

## Curriculum Board Meeting Minutes

Meeting Date: July 17, 2017 @5:00 p.m. – SSC

Members:

Attendance

Kimberly Hatchett	Yes	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>
Daniel Barreiro	Yes	<input checked="" type="checkbox"/>	No	
Alex Arroyo	Yes	<input checked="" type="checkbox"/>	No	
Dr. Marion Hoyda	Yes	<input checked="" type="checkbox"/>	No	
Dr. Mark McDonald	Yes	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>
Heather Kincaid	Yes	<input checked="" type="checkbox"/>	No	
Dr. Lori Campbell	Yes	<input checked="" type="checkbox"/>	No	
Chris Heath	Yes	<input checked="" type="checkbox"/>	No	
Diane Argueta	Yes	<input checked="" type="checkbox"/>	No	
Araceli Ordaz	Yes	<input checked="" type="checkbox"/>	No	
Ed Moyer	Yes	<input checked="" type="checkbox"/>	No	
Analy Gonzalez	Yes	<input checked="" type="checkbox"/>	No	

Ms. Kincaid opened the meeting at 5:01 p.m. Ms. Hatchett arrived at 5:59 p.m.

### I. Fitness Gram Update

Ms. Kincaid presented on Fitness Gram. Fitness Gram testing was required by the state during the 2016-2017 school year for the first time. It was established to assess State Goal 20: Students achieve and maintain a health-enhancing level of physical fitness.

Students should participate in the following:

- Self Assessment
- Identify Fitness Levels
- Set Goals for Improvement

Comprised of four tests:

- Aerobic Capacity – PACER test (i.e., students run as many laps as they can in a set time period)
- Flexibility – Sit and Reach (i.e., number of inches able to reach establishes this fitness marker)
- Muscular Endurance – Curl Up test (i.e., abdominal exercise)
- Muscular Strength – Push Up test (i.e., how many push ups able to do in a set time period)

Students testing:

- All students in grades 3 – 12 take Fitness Gram (PACER is only completed in grades 4 – 12)
- State reported data in grades 5, 7, and 10
  - Summary data only – no individual scores – by gender
  - Students exempted under Section 27-6 of the School Code do not have to take the Assessment

Ms. Kincaid explained that special education students were not exempt but some took modified tests. In answer to a board member, Ms. Kincaid said the testing is an unfunded state requirement.

A summary of district trends indicates the following:

- Males demonstrated a higher percentage of students in the Healthy Fitness Zone in Aerobic Capacity and Flexibility

- Females demonstrated a higher percentage of students in the Healthy Fitness Zone in Muscular Endurance and Muscular Strength

Ms. Kincaid then presented the 5<sup>th</sup>, 7<sup>th</sup>, and 10<sup>th</sup> grade data submitted to the state as required. Overall, the percentage of students who demonstrated aerobic capacity decreased as the grade level increased. She anticipates further discussion regarding this data in P.E. PLCs as grade levels increased, particularly regarding aerobic capacity.

Mr. Arroyo questioned the goal of the state requirement, Ms. Kincaid explained that the state simply wanted an accounting of students in the healthy zone. There were no benchmark requirements. She added that it is a way to look at the whole child, i.e., not just academics but also physical health and fitness.

Mr. Barreiro wondered if the district tracks the Fitness Gram data of the students who are involved in sports vs. those who are not; Ms. Kincaid said the district does not. She said the high school has goals as far as athletics and extracurricular participation and she can check with the middle schools to see if they have similar goals.

Mr. Barreiro thinks it's great to have kids do more activity as obesity rates and chronic illness have become a concern on a national level. Ms. Kincaid agreed and said the next phase will be figuring out how we can help students achieve goals and become healthier.

## **II. Dual Language Program Update**

Ms. Argueta presented the Dual Language program update. For the 2017-2018 school year, the district is implementing a two-way dual language program composed of English-only speakers and native-language speakers (Spanish). Two (2) DLP kindergarten classrooms will be housed at the Benavides center. It's known as two-way immersion because each classroom will be composed of 24 students wherein half of the students are English speakers and the other half of the students are Spanish-language speakers. Instruction will be in English for half of the day and in Spanish for the other half.

The tables below show the demographics of the DLP students as compared to D131 demographics:

### **2017-2018 Dual Language Program Demographics**

#### ***English Language Speakers***

<b>Ethnicity</b>	<b>Dual Language Program</b>	<b>District %</b>
Hispanic*	50% (12)	86%
African American	37.5% (9)	8%
White	12.5% (3)	4%

\*Note: Based on enrollment by parents, or English language eligibility screening, this group of students is English language proficient.

### **2017-2018 Dual Language Program Demographics**

#### ***Native Language Speakers***

<b>Ethnicity</b>	<b>Dual Language Program</b>	<b>District %</b>
Hispanic*	100% (24)	86%

\*Note: Based on English language eligibility screening, this group of students is composed of native language (Spanish) speakers.

A question was asked about what happens in first grade; Ms. Argueta explained that another cohort of the two classrooms will begin kindergarten, and the kindergarten students will move up with the program until 5<sup>th</sup> grade.

Mr. Arroyo asked if there is a plan to expand the program if it does well; Ms. Argueta said the plan is to monitor the program over three years, and then evaluate to make a decision regarding expansion beyond two sections per grade level.

Mr. Barreiro asked about the additional costs involved in using this model. Ms. Argueta said they're covered by Title III and TPI/TBE grant funds. With an expanded program in the future, there may be costs the district would have to support. In an expanded, district-wide program, the state would require the district to cover half of the cost.

