

Curriculum Board Meeting Minutes

Meeting Date: February 13, 2017 @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> </u> | No <u> x </u> |
| Heather Kincaid | Yes | <u> x </u> | No |
| Yolanda Stovall | Yes | <u> x </u> | No |
| Araceli Ordaz | Yes | <u> x </u> | No |
| Jennifer Dalrymple | Yes | <u> x </u> | No |
| John Laesch | Yes | <u> x </u> | No |
| Brenda Analy Gonzalez | Yes | <u> x </u> | No |
| Marina Kosak | Yes | <u> x </u> | No |
| Miranda Moses | Yes | <u> x </u> | No |

Ms. Hatchett opened the meeting at 5:00 p.m. Skipped around the agenda due to certain presenters not being present in order.

I. Integrating Energy Efficiency in Building Trades

Mr. Laesch stated the state of IL recently passed a bailout for the Exelon Corporation, and as part of that bailout, there is a lot of new grant money that will be available for training in building science and energy efficiency improvement. That includes training money and incentive money for homeowners, which presumably, as it has in the past, will create a job market.

Proposing that the district take its shop program and elevate it to the next level, specifically ensuring that students who are leaving are able to pass the BPI certification course. So the goal would be to become a BPI-accredited training program. There are multiple certifications, but the two primary ones that people are hiring for are building analysts and envelope specialists. Also wants to see what other parties might be interested in partnering with us.

What students would be learning would be how to use infrared cameras, and implement air-sealing techniques. There would be modules, or classes, wherein one day they would be learning how to cover a light in an attic, for example, and another they might be learning how to use a blower door or an infrared camera.

There are three post-high school opportunities for students: they can enter directly into the workforce; college – in Illinois, we have the Passive Haus Institute at Champaign-Urbana; and technical training and career advancement in the sense that a lot of our energy codes currently require building inspectors to perform these tasks and a lot of municipalities have yet to come up to speed, but if you know this stuff, your chances of being hired as a building inspector improve.

The high school-to-workforce route includes jobs as a building analyst/auditor; envelope professionals who actually implement recommended changes; or becoming a knowledgeable carpenter/insulator, which would put you a bit above your peers.

The carpenters training centers have changed their courses to implement a lot of these changes into the whole curriculum, not just a part of it. What we've found is that younger students coming out are more knowledgeable than those who have been in the field for a while.

In terms of college, the Passive Haus Institute is unique to Illinois. A German-American professor at U of I built the house and has now taken the whole course and turned it into its own little training center in Champaign-Urbana where they take people with engineering and architecture degrees. If a student is really into it, this is one route he/she could take.

Or there's the building inspector route. There's actually a huge need. What a lot of municipalities do instead of hiring someone who has these skills is they outsource it. Some municipalities require it as part of a new construction project; others do spot checks.

The grant program is changing; Mr. Laesch contacted DCEO (Department of Commerce and Economic Opportunity) which used to implement it; Mr. Laesch can share Bruce Selway's phone number so that someone in the district's grant department can contact him. Mr. Selway is unsure whether the grant will be going through DCEO or if the utilities are going to manage it. If the utilities manage it, there will be a significant amount of money available which would be good for the district if it had a robust program and were able to apply for funds. In any case, it was unclear to Mr. Selway if they would keep their program or if it would be under the aegis of the utilities.

Step one, if the district wanted to take advantage of it, would be to find someone in the district who would be willing to go to school to become BPI-certified themselves; that would take time and money and Mr. Laesch unsure if staff has time or interest. A basic program would cost about \$3,000 but to do a train-the-trainer would cost about \$10,000. Equipment would need to be purchased sooner or later that would run \$5,000-\$10,000. The third step would be to start to develop that curriculum.

Mr. Laesch explained that when he took these classes, they were all three- to four-day modules and were very intense with a very high failure rate. It's not for everybody and is very rigorous, but he thinks if spread out over the course of a semester it becomes much more manageable.

Ms. Hatchett asked if this is something Mr. Laesch thinks the district would be able to put in place during the next school year; Mr. Laesch said that would involve some feedback and depend which direction the district would go. It would take someone the rest of the school year and into the next year to get up to speed, so to implement it by fall would probably be too much. Additionally, would want to see what the grant program is doing at the same time. At this point, it's uncharted territory.

