indian Trail High School
 Bradford
 Bullen
 Hillcrest
 Tremper High School
 Lance Middle School
 Washington
 Lance MS
 WMS
 LTA
 Dimensions of Learning
 Reuther
 Lincoln Middle
 Indian Trail
 ithsa
 Indian Trail
 Lincoln Middle School
 Mahone
 Lincoln
 Bradford

Grade Level / Courses Taught

7th Grade
 8 Course 3/ Algebra

6th

Algebra 1, Geometry

6th math

10-11-12

Geometry

Algebra 2

6-8 Math Intervention

7/ Math

geometry

7/Accel & Reg

7

6

9-12

6th grade math

6-12

10/11/12 Algebra 2

8th

Alg., Geom, Alg 2, Math Apps

9-10 Algebra/Geometry

algebra 2

8/Algebra 1 and Pre-Algebra

9-12, algebra 1 & 2, geometry

9-10th/Algebra and Geometry

7th

10-12

Algebra 1/Geometry

8th/ Regular 8 Math and Algebra 1

6th Math

8th Course 3/Algebra

9-12 Algebra 2

6-8

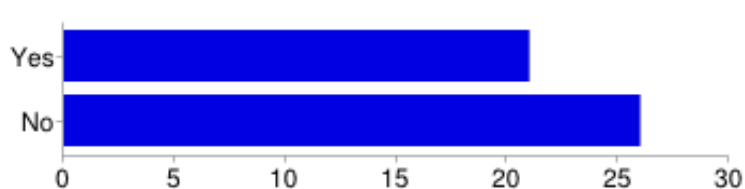
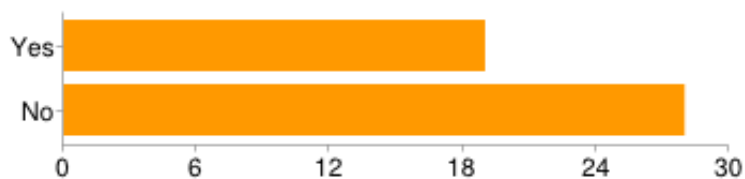
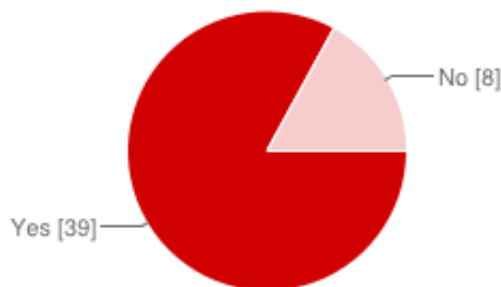
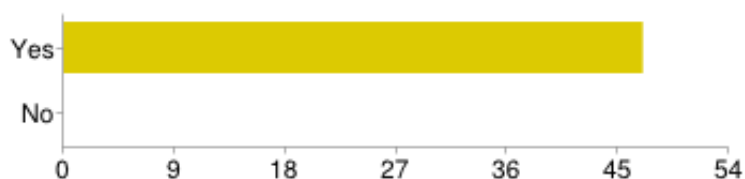
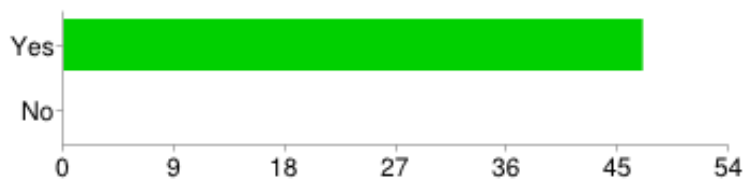
8th/ Reg Math & Algebra

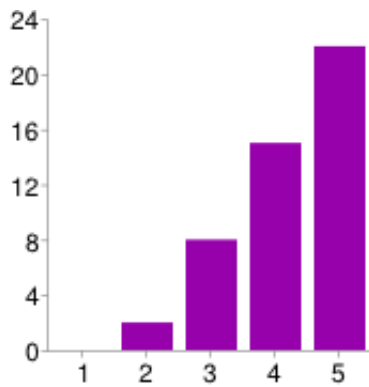
7th/Pre-Algebra

special ed inclusion Geom, Alg 2

8 Course3 and Algebra!

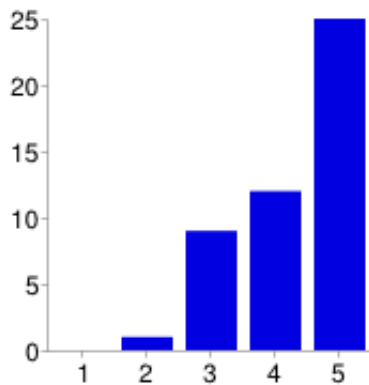
9-12/Mathematics

I was part of the Resource Review process that took place in Spring 2014.Yes **21** 45%No **26** 55%**I was part of the Summer 2014 curriculum work.**Yes **19** 40%No **28** 60%**I attended the Secondary Mathematics Summer Institute in July or August 2014**Yes **39** 83%No **8** 17%**I know how to access the curriculum documents for my grade level/course**Yes **47** 100%No **0** 0%**I know how to access the Big Ideas online resources for my grade level/course.**Yes **47** 100%No **0** 0%**I understand how to use the curriculum documents to plan instruction.**



