

Curriculum Board Meeting Minutes

Meeting Date: April 18, 2022

Attendance

✗	Yes		No	Norrell, Dr. Jennifer
✗	Yes		No	Campbell, Dr. Lori
✗	Yes		No	Dallacqua, Dr. Lisa

✗	Yes		No	Miller, Ms. Avis
✗	Yes		No	Hatchett, Ms. Kimberly
✗	Yes		No	Sifuentes, Mr. Juan

Dr. Campbell opened the meeting at 6:03 p.m.

I. Fred Rogers Magnet Academy School Continuous Improvement Plan

Presenters: Mr. Brian Valek and Mr. Marlon Williams

- Principal Valek and Assistant Principal Williams presented Fred Rogers Magnet Academy School's Continuous Improvement Plan.
- Goal I: **60% of students will meet grade level benchmarks on NWEA MAP by the spring of 2022.** The team shared the winter NWEA MAP Assessment data:
 - 52% of students made expected growth in math
 - 55% of students made expected growth in reading
 - FRMA 8th grade students surpassed the national norms in Math
 - Grades 6th, 7th, 8th surpassed national norms on the Winter Reading Assessment
- The team shared school-wide activities to promote student growth and attainment on NWEA MAP:
 - Implementation of district priority standards
 - Monitored via formative assessments; PLC's review results regularly
 - IXL practice/winter contest
 - Vocabulary.com
- Goal II: **Maintain a daily attendance rate of 95% and reduce the number students identified as chronically absent or truant by 4% during the 2021-2022 school year.** Currently FRMA average daily attendance rate is 95.89% and Chronic absenteeism rate is 8% as of April 2022, which is a 6% reduction from last school year.
- Strategies Used to Increase ADA and Reduce Chronic Absenteeism:
 - Daily attendance recognition announcement to students
 - Student and family contacts
 - Student incentive programs (PAWS Store)
 - All school quarterly student recognition assemblies
- Goal III: **Implement system to track and respond to student SEL concerns.** FRMA staff performs Weekly Check-in Student Self-Assessment
 - Every Monday students complete survey, information is reviewed by Counselor and Social Worker
 - On survey, students are asked if they need to speak to an adult
 - Immediate contact with students who identify as "in crisis"
 - Students who identify as "struggling" connect with a trusted adult
 - Counselor daily check in/check out
 - Staff-led groups such as Managing Stress and Anxiety
 - Magnet TLC List

- Goal IV: **Utilize effective MTSS processes to ensure students receive appropriate Tier I or Tier II interventions to improve outcomes related to academics, behavior, SEL and attendance.** One of the strategies to accomplish this goal, is the use of the data obtained by students' weekly surveys conducted during SEL time, student self-assessed their emotional state *"If there is any instance where we have a student who might identify that they're in a place where they deem themselves in crisis, we have an immediate response by either our counselor, or our social worker will follow up with that student"*.

II. Brady Elementary School Continuous Improvement Plan

Presenters: Ms. Elizabeth Vivanco & Ms. Marisela Garcia

- Interim Principal Vivanco and Assistant Principal Garcia presented Brady Elementary School's Continuous Improvement Plan.
- Goal I: **By Winter 2022, at least 50% of Brady students will meet growth projection in MAP Reading and Math.** The methods used throughout the school year to assist with the expected growth goal includes:
 - Analyze MAP data
 - Targeted instruction and intervention
 - Targeting District Focus Standards
 - Walkthroughs
 - Vertical PLC collaboration
 - Incentives
- Brady presented NWEA MAP fall data:
 - 32.33 % of students met growth projection in Reading
 - 81% showed growth in Reading
 - 47.33% met growth projection in Reading /Spanish
 - 86% of students showed growth in Spanish
 - 39.66% of students met their growth projection in Math
 - 89% showed growth in Math.
- Goal II: **From August 2021 to June 2022, Brady Students will average a 95% average daily attendance rate and will decrease Chronic Absenteeism by 3% for the 21-22 School Year from 20-21 School Year.** The team shared Brady monthly average attendance, reflecting 94.25% ADA from August, 2021 to April, 2022. The strategies for improvement includes, attendance protocol, popcorn rewards, book raffles, quarterly perfect attendance, and in-person parent meetings.
- Goal III: **Teachers will follow the Second Step Scope and Sequence during designated SEL time daily and analyze discipline data from ODRs to reduce major ODRs by 15% from 19-20 School Year.** Brady Paws, Pawperiences, Paw Store and earning extra recess for good lunch/recess behavior, are the incentives in place. Grade levels assemblies to target behaviors and fidelity in introducing the second step during SPL time, are strategies used at Brady to support the achievement of this goal, as a result Brady has a reduction of 24% in ODRs this year.
- Goal IV: **Increase the effectiveness of SLT and ILT by improving in three identified areas of weakness as measured by New Leaders and AIR leadership team assessment surveys.** From September 2021 to April 2022, SLT and ILT improved in the following areas:
 - Personal Leadership and Strengthening Relationships

