

Curriculum Board Meeting Minutes

Meeting Date: April 3, 2017 @5:00 p.m. – SSC

Members:

Attendance

Annette Johnson	Yes	<u> x </u>	No
Kimberly Hatchett	Yes	<u> x </u>	No
Beatrice Reyes Childress	Yes	<u> x </u>	No
Dr. Carla Johnson	Yes	<u> x </u>	No
Suzanne Bement	Yes	<u> x </u>	No
Dr. Marion Hoyda	Yes	<u> x </u>	No
Heather Kincaid	Yes	<u> x </u>	No
Jennifer Dalrymple	Yes	<u> x </u>	No
Diane Argueta	Yes	<u> x </u>	No
Araceli Ordaz	Yes	<u> x </u>	No
Glynis Keene	Yes	<u> x </u>	No
Yolanda Stovall	Yes	<u> x </u>	No

Ms. Kincaid opened the meeting at 5:00 p.m.

I. Textbook Adoption and New Electives in Technology, Foreign Language, Art, and Music at the High School

Six new textbooks are being proposed at the high school level – some for new classes being added and some for existing classes.

The College Board recommends that no textbooks for AP be older than 10 years so the AP European History and AP calculus books must be replaced with 150 and 50 new books, respectively. The usual cycle is six years, the same as the regular adoption cycle. Ms. Kincaid explained that the only deviation is recently, over the last five or six years, the College Board has been doing a lot of course updates which often then require textbook updates. That changes the normal six-year cycle.

The medical terminology textbook must be replaced due to the class being a dual credit course with Waubensee Community College and their replacement of the book (95 copies).

ISBE is requiring a civics class for graduation as of August 2016 so must purchase 500 copies of the American government textbook that includes more civics information.

New class is AP music theory – running for the first time since the course was approved – so now need 30 textbooks. Lastly, the district is now offering Mandarin Chinese and needs 90 copies of that textbook.

Ms. Johnson asked if the district ever got the system to inventory textbooks; Dr. Johnson stated that barcoding began for books for the ELA units but doing all books in the district is still on the table in terms of how to implement since it would require doing old books as well as new ones and deciding, for example, if supplementary materials like kits would be barcoded as well.

ACTION ITEM: The textbooks will be placed on the next full board meeting for approval.

II. Dual Language Update

Dual language teacher selection: as of April 3rd, eight candidates have applied for the two Kindergarten dual language teacher openings. Interviews will be the week of April 10th with the final selection being made and teachers notified by Monday, April 17th.

Last week was the first week of kindergarten registration. One of the preferences parents can indicate is dual language. So far, we have 18 English-speaking who chose dual language as a first choice and 17 English-speakers who opted for it as a second choice. For Spanish-speakers, 16 indicated it as their first choice, with 25 as a second choice. Ms. Hatchett said she would have expected to see more Spanish-speakers wanting dual language; Ms. Argueta reminded the committee of the interest forms collected from previous meetings. Additionally, this is from only the first week of Kindergarten registration; will have more accurate numbers when registration window complete.

We must still do testing on Spanish speakers to ensure they are full Spanish speakers and not English fluent. The goal is to have all students participating in the dual language program identified by May 12th.

III. Summer School Update

The postings for all summer school positions are completed and viewable through the district website. The director of elementary education, director of secondary education, and the pre-school principal are in the process of hiring the summer school coordinators. The assistant director of special education has selected the ESY coordinators. Furthermore, the principals are in the process of hiring teachers and support staff. The assistant director of student services is in the process of hiring related services.

The teaching and learning team has selected recommended materials for grades K-5 and will be seeking input from staff the week of April 3rd. Our Go Math! program has a summer program included with it that reviews key skills already covered and look ahead to the next school year. For ELA, looking at a lit camp model to engage students in reading and writing.

