

The Board of Education, Downers Grove Grade School District 58, DuPage County, Illinois met for a curriculum workshop/special meeting on Monday, October 24, 2016 at Longfellow Center; 1435 Prairie Avenue; Downers Grove, Illinois.

1. CALL TO ORDER/ROLL CALL

The President called the meeting to order at 7:00 p.m. Members present: President John D. Cooper; Vice President Doug Purcell; and Members Chris Heppner, Sallie Lupescu, and Elizabeth Sigale. Members absent: Roberta Diehl and John Miller. Also in attendance were Kari Cremascoli, Superintendent; Jayne Yudzentis, Assistant Superintendent for Personnel; Jessica Stewart, Assistant Superintendent for Special Services; Matthew Rich, Assistant Superintendent for Curriculum and Instruction; David Bein, Assistant Superintendent for Business/CSBO; Lorie Pilster, Director of Business Services; Ken Young, Director of Buildings and Grounds; James Eichmiller, Director of Innovative Technology and Learning; Megan Hewitt, Coordinator of Community Relations; and Pamela A. Osika, Board Secretary. Attending this meeting were at least five visitors. (Visitors' Roster attached to official minutes.)

President Cooper opened the curriculum workshop/special meeting by explaining the new format for the extended opportunity for Board and community communication.

2. CURRICULUM WORKSHOP

President Cooper introduced Superintendent Kari Cremascoli. Dr Cremascoli explained that the purpose of the workshop was to review district and school continuous improvement efforts including the 2016-2017 Strategic Goals Action Plan; review student performance data; and receive updates from curriculum committees.

A. District Strategic Goals Action Plan 2016-2017

Assistant Superintendent for Curriculum & Instruction Dr. Matt Rich began his presentation by reviewing the three goals that relate directly to instruction and curriculum development. As outlined in the District 58 2016-2017 Strategic Goals Action Plan, the District's goal is to enhance student learning through differentiated and flexible instruction, student engagement in and ownership of learning, and programs of instruction.

- Differentiated & Flexible Instruction:

Through ongoing professional development, teacher collaboration, curriculum committee work and instructional leadership, the District will continue to develop capacity for differentiated, student-centered instruction; increase teacher understanding and implementation of formative assessment; and develop school building structures to support flexible instructional delivery models.

- Student Engagement in and Ownership of Learning:
The District will increase student engagement and ownership in the learning process through differentiated instruction, explore the process of student goal setting, and develop innovative traditional and digital products for use as formative and summative assessments.
- Programs of Instruction:
The District will review programs of instruction and supports to continue to provide high quality, student-centered instruction in all classrooms. Curriculum committee updates on English-Language Arts (ELA) and Science, Technology, Engineering, & Math (STEM) were planned for later in the workshop. An update from the Mathematics curriculum committee will be given at the regular November Board meeting.

B. School Improvement Plans

The Board was provided School Improvement Plans for each of the 13 District 58 schools. Board members were given an opportunity to ask questions and make comments at this time.

C. Rising Star Continuous Improvement Plan

The Rising Star Continuous Improvement Plan, a summary of many efforts already occurring in the District, is one of the required components for the District Title I Plan. To date, one of three goals has been reached and the remaining two areas are continuing to develop.

D. Title I and Title II Focal Points & Grant Report

Title I is aimed at supporting schools and school districts with certain levels of low income students. The Title I Grant identifies schools with need but funds are not limited within schools to only low income children. Title I services provided by District 58 are in the areas of Reading and Math. Schools designated as Title I are El Sierra, Henry Puffer, Indian Trail, and Kingsley. It was noted that Highland is no longer designated as a Title I school. Title I allotment in 2016-2017 is budgeted at \$288,817, a carryover from 2015-2016 is \$107,773, which totals available Title I funds at \$396,590. Title I expenditure allocations in 2016-2017 include additional non-certified staff in Title I buildings (salaries & benefits = \$208,226); and transportation, materials, clothes for homeless children, and OKEEP (\$99,750); and additional instructional resources for Title I buildings (\$88,614). No local private schools have opted to utilize Title I funds at this time.

Title II is aimed at increasing teacher quality. Funds are used for professional development in all schools throughout the District. Title II allotment in 2016-2017 is budgeted at \$119,227, a carryover from 2015-2016 is \$56,055, which totals available Title II funds at \$175,282. Title II expenditure allocations 2016-2017 include ELA, Math and Science professional development (\$117,850); professional development in core content areas, SEL, (conference registrations and substitutes = \$12,582); private school share (\$28,850); and Institute Day trainings and 1st and 2nd year teacher trainings (\$16,000).