- Data Collection
- Data Sharing

III. Math Interventions and Interventionists

Presenters: Ms. Jennifer Mitchell

- Ms. Mitchell presented a general overview of the Elementary Math Interventions and student eligibility criteria.
- She stated “Our NWEA math data reflects the struggle some of our students have in mathematics. I am asking to add an interventionist per elementary building, 13 in total, with a bilingual credential preferred”.
- Tier III intervention which would consist of small group pullout of six students within a grouping at a time during their win or specials. She discussed the exit and entrance criteria for intervention support. Tier III students will receive targeted interventions from interventionists in small groups and tier II students will receive interventions during win time throughout the school day.
- Projected Cost of Elementary Math Interventionist:

Elementary	13 schools
Estimated salary	13 X \$60,000 = \$780,000
TRS Benefits (10.89%)	13 X \$6,534 = \$84,942
Total Cost	= \$864,942

- Ms. Hactchett asked “What metrics do we have in place to show the before and after data? What is our baseline, to see where we are going?”
- Dr. Norrell responded “Reading has reading interventionists, and they have been really successful. They put together this structure with the help of the Curriculum and Instruction Department, to have consistency across the district. We now are able to gauge student achievement or lack thereof, and pinpoint specifically to a particular area and see how they are doing. We put together an intervention plan to assist because the district at that time only had one interventionist per middle school, we needed to add support to those additional 40 minutes of Math uniformly across the middle schools and by restructuring and better utilizing the expertise of that interval, we saw tremendous gains in that model. We believe we would be able to make a noticeable difference in regards to student scores, not just on IAR, which is state testing, but also on student scores as it relates to NWEA and being able to measure them throughout. We would be able to deliver data to the board consistently across 13 elementary schools for those actual intervention platforms, and produce whether there is a consistent trend upward”.
- A motion will be presented to request approval at the regular board meeting, May 2, 2022.

IV. East Aurora High School FY23 Scheduling Update/AP Macro and Micro Econ-New Course

Presenters: Dr. Lori Campbell

- Dr. Norrell stated “We were working with the high school on their master schedule, we noticed that the state graduation requires a semester of Consumer Econ. We offer Honors Econ, that covers fundamentally how to be a financial citizen, and realized that we do not have Macro and Micro Econ, which are courses that are pretty common in high school and will allow us to offer a continuum upward for students who are able to engage and it will count towards their graduation requirement”.

- Dr. Campbell provided a brief overview of the courses, noting that macro is the larger picture of finances relating to national income and economic understanding, whereas micro will drill down to a granular layer more regarding individual finances. The associated costs for the new courses:

Item Description	Approximate Cost
Professional Development with College Board	\$7,000
Course Materials	\$70,000
Total cost: (approximated)	\$77,000

- A motion will be presented to request approval at the regular board meeting, May 2, 2022.

V. Fitness Gram Testing

Presenter: Dr. Lori Campbell

- Dr. Campbell stated ISBE placed a pause on the Fitness Gram assessment this year, due to the effects of the pandemic. This year as a district we had to use classrooms and other creative spaces to accommodate P.E. and lunch to ensure compliance with the 3ft social distancing mandate. ISBE recognized these challenges across the state and suspended the Fitness Gram Assessment for school year 2021-2022.