Ms. Kincaid asked about a possible timeline in terms of when Mr. Selway would know if the grant would be administered via DCEO or the utilities; Mr. Laesch said Mr. Selway told him to check back. Ms. Kincaid stated that for the train-the-trainer model, would have to make sure the district had someone on staff who was interested, then the equipment purchase, then a rewrite of curriculum. Mr. Laesch confirmed it's a multi-year process that takes someone who is committed to it.

As another option, Mr. Laesch explained that the carpenters training center has a partnership with the high school in Rockford. There is one BPI-certified train-the-trainer who is a very busy guy and probably won't be able to come out here but there is a potential that the carpenters

union might be interested in running a pilot program here at the district. Taking some students to the training center for a field trip might be a possibility, too.

The third option is a company called Inside Properties which charges \$3,500 to \$5,000 per course. Could outsource it and hire them to come in – wouldn't be the preferred route but they are train-the-trainer and are probably one of the top in the state of Illinois.

Another option is Elevate Energy in Chicago, a non-profit that does this, too. They hire Inside to train their people but I don't know that they have someone who's capable of coming out here and training folks, but there are different routes that the district could take.

Ms. Kincaid asked how long the training takes – about how many hours or weeks? Mr. Laesch explained that it's variable. When he took the course it was through Quad County Urban League. They tried a one-week course and everybody failed. They tried a two-week course and two people out of 10 or 11 passed. What we do at the carpenter training center is we break it down into little classes and I think you just need to do that. It would probably take a full semester up to the point of being able to pass the BPI certification test – if they have math skills. There's a lot of math involved.

Ms. Kincaid asked how long it would take a teacher; Mr. Laesch estimated it would depend on their background but probably six to nine months. Or you could hire someone who has the training. If there's grant money that might be an option. It's early but he wanted to give the board a heads up and find out if he should reach out to the carpenters training center and see if there's an interest. Will be happy to give the district Mr. Selway's phone number as well.

Ms. Hatchett asked how many other high schools besides the one in Rockford have this program; Mr. Laesch said he believed it is currently the only one and is a pilot program.

Ms. Hatchett asked about the math – what kind of math? Is it math that we teach? Mr. Laesch said algebra, but the cool part is that when students see how they can use math in a real-world application, it becomes much more interesting.

Ms. Johnson said she has asked why more students don't take building trades courses and it always comes back to the credit recovery issue – is that still the case? Ms. Kosak agreed that since students need so many English and math credits, they do feel it does take away one of their electives the following year if they don't do summer school or night school. If students aren't taking and passing the required classes then it does eliminate the electives. Ms. Kincaid asked if it's still two periods; Ms. Kosak confirmed that students need to be able to devote two periods to an elective course, instead of one period, which is what most electives are, due to travel time to the site.

Ms. Johnson said we need to investigate the building trades further since after graduation, students can get a job immediately. Need to go back and revisit how we can get the kids their recovery credits and get them into those electives. In the past, it seems the kids who would normally take those classes were the ones who had the hardest time with credit recovery. Obviously a lot of our AP students are going to go to college anyway, so they're doing okay.

Ms. Hatchett asked if this was a year-long program they would have to be in; Mr. Laesch said it could be a semester but then you could do a second semester that dabbled in energy modeling – there's a lot of play. Will take trial-and-error to find the best model for BPI certification. Mr. Laesch feels it might garner more interest in the building trades program. Ms. Hatchett pointed out there would be some math prerequisites, though. Mr. Laesch said a lot of the math is formulas – plug-and-chug – and lot of it is done via software. That said, you want students to be able to understand the concepts. Additionally, to pass the test you have to be able to calculate it on your own.

Ms. Hatchett said she feels it worth looking into further and maybe at the next curriculum committee meeting Mr. Laesch could provide an update. Mr. Laesch offered to reach out to the carpenters training center but Ms. Hatchett said it might be good to contact the high school in Rockford to see how the program is set up there. Mr. Laesch agreed.

II. Personal Financial Management Courses Through the Consumer Financial Protection Bureau (CFPB)

Not covered.

III. Math Update

Ms. Kincaid introduced Dr. Carla Johnson and Libby Schwaegler, math facilitator, who presented on the implementation of the new K-8 math curriculum, Go Math! Teachers and staff are in the process of using and evaluating it in addition to deciding what might go well with it. Teacher feedback has indicated, for example, that the technology used in graphs is a little too touchy and shows the kids' answers are wrong when they're really not. The company, Houghton Mifflin Harcourt, is working with the district to fix that. They've provided an email address to teachers who then can send screenshots to the company to help them troubleshoot.