The teaching and learning team will be selecting recommended materials on Tuesday, April 4th for grades 6-8. Input from staff will be sought after the selection. The high school will be using current resources for summer courses.

Proposed student selection based on performance on the STAR winter benchmark was distributed to the principals the week of March 27th along with draft registration materials. Building leaders will review and supplement student identification due to other variables such as grades and teacher recommendation in April. Student registration will be finalized at the end of May.

The next steps in the summer school process are to complete hiring of all positions, choose and order materials, and finalize the summer school professional development trainings. The goal completion date is May 1st.

As part of the reading, we have summer access to MyON, an online library, which we want to include as part of our professional development. PD is scheduled for June 12th and 13th and students will start on June 14th.

Ms. Johnson asked if the middle school issue had been resolved; Ms. Kincaid said they discussed some ideas with principals focusing on the two programs of skill building and retention. We are staying with four failures as the marker for mandatory summer school. One idea discussed for students with two or three failures that do not attend summer school is a required intervention in the fall. We've noticed in grade 5 some concern with math scores. Dr. Johnson and Ms. Kincaid have met with the middle schools to examine math lab practices and will be looking at that more closely in the near future.

IV. Health Requirement Update

Ms. Kincaid met with high school staff NJROTC staff and Principal Kosak to discuss concerns and brainstorm ideas regarding the health requirement and the retention of students in the NJROTC as follows:

- Increase communication between home and school. If the student is requesting to drop NJROTC during 2nd semester due to the health graduation requirement, the attached “Schedule Change Request Form” will be used to ensure the student, teacher, division chair, and parent/guardian discuss options before dropping NJROTC.
- If there is sufficient enrollment, students can take health during Zero Hour.
- Students can take health during night school.
- Students can take health during summer school offered during five different sessions including session 1 – morning, session 1 – afternoon, session 2 – morning, session 2 – afternoon, and session 3 – evening. Summer school would be an option for students after their freshmen, sophomore, or junior year and is held at EAHS at no cost to students. E-learning during summer school is also an option.
- Health can be delayed to sophomore or junior year (or taken during a summer conducive to the student’s schedule) for students enrolled in NJROTC since it does count as a PE requirement.

The overall idea is to add flexibility. Ms. Kincaid stated that going forward, NJROTC will work to spread the word about the different options. One of the questions the NJROTC staff had was if they could offer health through NJROTC but when Dr. Johnson checked with the ROE and IL State, and she found that the instructor must have an IL State teaching license and endorsed in Health.

Ms. Johnson asked if we will open these options to all students; Ms. Kincaid explained that they’re already taking health in lieu of PE. They are not losing an elective. They can also use the other options previously mentioned.

V. Benchmark Data Update

Ms. Kincaid presented a fall to winter STAR benchmarking progress update. There will be another, more formal presentation in June when all three STAR scores (from September, December, and May) are available. Today’s presentation includes a mixture of data.

Early literacy classifies K-1 students into types of readers: early emergent; late emergent, transitional, and probable. The data show an overall decrease in early emergent readers from fall to winter, which is what we’re looking for. Also, every school has seen an increase in probable readers.

This year, the K-2 bilingual classrooms took AIMSweb because the Spanish STAR was not ready.

Ms. Johnson asked if students are measured in math; Ms. Kincaid explained part of the data for the early literacy test includes math standards. It’s not a separate test. She will separate that data by grade and standards for the June report.

Elementary – grades 2-5. SGP (student growth percentile) was the measure that was used as part of the type I assessment for the teachers’ evaluations. What Ms. Kincaid has prepared is the scaled scores from fall to winter. For the June report, she will add national norms in terms of percentiles. Ms. Ordaz has set goals for principals based on growth from fall to winter. K-2 is gen ed only; when we get to third grade, data includes all classes. Ms. Hatchett asked how the district is networking across the schools to determine what distinguishes schools meeting standards vs. those that don’t; Ms. Kincaid said educational services has triad meetings with principals from schools across the district to share different strategies. At the April 20th SIP day, the teachers will have articulation across the grade levels to discuss math. SIP time throughout the year has been set aside to look at data as well. The STAR package includes data coaching conversations with a STAR coach. Each school can have three of those

conversations (one after each benchmark) to connect data with instruction. For math, have generally exceeded growth targets.