VI.K-8 Curriculum-My World-Ready Gen-STEMSCOPES

Presenter: Dr. Lisa Dallacqua

- Dr. Dallacqua discussed the K-8 Curriculum resources, stating that for K-5 language arts (ReadyGEN), a yearly order is submitted for the Reader Writer's Journals. Additionally, we are extending our K-8 science contract with Stemscopes with digital access to the 2.0 platform for one year, and there is a 3-year social studies contract with My World for resources that will support students in grades K-8
- It is recommended that the Board of Education approve the following quotes for the K-8 curricular resources:
 - ReadyGEN Reader Writers Journals for K-5 - \$63,365.06
 - StemScopes 2.0 Online Digital Platform for K-8 - \$67,693.15
 - MyWorld 3 year Contract for Social Studies Materials in Grades K-8 - \$793,323.85
- A motion requesting board approval was presented at the April 18, 2022, Board of Education Meeting

VII. School Status Presentation

Presenter: Dr. Lisa Dallacqua

- Dr. Dallacqua provided an overview of the data analytics and communication solutions platform. Main features of School Status:
 - Provides a two-way, data-informed conversation for teachers and families
 - Multiple ways to communicate with families: texting, phone, video chat, and email
 - Countless languages for translation support between families and teachers
 - Transcripts of conversations stored
 - Learning loss dashboard
- Dr. Dallacqua shared the multiples benefits of this platform. There is an engagement tracker for communication, you can see the conversations between staff members and families, everything is stored under that student's account. School Status provides data visualizations for students, grades, attendance, discipline and assessments. It is able to communicate with multiple platforms and bring all of those data pieces together into one area,

giving the teachers the ability to pull from multiple data places and create reports that can either be individualized for one student or a cohort of students. The data can be seen by district level, school level, and individual classroom level, in order to determine where students have deficits and how we can fill those potential deficits

- Dr. Norrell joined the conversation excited about all the benefits this platform will provide, she stated the cost of the platform roughly is \$160,000. The district will use ESSERIII to cover the cost and a motion will be presented at the May 2, 2022 Board of Education Meeting.

VII. Tutor Me Presentation

Presenter: Dr. Lisa Dallacqua

- Dr. Dallacqua provide an overview of the platform TutorME On-Demand:
 - Connect with an online tutor in less than 30 seconds, 24/7. It does not matter if you want help with a single problem or you need a 3-hour lesson
 - Lesson space features a virtual whiteboard, text editor, audio/visual chat, screen sharing and so much more. Sessions are recorded, student can go back to the recording if needed
 - Highly qualified tutors from the best universities across the globe ready to help. An acceptance rate of 4% means all tutors are thoroughly screened
 - Over 300 subjects are taught across all grade levels
- Dr. Dallacqua share the connection between the platform and addressing learning loss:
 - Connect with tutors who can support our students outside of traditional school hours
 - Students can interact with the tutors while a classroom teacher is pulling small groups during the school day
 - Instruction will be personalized for what the student needs
 - The lesson space design facilitates a high-quality learning experience
 - Student and tutor rate each other after each lesson to rank their experience
- Dr. Norrell stated, the proposal is to start next year with grades 6-12 at a cost of \$25 per student, for roughly 7,000 students. A motion will be presented at the May 2, 2022 Board of Education Meeting

IX. Attendance and Enrollment

Presenter: Dr. Lori Campbell

- Dr. Campbell presented district attendance and enrollment reports
- The average district daily attendance is 87.10%.
 - Preschool - 90.54%
 - Elementary - 92.31%
 - Middle School - 91.95%
 - East Aurora Extension Campus – 78.40%
 - East Aurora High School – 82.61%
- District 131 currently have 13,026 students enrolled

X. Old Business- None

XI. New Business- None

XII. Public Comments- None

XIII. Adjournment- The meeting adjourned at 6:58 p.m.