The math curriculum council has been doing a wonderful job. We have not been doing a lot of assessment this year since the teachers are still learning the new math curriculum and Dr. Johnson wants to allow them time to become acclimated. District-level assessments are being worked on and will be implemented next year.

Dr. Johnson said she is extremely proud of staff who has been working very hard to learn three new curriculum areas.

Ms. Schwaegler emphasized the importance of the math program components including conceptual understanding using visual and physical models and constructive discourse in student discussions; procedural skill and fluency using mental math; application and problem solving; and strong academic math vocabulary development.

Math Adoption Task Force that met last spring included bilingual, special education, and RtI representation to evaluate programs and decide which to adopt. Six programs were whittled down to two and the board approved Go Math! last June. The books arrived in late July and disseminated to staff. Resources include student consumable workbooks, where students take all notes and do all the work right in the textbook. K-5 get an additional PARCC-readiness assessment book that teachers can implement as they choose. Middle school gets an assessment book that mirrors the problems in the chapter assessments.

Technology component is ThinkCentral, a resource previously used by our K-5 teachers. Middle school teachers have a different platform that they have not used before, so there was more of a learning curve involved. Student component is the Personal Math Trainer which has garnered mixed reviews. We are playing with it in the classroom to see how our teachers and students like to use it. If we ultimately decide it's not meeting our needs we may decide to supplement with something else.

K-5 classrooms have a manipulatives kit that includes resources for teachers. Additionally, K-5 Go Math! includes Grab-and-Go Centers, kits that contain ready-made games, activities, and readers.

Middle school resources did not include manipulatives so the district is looking at possible supplementation with items suggested by 6-8 grade teachers. Dr. Johnson is keeping a list to include in the budget for next year.

Ms. Hatchett asked if K-8 student consumables need to be purchased each year; Dr. Johnson explained that the district purchased a six-year license, so that includes consumables for that full term. District presents order to the company each year and they provide the new consumables based on student enrollment.

Ms. Hatchett asked what happens after the six years – will district reassess math program? Dr. Johnson said prior to the end of the six-year term, district will look at it again and decide how to proceed.

Ms. Schwaegler explained the new adoption came with a lot of concerns about professional development. Over the summer the district brought in Phippen Consulting to provide training to K-8 grade faculty selected by their principals to avoid some of the pitfalls of a first-year adoption, like teachers having to page-turn because they don't know the program yet. Phippen Consulting has helped to show us the best way to implement the program. Teachers also had access to HMH webinars back in August. Throughout the school year, the district has been able to offer more professional development during institute day, live webinars, and SIP days. Middle school teachers also received additional training on technology since that was one of the aforementioned learning curves for them. District may add more as need arises.

Ms. Schwaegler stated that HMH has been good about working with the district's professional development coordinator to tweak trainings to customize them. Phippen Consulting has continued to provide smaller trainings as well, where principals elect what teachers attend; those teachers then share what they've learned at the building level.

Have also begun implementing Math Academies where teachers delve into specific math concepts, fractions, for example.

Each building also has access to a program called Ask HMH where they can call in and receive content support.

All trainings were open to administrators who were strongly encouraged to attend at least once and turnout has been very good.

Still planning PD for this year and looking to plan more specifically for the upcoming school year.

Dr. Johnson added that the Pippens are also visiting individual buildings. Ms. Hatchett asked if they are included in the original package from HMH; Dr. Johnson said no, they are outside consultants known internationally for their knowledge of standards-based math and how to make it come alive for teachers.

Ms. Schwaegler explained that have emphasized to teachers that Go Math! is a resource. The curriculum components include the "what" and the "how", and scope and sequence for each grade level. The Go Math! K-5 guidance documents were created by Student Achievement Partners and the 6-8 grade level documents were created based on standards and modeled on the K-5 ones, but were created by outside consultants hired by the district since Student Achievement Partners has no plans to include those grade levels. The guidance documents dive

a bit deeper into which pieces of the program are great to implement as is and which need a little tweaking to ensure the rigor we desire. Dr. Johnson added it basically tells how best to use Go Math!

Go Math! is continuously being evaluated. Survey in the fall gathered teacher feedback and will also be looking at student achievement data. Not currently using specific Go Math! assessments; instead using assessments the district is already implementing.

