

Curriculum Board Meeting Minutes

Meeting Date: December 5, 2016 @5:00 p.m. – SSC

Members:

Attendance

Annette Johnson	Yes	<u> x </u>	No
Kimberly Hatchett	Yes	<u> x </u>	No
Kirsten Strand	Yes	<u> x </u>	No
Dr. Carla Johnson	Yes	<u> x </u>	No
Suzanne Bement	Yes	<u> x </u>	No
Diane Argueta	Yes	<u> x </u>	No
Dr. Marion Hoyda	Yes	<u> x </u>	No
Heather Kincaid	Yes	<u> x </u>	No
Beatrice Reyes Childress	Yes	<u> x </u>	No

Ms. Hatchett opened the meeting at 5:00 p.m. with opening remarks praising administration, teachers, and committee members for making much needed, wholesale changes in math, ELA, and science curriculum areas in the space of just under one year. Things seem to be going smoothly and that's due to such a great team.

I. Science Update

Ms. Kincaid introduced the science update, presented by Christopher Heath, science and social studies facilitator, Dr. Carla Johnson, and Peg Brolley, the high school division chair for science and technology.

Dr. Johnson said that because the board approved a science curriculum proposal in April of 2016, the district has been able to change the way science is taught. More than 1,000 microscopes have been purchased and delivered to classrooms. Probes that enable students to gather never-seen-before data are here. STEMscopes has changed the way students look at science. Dr. Johnson explained that there is a learning curve with the new resources so there is a lot of good yet to come since district is only four months into the new school year.

Dr. Johnson also explained that on April 22, 2017, from 10:00 a.m. to 2:00 p.m., the second annual STEM-A-Palooza will take place at Cowherd Middle School. The event was started last year by Mr. Heath and is a chance to celebrate STEM within the district.

Mr. Heath and Ms. Brolley briefly summarized the history of the approval. In April of 2016, the board approved new biology, chemistry, physics, and material science textbooks for the high school. These have been purchased and are in use. Earth science books are forthcoming – still looking for resources aligned to NGSS standards. The ones currently in use are 22 years old but until something suitable is found that purchase is on hold.

Additionally, the board approved technology including laptops and iPads for classrooms at the middle and high school levels. Vernier Probes are being used at both grade levels to gather data in conjunction with the technology. We also purchased general science lab materials that were needed: e.g., beakers, experiment kits, tape measures, etc. For the K-8 science curriculum, STEMscopes was purchased to be the primary science resource.

Ms. Hatchett asked if the only thing missing were the earth science textbooks; Ms. Brolley confirmed that one has not yet been chosen. Ms. Hatchett asked what's being used currently for that part of the curriculum. Ms. Brolley explained they've been using online resources. Dr. Johnson added that the board has already approved money for the earth science textbooks; it's just a matter of finding the right

book. Ms. Brolley said she will be checking on earth science materials after the holiday to see if any new ones have been published.

Ms. Johnson asked if science labs still needed an upgrade; Dr. Johnson agreed they did, that they're all in different states of readiness in order to meet NGSS standards, any area in which science is taught needs to be refurbished. Her recommendation is that the district determine a set number of labs to renovate each year.

Ms. Strand asked how we ensure that the science lab upgrades are in the plan. She inquired if Dr. Johnson has been working with buildings and grounds. Dr. Johnson said she would have to discuss with them. She had made that recommendation to B&G but it hasn't yet been formalized.

Ms. Brolley stated new science labs are in process at the high school – they are supposed to start renovating old science classrooms and adding four new science ones in May of 2018. Dr. Johnson added that the high school is well in hand, that it's the other grade levels that need lab upgrades in order to safely do science.

Ms. Johnson asked about the middle school science lab timeline; Dr. Johnson explained that the NGSS-aligned lab at Cowherd is in place and that Simmons' and Waldo's labs should be ready next year.

Mr. Heath stated a lot of work was done over this past summer with the science curriculum council to update the science curriculum to align with NGSS standards per state mandate, which has been completed. In addition, all those documents have been uploaded to SharePoint and are available for teachers to access. Finally, K-8 science resources delivered to the Hill have been distributed to the schools for use. High school science materials were delivered to the HS and distributed there. Ms. Brolley explained that the tech department was a great help in imaging the computers and networking them in order to get all resources up and running.

Mr. Heath added that the district has been offering a great deal of professional development in science, including the following:

- STEMscopes training for K-5 teachers
- STEMscopes training 6-8 science teachers
- Vernier Probe training 6-12 science teachers
- Next Generation Science Standards overview available for all teachers
- Biology, Chemistry, Physics text/resource training for all 9-12 science teachers
- HS Curriculum Council train-the-trainer model for PD on Vernier Labquest 2/iPad mirroring.
- Summer technology academy
- Technology integration in the science classroom (coming 3rd quarter)

Ms. Brolley presented several picture slides of students and staff doing science at the middle and high school levels.

