

# ***USD 497 District Site Council Meeting Minutes***

September 19, 2019  
4:30-5:30pm – ESC-Board Room

## **Present**

Members: David Cunningham, Naomi Danso, Kay Emerson, Myron Graber, Rick Ingram, Kathy Johnson, Kelly Jones, Jerri Kemble, Dr. Michael Koonce, Kellie Magnuson, Marcia Riggins, Dr. Anna Stubblefield

Guests: Dr. Anthony Lewis, Superintendent

## **I. Opening**

Jerri Kemble welcomed the group and introduced our newest member, Marcia Riggins, Lawrence Virtual School teacher, representing certified staff. Members introduced themselves to the group before Jerri introduced Dr. Anthony Lewis, Superintendent, to speak about the District's Strategic Plan.

## **II. Strategic Plan Update**

Dr. Lewis opened his update on the Five-Year Strategic Plan by recapping the purpose of the plan and the process by which it was generated. The goal was to get feedback from as many stakeholders as possible – community members, students and families, staff – via several Listening & Learning tours. This feedback was then coupled with academic, discipline, socio-emotional and survey data to craft a plan that would address all needs.

Dr. Lewis emphasized that the Strategic Plan is a community plan – not the District's – and it is designed to ensure success of *all* students. As such, an effort was made to make it accessible to everyone, so it is relatively short and written in language students and community members can understand. Dr. Lewis distributed copies of the plan in a condensed pamphlet form (the 'pocket plan') and discussion followed wherein it was recommended that additional effort be made to use more family-accessible language i.e., same language used when presenting the plan to the public.

Dr. Lewis followed by summarizing each of the 5 strategic themes in the plan, reiterating that the action plans supporting each of the themes is where 'the real work begins'. The 5 themes can be found on the USD 497 website at <https://www.usd497.org/Domain/7931>. The action steps will 'live online' so that progress monitoring is easy and accessible for everyone.

### **1. Cohesive Curriculum – the ‘what’**

- a. Identify what students should know and be able to do PreK-12+.
  - i. Identify learning standards for consistent districtwide implementation of the curriculum.
- b. Use instructional resources that honor and preserve students’ diverse cultural backgrounds.
  - i. Select evidence-based, multicultural instructional resources.

### **2. Student-Centered Learning – the ‘how’**

- a. Meet students’ unique academic, social, emotional, and behavioral needs.
  - i. Equip schools to effectively implement the district’s multi-tiered, student-centered support system.
  - ii. Set clear expectations for student instruction and ensure they are met through regular teacher observation and feedback.
- b. Decrease barriers to college and career readiness PreK-12+.

### **3. Safe & Supportive Schools**

- a. Encourage positive student behaviors and reduce behaviors that interfere with learning.
- b. Provide safe and welcoming schools that engage every student.
  - i. Foster authentic and caring adult connections for every student.
  - ii. Implement a consistent districtwide emergency response plan.

### **4. Effective Employees – *attracting and retaining high-quality employees and ensuring their success***

- a. Create positive and supportive work environments for all employees.
  - i. Support the success and well-being of every employee.
- b. Attract high-quality candidates for all employee groups.

### **5. Data-Informed Decisions**

- a. Use data to inform all instructional decisions.
- b. Develop systems that support student-focused, data-based decision-making.
  - i. Facilitate the accurate collection, analysis, use, and reporting of data.
  - ii. Allocate resources according to research-based best practices for student success.

### **Strategic Plan Questions & Discussion:**

- There was a question as to where Pre-K fit in the Strategic Plan. Dr. Lewis shared that decreasing barriers to college and career starts with Pre-K. As such, it is essential that we engage community partners such as the Lawrence Public Library and area day care centers now. We will have action steps to address similar ideas. Dr. Stubblefield shared that the District has programs from birth-age 21+ such as Parents as Teachers (PAT) to the Adult Education Center at Centennial. Kelly Jones also shared with the group that Kansas has a taskforce for early childhood education, which is looking at how Kansas might advocate for

additional programming in the state; she suggested we could partner with them and reaffirmed that district's need for stronger relationships with the above-mentioned programs.