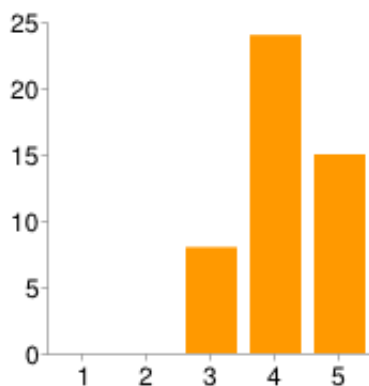
1	0	0%
2	2	4%
3	8	17%
4	15	32%
5	22	47%

I understand how to use the results of formative assessments to inform my instruction.



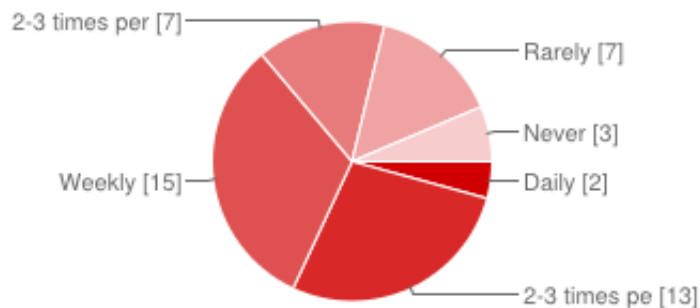
1	0	0%
2	1	2%
3	9	19%
4	12	26%
5	25	53%

My instructional practices have changed in order to support the new curriculum.



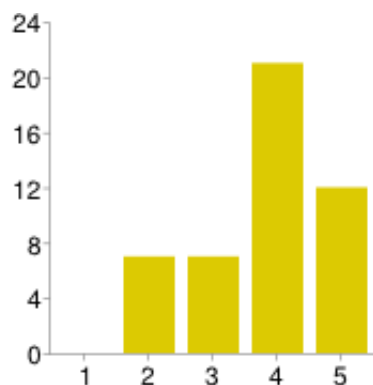
1	0	0%
2	0	0%
3	8	17%
4	24	51%
5	15	32%

On average, I meet with my grade level/course team to collaboratively plan instruction and review assessment data:



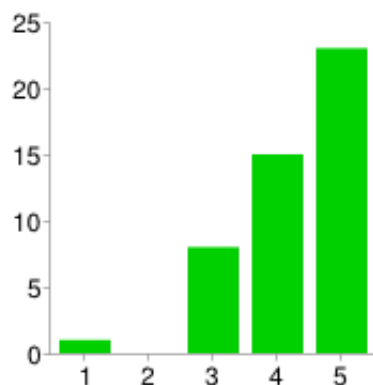
Daily	2	4%
2-3 times per week	13	28%
Weekly	15	32%
2-3 times per month	7	15%
Rarely	7	15%
Never	3	6%

Big Ideas provides me with adequate resources to teach the Common Core Standards effectively.



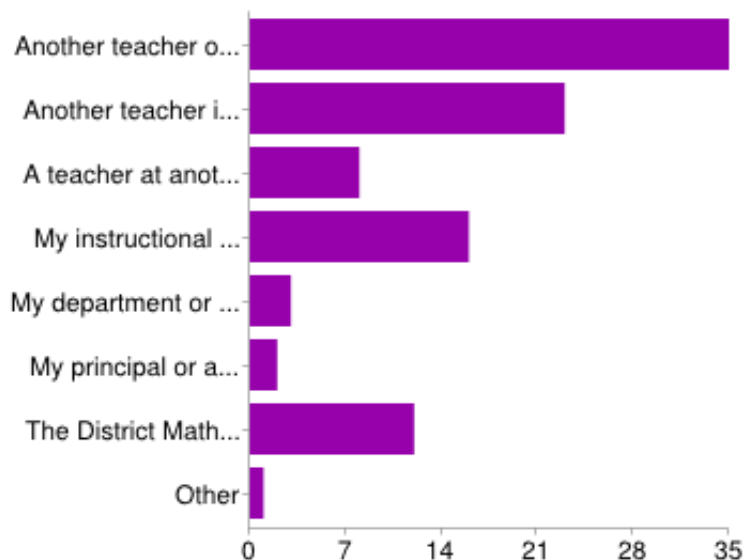
1	0	0%
2	7	15%
3	7	15%
4	21	45%
5	12	26%

