

## Curriculum Board Meeting Minutes

Meeting Date: October 18, 2021

### 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. Dallacqua opened the meeting at 6:05 p.m.

### **I. O'Donnell Elementary School Continuous Improvement Plan**

**Presenters: Ms. Tonetta Davis & Mr. Brian Marroquin**

- Principal Davis opened the presentation sharing O'Donnell's demographics. O'Donnell has a total of 377 students, 305 in grades K-5 and 72 in Pre-K. O'Donnell has a previous ESSA designation of Commendable. The team has identified two focus groups of students, EL students, and students with disabilities. The data set that was presented to the Board was the 2019-2020 ACCESS scores. The team noted that many students were in the developing and expanding categories for their overall score. However, when examining the writing domain, the team noticed that many students were not exiting the developing stage. The writing domain will be one of the areas where the team will focus their instruction this school year. In addition, the team shared that they reviewed MAP data for their students. In the area of vocabulary, they would also like for this to be incorporated as an area of focus for this school year.
- O'Donnell will be focusing on all district standards through writing and strategic use of vocabulary within context to help address student learning deficits. The team also noted that they are hyper-focused on attendance as well as social emotional learning supports for students.
- Assistant Principal Marroquin shared O'Donnell's goal surrounding the improvement of social and emotional supports for students, zones of regulation and trauma-informed practices.
- Mr. Marroquin continued by providing an overall explanation for the school's chronic absenteeism rate. The goal for O'Donnell is to decrease chronic absenteeism by 4% and decrease chronic truancy by 4%.
- Lastly, the team shared their plan for how to improve student performance. O'Donnell would like 80% of their students to show growth in opinion writing. Students will be assessed using grade level specific writing rubrics and progress monitoring using the IXL platform. Finally, the team is structuring vertical articulation meetings and implementing team language and content objectives in every classroom for every core area.

### **II. Benavides STEAM Academy Continuous Improvement Plan**

**Presenters: Ms. Patricia Rangel, Ms. Alexa Garcia, Ms. Daniel Ballas & Ms. Ashley Parlarz**

- Principal Rangel provided an overview of Benavides demographics, dual language, and STEAM implementation. As a STEAM Academy building, Principal Rangel shared that they have the unique opportunity to offer the STEAM programming through the inquiry model so that students may have those hands-on experiences with their classroom teachers.
- Assistant Principal Garcia shared additional school-wide goals for continuous school improvement will focus on dual language and social and emotional learning. Dual language implementation, aligned to Worthy Target number one, will be cultivated by growing a culture that is school-wide. "Throughout our school, all our signage is in both English and Spanish, expectations are color-coded in both languages, and all our visual support and charts are also created from a dual language lens.
- Ms. Ballas shared the goals for building a positive school culture and climate. At Benavides, the team would like for 90% of students to receive one of less discipline referrals this school year. Ms. Ballas also noted that all students have a customized binder for social and emotional learning that offers the Second Step scope and sequence and how to implement it daily. Ms. Ballas shared that there are a wide range of social emotional needs in their building, and by providing tools, including a library of resources available for teachers to check out for students that are in need, they hope to build a positive school climate at Benavides STEAM Academy.

- Ms. Parlarz continued the presentation by focusing on attendance. The goal at Benavides is to have a daily attendance rate of 95% or higher, and currently for the month of October, Benavides has an attendance rate of 96.29%. To continue working on this goal, the school engages students and parents. Every day before 9:00 a.m., there is a check on attendance and a team of people begin making phone calls to any student who is absent. There are quarterly and monthly incentives to celebrate those students who have achieved high attendance rates.
- “As a school, we are using Fountas and Pinnell as a quarterly assessment to determine and monitor students reading levels. We will use this information to support instruction at all grade levels. Our goal, aligned with target number five, is that 75% of students receiving tier two and tier three interventions will grow at least two reading levels throughout the year. We are focused on this goal, because 83% of our students are reading below grade level in our first and second grade.”
- Lastly, Benavides has created goals for reading and math that will align to their fall MAP data. Their goal is to have 50% of students meeting their growth targets in their dominant language for both reading and math.

### **III. College and Career Fair Information**

*Presenters: Mr. Asa Gordon*

- Mr. Gordon shared information regarding the College and Career Fair, occurring on Wednesday, October 20, 2021, at the high school from noon to 1:30 p.m. There will be over 20 universities represented along with ten trade organizations. Mr. Gordon shared his excitement that students can interact with recruiters in a face-to-face venue. This is a change from last year due to the restrictions with the pandemic.

### **IV. ESSER Staff Incentives**

*Presenters: Dr. Jennifer Norrell*

- Dr. Norrell wanted to share with the committee that she has started conversations with the Union regarding ESSER staff incentives. Dr. Norrell shared that the idea would be to create stipends that would celebrate growth in the areas of attendance, graduation rates, freshman on track, attendance of after-school professional development, etc. A full proposal to be presented for all board members is forthcoming.

