

# Curriculum Board Meeting Minutes

**Meeting Date:** Monday, May 20, 2019

<b>Attendance</b>
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<input checked="" type="checkbox"/>	Yes	<input type="checkbox"/>	No	Allen, Mr. George
<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 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 checked="" type="checkbox"/>	Yes	<input 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	Jordan Stovall, Dr. Yolanda
<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 checked="" type="checkbox"/>	Yes	<input 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 type="checkbox"/>	Yes	<input checked="" type="checkbox"/>	No	Moyer, Mr. Edward
<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 checked="" type="checkbox"/>	Yes	<input type="checkbox"/>	No	Sartore, Ms. Renee
<input type="checkbox"/>	Yes	<input checked="" type="checkbox"/>	No	Schmitt, Ms. Margo
<input type="checkbox"/>	Yes	<input type="checkbox"/>	No	Sifuentes, Jr., Mr. Juan
<input checked="" type="checkbox"/>	Yes	<input type="checkbox"/>	No	Wieher, Mr. Brad
<input type="checkbox"/>	Yes	<input type="checkbox"/>	No	

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

**I. One Team, One Plan**

**A. East Aurora Extension Campus**

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
3. Increase student performance on Writing Tasks (W.1)
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. EAEC SIP Goals 2018 - 2019
  - a. Smart Goal Reading – 90% of the students will increase their scale score by 5% in reading on the IL Assessment of Readiness by June 2019
    - i. Informational texts imbedded into Physical Education and all core classes.
    - ii. NWEA MAP data analysis to inform instruction
    - iii. Goal setting and reflection with students based on daily work and MAP
    - iv. Individual and small group instruction based on students’ areas of need
  - b. 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
    - i. Students engaged by teachers in conversation and oral critique of their own work and their peers
    - ii. Analysis of NWEA MAP data during Fall and Winter regarding MP#3
    - iii. Students math instruction is as targeted and specific as possible
    - iv. Students actively engage in math goal setting regarding MP#3
    - v. Students engage in post-test reflection regarding their overall performance

- c. Smart Goal Attendance – EAEC students will increase their average daily attendance by 3% as compared to 2017 – 2018 school year
  - i. Leadership team focused on student attendance each week
  - ii. Partnership with MS and HS truancy liaisons and current HS Attendance Dean
  - iii. Numerous home visits and parent meetings with Tier II and Tier III students
  - iv. Attendance goal setting meetings with students and parents and workshops for parents
  - v. Incentives for students who meet their attendance goals
- d. EAEC Data Highlights
  - i. Achieved growth across all grade levels
  - ii. Reading Assessment – 62% of all students met the projected growth
  - iii. Math Assessment – 63% of all students met the projected growth
- e. EAEC SEL Focus
  - i. Implemented *Second Step* at the MS level to help address students’ social-emotional needs
  - ii. Check-in/Check-out driven by teacher and student data

B. Bardwell Elementary School

1. RI.1 – Citing Textual Evidence and RI.2 – Determine central theme/main idea
  - a. Growth from Fall to Winter increased throughout the grades
  - b. Rainbow Words and Main idea posters to recognize in question and sentence form
2. Increase student performance on Writing Tasks (W.1)
  - a. “Pick A Side” – prompted to write an opinion piece
  - b. Students write a document supporting their point of view, and all students wrote their own book
3. Implement Math Practice #3 – construct viable arguments and critique the reasoning of others
  - a. Constructing viable arguments
  - b. Critiquing peers reasoning
  - c. Number talks and math talks daily
  - d. Content area vocabulary
4. Increase the attendance rate monthly over the 2017 – 2018 school year
  - a. 71% met the goal of increasing their attendance rate
  - b. One classroom had 68 days of perfect attendance
5. Bardwell counts on each other by nourishing souls and challenging minds!

**II. Consolidated District Plan (CDP) – 2019 - 2020**

A. Focused on the Illinois State goals

B. CDP combines the plans for the following grants

1. Title I, Part A – Improving Basic Programs
2. Title I, Part A – School Improvement Part 1003(a)
3. Title II, Part A – Preparing, Training and Recruiting high-quality teachers, principals and other school leaders
4. Title III – Language Instruction Educational Program (LIEP)
5. Title III – Immigrant Education
6. Title IV, Part A – Student Support and Academic Enrichment
7. IDEA, Part B – Flow-through