For my students, I feel the suggested pacing is:



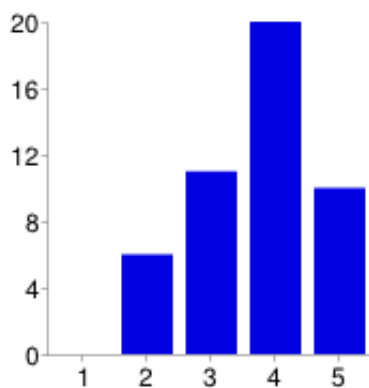
1	1	2%
2	0	0%
3	8	17%
4	15	32%
5	23	49%

If I have questions regarding the curriculum documents or the Big Ideas resources I usually contact:



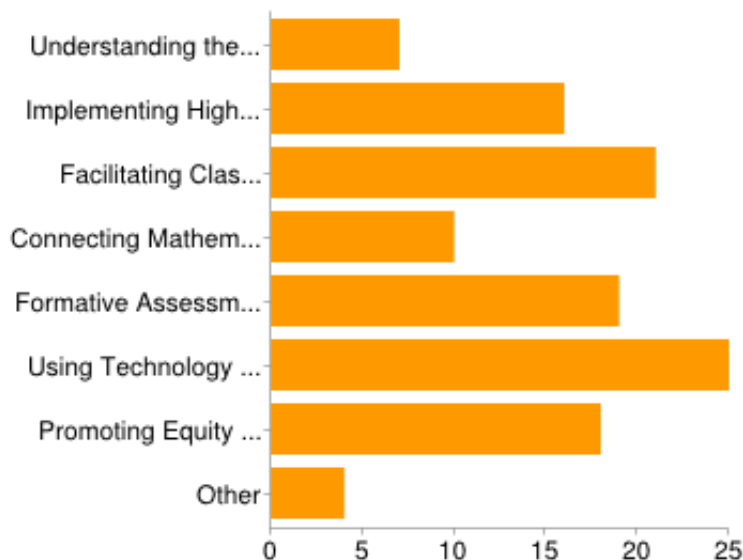
Another teacher on my grade level/course team	35	74%
Another teacher in my school	23	49%
A teacher at another school	8	17%
My instructional coach	16	34%
My department or instructional leader	3	6%
My principal or assistant principal	2	4%
The District Math Coordinator	12	26%
Other	1	2%

I have access to all of the materials needed to effectively implement the math curriculum.



1	0	0%
2	6	13%
3	11	23%
4	20	43%
5	10	21%

I am interested in professional learning opportunities in the following areas:



Understanding the Common Core Standards and Standards for Mathematical Practice	7	15%
Implementing High Cognitive Demand Mathematics Task	16	34%
Facilitating Classroom Discourse	21	45%
Connecting Mathematical Representations	10	21%
Formative Assessment Strategies	19	40%
Using Technology to Support Teaching and Learning Mathematics	25	53%
Promoting Equity in Mathematics Classrooms	18	38%
Other	4	9%

Please provide any additional feedback or comments here.

FYI- I don't meet with my team because I am the only MS math teacher in my building. I feel like the pacing is fast for my 7th graders but I'm not sure if there is a way to adjust it. The 8th grade pacing is fast too but I have students this year that are able to move along faster. It may be a problem in the future however. The pacing for 6th has been ok but at times need to be adjusted for the needs of my students.

This has been a very tough year. Along with the implementation of the new curriculum, we have had a lot of other initiatives that have really been a huge time burden on us! The curriculum documents are great, but A TON of work needs to be done this summer to revamp them based on what we learned this year! People NEED to volunteer to help with this! We NEED a ton of collaboration time. It is sooooo impossible to get everything done with the limited time we have been given and now they are taking our Friday time away from us to make up for snow days! HEEEELLLLLLLPPPPPPP!

N/A

When I started out the school year, I did every exploration, which some took my student almost the entire class period. We fell behind the pacing guide. For next year, I think we need to look into what explorations are essential/most beneficial and weed out the

explorations that could be skipped if you find that your classes are behind the "eight-ball." The Big Idea's curriculum is very robust, and I am finding that I simply cannot do it all if I want to stay true to the pacing of the course.

