

# Curriculum Board Meeting Minutes

**Meeting Date:** August 19, 2019

<b>Attendance</b>
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<input checked="" type="checkbox"/>	Yes	<input type="checkbox"/>	No	Allen, Mr. George
<input checked="" type="checkbox"/>	Yes	<input type="checkbox"/>	No	Bell, Mr. Jeremy
<input checked="" type="checkbox"/>	Yes	<input type="checkbox"/>	No	Campbell, Dr. Lori
<input checked="" type="checkbox"/>	Yes	<input type="checkbox"/>	No	Cochrane, Mr. Brandon
<input checked="" type="checkbox"/>	Yes	<input type="checkbox"/>	No	Cox, Ms. Kathleen
<input checked="" type="checkbox"/>	Yes	<input type="checkbox"/>	No	Dallacqua, Dr. Lisa
<input checked="" type="checkbox"/>	Yes	<input type="checkbox"/>	No	Guzman, Dr. Rita
<input checked="" type="checkbox"/>	Yes	<input type="checkbox"/>	No	Hatchett, Ms. Kimberly

<input checked="" type="checkbox"/>	Yes	<input type="checkbox"/>	No	Johnson, Ms. Annette
<input checked="" type="checkbox"/>	Yes	<input type="checkbox"/>	No	Mestek, Gerald
<input checked="" type="checkbox"/>	Yes	<input type="checkbox"/>	No	Miller, Ms. Avis
<input checked="" type="checkbox"/>	Yes	<input type="checkbox"/>	No	Norrell, Dr. Jennifer
<input checked="" type="checkbox"/>	Yes	<input type="checkbox"/>	No	Rosado, Dr. Glenda
<input checked="" type="checkbox"/>	Yes	<input type="checkbox"/>	No	Sifuentes, Jr., Mr. Juan
<input checked="" type="checkbox"/>	Yes	<input type="checkbox"/>	No	Wieher, Mr. Brad

Dr. Campbell opened the meeting at 5:00 p.m.

**I. Gonzalez Child Service Center (GCSC) Continuous School Improvement Plan – Ms. Stephanie Steinbrecher**

- Provided background points regarding plans to improve, educate and empower all students to reach their potential
- Discussed aligning district’s One Team One Plan to Illinois Early Learning and Development Standards (IELDS)
- Student work supports District 131 priority standards as well as IELDS
- Spoke about closing the student opportunity gap
- Parent days are aligned with District 131 priority standards
- Meeting the diverse needs of all students by inclusion
- Reviewed 3x/year benchmark assessments that align with District 131 priority standards and IELDS
- Spoke about collaborative leadership
- Reviewed charts on math – number sense of quantity
- Reviewed chart about language comprehension (story retelling)
- Spoke about preschool gen ed/preschool SPED
- Provided various percentages for different grade levels
- Discussed language – story telling with percentages
- Addressing educational equity via attendance, which tends to be low, by adding a parent liaison
  - Provided comparisons among 2017-2018, 2018-2019, 2019-2020 school years
- Dr. Norrell spoke about state regulations and other districts’ regulations
- Ms. Katie Cox discussed KIDS Assessment, preschool ratings and data
- Ms. Hatchett asked many detailed questions concerning comparing District 131 schools with state averages
- All 2019-2020 work will be aligned to the District’s strategic plan
- Ms Steinbrecher discussed early intervention services
  - Physical therapy support
  - Speech therapy support
  - Attendance

- Ms. Hatchett asked several questions about the student percentage rates and how low they were; also asked how the 50% of SPED students were being defined within the district.
- Ms. Steinbrecher said next step is to create a GCSC-specific statement of shared values and behaviors that align with district mission and vision
  - Implement Second Step Early Learning as curriculum for SEL support
  - Create calming centers in each classroom
  - Utilize O354 group for better communication/collaboration
  - Strategic use of budget to meet specific student achievement goals
  - Use building teams to guide growth processes
  - Engage in focused, intentional PLC work
  - Create a school improvement plan for the first time
  - Set “Holiday Dish” goals for reading, math and attendance
  - Reflect on previous data and set shared goals with follow up

