

Curriculum Board Meeting Minutes

Meeting Date: Monday, June 17, 2019

Attendance

<input checked="" type="checkbox"/>	Yes	<input type="checkbox"/>	No	Allen, Mr. George
<input type="checkbox"/>	Yes	<input checked="" type="checkbox"/>	No	Bell, Mr. Jeremy
<input checked="" type="checkbox"/>	Yes	<input type="checkbox"/>	No	Campbell, Dr. Lori
<input type="checkbox"/>	Yes	<input checked="" type="checkbox"/>	No	Dalrymple, Dr. Jennifer
<input checked="" type="checkbox"/>	Yes	<input type="checkbox"/>	No	Gentile, Jennifer
<input checked="" type="checkbox"/>	Yes	<input type="checkbox"/>	No	Gilbert, Dr. Kelly
<input checked="" type="checkbox"/>	Yes	<input type="checkbox"/>	No	Guzman, Dr. Rita
<input checked="" type="checkbox"/>	Yes	<input type="checkbox"/>	No	Hatchett, Ms. Kimberly
<input type="checkbox"/>	Yes	<input checked="" type="checkbox"/>	No	Heath, Mr. Christopher
<input checked="" type="checkbox"/>	Yes	<input type="checkbox"/>	No	Johnson, Ms. Annette
<input type="checkbox"/>	Yes	<input checked="" type="checkbox"/>	No	Johnson, Dr. Carla

<input type="checkbox"/>	Yes	<input checked="" type="checkbox"/>	No	Kale, Ms. Christina
<input type="checkbox"/>	Yes	<input checked="" type="checkbox"/>	No	Kilgore, Maria
<input checked="" type="checkbox"/>	Yes	<input type="checkbox"/>	No	Kincaid, Ms. Heather
<input type="checkbox"/>	Yes	<input checked="" type="checkbox"/>	No	Kogut, Ms. Kathleen
<input checked="" type="checkbox"/>	Yes	<input type="checkbox"/>	No	Mestek, Gerald
<input checked="" type="checkbox"/>	Yes	<input type="checkbox"/>	No	Miller, Ms. Avis
<input checked="" type="checkbox"/>	Yes	<input type="checkbox"/>	No	Norrell, Dr. Jennifer
<input type="checkbox"/>	Yes	<input checked="" type="checkbox"/>	No	Ordaz, Ms. Araceli
<input type="checkbox"/>	Yes	<input checked="" type="checkbox"/>	No	Sartore, Ms. Renee
<input checked="" type="checkbox"/>	Yes	<input type="checkbox"/>	No	Sifuentes, Jr., Mr. Juan
<input checked="" type="checkbox"/>	Yes	<input type="checkbox"/>	No	Wieher, Mr. Brad

Mrs. Heather Kincaid called the meeting to order at 5:01 p.m.

I. One Team, One Plan

A. Dieterich Elementary School

1. Increase student performance on Reading Informational Text (RI.1) – citing textual evidence
2. Increase student performance on Reading Informational Text (RI.2) – identify the main idea
 - a. Ri.1 and RI.2 results shared bi-weekly at PLC's
 - b. Bi-weekly graphic organizers brought to PLC's – shared and uploaded to one-drive
 - c. Tiered interventions based on RI.1, RI.2 and W1
3. Increase student performance on Writing Tasks (W.1) – write opinion pieces
 - a. Bi-weekly opinion writing prompt
 - b. Books given to classrooms by Admin with reading response journal
4. Implement Math Practice #3 – construct viable arguments and critique the reasoning of others
5. Increase the attendance rate monthly over the 2017 – 2018 school year
6. Smart Goal Math – 90% of the students will increase their scale score by 5% in math on the IL Assessment of Readiness by June 2019
 - a. Construct viable arguments
 - b. Critique the reasoning of others
 - c. Minimum of three math talks weekly
 - d. Four assessments throughout the year
7. Smart Goal Attendance – students will increase their average daily attendance by 3% as compared to 2017 – 2018 school year
 - a. Connect chronically absent student with mentor
 - b. Meet and greet each morning
 - c. Engage mentee's family
 - d. Call home when school is missed
 - e. Meet with mentees one on one or in small groups
 - f. Track attendance improvements

- g. Recognize and celebrate
- h. Work with staff for support and intervention
- 8. Parental Involvement with plan
 - a. Curriculum Night
 - b. Coffee with the Principal
 - c. Family Reading Night
 - d. Family STEAM Night
 - e. SEL Family Game Night
 - f. High Expectations Assemblies
 - g. YOU Parent Workshops
 - h. Family Art Night