The district's math curriculum council includes primary, intermediate, middle, and high school teachers, including bilingual and special education staff. We're constantly looking at how to make the program richer and stronger for staff and students and better aligning it with high school development so there's no gap between 8th grade and freshman year.

Ms. Strand asked if any more surveys will be taken; Dr. Johnson said they are planning two more – one very soon, and one at the end of year to get a better focus on what we need to emphasize next year. Ms. Hatchett asked if it would include asking teachers how they feel about the math curriculum now versus last year; Dr. Johnson said it would. Ms. Strand said that would be good information to bring to the board. Dr. Johnson added that we can look at how the feedback progressed over the series as well.

Ms. Hatchett asked what metrics will be used to determine if the math curriculum is successful. She feels using last year's test scores as the baseline and comparing them with this year's – granted it being the first year – we should still see some improvement. At the end of the school year, Ms. Hatchett would like to see those comparisons to see if we're showing improvement. Dr. Johnson agreed.

Ms. Schwaegler explained that the teaching and learning department has been going out to buildings to talk with teacher groups and do observations. The Pippens have scheduled visits with teachers in each building following an agenda created by the principals. Ms. Schwaegler also presented photos of students using the new math program.

Dr. Johnson explained that teachers have been very understanding about implementing the new math curriculum using the guidance document, which is a bit more difficult.

IV. ELA Update

Dr. Johnson said that in both math and ELA, the district is in year one of the curriculum cycle. Need to ensure everything is in alignment at all grade levels, so ELA curriculum council is working on a lot of things right now to make that happen.

Ms. Hatchett confirmed that this means ELA and math are both on the same renewal schedule; Dr. Johnson agreed. Have already taken the huge financial hit with purchasing both.

Dr. Johnson introduced Ashley Ringler, the district's reading facilitator. Ms. Ringler presented the ReadyGEN/Biliteracy Pathways program components as follows:

- Reading
 - Read Aloud
 - Close
 - Reading Analysis

- Writing
 - Shared
 - Independent
- Language
- Word Study
- Foundational Skills

Although it's not on the list, the program also has a heavy emphasis on being accountable for independent reading, which is a great thing.

Grades 6-8 chose to stay with the district-created ELA units. The ELA curriculum council, Ms. Ringler, Dr. Johnson, and the entire T&L department are working to ensure no group is left out. Also evaluating to make sure this is the best choice and if any supplementary materials need to be incorporated. Ms. Hatchett asked Ms. Ringler to clarify what it means that the middle school is still doing units – does that mean just for this year? Dr. Johnson explained that when those teachers were surveyed last year, they chose to keep the district-developed units until such time as the district undergoes a curriculum cycle and they decide that it's no longer serving their needs. Until the district changes from ReadyGEN/BP, the middle schools will continue to use the written units. However, the beauty of those is that the resources within them are trade books, so those can be changed out as long as the units remain standards-based.

Ms. Hatchett asked what the integration is moving from ReadyGEN/BP at the elementary level to the district-written units in middle school – what about any gaps; Dr. Johnson explained that writing is the big one at the moment. Previously used "Write Tools" as a template. ReadyGEN/BP uses more of a writer's workshop format so when kids come out and start using "Write Tools" it really doesn't mesh. So looking right now at what sort of format to implement next year at the middle school level.

Ms. Ringler added that the ELA curriculum council is also looking closely at bridging the gap between 8th grade and high school. Have also started an ad hoc committee on middle school honors language arts to examine whether we're meeting the needs of those students or do we need to purchase additional resources, add more novels, or adjust the assessments.

Ms. Strand mentioned that one of the concerns for both math and ELA was how the new curriculums were going to mesh with bilingual and special education programs – are we finding we're meeting those need as well? Ms. Argueta explained that in both the math and ELA curriculum councils the work is being vetted by bilingual staff. Bilingual staff has also been part of all the professional development training that's been going on. Any concerns raised are being addressed. Every indication is that things are going well. However, the situation is continuously being monitored.

Ms. Bement added that the supported service delivery model at the elementary level really is lending itself to utilizing this curriculum so the students have the exposure in the special education setting. Have discussed with Ms. Kincaid how it might be implemented in our self-contained or instructional special education classrooms. The specialized programs for kids in the Life Skills, or structured learning, program are using a different curriculum entirely. At the middle school level, have been phasing out TransMath, the curriculum we were using for special education, so last year at 6th grade, this year at 7th grade, and next year at 8th grade, all the kids will be using Go Math!