Mr. Barreiro asked if the grants are state or federal monies; Ms. Argueta said it's both.

### **III. ACCESS Update**

Ms. Argueta presented the 2017 preliminary ACCESS scores.

Key Points: ACCESS for ELLs 2.0 (Assessing Comprehension and Communication in English State to State)

- ACCESS 2.0 is an annual state assessment for K-12th grade English Learners (ELs) that measures student's English language proficiency in reading, writing, listening, and speaking.
- ACCESS 2.0 is used to determine the language support services each English Learner (EL) needs, to monitor English language growth, and to determine when to exit ELs from receiving services.
- ACCESS 2.0 assesses students' English language proficiency in five areas:
  - Social & instructional language
  - Language of language arts
  - Language of mathematics
  - Language of science
  - Language of social studies

What's new with ACCESS 2.0:

- ACCESS 2.0 was recalibrated to better align with college-and-career readiness standards.
- June 16, 2017-The Department of English Language Learners for the IL State Board of Education reclassified the criteria to exit English Learner classification status.
- The new criteria to exit English Learner status is now a composite score of 4.8 or better on ACCESS 2.0 (scale is 1.0 to 6.0)
- New EL student eligibility is forthcoming from DELL/ISBE.

Ms. Argueta shared the district's EL preK-12<sup>th</sup> grade student enrollment from 2012 to 2017, including refusal students. Enrollment has varied little from year to year and is generally more than 5,000 students. "Refusal" students are those who are eligible for EL services but whose parents have decided to refuse services so the students are mainstreamed into an English classroom.

Mr. Arroyo asked if there was a state test students take to determine EL status; Ms. Argueta stated that when students enter the district, they are given a screener.

Mr. Barreiro asked what the average proficiency score is for refusal students; Ms. Argueta said students who are in primary/elementary grades generally come in as a 1.0, as do newcomers to the country. As the grades progress, for example at 4<sup>th</sup> or 5<sup>th</sup> grade, scores rise to about 3.5 or so – it all depends on the student as they acquire English at different rates.

Ms. Argueta shared data from 2012 to 2017 showing K-12 students who took ACCESS, including refusal students. The test window is in January-February each year. Upwards of 4,500 students took the test in

all years with 4,812 taking it in 2017. She shared data on K-12 students who met the EL program exit criteria. Because new state exit criteria was implemented in 2014, there was a large drop in exiting students from 2013 (23%) vs. 2014 (13%), with it staying roughly the same in 2015 and 2016. However, in 2017 there was another drop when ACCESS 2.0 was recalibrated to align to college and career-readiness standards, and the state again implemented new exit criteria. So 2017 is considered to be a baseline year across the state. Ultimately, 2016 and 2017 cannot be compared due to the changes in ACCESS. Due to it being re-normed, students must produce more English than ever before. The state's goal is to graduate students who are ready for college and their careers with English proficiency.

Ms. Argueta noted 3<sup>rd</sup> through 5<sup>th</sup> grade is the time when most EL students exit the program – they come in as newcomers in preK or kindergarten and as they receive instruction, their English improves. The second most common time is 9<sup>th</sup> grade. Students in 6<sup>th</sup>-8<sup>th</sup> grades who are still in EL are considered long-term EL students as they've been in the program since kindergarten. One of the things we've started to do is to do language growth goal setting with the students, particularly the long-term ones. We explain that if they're still in EL in high school, they need a period of EL instruction which will impact their schedule. We want them to understand where they are with their English and work on it since it will have an impact on their high school career.

Mr. Barreiro asked what the district's goals are; Ms. Argueta outlined the next steps as follows:

- Targeted English-as-a-second-language professional development for teaching staff, specifically focused on the four language domains
- English language development standards professional development for administration and teaching staff aligned to meeting the needs of ELs
- Implementation of an English language monitoring tool (quarterly)
- Increased and intentional opportunities for student practice with the online ACCESS 2.0
- Sheltered instruction opportunities for students in preK-3rd grade
- Increased English language instruction during language arts in K-2nd grade
- Continued English language growth goal setting via teacher-student conferencing
- Parent education of at home support for English language growth

Mr. Barreiro noted that students seem to learn more quickly at a younger age. Ms. Argueta explained that more sheltered instructional opportunities will be available in preK (sheltered instruction will be provided in English with a teacher who is ESL endorsed).

#### **IV. New Business**

August and September curriculum committee meetings will cover the following:

- a) MS Intervention update
- b) Seal of Biliteracy update
- c) Final graduation update
- d) Destiny Inventory update
- e) PARCC and SAT assessment updates
- f) Mentoring update
- g) Alternative campus update

#### **V. Public Comments**

Sue-Z Bruno, a 4<sup>th</sup> grade teacher at Gates, signed up to speak regarding Peace Jam and to ask that the program be expanded within the district.

Ms. Bruno explained Peace Jam is a non-profit organization charged with effecting positive change in the world. Currently the district has Peace Jam as an after school activity but the contract we signed gives us a curriculum that could be used in every classroom throughout the district. The concept is education, inspiration, and action and is age appropriate at each level, 2<sup>nd</sup> through 12<sup>th</sup> grades.

The program allows us to bring in Nobel laureate speakers. Additionally, students do service projects where they research and identify something they're passionate about changing. Mr. Barreiro said it might inspire students to do more reading, writing, and public speaking.

## **VI. Adjournment**

Meeting adjourned at 5:59 p.m.