- Additional discussion centered on how parents and stakeholders can be assured curriculum resources are multicultural and relevant. Dr. Lewis shared that students should be able to see themselves in the curriculum, whether that be in images in resources and literature or within the instruction. Students should also be able to hear their culture in daily instruction. Teachers will support that by bringing in relevant cultural pieces that pertain to students.

Dr. Stubblefield shared that this work is supported in a number of ways. The district has a curriculum review team which vets resources; the team is comprised of a cross-section of staff with extensive training on culturally relevant resources. All staff, though to a less extensive degree, have received training on being intentional when reviewing resources and how to find/bring in additional perspectives and counter stories so that curricula is relevant to all students.

Both Dr. Stubblefield and Dr. Lewis spoke about possible next steps with 'cultural walks' wherein staff would look for culture in the classrooms. The Midwest Equity Center is developing a tool through which staff could document quantitatively and systematically the culture they see in classrooms; the tool is in the very beginning stages of development and will be a valid and reliable instrument, not simply 'gut instinct'.

- Query on how to ensure Lawrence Virtual School curriculum fits in with the curriculum review process. Both Dr. Lewis and Jerri Kemble shared that LVS curriculum, similar to brick-and-mortar curriculum, should be reviewed and components that don't fit the district curriculum plan can be modified/supplemented to fit their students' needs and maintain alignment with both state standards and the district curriculum development cycle.
- Members asked how data-informed decisions are made in sync with real-time, dynamic data such as discipline. Dr. Koonce, Quail Run principal, shared that using a PowerSchool module called Performance Matters, staff review and progress monitor student data – academic, social-emotional, discipline. If there are flags, staff check in with students the following week and, if necessary, adjust interventions. Staff also use this data to identify whether they are doing anything instructionally that may correlate with changes in students' academic and/or behavioral responses and adjust accordingly. This is something that has always been done, but using paper files or Google Drive; the PowerSchool modules (again, Performance Matters and Progress Monitoring Plan) allow the data to easily and efficiently be shared and transferred with students' moves to other buildings.
- There was a suggestion and short discussion pertaining to the Budget Program and Evaluation Committee (BPEC) and who, in addition to the committee, received the 'crash course in education finance'. There was a recommendation to share the information via Professional Development with district staff, as well as communicate budget decisions more

widely. With this information, educators may advocate for different supports or be open to other programming solutions

### **III. KESA Year 3 Plan**

Jerri Kemble shared an infographic poster (attached) which illustrates how the KESA and Strategic Plan are aligned. This poster has been made available to all schools. Cordley Site Council met September 18 and had members asking how KESA and Strategic Plan come together. Jerri will re-send the poster to schools who have not already posted in buildings. Jerri also shared a pocket guide summarizing last year's (Year 2) work.

Due to time constraints and a meeting slated for 5:30pm, the committee will review the Year 3 KESA plan at the next scheduled meeting, in addition to hearing directly from the Sunset Hill Site Council. At subsequent meetings, building Site Councils will report directly to DSC on their building goals as they pertain to the district KESA goals.

### **IV. Adjournment**

Meeting was adjourned at 5:29pm by Jerri Kemble. The next scheduled meeting will be at 4:30pm on Thursday, October 17, 2019 in the Little Mac (formerly Operations Conference Room).

Minutes submitted by: Erin Tarnowicz

Minutes approved by: Jerri Kemble

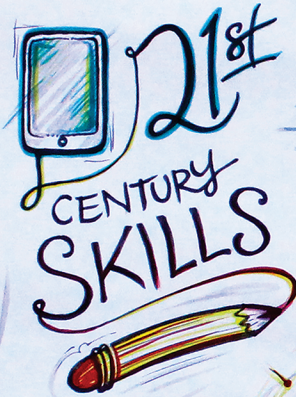
Date: September 27, 2019

Attachments: infographic, shared themes in KESA and Strategic Plan



# All Students, One Team

USD497  LAWRENCE PUBLIC SCHOOLS



STUDENT-  
CENTERED  
SUPPORT

Whole Child

