

Curriculum Board Meeting Minutes

Meeting Date: Monday, March 19, 2018

Attendance

<input checked="" type="checkbox"/>	Yes	<input type="checkbox"/>	No	Argueta, Ms. Diane
<input checked="" type="checkbox"/>	Yes	<input type="checkbox"/>	No	Arroyo, Mr. Alex
<input checked="" type="checkbox"/>	Yes	<input type="checkbox"/>	No	Barreiro, Mr. Daniel
<input checked="" type="checkbox"/>	Yes	<input type="checkbox"/>	No	Bell, Mr. Jeremy
<input checked="" type="checkbox"/>	Yes	<input type="checkbox"/>	No	Campbell, Dr. Lori
<input checked="" type="checkbox"/>	Yes	<input type="checkbox"/>	No	Dalrymple, Ms. Jennifer
<input type="checkbox"/>	Yes	<input checked="" type="checkbox"/>	No	Gonzalez, Ms. Analy
<input checked="" type="checkbox"/>	Yes	<input type="checkbox"/>	No	Hatchett, Ms. Kimberly
<input checked="" type="checkbox"/>	Yes	<input type="checkbox"/>	No	Heath, Mr. Chris
<input checked="" type="checkbox"/>	Yes	<input type="checkbox"/>	No	Johnson, Dr. Carla
<input type="checkbox"/>	Yes	<input checked="" type="checkbox"/>	No	Kale, Ms. Christina
<input checked="" type="checkbox"/>	Yes	<input type="checkbox"/>	No	Keene, Ms. Glynis

<input type="checkbox"/>	Yes	<input checked="" type="checkbox"/>	No	Kilgore, Ms. Maria
<input checked="" type="checkbox"/>	Yes	<input type="checkbox"/>	No	Kincaid, Ms. Heather
<input type="checkbox"/>	Yes	<input checked="" type="checkbox"/>	No	Linning, Ms. Elizabeth
<input checked="" type="checkbox"/>	Yes	<input type="checkbox"/>	No	Moyer, Mr. Edward
<input type="checkbox"/>	Yes	<input checked="" type="checkbox"/>	No	Ordaz, Ms. Araceli
<input checked="" type="checkbox"/>	Yes	<input type="checkbox"/>	No	Reyes Childress, Ms. Beatrice
<input type="checkbox"/>	Yes	<input checked="" type="checkbox"/>	No	Ringler, Ms. Ashley
<input type="checkbox"/>	Yes	<input checked="" type="checkbox"/>	No	Schmitt, Ms. Margo
<input type="checkbox"/>	Yes	<input checked="" type="checkbox"/>	No	Schwaegler, Ms. Elizabeth
<input checked="" type="checkbox"/>	Yes	<input type="checkbox"/>	No	Stovall, Dr. Yolanda
<input type="checkbox"/>	Yes	<input type="checkbox"/>	No	
<input type="checkbox"/>	Yes	<input type="checkbox"/>	No	

Ms. Heather Kincaid called the meeting to order at 5:00 p.m.

I. Preschool Update – Katie Kogut

- A. Community-wide screenings at three-years old
- B. Preschool Programs
 - 1. Jumpstart (0 – 3)
 - 2. Preschool For All (PFA) Preschool (3 – 5)
 - 3. Preschool Expansion (3 – 5)
 - 4. Early Childhood Special Education (3 – 5)

East Aurora Preschool Programs

Jumpstart (0-3)	PFA Preschool (3-5)	Preschool Expansion (3-5)	Early Childhood Special Education (3-5)
-5 Parent Educators providing Home Visiting	-17 classrooms across 3 sites.	-10 full day classrooms across 2 sites.	-4 half day classrooms at the Child Service Center.
-Parents As Teachers Curriculum	-Program provides play-based instruction in a full and half day model.	-Program targets the most at-risk families in our community.	-Children are identified through Child Find Screenings or transition from Early Intervention Services.
-Celebrating 20 years in the community, PAT Blue Ribbon Affiliate	-Program recognized with the Gold Circle of Quality by Excelerate Illinois.	-Program recognized with the Gold Circle of Quality by Excelerate Illinois.	
58 Active Families	527 Active Students	260 Active Students	50 Active Students

are currently serving 895 children, with 164 on the waiting list!