**II. Fred Rodgers Magnet Academy Continuous School Improvement Plan – Dr. David Ballard and Mr. Marlon Williams**

- Data used to drive FRMA school improvement plan
  - MAP achievement
  - MAP growth
  - Attendance
  - MTSS Early Warning Indicators (EWI)
- Provided overviews of winter 2018 ELA and math comparison EL and GE student charts
- Mr. Williams discussed two-year attendance comparison for Tier II and III students
- Dr. Ballard reviewed MTSS warning chart indicators
- Discussed in detail risk of harm (ROH) comparisons along with chart findings
- Mr. Williams discussed Strategic Plan Goals 1 – 4 in detail as they relate to FRMA
  - Meet diverse needs of all students by inclusive learning
  - EL students have certified teachers
  - Teach academic vocabulary
  - Increase attendance rate
  - Decrease number of students that are chronically late (truant)
  - Support student social emotional needs
  - Create quarterly attendance goals for the different tier levels
  - Focus on all level of operations aligned with District 131
  - Have effective leadership teams at all levels
  - Measurements: SLT survey, MAP, PLC forms, CFA’s – common formative assessments)
- Mr. Williams provided various statistical examples of getting students in a higher growth achievement level, by focusing on attendance, MTSS – early warning indicators

**III. PSAT Proposal – Dr. Lisa Dallacqua**

- Provided detailed information regarding PSAT (8<sup>th</sup>/9<sup>th</sup>)– PSAT/NMSQT (10<sup>th</sup>/11<sup>th</sup>) – SAT (11<sup>th</sup>) by grade levels
  - PSAT - The assessment in 8<sup>th</sup> and 9<sup>th</sup> grade provides a solid baseline for where students are at in terms of their mastery of grade level standards.
  - PSAT/NMSQT - To qualify for the National Merit Scholarship, students must take this test in the fall of their sophomore year and also be on a 4-year trajectory for high school

- SAT – Accepted by all U.S. colleges, it demonstrates students have the necessary skills to succeed in college-level work
- Discussed how college and career readiness are associated
- College Board also provides platforms that help students explore what they might want to do once they leave high school and connects them to compatible schools
  - CareerFinder
  - BigFuture
- College Board provides fee waivers based on data from National School Lunch Program
- Tests provide early opportunities to measure student performance
- Discussed in detail the SAT and its acceptance at colleges
- Content area alignment for math, reading, and writing and language – tests measure same skills/knowledge as students are working on in the classroom
- Presented an unofficial price quote based on projected fall 2019 enrollment
- Included in the cost:
  - PSAT to all 9<sup>th</sup>, 10<sup>th</sup> and 11<sup>th</sup> graders in district
  - PSAT 8/9, PSAT 10, SAT administered to all 9<sup>th</sup>, 10<sup>th</sup>, and 11<sup>th</sup> graders in Spring (state funded)
  - Work with district/schools to ensure exam orders placed by deadlines
  - Support workshops on support college knowledge for students
  - Data workshops in January – February with schools to interpret data and review AP potential
  - Meetings with District staff to review data and provide ongoing support as identified by administration/staff
- All students will take these assessments; district will pay for any students not covered by fee waiver
- Dr. Norrell stated that fees paid by district will be grant funded; State of IL covers fees the second time students are tested

#### **IV. American Institutes for Research (AIR) – Dr. Jennifer Norrell**

- Currently working on American Institutes for Research (AIR) FY20 contract and will be bringing it to September 2019 curriculum committee meeting
- Title I IL Empower funds just released to the district which can only be used for state-approved providers
- AIR has been working with schools to ensure implementation of District’s strategic plan with fidelity
- District has approximately \$400K to spend from grant funds