The pacing is going slower than we planned this summer. The quizzes are taking a lot longer than originally planned. We will probably not get to the last unit before the year is over. We should look at the quizzes and talk about shortening them, or giving a chapter test instead of quizzes so often.

Hard to low if we have all of the materials needed, since we have not yet completed a full year with this curriculum.

The pacing for course 3 needs to be looked at again.

Intervention for non SPED or ELL learners...the grey ducks who I am working to close the gap with.

I am very pleased with the Big Ideas Curriculum for Algebra 2. My students are challenged daily and are becoming stronger mathematical thinkers.

We would appreciate having all the documents available as word documents so they can be adapted for our special education students.

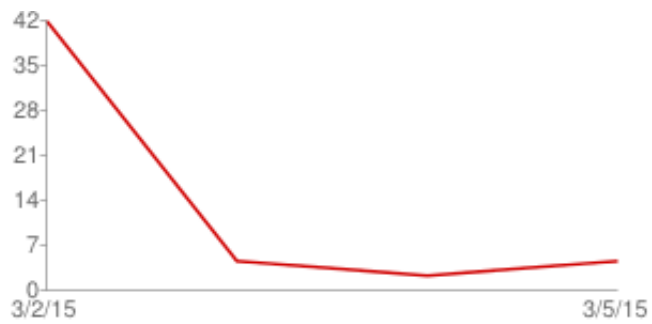
The problem with this curriculum is that it assumes all children will remember everything from Algebra 1 and Geometry. There is no time to review/reteach topics without getting significantly far behind in the suggested pacing. Basic skills are not being retained by the students because they have not been taught on a deep understanding level, just rushed through.

Incoming students are not adequately prepared for the content - they are lacking basic skills and the pacing does not allow for time to remediate leaving students frustrated and set up for failure. It seems many students are pushed into taking course work at a faster pace than they are prepared for. MAP scores are often far below suggested scores for scheduled courses. It will continue to be difficult if there is not a means of helping students develop a strong base and understanding of basic mathematical and algebraic skills. We cannot "wish" them into higher levels we must prepare them and not acknowledging that this is a problem will turn students off to math in general. The students want to be successful.

It has been really rough throwing students into the very end of an entire math series. The publishers are going on the assumption that an algebra 2 student has "grown up" in the series. It has been quite a culture shock for these algebra 2 students. I know I'm paced further back from other algebra 2 teachers in the district, but I've been trying these explorations and having students working together. It has taken significant time to teach these things to students who have never really done this before. I fear sending these students out into the next math class for fear that I've screwed them up more than helped. Hopefully as the adoption continues and the students who come to me have now had more exposure to the curriculum, it will go smoother. I fear it may not with algebra 2 being so intense.

Would like the student dynamic resource to work better.

Number of daily responses



Multi-level System of Support for Mathematics Success

	Elementary	Middle	High
Universal Instruction	<ul style="list-style-type: none"> • Provide ongoing professional learning opportunities to increase teachers' content knowledge and pedagogical content knowledge. <ul style="list-style-type: none"> ○ Professional learning provided by instructional resource providers (Everyday Mathematics and Big Ideas) regarding effective use of resources ○ Wisconsin Statewide Mathematics Initiative Summer Institutes ○ Enhancing Middle School Mathematics Teaching ○ Number Talks ○ Guided Math/Math Workshop • Use Formative Assessment Processes and Common Formative Assessments to monitor student attainment of essential grade level skills and concepts 		
Select Interventions	<ul style="list-style-type: none"> • Add+Vantage Math Recovery Training for classroom teachers • Master Schedule includes Intervention/Enrichment period 	<ul style="list-style-type: none"> • Master Schedule includes Intervention/Enrichment Period • Provide resources/suggested strategies for re-teaching essential grade level skills and concepts 	
Intensive Interventions	<ul style="list-style-type: none"> • Provide Math Recovery Intervention Specialist Training to current district staff in interventionist positions • Select Interventionists trained as Math Recovery Champions to deliver AVMR training for KUSD teachers • Supported by Math Recovery Intervention Leader (additional training required) 	<ul style="list-style-type: none"> • Provide Math Recovery Intervention Specialist Training to current district staff in interventionist positions • Develop criteria for identifying students for intervention • Identify resources/curriculum for intervention course(s) • Supported by Math Intervention Leader 	<ul style="list-style-type: none"> • Provide professional learning for teachers of intervention courses • Develop criteria for identifying students for intervention • Identify resources/curriculum for intervention course(s) • Supported by Math Intervention Leader