

BATTLE CREEK PUBLIC SCHOOLS BOARD OF EDUCATION
Special Meeting
February 8, 2016
3 West Van Buren, 3Rd Floor Administration Building
5:30 p.m.

PRESENT - BOARD OF EDUCATION

Todd Stagner
Kellie Thomas
Karen Evans
Catherine LaValley
Nathan Grajek
Rose Miller

ABSENT – Art McClenney

Present – Administration

Kim Parker-DeVauld – Interim Superintendent
Chad Osborn – Director, Facilities and Operations
Marilyn Wieschowski – Executive Director, Finance
Monique Cheeks – Director, Student Services
Chandra Youngblood – Coordinator, Early Childhood Education

MINUTES

The meeting was called to order by President Stagner at 5:30 p.m. All board members were present except Art McClenney. Approximately 21 citizens and staff were in attendance.

APPROVAL OF AGENDA

Kellie Thomas made a motion to accept the agenda as presented.

The motion was supported by Catherine LaValley.

Motion passed 6 – 0

PUBLIC COMMENTS

None.

STUDENT ACHIEVEMENT UPDATE

- A. Priority Report – Wes Seeley presented the First Quarter Priority Schools report for Ann J. Kellogg, Dudley, Fremont, Valley View and Verona Elementary Schools from September 2015 – November 2015. Wes highlighted the four required components of a Priority Report. They are Data Dialogue Information which identifies dates, staff and the learning results of analyzing the data in that building; Implementation of Unpacking Tool Strategies & Interventions. This is what impact does the packing tool have on student achievement; Superintendent’s Drop-Out Challenge – looking at what we can do to reduce the drop-out rate; and MI Excel Components which talks about what the partnering scores are of the district and the ISD.

Once a school is identified as a priority school, they must report four times a year to the state of the work that has been done trying to close that achievement gap – trying to transform the school. We went through information in the power point. *The entire report was in your board packets.*

The unpacking tool strategies and intervention is a document that teachers/principals complete with various components of instructional programs. It has professional learning, student achievement data learning and family community engagement.

- B. M-STEP – Heather Huska talked about the changes of state assessments. Michigan replaced the MEAP test with the M-Step (Michigan Student Test of Educational Progress). These tests are administered mostly on-line. The results of these test scores should not be compared to prior year MEAP scores. The scores are baseline data and not to be used for any determinations. M-Step test is administered in the spring and use current year. M-Step also has fewer multiple choice questions and more questions requiring problem solving and critical thinking skills. ELA and Math are assessed in grades 3 – 8. Last year, a two-hour performance test was included. This year, the performance tests are only being assessed in grades 5 and 8. Science is assessed in grades 4 and 7; Social Studies in assessed in grades 5 and 7. M-step is administered during any three week window assigned by the state. Heather handed out examples of what the results look like along with information that goes to the parents.
- C. WKKF Grant Update – Kim Parker-DeVauld talked about how all of these things that were spoken about earlier in the meeting are coming together around the strategies being used to improve test scores. As a result of writing a comprehensive transformation plan and submitting that work to the WKKF, we were funded for a little over \$3,000,000 to transform elementary instruction. It does not just apply to elementary schools, but a major focus being at the elementary level.

We implemented a project that was aimed at three very big goals and strategies. The number one part of our transformation plan was to ensure that we were providing high quality instruction supported by a guaranteed and viable curriculum that is framed by the common core standards, has multi-tiered systems of support and personalized learning. We are committed to assuring that there is high quality instruction in every classroom across Battle Creek Public Schools.

The second portion of our objective was to ensure that we build teacher and leadership capacity through intentional and technical recruiting. We wanted to ensure that there was job-embedded professional development and that there was rigorous evaluation and accountability in our plan.

The final strategy is to increase the connections between schools, students, and families, in addition to the community, by structuring education levels; we put a special emphasis on 8th - 9th grades, and then implementing our intentional parent engagement activities. We will focus on high instruction, making sure our teachers and leaders have the capacity to do the work and increase the connection between schools, students and families in the community.

This is a multi-faceted very comprehensive plan that we've talked about previously. This is the evaluation of those strategies. We've contracted with WMU's Evaluation Department to give us a very intensive look at whether or not what we are doing is working.

What they will do is evaluate us over the course of three years. This is the first evaluation of the three year project.

What did they find? Based on the work that we are doing, this transformation is working. Our work is primarily focused on implementation of the Battle Creek Way. How are we doing at implementing the Battle Creek Way? This is one of the questions that they will be answering in their evaluation. We have a large scale focus on developing constancy in operational and instructional practices. Again, that's the Battle Creek Way. The work we are doing is making a change in the district.

SUPERINTENDENT COMMENTS

None

BOARD MEMBER COMMENTS

None.

Meeting adjourned by Dr. Todd Stagner at 6:15 p.m.

Submitted by

Gloria O. Wilkerson