- C. Qualifications for full day
 - 1. Have IEP
 - 2. 100% at or below the Federal Poverty line
 - 3. Homeless
 - 4. Youth in Care or Ward of the State, intact family services/DCFS involvement

- D. Prioritize at risk of academic failure children
- E. Revised problem solving process
- F. Academic work brought to play
- G. SY 2017 began benchmark – Brigance Development Screening
- H. Improve development beginning through 0 – 3 program
- I. ISBE compliance visited 21 of 27 classrooms for three hours
- J. ECERS-3 – Early Childhood Environmental Rating Scale
- K. Scores – 2014 – 4.77, 2016 – 4.98 and 2018 5.24
- L. Next steps
 - 1. Data management system
 - 2. State priority for birth to third grade continuum to align curriculum
- M. Preschool Expansion Grant Opportunities
 - 1. Pyramid Pilot site – social emotional learning with coaching and training from ISBE
 - 2. 5 Essentials for early childhood pilot – redesigned for early childhood
- N. Created Kindergarten Readiness guide for 3 – 4 year olds

II. Professional Development Update – Jennifer Dalrymple

- A. Professional Learning Guidebook
 - 1. Work began in 2015 with Advisory Team
 - 2. Published and presented in November 2017 – seven (7) pages
 - 3. Focus on district vision, mission and goals for professional learning
 - 4. Clarification of procedures produced from FAQ's for reference
- B. Professional Learning Presenter Guidelines
 - 1. Research on adult learning
 - 2. Expectations of presentations – what should be included
- C. Continued Support
 - 1. K – 5 focus on Math
 - 2. 6 – 8 focus on Writing
- D. New Educators Support Team (NEST)
 - 1. Danielson focused
 - 2. Led by mentors – learning from peers
 - 3. First and second year mentors
 - 4. Align workshop training with Danielson
 - 5. Guiding text created this year – month-to-month curriculum activities
- E. New in SY 2018
 - 1. Twitter book study
 - a. September to December
 - b. Topic was differentiated classroom
 - c. Met online on Tuesday nights (19 participants)
 - 2. T&L Tuesdays – Building Admin (28 total participants)
 - a. Assessment & Feedback – Ed Moyer
 - b. Student Engagement – Dr. Lori Campbell
 - 3. Micro-Credential Program – October and February
 - a. BloomBoard facilitated this program
 - b. Competency-based model
 - c. Submit evidence of learning, classroom application and impact on students learning experience

- d. Participation is voluntary
- 4. TED Talks
 - a. Winter TED talks about leadership
 - b. Spring TED talks will promote innovation
 - c. Four-central structured reflection questions
- 5. OneNote – shared notebook and reflection
- F. Overview of SIP and Institute Days
 - 1. Three (3) building-led sessions – focus on STAR data and MTSS (October, January and May)
 - 2. Two (2) district-led sessions – focus on curriculum implementation (September and December)
 - 3. August institute days – focus on MTSS and Mastery Manger with building leadership
 - 4. March county institute day (four strands)
 - a. Instructional Strategies
 - b. Instructional Technology
 - c. Social Emotional Learning
 - d. Standards-Based Practices
 - 5. June institute day – last day of school

III. Administrator and Student Demographics – Beatrice Reyes Childress

Over the last few years, there has been a shift in admin demographics to align closer to the student demographics

IV. Discipline Update – Elementary and Secondary – Beatrice Reyes Childress

- A. Discipline with regard to levels of intervention
 - 1. Interventions are provided depending on the student and the infraction
 - 2. Data provided for out-of-school suspension
 - 3. Recent challenges with data in SY 2016
 - 4. The data was transferred from SWIS to Infinite Campus (IC)
- B. Infinite Campus now being used for PBIS data

V. Memo – Summer School Teacher Assistants – Diane Argueta

- A. Proposal for bilingual teacher assistants to serve K - 2 English language learners
- B. Re-assessed and realigned budget to accommodate this need
- C. Teacher assistants in both bilingual and sheltered classrooms
- D. Pre and Post testing of site words to help with reading levels
- E. Thirteen (13) teacher assistants for Summer School 2018

VI. Executive Summary – Student Services – Jeremy Bell

- A. Specific laws and case load sizes have to be considered based on student need
 - 1. Speech and Language Pathologist request for one (1) primarily dedicated to Early Childhood Center (ECC)
- B. Social Workers request for five (5)
 - 1. Increased need to address social emotional needs in district
 - 2. Enrollment of 14,000 students and 27 Social Workers on staff (1/518)
 - 3. Five needed to support additional programing
 - 4. Social Workers would be in addition to even out half-staff in buildings
 - a. 1.0 at East Aurora Extension Campus
 - b. 1.0 at East Aurora High School
 - c. 1.0 at Waldo Middle School (DREAMSS)