#### **V. Early Warning Insights – BrightBytes Proposal – Dr. Jennifer Norrell**

- District has many MTSS resources for interventions but needs a better system to organize them for use by staff
- Also needs a way to track the value of these resources for students
- BrightBytes provides a way for the District to gather and interpret student data and deliver actionable next steps for continuous improvement
- Program allows District to dump all its current student data into the system then analyzes it
- Provides an early warning system to provide for the academic and behavioral needs of students
- Can log interventions for students in a user-friendly format
- Provided examples how the application would work with the District and how schools and parents would benefit, e.g. a dashboard on the District’s website
- Introduced the example of “Meet Brooke”

- Would act as a great communication tool
- Provided examples how students' school information could be aligned in one area compared to the many different school systems for securing student information
- Budget neutral
  - Improving our graduation rate by 1% (approx. 38 high school students) would increase revenue by \$468,160.00 annually
  - Raising our graduation rate to 5% (approx 190 high school students) would increase our revenue by \$2,340,800.00
  - Provide institutional efficiency, equity and consistency district-wide
  - Identify educational technological resources that are not providing the ROI intended (***nationwide average of underutilization is 40%***)
- Annual software investment of \$78,500; implementation/training = \$15,000

**VI. Powered by Action Proposal – Dr. Jennifer Norrell**

- Virtualizing programs and services for the school district
- Provides an opportunity for greater communication across the entire school district community
- App can be customized for the District
- A great tool for parent communications; is available in whatever language families speak
- Provided detailed information on how the East Aurora D131 application would benefit and connect our district and school staff
- Empower and engage our parents with access to the app
- The app would be accessible via the different areas -- Android, website, etc.
- Engage student success
- Remove long time barriers to parents getting involved and opening more communications
- Automation to the fullest
- Virtual meetings – reminders and notifications
- District in negotiations to lower the cost
- Would only roll out to parents initially and then later schools if successful

**VII. Old Business – Dr. Lori Campbell, Mr. Jeremy Bell and Mr. Brandon Cochrane**

- a. Middle School Summer Elevate K-12 - Disaggregated Data by Ethnicity – Dr. Campbell
  - Dr. Campbell presented data demonstrating all ethnicities showed improvement at the 6<sup>th</sup> grade level, 7<sup>th</sup>, and 8<sup>th</sup> grade levels except for 7<sup>th</sup> grade at Simmons which may be due to poor attendance or other factors.
- b. ISBE Disproportionality Updates – Mr. Bell and Mr. Mr. Brandon Cochrane
  - US Department of Education and Office of Special Education (OSEP) collects data from all states
  - The data collected provides indicators for a state's level of determination. Levels are as follows: "Meets," "Needs Assistance," "Needs Intervention," or "Needs Substantial Intervention"
  - Currently, the State of Illinois is listed as "Needs Assistance"
    - High Incident Disabilities: S/L, SLD, ED, OHI, and AUT
    - EE codes: 04 and higher
    - Discipline: ISS, OSS, +10/-10 Days
  - In June of 2019, the District was notified of Significant Disproportionality by the Illinois State Board of Education (ISBE) in five categories
  - District quickly responded to the notification by conducting an internal audit

- Upon auditing District data sets, a variety of errors were found in the data and calculations provided
- Contacted ISBE and they agreed with District’s findings
- In July of 2019, the district was once again notified of Significant Disproportionality by the Illinois State Board of Education (ISBE)
- Disproportionality was identified in three categories: White students with Emotional Disability, White students with Autism, and African American students with Emotional Disability
- Ms. Hatchett asked questions in regards to the disproportionality rates in all three categories. Furthermore, she would like to know what will be the plan to address the high incidence of students in each
- Next steps:
  - Root Cause Analysis Seminar - September 17
  - Comprehensive Coordinated Early Intervention Services (CCEIS) - A broad range of activities that include professional development and educational and behavioral evaluations, services, and supports, e.g. functional behavioral assessments, behavioral interventions plans, and positive behavioral interventions and supports.
  - Mandatory 15% of all IDEA part B and IDEA Pre-K funds to be allocated

**VIII. New Business – Dr. Jennifer Norrell**

- a. EA<sup>2</sup> – Dr. Norrell will address at full board meeting.

**IX. Public Comments**

None.

**X. Adjournment**

Meeting adjourned at 6:58 p.m.