Dr. Johnson explained have been doing a lot of collaborative work; for example, last week there was a special education professional development opportunity and Chris Heath, our science and social studies facilitator, co-presented with Carolyn Hopkins, who is a special education coach. They did the PD together so it was dual purpose for STEMScopes. We are trying to show we're a united front, one department, here for all.

Ms. Ringler said that with the multiple adoptions in different content areas, decided to go with the Partnership Plus Program that Pearson offered. That gives us two coaches for 140 days. They each cover seven buildings and it allows them to build relationships within those buildings. Both Pearson consultants speak English and Spanish and they know both programs inside and out. They go into the schools almost every day and follow an agenda created by the principal and the teachers, with a topic created by Dr. Johnson and Ms. Ringler. They've done writing, small group, the technology platform – so they're basically delivering the same message to all the buildings. They also offer after-school PD on topics suggested by district staff. Also have separate Biliteracy Pathway trainings since some of the needs are different.

Have also offered two admin sessions and those have been really well received. Looking forward to scheduling two more soon.

Ms. Ringler the program has a large variety of resources, including trade books, thematic libraries, interventions, and much more. ReadyGEN/BP was designed to be one initial cost; the only two consumables are the readers' and writers' journals (for ReadyGEN only) and then the assessment books. We'll be surveying the teachers to see if they even want those. It's available online so we want to know, are they using them, do they feel like using them again, or are they okay using the online resource instead. It's just a matter of choosing to do them paper/pencil or online or printing it from online. So a survey will go out on that. If they choose the online option, district will have no additional cost. Ms. Hatchett asked if that's the case, why are we even asking them if they want it? Dr. Johnson said that right now, we want to see if the staff has been utilizing both. The question states "within the budget" and we'll certainly need to take that into account.

Ms. Strand pointed out that going online and printing it out comes with a cost as well; Ms. Ringler added that since it came free the first year anyway, don't want to all of the sudden take it away without input.

Ms. Strand asked about Jolly Phonics at the Kindergarten level. Dr. Johnson said it has been added as an official part of the literacy program. We continue to have trainings for it every year for all our new teachers.

Ms. Ringler said not only do teachers need to get used to new materials, but also in a shift in nomenclature used with district-written unit to that used with ReadyGEN/BP. As Dr. Johnson said, ReadyGEN/BP is a resource but our curriculum is still what we deem important for students to have and be exposed to and, of course, the learning standards – the Common Core standards – drive everything. So we still have Jolly Phonics; we still have Michael Haggerty. And we're going to continue to look because no program is perfect – we need to keep our eyes open if a particular program is still meeting student needs or do we need to add things, take things away, etc. That will be an ongoing discussion. And middle school units are not exempt; we're always reevaluating those.

Ms. Hatchett asked what that's based on; she's very metrics driven. What are we going to use to determine if we need to add an additional resource to the curriculum? Test scores will be the determinant.

Ms. Argueta added that another way to determine if we need additional resources is the transition from Spanish to more English instruction. One thing that's come up recently is teachers wanting more use of Jolly Phonics in the bilingual classroom.

Ms. Hatchett said she wants to ensure that it's truly a need for additional resources and not just using the resources we have presented a different way. Dr. Johnson agreed, and said that this year, trying to look at ReadyGEN/BP as a free-standing resource; the only things added have been officially added are Jolly Phonics and Haggerty. Other resources that were used previously are not being supported.

Ms. Ringler said ELA also does staff surveys – the goal is the same: to do two more before the end of the year. Also looking at data, and the ELA curriculum council – a lot of voices and a lot of hard work.

Ms. Ringler said feedback from teachers has indicated it's been hard work this year but it's getting better and better. Dr. Johnson added the Pearson consultants see progress in the staff using the program.

Ms. Hatchett asked that an ELA update be reported at the end of the school year along with math.

V. Dual Language Update

Ms. Argueta stated meetings regarding dual language have been very well attended by parents. To date, there have been eleven parent general information meetings attended by more than 200 parents. Two more are scheduled for February 23rd, one in the morning and one in the evening, at the BKC. Ms. Argueta said there needs to be more community outreach, knocking on doors by parent liaisons, for example, so that English speakers can be involved as well. There's been a lot more participation thus far by Spanish-speaking parents. Flyers will be distributed at the elementary schools this coming Friday to advise parents of the February 23rd meetings.

Ms. Argueta said has had the most success with one-on-one conversations with parents. Based on parent surveys asking about interest, may add more meetings.