Mr. Heath said evaluations will be done throughout the year, including:

- Staff survey and feedback
- New course survey of students
- Student achievement data

At least two more staff surveys will be done before the end of the school year to gauge how things are going.

Ms. Hatchett asked if there was an assessment around science; Ms. Brolley said that students are tested in science in 5th grade, 8th grade, and high school biology. Ms. Kincaid explained that the test is called the Illinois Science Assessment and last year was the first year it was given via online. The State of Illinois has not yet released test results.

Ms. Hatchett confirmed that was prior to all the new science resources and said she'd be curious to know how this year's assessment compares to last year's to see how the district is doing from a science perspective. She's hearing that there's more engagement and that kids are excited about science so would expect to see the scores improve.

Ms. Hatchett asked about course names; specifically if we want to change some names to be more enticing to students. Ms. Brolley said that students told her that they liked the name of "Everyday Science" and would not have taken it had it been named differently. So we chose "Practical Science Applications" after talking with students. "Materials Science" shouldn't be changed since it's offered in colleges and helps with transcripts.

Dr. Johnson said that it's only four months in and the elementary has a lot of learning yet to do with four new curriculum areas. There's a lot of PD yet to get to the heart of what STEMscopes has to offer, but so far, so good.

II. Dual Language Progress

Ms. Argueta presented a fluid timeline and update to planning and implementation of the dual language program. The committee will be updated with any changes or additions to the timeline as time goes on.

Currently, the plan is to offer K-5, two-way dual language, which means monolingual and native Spanish speaking students will be included. To start it will be at only one site with two classrooms at the Kindergarten level starting in the 2017-2018 school year.

Ms. Hatchett said just to be clear, we're doing a pilot at one school with two Kindergarten classes and every child in the class will be in the dual language program. Ms. Argueta confirmed that is correct.

Ms. Johnson asked if parents get to choose; Ms. Argueta explained that that information is in the timeline she's presenting but yes, there will be a lottery.

In November 2016, the following occurred:

- DLP Timeline established
- DLP Committee participation guidelines established

In December 2016, timeline includes the following:

- DLP Committee meeting
- Identify & prioritize DLP components - specific to district
- DLP site preliminarily identified (Dec./Jan.)
- Develop DLP student participation guidelines for staff and parents – program requires a commitment from parents
- Develop parent interest survey – for parents of pre-K students

Ms. Strand asked if Bardwell was the site being chosen; Ms. Argueta said that was only a preliminary discussion and that a site is still being decided on. Ms. Strand asked how committee members will be chosen; Ms. Argueta stated it's open to K-2 teachers across the district with an application process that highlights what the commitment will be and the guidelines. The application is due back to Ms. Argueta

before winter break. She will meet with Teaching and Learning to decide who will be on the committee. Hoping to get 12 to 14 people, including community members and parents.

Ms. Hatchett said want to ensure have a nice mix of students across the board, both monolingual and Spanish speaking. Ms. Argueta stated that in order for the program to be successful, the classroom needs to be 50/50 – for example, 13 Spanish speakers and 13 monolingual students. Actual committee will probably be slightly heavier on bilingual teachers, at least at first, due to curriculum development. As the program is implemented in higher grades, it's possible that committee will be able to go to a 50/50 representation in terms of the teachers involved.

Ms. Hatchett said want to ensure diversity to get a representative mix of students, even with a lottery. Every type of child in the district should be represented in the pilot. Ms. Argueta said will do the best we can to make sure we get a diverse group but may be limited by parent interest. Ms. Hatchett disagreed, saying the pilot needs to have a group that meets the demographics of the district. If we don't get enough parent interest, then need to figure out how we get the interest we need. Ms. Argueta stated parent liaisons can be a big help with reaching out to parents.

January 2017 timeline is as follows:

- Develop lottery process for student DLP participation
- Hold first parent/community DLP communication meeting
- DLP Committee meetings - Continue DLP development
- Bilingual Advisory Council - Begin development of units of study for English and Spanish Language Arts
- Staffing Projection for DLP Kinder classrooms

Ms. Hatchett said we have to be careful of calling it a lottery if you still have to make sure you have the right population of students in the classroom. "Lottery" implies anybody can get in but if you're being selective in how you're choosing students, so it's not a true lottery. Ms. Argueta explained that 12 of a 24-student classroom have to be Spanish speakers as they're the role models for the 12 monolingual students of which we can be more selective to ensure representation. Ms. Hatchett says she hears it will be a lottery for the Spanish speakers but not so for the monolingual students. Ms. Argueta stated she will have to have more conversations with colleagues around that issue and how to make it happen.

