



School District of Manawa

Curriculum COMMITTEE MEETING

Manawa School District Office - Board Room

800 Beech Street, Manawa WI

(920)596-2525

Wednesday, March 6, 2024

5:15 P.M.

Board of Education Committee Members:

Riske (C), Fietzer, and Emmert

❖ **CALL TO ORDER**

❖ **ROLL CALL** - *Verification of Quorum*

➤ *B.O.E. Members Present:*

❖ **COMPLIANCE WITH OPEN MEETING LAW NOTIFICATION** [*§19.84(2) Wis. Stats.*]

❖ **AGENDA**

1. Professional Development Activities

a. MEMO - 2nd Semester 2023/24

❖ **FUTURE MEETING AGENDA ITEMS & DATE for APRIL MEETING**

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❖ **ADJOURN**

* Any person with a qualifying disability under the Americans with Disabilities Act that requires the meeting or material to be in accessible format, please contact the District Administrator to request reasonable accommodation. The meeting room is wheelchair accessible. This meeting is a meeting of the Board of Education in public for the purpose of conducting the School District's business and is not to be considered a public hearing. There may be a time for public comment during the meeting as indicated in the agenda.

**Upon request to the District Administrator, submitted twenty-four (24) hours in advance, the District shall make reasonable accommodations including the provision of informational material in an alternative format for a disabled person to be able to attend this meeting.



School District of Manawa

Students Choosing to Excel, Realizing Their Strengths

Subject: Professional Development Plan 23/24 (2nd Semester)

I. Overall Content/Purpose:

The purpose of this Memo is to inform the Board of Education about the work being done regarding Professional Development during the 2nd semester of the 23/24 School Year.

II. Point of Emphasis / Key Communication(s):

- A. Embedded within the staff calendar for 2nd semester of the 23/24 school year are the following dates: February 16 & 19, April 12, & May 10
- B. Primary Focus Area - District wide is Literacy
 1. Administration presented the specifics around ACT 20 and the Science of Reading. Educators learned about past and current legislation surrounding Literacy instruction. Staff learned about the 9 components of Literacy Instruction that are required by law and considered best practices: Phonological Awareness, Phonemic Awareness, Phonics, Fluency, Vocabulary, Comprehension Strategy Instruction, Writing Instruction, Knowledge Building, and Oral Language Development. These are foundational concepts that are critical components to improving achievement around literacy for our students.
 2. Data Dig regarding Literacy instruction within all Grade Bands. Staff were led through a data protocol that allowed them to explore current progress seeking both opportunities for improvement and celebrations. The protocol helped teachers develop action items around current student progress.
 3. Educators will continue to learn more about literacy instruction in the classroom. This will include learning around high leverage strategies that can be used in the classroom. CESA 6 will partner with SDM Administrators to deliver Professional Development around instructional strategies such as (but not limited to) Gradual Release of Responsibility, Close Reading, building content specific vocabulary, Text dependent writing, literacy commitments, etc.
- C. Secondary Focus Area - Numeracy
 1. Secondary Math Educators are exploring instructional strategies that will have an impact on learning through the CPM curriculum. This includes collaborative discussions on what is and is not working and how educators can have a greater impact on student learning.
- D. Elementary Focus Area - Restorative Practices
 1. Elementary Staff continue to learn about Restorative Practices that will have an impact on helping students learn about appropriate conduct and behaviors in school. This learning has included targeted behavior management strategies to lessen the frequency of poor behaviors across the school. In addition, school staff have developed a number of incentives to promote positive behavior from our students. This work is critical at a young age to ensure students know how to behave in school.