Bilingual department continues to collaborate with the T&L department on curriculum, instruction, and assessment to ensure using same resources to develop units. The bilingual advisory council will begin work on biliteracy unit writing across the four content areas.

In March, will post the two dual language Kindergarten teacher positions and start reviewing applications. Ms. Hatchett asked what the requirements are for a dual language teacher; Ms. Argueta said they must have PEL (basic teacher license), ESL endorsement, and preferably with training in biliteracy framework unit writing and biliteracy training, which the district has been providing for the past five years. We want those teachers to apply. They should be fluent in both English and Spanish.

Ms. Argueta will also be generating a professional development calendar for both dual language program administrators and teachers.

Ms. Hatchett emphasized the pilot should include every type of student we have and be inclusive. Ms. Argueta stated she will be visiting some local churches, passing out flyers, and talking with parents prior to the February 23rd meeting.

Ms. Johnson said right now, we don't have enough monolingual English speakers for the program. Ms. Argueta agreed, but stated she wasn't yet able to ask parents for a full commitment yet. However, twenty or so monolingual English-speaking parents have expressed interest. Would like to have more and is working to get more through outreach.

Ms. Hatchett said she's not saying it has to be 50/50 because the district itself isn't 50/50. It could be 70/30 or 80/20. 50/50 would probably be ideal but we need to make sure we have a diverse group.

Next update in April will include new teachers hired and Ms. Argueta will have a better handle on the number of parents interested making the commitment from Kinder through 5th grade. A lot of parents have been asking questions regarding transportation, for example. Students must attend K-1 at BKC and 2-5 at O'Donnell. Parents are concerned about getting their children to O'Donnell. Ms. Argueta said she has been touting the program as an enrichment program as well. Ms. Hatchett said she doesn't want the district to be in a position to have to start busing kids who are participating to O'Donnell.

Ms. Kincaid added that Ms. Argueta has been working with the Kindergarten round-up team to change the Kindergarten preference form to include the dual language program, adding another layer of assessing interest in the program. Ms. Hatchett said she thinks English-speaking students and parents see the dual language program as something that's not for them, so need to get some advertisement out there that explains the benefits.

VI. High School Spring Testing

Ms. Kincaid introduced Marina Kosak, the high school interim principal, and Miranda Moses, the math and business division chair.

In the past, students took the PARCC or ACT; this year, the state has transitioned the contract to SAT. SAT has different requirements in terms of spacing, which has caused some consternation for our high school administration.

Ms. Kincaid stated we want to make sure students are in a good testing environment. Last year for the ACT, testing took place in the fieldhouse. The plan for this year puts students in classrooms so they will be testing in groups of 25 or fewer with a faculty member, which will be better.

The driver of this plan was a focus on college and careers.

High school testing proposal summary for April 5th:

- There are approximately 814 junior students, 1,250 sophomore students, 1,045 freshmen students that are expected to be in attendance on April 5, 2017.
- The proposal includes that in addition to the juniors taking the SAT, the sophomores will take a Practice SAT and the freshmen will participate in three rounds of structured activities.
- The high school anticipates having many seniors that have to finish their community service requirements prior to graduation. The proposal includes that April 5th be a non-attendance day for seniors with several options for students that need hours to earn community service hours.
- On this day, EAHS would use a minimum of 150 staff members for testing, at least 60 staff members to supervise the freshmen, and the remaining staff members will assist with the senior community service offerings.
- The SAT Test will take approximately 4.5 hours, running from 8:30 a.m. - 1:00 p.m.
- The Practice SAT and Freshmen activities will conclude approximately between 12:30 p.m. and 1 p.m.

Proposed Release time: All students (grades 9 – 11) will be released on 4/5/17 at 1:00 p.m., as there would not be enough time or space after the conclusion of the SAT to have all students fed in the two cafeteria spaces.

Ms. Kincaid and team excited about freshmen college and career focus. The proposed rotation focuses on team building, college and career fair, and a motivational speaker with an emphasis on college and career exploration.

Seniors will have supervised community service opportunities to fulfill their graduation requirements of 40 hours. Seniors who have already completed their requirement could help out with the freshmen activities or a panel on “what I did to prepare for the college application process.”

High school has also put some time aside on April 10th for the faculty to meet and debrief about the testing day, and at the division-level meetings, will be able to view the data relevant to their department to inform current curriculum and instruction.