- 8. IDEA, Part B – Preschool
- 9. Foster Care Transportation Plan
- C. Needs Assessment – Completed in November and December
  - 1. School and district report cards
  - 2. Five Essential survey
  - 3. Student achievement data
  - 4. Current recruitment and retention efforts
  - 5. Professional Development plans
  - 6. School Improvement plans
  - 7. Title I plans/IBAM rubrics
  - 8. Classroom observations
- D. Strategic Goal #1 – Equity
  - 1. Develop consistent, researched-based EL models in Pre-K through Grade 12
  - 2. Create an equitable learning environment that addresses each student’s needs
  - 3. Provide a learning environment that supports each student’s social-emotional needs
- E. Strategic Goal #2 – Operational Excellence
  - 1. Align and utilize systems and resources that promote operational excellence, efficiency and fiscal accountability
  - 2. Implement a system of research-based best practices and processes at all levels of operations aligned to district goals and fiscal responsibility in order to ensure student success
- F. Strategic Goal #3 – Collaborative Leadership
  - 1. Engage in the continuous cycle of improvement through collaborative, student-focused and data-driven leadership teams who will monitor and communicate at all levels
  - 2. Implement consistent organizational structures through effective leadership teams at all levels
- G. Strategic Goal #4 – Student Achievement
  - 1. Standards and common assessments drive consistent, skills-based, data-informed instruction across all classrooms
  - 2. Students consistently meet grade-level benchmarks and make sufficient gains to eliminate gaps
  - 3. Included in the Consolidated District Plan (CDP) – stakeholder engagement, preschool coordination, student achievement, college and career, professional development, safe learning environment Foster Care Transportation
- H. Addressed in the Consolidated District Plan (CDP) - Supporting student’s academic, social-emotional, language needs and students with disabilities
- I. Feedback was provided related to: well-rounded instructional programs; strengthening academic and language programs; transitioning from middle school to high school and high school to post-secondary; professional development; creating a safe and healthy learning environment
- J. After Board of Education approval, the plan will be submitted to ISBE for their approval

**III. Pre-AP Music – Band SY 2020 - Discussion**

- A. College Board has approved district freshman band students to participate in Pre-AP Music
- B. Approximately eighty-eight (88) students will participate in Pre-AP Band

**IV. Middle School Schedule SY 2020 – Discussion**

- A. Discussion concerning a Late Start Tuesday for all district middle schools in SY 2020
- B. Allows for more time to delve into data and progress monitoring

**V. New Leaders**

- A. Provide support to Principals and Directors
- B. Will be aligned to Strategic Plan
- C. Program Outcomes
  - 1. Build a common language to support and sustain a clear instructional vision and school culture that advances equity, efficacy and collaboration
  - 2. Develop systems and structures to effectively lead change management and drive impact in service of improving learning and teaching outcomes
  - 3. Identify and hone leadership capacity within schools and led highly effective teams to build collective efficacy and implement data-driven school improvement at scale
  - 4. Positively impact school culture by ensuring a laser-like focus on high expectations and increasing achievement and growth for all students
  - 5. Use self-reflections as a strategy to hone personal leadership competencies, advance equity-based practices and develop sustainable systems that drive school improvement
- D. Program Monitoring and Communication
  - 1. Implementation Data – New Leaders will gather observation data via the program components that require participants to apply their new learning
  - 2. Participant Surveys – New Leaders will conduct regular participant surveys after each session and at the mid- and end-of-year points
  - 3. Monthly Check-ins – New Leaders will host monthly check-ins with the senior district leaders to provide updates on participant progress, fidelity of implementation and identified areas of opportunity
  - 4. Formal Step-back Meetings – New Leaders will host formal “step-back” meetings with senior district leaders at mid- and end-of-year to understand district satisfaction; participant perceptions; effect of programming and needs for next program year

**VI. Consortium for Educational Change (CEC) – Teacher Evaluator Support**

- A. Courses are ISBE approved
- B. Leader Training is a full day professional development sessions for leadership on using the Danielson framework for teaching in evaluation of staff
- C. Inter-rater Reliability are half day sessions with leaders to calibrate around rating and scoring based on classroom observation; including calibration agreement, instructional rounds and evaluations that lead to professional growth
- D. Build consistency with our teacher evaluators and teacher competency
- E. Will cover all four Domains I – IV
- F. Will provide targeted sessions for K – 5 and 6 – 12

**VII. Teachstone**

- A. Class/Class S training is a two-day training designed to help build our instructional coaches capacity to collect teaching assessment data
- B. Designed for instructional leaders of all types – coaches and administrators
- C. Class Training
  - 1. Elementary Instructional Coaches, Principals and Assistant Principals
  - 2. Grades Pre K – 5 – including training materials and two-month video library subscriptions
- D. Class S Training
  - 1. Middle and high school Instructional Coaches, Principals and APs
  - 2. Grades 6 – 12 – including training materials and two-month video library subscriptions
- E. Coaches will receive

1. Eliminate confusion between the role of coach and evaluator in the classroom
2. Learn how to collect meaningful real-time data on classroom instruction to inform coaching decisions and professional development needs
3. Learn a common language to discuss classroom instruction separate from language used in administrative evaluations
4. Build a strong foundation for instructional coaches beginning their journey
5. Certification requires two days training – seventeen hours total

**VIII. Tomcat Youth Sports - Discussion**

- A. Insurance liability is a concern
- B. Next steps: discussion with full Board of Education

**IX. East Aurora Middle School Football - Discussion**

- A. Many concerns about concussions in tackle football
- B. Park districts have moved to flag not tackle football
- C. Touch/Flag football will be initiated in the district starting SY 2020

**X. Sale of Personal Property**

- A. Inventory of materials was completed
- B. Request for approval of sale/disposal will be presented at the next Board meeting

**XI. Attendance Report**

- A. Current enrollment statistics and report was provided
- B. Current attendance statistics and report was provided
- C. Many buildings had significant gains in percentages of attendance

**XII. New Business**

**XIII. Public Comments – Ms. Sue-z Bruno**

The Peace Jam club thanked the Board of Education for their support.

**XIV. Adjournment at 6:37 p.m.**