

**+MINUTES OF A PUBLIC WORK SESSION OF THE BOARD OF EDUCATION
OF
PERRY TOWNSHIP SCHOOLS
MARION COUNTY, INDIANA**

September 25, 2017

The Board of Education of Perry Township Schools, Marion County, Indiana, held a public work session on Monday, September 25, 2017 at Perry Township Education Center, 6548 Orinoco Avenue, Indianapolis, IN 46227 at 6:00 p.m.

Board of Education members present:

Kenneth J. Mertz, Board President
Edward T. Denning, Board Vice President
Jon P. Morris, Board Secretary
Emily Hartman, Board Member
Steve Johnson, Board Member
Stephen M. Maple, Board Member
Charles R. Mercer, Jr., Board Member

Administrative Staff present:

Mr. Pat Mapes, Superintendent and Associate Superintendent
Mr. Chris Sampson, Associate Superintendent of Operations
Mr. Bob Bohannon, Assistant Superintendent of Career Preparation, 6-12
Mrs. Vickie Carpenter, Assistant Superintendent of Foundational Learning, Pre K-5
Mr. Mike Bagley, Chief Financial Officer
Mr. Matthew Willey, Chief Technology Officer

Opening of Meeting

Mr. Mertz called the meeting to order at 6.00 p.m.

Mr. Bagley presented and reviewed the 2018 budget, Capital Projects Plan and Bus Replacement Plan.

Mr. Mercer asked about the 2018 tax rate be reduced; a discussion was held.

Mrs. Hartman thanked Mr. Bagley for taking your time to meet with me and educate me on the financials.

Public Comment

There was no public comment.

Items Requiring Action

4.01 – Mr. Bagley recommended approval of the 2018 Appropriation, Levy and Tax Rate Resolution 17-007. Mr. Denning moved to approve, Mr. Mercer seconded. The motion carried 7/0.

4.02 – Mr. Bagley recommended approval of 2018 Budget (Line 2) Resolution 17-008. Mr. Morris moved to approve, Mrs. Hartman seconded. The motion carried 7/0.

4.03 – Mr. Bagley recommended approval of 2018-2020 Capital Projects Plan Resolution 17-009. Mr. Denning moved to approve, Mr. Johnson seconded. The motion carried 7/0.

4.04 – Mr. Bagley recommended approval to advertise the notice of adoption of the 2018-2020 Capital Projects Fund. Mr. Denning moved to approve, Mrs. Hartman seconded. The motion carried 7/0.

4.05 – Mr. Bagley recommended approval of the 2018-2029 Bus Replacement Plan Resolution 17-010. Mr. Denning moved to approve, Mr. Morris seconded. The motion carried 7/0.

4.06 – Mr. Bagley recommended approval of the 2018 Pension Bond Tax Neutrality Resolution 17-011. Mr. Denning moved to approve, Mr. Mercer seconded. The motion carried 7/0.

4.07 – Mr. Bagley recommended approval of the 2017-2018 agreement between the Board of Education and the Perry Education Association. Mr. Morris moved to approve, Mr. Maple seconded. Mr. Bagley thanked Mr. Neil Linville, Mr. Kyle Hanefeld, Mr. Joe Cunningham, Mr. Mark Madden, Mrs. Cathy Cullison and negotiating chair: Mr. Matt Henninger. It is a pleasure working with all of you. Mr. Bagley also thanked Mr. Bob Bohannon and Mrs. Vickie Carpenter for their work. Mrs. Hartman asked if the stipend for the early college coordinator position, is like that of a coach? Mr. Bagley said the stipend is like that of a department chair. The motion carried 7/0.

Mr. Linville stated his first year as president five years ago and the climate in the district was a lot different. We were getting used to new law, new rules and I was new. The constant that brought us back during disagreements is remembering the reason why we are here is for kids. Each year the collaborative nature has grown. That is a testament to Mr. Bagley and his team. They worked hard. I couldn't appreciate them more. This is my last time coming to you as president. It's been great being a part of the negotiating and discussion process. I will finish the year strong. It's been a great learning experience and great working with all of you. I appreciate all of you. Thank you. Mr. Mertz thanked Mr. Linville.

Adjournment

Mr. Denning moved to adjourn the special board meeting and budget adoption hearing, Mrs. Hartman seconded. The special board meeting and budget adoption hearing adjourned at 6:26 p.m.

Open Public Work Session

Mr. Mertz called the work session to order at 6:26 p.m.

6.01 – School Improvement Plan

Mr. Bohannon shared with the board this is the first time the school improvement plan and process has been brought to the board. The process occurs every year in all schools. The school improvement plan helps to keep us focused, moving forward, targeting with a laser like focus on student growth. It is how we insure we progress and continue to move forward. All six of the secondary schools' overall theme is 'teaching, thinking, and problem solving' through the lens of Language Arts and Mathematics, including writing because this is how we are measured. We have other pieces we grow on every year, but when it comes to the information we share with the state, most of the information is language arts and math.

Mrs. Carpenter stated the school improvement plans are all encompassing. Elementary does not focus on just LA or math. In the school improvement plan, we focus on attendance in addition to a lot of different things. We are excited to share with you.