Ms. Strand asked if the state is paying for both sophomore and junior testing; Ms. Kincaid said no, the state is only paying for the juniors. Ms. Moses contacted the College Board and got access to a practice SAT for free, so the cost to the district is just the paper the test will be printed on and of course, the manpower.

Ms. Johnson asked what do we do with colleges that don't accept the ACT; Ms. Strand and Ms. Kincaid stated colleges allow either the SAT or the ACT.

VII. Summer School Proposal

Ms. Kincaid said it really was a village that developed the summer school proposal. She introduced Suzanne Bement, presenting the ESY; Dr. Johnson and Ms. Argueta and their teams; Jennifer Dalrymple with professional development; Ms. Moses and Ms. Kosak with the high school proposal; and Mr. Alfred Morales with the 21st Century programming.

Summer school program is extremely comprehensive with 12 different programs. The academic portion really does transition from pre-K to elementary to middle to high school.

Ms. Strand asked if all have been offered in the past or are any of them new; Ms. Kincaid stated they have all been offered in the past.

Elementary academic programming is offered four days/week, Monday through Thursday, with a teacher schedule of 8:00 a.m. to noon due to teacher supervision for both student breakfast and lunch. Teacher schedule will start on June 12th with professional development for the first two days. No school on July 3rd and 4th. Student academic time will be from 8:30 to 11:30 a.m.

Have overlapped with Mr. Morales' 21st Century programming, so will have double coverage at lunch with supervision.

Will be offering the program at all twelve elementary schools; the OMU is dependent on the availability of the BKC. Because we're looking to make the connection with K-1, we would like to have some of the students who are staying on for first grade to experience their summer programming there as opposed to in the past, where they just went back to their home schools.

Day is divided between reading and math so each student will receive enrichment in those areas, K-8. We've identified enough students with deficiencies in both areas, so that's how the program was built.

Summer school coordinators will be hired by educational services, Ms. Ordaz and Ms. Stovall. They will be working with the principals and maintaining day-to-day operations. The coordinator

will be responsible for the recruitment and registration, oversight, scheduling, data monitoring progress, and PD in conjunction with Ms. Dalrymple prior to the start.

Principals will be responsible for hiring the classroom teachers, the special ed teachers, the teacher assistants, and the clerical staff at their home building. Supplemental assistance, like school nurses, health assistants, and social workers, will be hired by educational services.

This is just a proposed model; Ms. Kincaid anticipates some fluctuation in terms of the BKC due to not all students staying for 1st grade. Doesn't anticipate a change in overall numbers, just a change in where the teachers will be.

Ms. Hatchett noted two additional; Ms. Kincaid said because additional programming was added. Identification of students was done using benchmarking assessments used throughout the year, i.e., using STAR and AIMSWeb.

Breakfast and lunch will be served and focus will be on reading and math. Curricular resources will be funded through Title I; special ed teachers will be hired based on student need; our target class size is 20 students; and skill building will be based on their reading and math performance during winter benchmarking. Spring benchmarking in May will serve as additional information for our building admin and the teachers. They will also have access to STAR to monitor progress through the program.

Middle school will run two different programs: remediation and skill building for reading and math; must demonstrate deficiencies in both to qualify for both programs. It will also be four days/week, 8:30 to 11:30 a.m., at each of our home schools: Simmons, Cowherd, and Waldo, with breakfast and lunch served. Day is split between reading and math. Same responsibilities as elementary for coordinators and same hiring standards in terms of the principals and student services. Students must fail four out of six classes to be retained: math, math lab, ELA, ELA lab, science, and social studies. Classes will be 20 students or fewer.

High school will be offering a variety of courses and sessions. Will be, in effect, running two semesters during the summer – a session I and a session II. Dates are a little different because must start right away in order to get to 60 seat-hours for our traditional summer school-based programs. We need 15 days. Also, need summer school graduation prior to July 31st when we need to submit our graduated students to the state, and we want to be able to count our summer school students. There is a smattering of Fridays in both session I and II. We were unable to do a traditional Monday through Thursday because our goal is to ensure summer school graduation fell within the state guidelines of when we can recognize graduates. We are also offering an evening session which will be online learning only. Summer school graduation is Friday, July 28th. Last student attendance day is July 26th.

Courses focus on graduation requirements: math, English, wellness (PE/health), drivers' ed, social studies, and science. Looking to offer up to 40 sections based on the number of students. Based on last year's data, we saw the most success with students in the classroom-based math classes so that's why we've put more of the focus there this year.