B. Krug Elementary

1. RI.1 – increase student performance on reading informational text – citing textual evidence
2. RI.2 – increase student performance in identifying main idea/topic based on grade level
3. W.1 - increase student performance on opinion pieced and include connected reasons
4. Implement Math Practice #3 – construct viable arguments and critique the reasoning of others
 - a. Constructing viable arguments
 - b. Critiquing the reasoning of others
5. Attendance Goals
 - a. Attendance Support Team created to monitor consecutive absences and average daily attendance reports
 - b. Home visits, truancy Liaison support and SEAVCV referral for needy families
 - c. Improve overall average daily attendance from 93% in 2018 to 95% in 2019
 - d. Reduce chronic absenteeism from 20% in 2018 to 15% in 2019
 - e. Monitor weekly attendance percentages and recognize classroom exceeding 95%
6. Adult Practices
 - a. Teachers decide on citing text evidence and main idea graphic organizer
 - b. Grade-level teams will administer monthly CFA's for RI.1 and RI.2
 - c. Quarterly opinion writing assessments
 - d. Utilize an opinion writing rubric to assess student writing
 - e. Number talks on a daily basis
 - f. Create or select CFA's aligned to Math Practice #3 monthly
 - g. Create positive classroom learning environments
 - h. Early contact with chronic absenteeism families and set attendance goals
7. Student Practices
 - a. Will take a monthly reading CFA for RI.1 and RI.2
 - b. Will write one opinion piece per quarter and self-assess using rubric
 - c. Meet with teachers to discuss results and next steps
 - d. Engage in number talks and center/stations math problems
 - e. Complete a grade-level CFA monthly and score it using Math Practice #3 rubric
 - f. Review mid-quarter progress notes and report cards with teachers
 - g. Will set goals based on their own attendance data
 - h. Utilize their data binder with goal setting forms, data and student work

II. Time and Effort Analysis

- A. Utilizing non-classroom staff
 - 1. Where needs fit according to District Plan
 - 2. Leveraging through grant renewals for multi-year and local funded positions
- B. Department staff
 - 1. What, how and when are you implementing your day
 - 2. Assess tasks per day, week, etc.
 - 3. Metrics to examine and measure expectations
- C. Response by first quarter end of September – by program and by grant

III. Summer PD Review – IL Empower Partners

- A. Professional Development calendar – shared document
- B. Administrative and Cabinet members occurring events
- C. MLP still utilized
- D. Less chance of double booking activities, professional development and events

IV. Data Review Plan

- A. Assessment Chart
 - 1. MAP fall and winter districtwide information will be shared
 - 2. Summation from MAP does correlate to PARCC (IAR), SAT and ACT
 - 3. Close of FY 2019 – all data not available
 - 4. Committee approved last year
 - 5. Improvement for common assessments – looking for trends
 - 6. Waiting on assessments to come back from State of IL
- B. ESSA State Reporting
 - 1. First year – initial ratings last August – summative designations in October
 - 2. Second year – only summative designations in October
 - 3. In 2018 grade K – 8 buildings were ranked and rated the same
 - 4. Contribution to the overall ESSA designation was ELA and Math proficiency
 - 5. Certain proficiency levels were tasked to meet
 - 6. Proficiency levels will increase year after year
 - 7. Points awarded were in relationship to that State target
 - a. At or above target – points received
 - b. Below target – only a proportion of the points
 - 8. 50% weight of Elementary is based on growth – one half of ESSA designation
 - 9. Climate survey – 5 Essentials – everyone awarded points across the state
 - 10. In 2018 grades 9 – 12 scores based on SAT
 - 11. Significant percentage of points – 50% is graduation
 - 12. Calculated by ninth grades cohort who graduate (numbers fluctuate by entrance and exit students) for four, five and six year graduation rate
 - 13. Coding of students needs to be consistent across the board

V. SY 2020 Teaching & Learning Budget

- A. Provided before – this is preliminary with some changes
- B. Not received final appropriations for grants
- C. Adequacy funding not determined or EBF – TBE/TBI
- D. Significant changes will be made over the next month
- E. Many funds absorbed into Title I
- F. Grant money not reflected in the T&L budget

VI. SY 2020 School Calendar

- A. Received notification from the State on June 7, 2019 of structure changes to the school calendar
- B. State reinstated the five (5) hour attendance clock time
- C. Some flexibility for E-learning emergency days – no outside meetings in 2020
- D. First day of school must be a full day – no bankable hours to use
- E. Reinstated the two (2) parent-teacher conference days
- F. October 24 will be half day doing parent-teacher conferences in afternoon and evening
- G. October 25 full day of parent-teacher conferences – no school
- H. February 26 will be school all day and parent-teacher conferences at night
- I. February 27 will be a half day – everyone released
- J. February 28 will be county-wide professional development

VII. Attendance Report

- A. Compare 2018 to 2019 – fluctuates from school to school
- B. AVA has increased across the district
- C. Threats impacted (decreased) attendance
- D. Chronic absenteeism – need for target support for PreK
- E. Early childhood sets the tone for Kindergarten and above
- F. Significant increase or decrease over 5%
- G. Enrollment at 14, 098

VIII. New Business

IX. Public Comments – None

X. Adjournment at 6:27 p.m.