

**DAVENPORT COMMUNITY SCHOOL DISTRICT
ACHIEVEMENT SERVICE CENTER
JIM HESTER BOARD ROOM
1606 BRADY STREET
DAVENPORT, IOWA**

**COMMITTEE OF THE WHOLE MEETING
November 3rd, 2014**

The Board of the Davenport Community School District in the Counties of Scott and Muscatine, State of Iowa, met for the Committee of the Whole Meeting on Monday, November 3rd, 2014 pursuant to law. The meeting was held in the Jim Hester Board Room, Achievement Service Center, 1606 Brady Street Davenport, Iowa, in said District. President Johanson called the meeting to order at 5:30 PM.

On roll call the following board members were present: Directors: Ralph Johanson, Ken Krumwiede, Rich Clewell, Maria Dickmann, Nikki DeFauw, Jamie Snyder and Bill Sherwood. Superintendent Art Tate was also present.

1.01 - Update on Pool and Auditorium Project

Mr. Maloney reviewed the timeline and schedule for the Central Pool and Auditorium Project. He reviewed that the presentation this evening will include the architect's development progress and the construction manager's first opinion of probable cost based on 100% schematic design. He then presented the timeline for project:

- 1/5/15 Committee of the Whole Meeting the construction manager will provide a second opinion of probable costs
- 2/9/15 Regular Meeting he will present the third opinion of probable costs based upon 90% construction. Board approval of 90% construction documents is also scheduled for this meeting.
- February/March 2015 the bidding will begin
- 3/9/15 Board will award bids.
- April 2015 - Commence work
- August 2016 - Project completion

There was a discussion about the location of the auto shop. Maloney indicated there is now a budget allowance of approximately \$400,000 to relocate the auto shop but the exact location is still under discussion. DeFauw asked if staff are now in favor of moving the auto shop and Mr. McKissick and Mr. Scott said they would prefer it be relocated on the campus but there has been discussion about moving across the street as well. They both indicated they would prefer it stay on campus. Mr. Maloney said Palmer College of Chiropractic is willing to work with the district on this issue. Sherwood also asked for about possible locations for storm safe areas.

Brian Hedgren, Senior Project Manager, presented magnitude of probable costs based on the design presented to the board this evening. He indicated the estimated probable cost is \$18,423,000. This total includes a construction cost of \$14,384,348; contingency of \$1,500,000 and architectural and construction manager fees of \$2,538,650. Larrison indicated they are working to get the best product for the best value for this project.

President Johanson confirmed with board members they wanted to move forward on the project. Clewell indicated he appreciated the information provided and he supported the project. Director Krumwiede said how much he appreciated their time and effort on the project and that he supports the project. Director Snyder said he supports moving forward but did express concerns about relocating the auto shop. DeFauw said there seems to be a perpetual construction mode at Central and expressed concern about the equity in spending of local option sales tax for one school. Dickmann agreed with DeFauw. Sherwood supported moving forward. Johanson confirmed that the board is agreeable to moving forward on the project.

2.01 Data Walls

Julie Staszewski, Corri Guy, Jake Klipsch, and Scott McKissick made a presentation on the history, purpose and value of data walls in the district. They emphasized that data walls allow staff to determine the most important data to focus on. The District Student Achievement team determined that public data walls would help develop a data culture to move buildings toward using data effectively and this would include the school community in that process. They explained how data walls help principals collaborate and report progress toward building and district goals; help keep families informed; encourage stakeholders to be part of the school community; and helps create a data culture. Also, by knowing the current reality staff is then able to focus efforts toward achieving a common goal.

Director Dickmann commented that she became concerned when she saw a data wall in a classroom where the data was aggregated to the classroom level and thinks this may have a shaming effect on students. There was discussion about this and staff reassured the board that data walls are not being used in this way. President Johanson asked the board if there needs to be a board policy on data walls or should this topic be handled by administration. Staff said they were not aware of any negative comments concerning data walls. DeFauw stated she doesn't believe there needs to be policy concerning data walls and did mention that the main focus of the concern expressed was that data was aggregated to the classroom level. She believes building and district level data walls are fine. Board members commented that efforts to help parents understand data walls could be improved. Dr. Tate expressed his appreciation for the discussion and that he knew it would probably be hard at first to classify schools but that this didn't last long and how data walls have become a source of motivation for building staff. Tate said it really comes down to building leadership and how the information is used. Tate reinforced that the district is still in a reading crisis and that data walls helps in this regard. Board members expressed their support for data walls at the building and district level.

3.01 Update on Teacher Leader Compensation System

Juli Staszewski, Julie Heller and Carissa Johnson made the presentation. They reviewed the vision and goals of the Davenport Teacher Leadership and Compensation System (TLCS). The vision of the TLC system is to establish a structured network of teacher support through differentiated, meaningful teacher leadership roles and collaboration which will ultimately improve instruction and student achievement. There are now a total of 252 teacher leaders and their specific job duties and how the roles fit together was explained. They also highlighted the Model Selection Process and the professional development sessions that were offered. Critical components of the system include: teachers serving and supporting each other, not judging or evaluating; formal peer reviews conducted by and with our teacher leaders the first year; and teacher leaders must be actively engaged in classroom or meeting with teachers the majority of their release time. Staszewski reviewed TLC system management and discussed some of the program's immediate and long range goals. Board members voiced their support for the program and inquired how long it will take to get the program in place and whether this has created an increased need for substitute teachers. Staszewski said it will take a good solid year to fully establish the program and they have not seen an increased need for substitutes. Sherwood asked they eventually provide feedback to the board on how the program is progressing

4.01 School Supports in Reading

Patti Pace-Tracy, Susan Downs and Shari Kuehl conducted a presentation on reading initiatives and school supports. Ms. Downs highlighted the work of the Elementary Literacy Committee which has resulted in a general education diagnostic flow chart for K-5; reading interventionists; literacy coaches; general education instruction and intervention matrixes; a core instruction committee; non-negotiables for reading; and 95% group and coaching support as Tier 2/3 interventions for all elementary buildings. Ms. Kuehl highlighted the Language Essentials for Teachers of Reading and Spelling (LETRS) initiative. All K-12 special education teachers have been training in LETRS and K-3 general education teachers will be trained by the end of the the 2014-15 school year. Area Education Agency (AEA) staff, elementary building principals, and intermediate and high school language arts teachers have all been trained in LETRS. Kuehl discussed some of the other efforts in involved in this category. Ms. Pace-Tracy discussed building wrap around supports. There was discussion and clarification on the 90 minutes of uninterrupted reading and the specific for Tier 2 and 3 students. Krumwiede mentioned the high mobility rates of some students and whether the district could provide transportation so students could stay in their home school. Ms. Pace-Tracy also discussed the sustainability of their initiatives. President Johanson inquired about a parent component and staff said they could definitely improve in this area.

The meeting adjourned at 9:05PM

Mary Correthers, Recording Secretary