Ms. Johnson stated you can run a lottery by demographics as well since 86% of the students are Hispanic and there are probably some monolingual speakers that would like to participate. She asked if the district foresees doing the dual language pilot at the BKC; Ms. Argueta stated they're still in the discussion process on a site.

February 2017 timeline is as follows:

- DLP Committee meetings - Continue DLP development
- Hold second parent/community DLP communication meeting
- Bilingual Advisory Council - Continue development of units of study for English and Spanish Language Arts

March/April 2017 timeline is as follows:

- DLP Committee meetings - Continue DLP development
- Identify Kindergarten students to participate in the DLP in Fall of 2017

- Bilingual Advisory Council - Continue development of units of study for English and Spanish Language Arts
- Professional Development for DLP Teachers and Building Admin

Ms. Argueta said in May of 2017 will continue previous month's activities but will also come to the committee again to provide an update:

- DLP Committee meetings - Continue DLP development
- Hold parent DLP communication meeting for students participating in DLP in Fall of 2017
- Bilingual Advisory Council - Finalize development of units of study for English and Spanish Language Arts
- Professional Development for DLP Teachers and Building Admin
- BOE Dual Language Program Planning Update

Ms. Strand and Ms. Hatchett said they would like an update once the DLP committee decides what criteria will be used to select students which should be in February.

June/July 2017 timeline as follows:

- DLP Committee meetings - Continue DLP development
- Professional Development for DLP Teachers and Building Admin

Ms. Argueta explained will continue to communicate with the community about the new program.

August 2017 timeline as follows:

- Professional Development for DLP Teachers and Building Admin
- DLP Parent communication early August 2017
- DLP Program Implementation @ designated site

Ms. Hatchett asked about communication to the community, and how would volunteers be solicited.

Ms. Argueta said she oversees the parent/community involvement for the district so she already has a lot of networking contacts established. She also works closely with the Hispanic Heritage Advisory Council for the city so there are a lot of ways in which we can communicate our initiative and get volunteers. She can also reach out to Clayton to see who might like to hear about the program and possibly be on the committee.

III. Assessment Update

Ms. Kincaid presented on assessment update as a follow up to preliminary data that came out in September 2016. The district's school report card was released at the end of October 2016; some of the data Ms. Kincaid has gathered is from the last few years of the district's school report card.

First slide details demographics of the district from 2013 to 2016 which have remained fairly consistent.

The school report card also details program indicators, including percentages of low income, limited English proficiency (LEP), individualized education plan (IEP), and homeless students. Most numbers have remained fairly consistent, although the percentage of homeless students has risen to 1.6% in 2016 vs. 1.1% in 2015.

The percentage of low income students has gone down dramatically. In 2015, District 131 was part of a state pilot that auto-qualified students on the basis of Medicaid. That pilot was not in place during the 2016 school year so, currently, our assistant superintendent of finance and our grants coordinator are

working to seek information from the state about that number. The pilot has become official for this school year, so last school year would account for the difference in the values. We anticipate our numbers looking more like those in 2015 in 2017 because the State is now recognizing that. Rita Zuponeck, our bookkeeper who processes all that, is now receiving information from the State about those students who qualify automatically due to Medicaid. In any case, that really is the difference when we looked at the data regarding our low-income students. We did look at surrounding districts that were also part of the pilot and, for example, Rockford saw a significant drop in low-income students. So we've been seeking information from other districts just to see what they have done.

Ms. Strand asked if it impacts funding; Ms. Johnson said it will impact funding and stated it's very important to get this number fixed. Asked if it's able to be adjusted; Ms. Kincaid explained that Mr. Prombo has been calling the State to look into that. Ms. Johnson said that needs to be a top priority. She said the district has been through this before where these numbers have dipped. Not everyone is on Medicaid because we do have a large population of undocumented which throws off the number, skewing it low. She understands that the district is to be collecting fee waivers that are supposed to then be added in to the low-income number. Ms. Johnson asked how long the district has known about this; Ms. Kincaid said about a month, since the State report card came out. District began looking at the data to compare the last four years and has just begun making calls to other districts and to the State.

Ms. Hatchett said the 2014 number looks low as well; Ms. Johnson explained we did and that's when we discovered we needed to add in fee waivers.

Ms. Johnson asked Dr. Hoyda to talk to Mr. Prombo to make it his top priority to fix this.

Ms. Kincaid showed 2013 to 2016 data regarding dropout, chronic truancy, mobility, and attendance percentages, all of which have remained relatively consistent over the years.