There will be a slight change in drivers' ed. Due to construction at the high school, the simulators are not available. Right now, we have a waiver that allows us to use simulator time to meet hours for the driving component but that will not be possible over the summer. That will entail increasing the number of hours of drive time our students have behind the wheel with an instructor in order to compensate. Subsequently, have had to increase the number of FTE's dedicated to this program. We are offering a session I and II, morning and afternoon. Will also offer a "drive only" option for students who were previously unsuccessful in the behind-the-wheel portion of the program. The classroom portion is the only part required for graduation.

Purpose of ESY program is to maintain skills and reduce regression at all grade levels. This program is based solely on IEP needs so there is some flexibility in terms of staffing.

Pre-K to K program will run the same schedule except it will go from 8:30 to 10:30 a.m. Focus will be on language and literacy, large motor, and some independent work and choice time in centers.

21st Century, our enrichment programming, will run at all 12 elementary buildings. Proposal currently states "not at the BKC" but Mr. Morales is hard at work to get the BKC added. Staff start at 11:00 a.m. and from 11:30 to 12:00 will help supervise lunch. Students will attend until 3:00 p.m. Focus will be on academic enrichment in our core areas of reading, math, and science, and will be offered some enrichment activities as well. Mr. Morales has been working with the city on opportunities. Elementary field trips will occur on Friday. T&L, educational services, and 21st Century will be meeting this coming Thursday to discuss field trips and align them with the field trip work Ms. Stovall is doing.

High school and middle school student in this program will attend at one of the middle schools: Cowherd, Simmons, or Waldo. The program runs from 8:30 to 1:30 with a focus on enrichment based on reading, math, and science.

The next step is getting the committee's approval to take this plan to the full board for approval at the February 21st meeting. If approved, we would then post our summer school positions. We will have a stronger cadre of teachers if we get the positions posted earlier.

The last thing we're looking at is restructuring our Jump Start program at the middle schools. Last year had some programming for our students transitioning from 5th to 6th grade and we've begun a dialogue on how to potentially reach more students.

Ms. Johnson asked how budget compares from last year; Ms. Kincaid said from what she saw of last year's proposals, this year's is less.

Committee approved moving the proposal to the full board for approval.

| Program | Purpose | Projected Number of Students | Budget | Funding Source |
|--|---|-------------------------------------|--|------------------------|
| Elementary Academic | Skill building in Reading & Math | 1200 - 1500 | \$425,884.80 | Title I and T & L |
| Middle School Academic | Retention prevention and skill building in Reading & Math | 420 | \$141,048 | Title I and T & L |
| High School Academic | Credit recovery to remain on track for graduation | 1500 | \$196,693.64 | Title I and T & L |
| High School Drivers Education | Earn credit in Drivers Education, which is required for graduation | 256 + drive only students | \$31,462 + drive only students | T & L |
| ESY (PK – 12 and Transitions) | Maintain skills and reduce regression | 275 | \$522,405 <i>(includes the cost of Nurses/Health Assistants to cover all buildings)</i> | SPED |
| Pre School to Kindergarten | Ensure continued academic growth and development through the summer as the children prepare for Kindergarten | 80 | \$19,894.40 | PFA 3-5 Grant, 3705 |
| Supplemental Elementary | Academic Enrichment in Reading, Math & Science. Enrichment activities in music, sports, arts, etc. Educational experience exposure (visiting museums, community service projects) and family engagement. | 600 | \$143,931 | 21st century & Title I |
| Supplemental Middle School & High School | Academic Enrichment in Reading, Math & Science. Enrichment activities in music, sports, arts, etc. Educational experience exposure (visiting museums, College exposure, service Learning community service projects) and family engagement. | 105 | \$27,000 | 21st century |
| Resources | Reading and Math resources for K - 8 | 1620 - 1920 | \$163,200 | Title I |

TOTAL: \$1,671,518.84 (including staffing & resources)

VIII. New Business

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

- a) Dr. Johnson will be presenting on the curriculum cycle: a review of all core and elective areas
- b) Mr. Laesch will present an update on the BPI certification program at Rockford
- c) Ms. Johnson would like to see more data on how district is calculating the graduation rate
- d) Ms. Hatchett said based on the math and ELA updates, she would like to know the metrics being used to measure success
- e) Ms. Argueta will present an update on the dual language program in April

IX. Public Comments

None.

X. Adjournment

Meeting adjourned at 7:02 p.m.