### **V. 2021 Report Card Data Update**

*Presenter: Dr. Lisa Dallacqua*

- Today October 18, 2021, ISBE released to the public and to District for non-assessment data from the Illinois School Report card, the release dates and further information for the Illinois school report card will be discussed in detail by Dr. Norrell at the full board meeting tonight at 7:00 p.m.

### **VI. Headset Memo**

*Presenter: Dr. Lisa Dallacqua*

- Dr. Dallacqua presented a memo to the board for approval of the purchase for 1200 noise canceling headphones with microphone capabilities to be used by our tier two students in mathematics with Elevate K-12 intervention services. The total cost for the proposal is \$11,400.

### **VII. ISBE Disproportionality Review**

*Presenter: Dr. Lori Campbell*

- In December of 2019, East Aurora was cited for disproportionality of special education students based on having an average score of 4. Dr. Campbell shared that we have worked vigorously to move our subgroups that are being seen as disproportionately or significantly disproportionate as it relates to students with disabilities and the evaluation process. As of today, we moved to a score of 3.1. Our goal is to not be greater than a score of 3.0. ISBE reviewed our self-assessment and determined that this was important. It was stated that our disproportionality representation was not because we inappropriately identified students. All our students were appropriately identified; however, we were still identified based on the population of students for each subgroup.

- The district, based on the state's review has improved in all identified areas. The district has moved from significant disproportionate to disproportionate in the following special education category, white students with emotional disabilities. The district is no longer proportionate in the following special education categories. Black students with emotional disabilities and white students identify with autism.

### **VIII. Nostalgia Workshop Professional Development**

Presenter: Dr. Lisa Dallacqua

- Dr. Dallacqua shared the memo for continuation of professional development. Dr. Dallacqua shared that we have continued our partnership with Loyola University, Dominican and the University of Illinois at Chicago. Topics of sessions include “Legends of Latin America,” “My Narrative and Building Collective Narratives,” “Positive, Affective Connections in the Classroom,” and “Identity, Migration and Community.” Proposed sessions will be offered both after school and on weekends to accommodate our teacher's schedules and sessions will run until the end of May. The total cost for all three proposals is \$52,500.

### **IX. High School Course Proposal and Presentation**

Presenter: Mr. Jonathan Simpson and Ms. Jennifer Brinkman

- The high School administrative team shared four new courses they are proposing for the 2022-2023 school year. Pre-AP Algebra II, is a continuation of the Pre-AP program in mathematics. African American History will be offered as a semester-long class for honors credit within the social studies department. Latin American History, also a semester-long class, would also be offered as an honors credit in the social studies department. Finally, Latin American Literature, would be offered for a full year of English credit.
- These courses will provide instruction that aligns with district goals one and four: educational equity and student achievement.
- In Pre-AP Algebra II, the team shared the importance of providing rigorous grade level material and creating a mathematical sequence that allows for students to focus increasingly on college and career readiness. This also prepares students for future AP courses, particularly AP Computer Science Principles, AP Statistics, and AP Calculus. However, this could also extend to AP Physics, and AP Chemistry.
- The purpose of African American History and Latin American History courses is to develop an understanding of the role and contributions of both African American and Latinx communities in the history of America using primary resources and authentic curricular materials.
- In addition, each of these courses offers the opportunity to examine topics and achievements from the colonial to the contemporary era, focusing on important movements and figures in these communities. These courses do provide an incredible opportunity for building a culturally responsive course sequence for our high school students through a historical lens of these two communities.
- The proposed cost is for \$18,832, depending on the cost of texts and actual number of sections.
- Board member Ms. Hatchett shared with excitement, “I think back to my school years, high school years, reading texts that I could not identify with, but still having to be just as successful as my peers in that classroom. I think of my children as they progressed through school, predominantly white, having to read text that they could not identify with. To have these courses added for our children that gives them text that they can identify with--we have reached a turning point in America in education.”

### **X. Attendance and Enrollment Update**

Presenter: Dr. Lisa Dallacqua

- Dr. Dallacqua shared district attendance and enrollment. Overall, we have seen an increase in our attendance rates since we reported out at our last board meeting, from October 1 to October 13, the following percentages are reported: Preschool increased from 88.3% to 91%, elementary increased from 91.10% to 93%, middle school increased from 92.74% to 93.99%, and high school has increased from 80.67% to 81.59%. Our schools are continuing to deploy various strategies to continue to increase our attendance numbers. Enrollment has also increased to a total of 13,048 students district-wide.

### **XI. Disposal of Personal Property**

Presenter: Dr. Lisa Dallacqua

- Dr. Dallacqua shared several proposals for the disposal of personal property. We have been working hard to make sure that we are disposing curricular resources that have outdated copyrights and are no longer in use.

**XII. Old Business-** None

**XIII. New Business-** None

**XIV. Public Comments-** None

**XV. Adjournment-** The meeting adjourned at 6:51 p.m.