Grade 3 includes an additional school, the Magnet Academy, and all students, even if they were in bilingual previously. Reading shows higher than moderate growth from fall to winter. Ms. Kincaid noted the scaled scores are an average of all their test scores. There has been a lot of focus on STAR scores and setting some goals in the schools at both the principal and teacher levels. Every single school was proficient or excellent in their SGP in terms of the evaluation.

Some students are still below grade level, but we are working toward getting all students on grade level. Third grade math is showing growth above moderate from fall to winter. There has been a lot of focus on math and reading this year. We changed some of the PD to focus on grades 3-5, for example, fractions, to prepare for PARCC – standards, vocabulary – to be more targeted.

4th grade: In reading, all students did show growth. Similar to PARCC, 4th grade is where some students struggle. That fact that all of our schools were met their SGP goal is very promising. Math for 4th grade shows even higher growth. Relative strength in 4th grade math.

5th grade: Reading is a little more diverse in the amount of growth; is about two to three points per week. Ms. Hatchett said it would be good to have the baseline of where they should be. Ms. Kincaid just picked some parts of the data to introduce and familiarize committee with how STAR data looks. Fifth grade math indicates growth in every school.

Middle schools – another way to look at the data is by percentiles. Our goal is to move them to the higher quartiles. The data was reported for the Middle School, but will be separated for the next report by grade level in June. All three schools showed growth. For math, Simmons showed a significant shift out of the bottom quartile. In terms of the top quartile, each of the schools was about the same. It's exciting to see growth in the top quartile for all three schools.

High school – Scaled scores for reading and math. Extension campus has many fewer students and population changes from fall to winter which makes the data unreliable. For the high school, grade 9 shows an increase in reading and math. In grade 10, we saw some flat lining of data. Grade 11 shows an increase in reading and math while grade 12 shows a decrease in both. This is a new test at the high school. Ms. Kosak is working with her staff to “dig in” at grades 10 and 12. Ms. Keene explained that from the fall to winter benchmarking period it changed dramatically how the test was set up due to makeup tests. We were able to pick up more kids with the makeups in winter with a different structure in place.

Ms. Kincaid noted that this year, still have PARCC, FitnessGram, STAR, AP, ISA testing, and final exams competing for students' attention. Ms. Johnson said high school data doesn't really tell if students are on track to graduate; Ms. Kincaid agreed it doesn't. We try to focus on the “freshman on track” and then the monitoring of their progression and failure rates throughout high school. June update can include first semester which is the data that goes to the state and then another update in the fall when we have our updated graduation numbers from those students completing summer school.

Ms. Hatchett asked if can show the percentage change for the Extension campus from fall to winter; Ms. Kincaid said we can cohort data to go “kid by kid.” Ms. Strand said that since this is the first year, going forward we will be able to better compare. Dr. Hoyda noted that these scores are just averages and a lot can be hidden, but detailed data is available at the building level. Progress monitoring done between benchmarking lets staff and students know if they're staying on growth track.

VI. New Business

May curriculum committee meeting will cover the following:

- a) Assessment update
- b) Dual language update with registration information

- c) Technology update for 1:1 in elementary
- d) Destiny inventory update
- e) Update on student mentoring program (by building)
- f) Preschool construction update

June curriculum committee meeting will cover the following:

- a) Preschool program update
- b) Preliminary graduation (to be updated in the fall after summer school)
- c) Year comparison on benchmark data (fall/winter/spring)

VII. Public Comments

None.

VIII. Adjournment

Meeting adjourned at 6:05 p.m.