- d. 0.5 at Cowherd Middle School
- e. 0.5 at Simmons Middle School
- f. 0.5 addition to 1.5 social workers at Johnson Elementary (SLC)
- g. 0.5 addition to 1.5 social workers at O'Donnell Elementary (DREAMSS)


VII. Executive Summary – Teaching & Learning – Heather Kincaid and Lori Campbell

A. Three (3) Middle School Math Interventionists request

1. FY 2017 review of data
 - a. Trends in transition from fifth to sixth grade math
 - b. Targeted support needed for students entering sixth grade
2. Summer of 2017
 - a. Instruction model identified
 - b. Introduced math lab during second double block
 - c. Push-in model with two trained teachers for math lab block
 - d. Small group instruction – model and specific rotations
 - e. Intervention support and structure for sixth grade interventionists
 - f. Math rotation proposed – guided blocks below

Middle School Interventionists – Intervention Rotations for Guided Math – Push-In Support

Block (45 min)	MONDAY Math Lab	TUESDAY Adaptive Learning Support ST Math	WEDNESDAY Adaptive Learning Support ST Math	THURSDAY Adaptive Learning Support ST Math	FRIDAY Progress Monitoring Student Manager (Over 4 weeks on rotation)
Block A (1st min)	Math Games	ST Math	Interactive Word Problem Practice	Guided Math - Small Group Instruction	Independent Practice
Block B (2nd min)	Independent Practice	Math Games	ST Math	Interactive Word Problem Practice	Guided Math - Small Group Instruction
Block C (3rd min)	Guided Math - Small Group Instruction	Independent Practice	Math Games	ST Math	Interactive Word Problem Practice
Block D (4th min)	Interactive Word Problem Practice	Guided Math - Small Group Instruction	Independent Practice	Math Games	ST Math
Block E (5th min)	ST Math	Interactive Word Problem Practice	Guided Math - Small Group Instruction	Independent Practice	Math Games



3. STAR data fall to winter
 - a. Growth across all middle school sixth grade math
 - b. Growth across sixth grade bilingual and SPED math
 - c. Gap-closing achievement was evident
 - d. Spotlight: Simmons – one-year growth from fall to winter
4. Request to allocate an interventionist at Cowherd, Simmons and Waldo
 - a. Support push-in model for seventh and eighth grade
 - b. Provide PD support and development
 - c. Support high school readiness
 - d. Increase freshman on track rate
 - e. Increase college readiness and graduation rates
- B. Middle School STEM Teachers
 1. Traditionally math intervention was pull-out Encore rotation does not include technology-based offering
 2. STEM Project Lead the Way – National Program
 - a. Access 21st Century Learning
 - b. Align with Standards-Based Learning
 - c. Increase rigor and relevance
 - d. Student outcome
 - i. Knowledge and skill acquisition
 - ii. Meaning making and investigation

- iii. Application and transfer in other content areas
- e. Extend opportunities to all middle school students
- f. Some options include:
 - i. Design a therapeutic toy
 - ii. Create an app
 - iii. Solve a real world issue or crisis
 - iv. Build custom space travel software
 - v. Explore sustainable solutions to energy needs
- g. Surrounding districts have partnered with PLTW – 172 IL schools
- h. Allocations
 - i. 0.5 at Cowherd
 - ii. 0.5 at Simmons
 - iii. 0.5 at Waldo
 - iv. 1.0 at Magnet

VIII. Executive Summary – Educational Services – Beatrice Reyes Childress

- A. One (1) East Aurora High School (EAHS) Registrar – information from other district was presented on staff allocations
- B. Two (2) high school teachers at East Aurora Extension Campus (EAEC)
 - 1. DREAMSS classes transferred out of EAEC for SY 2019
 - 2. Additional high school programming for SY 2019
- C. One (1) Early Childhood Director (Pre-K – Third Grade)
 - 1. Manage grants
 - 2. Monitor the expansion of the preschool program
 - 3. Liaison for Pre-K to third grade to monitor work on closing the achievement gap
- D. One (1) Parent Advocate (Pre-K – Twelfth Grade)
 - 1. Work with parent liaisons and truancy liaisons
 - 2. Families need the additional support

IX. Public Comments – None

X. Adjournment – 6:45 p.m.