Another significant portion of school report card are the College and Career Readiness data which includes "Freshmen on Track," "8th Graders Passing Algebra I," and "Ready for College Coursework" percentages. Presented slide contrasting 2015 and 2016. Ms. Hatchett asked if data could be broken out by demographics. Ms. Kincaid said we can, although it's not done that way on the school report card.

Ms. Kincaid explained that Algebra I at 8th grade is essentially an honors course and currently there is one section of it at Waldo, two sections at Simmons and Cowherd, and three at the Magnet school.

"Ready for College" coursework is based on performance on the ACT test although that will change this year as the State has shifted the contract to the SAT. Will have PSAT data from grades eight and nine to share with committee shortly.

State assessment data has been finalized. The State reports out on both PARCC and DLM. PARCC is the State assessment given to a majority of our students while DLM is our "Dynamic Learning Maps" which is given to a small percentage of our special education student population. Ms. Kincaid presented final ELA and math numbers for both assessments.

Ms. Kincaid then presented graduation data from the years 2013 to 2016, both four-year and five-year graduation rates, broken out by both gender and ethnicity and some of our program indicators. Ms. Kincaid added that the five-year graduation numbers include the four-year numbers.

Ms. Hatchett asked what sort of goals does the district have around graduation rates; it would be nice to get it to at least 75% graduating in four years. She expressed that the district really should be pushing that and making it a focus. It should be a goal for all teachers not just high school; i.e., one goal for the whole team.

Ms. Strand added that's the philosophy behind the full-day Kindergarten and the new curriculum. Ms. Hatchett asked what that goal would look like for Kindergarten and elementary teachers. Dr. Hoyda said

it looks like increasing ELA and math scores and having and staying a course, that is, consistency needs to happen for a number of years.

Ms. Strand added that the “Freshmen on Track” number is an important one because it correlates with graduation rate. Dr. Hoyda said that number is from what happens before it at the pre-K to 8th grade years.

Ms. Strand said if they come to high school prepared, students can graduate.

Ms. Reyes Childress explained that a few years ago, the district had a graduation committee with representation from all grade levels but it was disbanded. One of the expectations Ms. Stovall has is looking to reinstate that committee.

Ms. Kincaid continued with her presentation, indicating that the next steps in assessment are as follows:

- December 2016: STAR 360/AIMSweb Winter Benchmark Assessment
 - Progress Monitoring
 - Intervention grouping
 - PARCC alignment
- January 2017: ACCESS (January & February) & KIDS (Kindergarten)
- March 2017: PARCC & DLM
- April 2017: SAT, Illinois Science Assessment, Fitness Gram
- May 2017: STAR 360/AIMSweb Spring Benchmark Assessment
- May 2017: KIDS
- May 2017: Advanced Placement (AP)

Ms. Kincaid stated spring is very assessment heavy.

IV. New Business

Ms. Kincaid advised that the January curriculum committee meeting will cover the following:

- a) **Math Update** – Dr. Johnson will highlight how scope and sequence is going at the middle schools and any additional professional development needs. She is currently seeking quotes for additional PD. So the January committee update will focus on content, scope and sequence, resources, and professional development.
- b) **ELA Update** – Dr. Johnson explained that ReadyGen/Biliteracy Pathways is chock full of materials and teachers have lots of questions about how to utilize it to its full potential. The two Pearson literacy specialists have each been assigned seven elementary schools and are available for 140 days through the remainder of the year into June.

Ms. Hatchett stated a lot of time this year has been spent on core curriculum – do we need to focus on fine arts, physical education, music, for example.

Ms. Kincaid said in terms of curriculum realignment, Dr. Johnson has mentioned that for 2017-2018, we will go into a curriculum cycle for career and tech while fine arts and world languages will follow in 2018-2019. The cycle will then start over again.

Ms. Strand asked if the district is going to try to get on a new cycle; Dr. Johnson said she has been working on that. Right now ELA and math are on Phase I this year which means next year will be presenting to the board again; however, it won't be large scale as many of the big pieces have been paid

for. But the ELA and math for the high school hasn't been touched so we need to ensure alignment across grade levels in terms of resources. Dr. Johnson will get them on cycle and will then see how long what we purchased for them be viable as far as curriculum. Will also be keeping an eye on public education and whether there will even be a Department of Education.

Ms. Kincaid said the only other thing on the horizon is a summer school proposal in February of 2017. We have started planning in terms of preschool ESY, K-12 ESY, and general education.

Ms. Hatchett stated that an update on math and ELA will probably be enough for the January agenda but perhaps as we look into March, the overall plan of all the various curriculum areas and the timeline around those.

VII. Public Comments

None.

VIII. Adjournment

Meeting adjourned at 6:13 p.m.