Mr. Dave Rohl stated the process is cyclical; it happens every year in all of our schools. The process is led by our Instructional Leadership Teams and encompasses the work of students, staff and parents. The process begins with the leadership team in the summer dissecting data which, in the end, leads to the school goal for the year. The school goal is the center of our Department of Education School Improvement Plan and our Cluster planning process. The plan is our way to communicate to our staff, parents and the Department of Education:

- The areas we plan to address
- The strategies we plan to implement to address them
- The assessments we will use to monitor and determine our success

Mrs. Kim Campbell stated the school improvement plan is data driven and aligned with the district strategic plan. We gather data from ISTEP results, Evaluate, Reading Inventory, Common Assessments and other grade level assessment tools. Data drives the plan and then drives the:

- School goal
- Cluster goals (yearly and cycle)
- Professional Development
- Specific Objectives

Mr. Jon Romine presented the School Improvement Plan process in action. The instructional leadership team identifies student learning problems. The beauty of Evaluate is ongoing assessment. The team verifies the causes of the student learning problems. From this information/data, the Cluster goal is organized and professional development occurs with teachers. The process helps kids to not just to know the content, but be able to think through how did they do it and the strategies. We create professional development (Cluster) to work on that and get better. Mr. Romine gave the example of mathematical discourse and explained the process in action in Cluster. One of the questions we ask ourselves, are the problems and examples we are giving to our students, do they meet all of the different levels of problem solving. One of the findings we found via Evaluate was our kids knew how to do a problem, but lacked the stamina, i.e. if it was a problem that required multiple steps that's where they needed help. The student(s) knew how to do one or two of the steps, but not multiple steps together. This was an "A-ha" moment for the teachers. We review standards and skills to see where the students are weak and address that in Cluster.

Mr. Rohl stated what Mr. Romine explained is a typical week in the schools and Cluster. After a Cluster we bring students' work to the next Cluster and review and discuss the difference. School Improvement is tied to all of the different types of data; all of the data is triangulated, embedded into Cluster and carried into the classroom to our students.

A few years ago, the school improvement plan was a document you looked at, talked about, sent to DOE and filed it away until the next year. It's not that way now. School improvement is a cyclical process that never ends. It effects everyone in our schools. A discussion was held.

6.02 - Canvas System Presentation

Mr. Willey introduced Mr. David Bagwell to present Canvas, a learning management system. Canvas is a way to simplify teaching and learning by connecting all the digital tools teachers use in one place. Canvas has special features. Perry Township currently has 409 teachers and over 9,000 students using Canvas and it is growing.

In the first quarter of 2017-2018:

- 10,383 assignments and quizzes were done with Canvas
- 1,907 media recordings of lessons. Students can watch as many times as needed to help learn and also turn in assignments via recordings in Canvas.
- 2,937 online discussions. During a learning discussion, a teacher can ask a question and students can respond and student/teacher can respond to other student responses.
- 18,908 files uploaded: homework assignments and document presentations

Examples of Canvas use:

- Abraham Lincoln utilizing for writing prompts for grades 3, 4 and 5 to help prepare them for ISTEP. They plan to begin using for 2nd grade also.
- Perry Meridian Middle has been using Canvas for common assessments. This started last year.
- Douglas MacArthur Specials' teachers meet weekly to formulate online assignments and quizzes.
- Elementary reading and vocabulary quizzes are in Canvas. Teachers have exported from textbook and put into Canvas which allows parents to see results. This is being used more and teachers have created spelling tests and sharing to the Commons in Canvas so when one teacher creates a spelling test for 4th grade, all teachers in the district can utilize that test and not have to recreate it. Teachers Can modify a test already created in the Commons to apply more rigor.
- Teacher at Clinton Young who has all students in the school. For an assignment she wanted to create a survey to ask each student what country they wanted to study and why are they interested in studying that country. The teacher wanted to give credit. Previously before Canvas with this assignment, the teacher would have to enter the grades. Canvas allows her to transfer grades for all 650 students in 2 minutes into the grade book.

Canvas' Top 3 Benefits:

1. Skyward Grade Transfer
2. Lockdown browser. During a quiz, the lockdown browser will not allow the student to open up any other tabs to search for answers or attempt a right click, to find information.
3. Speedgrader

Mrs. Ninah Bowman, 8th grade teacher at PMMS presented examples on how she utilizes Canvas.

- Quiz statistics - class average. Was the quiz too easy or did we do well in preparing for it?
I can pull 9 students and reteach on a specific skill.
- Information is really helpful in order to make instructional decisions. If only 60% of students get it right, I decide to reteach.
- Writing takes a long time to assess and give quick feedback. Students want to know how they did. With 167 students/papers and Canvas, students receive feedback within less than a week.
- Speedgrader helps to grade. I can create a rubric on each part of question they were assigned. The student can look and see what content did they leave out. Speedgrader is great for me and the students.

Mrs. Bowman stated she can identify the students who need reteaching. If I didn't have Canvas, I would not be able to return papers back to the students so quickly and reteach a segment. The learning opportunity might have been lost. This generation is used to instant feedback.

Parents have access to Canvas and can see their child's assignments and grades. There is also a Canvas app for Smartphones.

Canvas is saving teachers time and helping us collaborate and address deficiencies quicker. It allows us to close those gaps earlier and faster.

The meeting was adjourned at 7:38 p.m.


KENNETH J. MERTZ, PRESIDENT

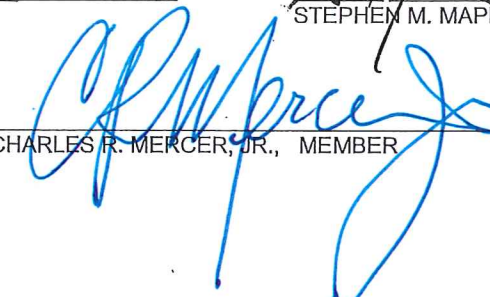

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