E. Assessment Data Review

District 58 takes a blended approach to assessing student growth and progress. Data is analyzed from a variety of sources, including the Measures of Academic Progress (MAP) assessments, PARCC, AIMSweb, classroom performance and classroom assessments.

This is the fourth year that District 58 has used the MAP assessment. Students take the MAP assessment three times per school year. When reviewed together, the three assessments measure students' annual progress and show their growth compared to other students with similar baseline (or starting) MAP scores. The District's MAP assessment scores continue to show strong student achievement and growth. This fall, eight of nine grade levels achieved their highest median MAP scores ever in both Reading and Math. Depending on the grade level, District 58 students achieved between the 65th and the 76th median percentile on the MAP Reading assessment and between the 63rd and the 73rd median percentile on the MAP Math assessment. These median percentiles mark a noticeable improvement from three years ago, when District 58 students' median MAP percentiles ranged from the 61st-72nd in Reading and from the 56th-67th in Math. MAP scores in Language Usage continue to show strength in grades 2-8, outperforming the national average at all levels. District 58 students exhibited higher than anticipated growth on the MAP assessment.

This is the second year the PARCC assessment was administered to District 58 students. However, this PARCC assessment was different from the first year and was administered in one segment rather than two segments, with a reduction in time allowed for the assessment. A review of PARCC data included a correlation between MAP and PARCC assessment results.

AIMSweb is a series of assessments used as a general indicator for a student's reading health and is the assessment used the longest by District 58. Students have an opportunity to graduate from participation in AIMSweb assessments. Graduation is granted by meeting the following criteria – 1) the student must be in at least third grade, 2) the student must read 150 words per minute average on grade level text, and 3) the student must be recommended by teacher, principal, and reading specialist. AIMSweb data has remained relatively consistent in recent years with a greater number of students being recommended for graduation from participation.

F. English-Language Arts (ELA) Committee Update

Representatives from the ELA Committee (Indian Trail Principal Robin Bruebach, Hillcrest/Pierce Downer Assistant Principal Chris Clavenna, O'Neill Assistant Principal Melissa Sawisch, Herrick Assistant Principal Amy Gray, and Hillcrest 3rd Grade Teacher Sue Anderson) reported on progress being made toward goals for this school year. The Committee analyzed methods to organize an approach to learning in ELA. District 58 staff was surveyed to understand what was needed in terms of standards, topics, themes, and resources. Information was considered looking at grade level clusters and the types of learning needs students presented at different levels.

The elementary ELA curriculum will be organized by topic, the middle school ELA curriculum will be organized by standard, and curriculum at all levels will align with the Common Core Standards. The ELA Committee has begun drafting ELA Blueprint templates and will model the ELA Blueprint after the District's Math Blueprint. When complete, the Blueprint will clearly organize ELA skills and lesson plans with aligned resources and a flexible timeline so teachers can adjust as needed. The Committee has scheduled presentations by several publishers to gain a better understanding of available products, which could guide the ELA Blueprint development. Next steps include analyzing resources, identifying a pilot process if appropriate and necessary, and considering preliminary identification of professional development needs for effective implementation. Board members were given an opportunity to ask questions and make comments at this time.

G. STEM Committee Update

Representatives from the STEM Committee (Lester 3rd Grade Teacher Meghan Beard and Pierce Downer 5th Grade Teacher Kelly DeMarco) reported that the Committee is slowly introducing Next Generation Science Standards (NGSS) to teachers to provide them with the necessary time and support needed to learn the new process the standards require. Grade level exploration has been done with a focus on phenomena, inquiry/questioning, and learning activity. The Mystery Science website is being used as a tool to help staff learn how to shift instructional opportunities to this new framework. Professional development will take place on the November 10th Institute Day. STEM Committee members have been working with the District Science Collaborative, which is a multi-district venture established to identify resources, tools, and professional development to support transition to NGSS. District 58 hosted this group's meeting in October. Working with talented science leaders, District 58 teachers may have an opportunity to co-create units of study and pilot those units. Board members were given an opportunity to ask questions and make comments at this time.

3. **RECEPTION OF VISITORS – with extended opportunity for Board of Education and Community Communications**

Craig Young, DGEEA President, complimented Dr. Matt Rich, the Administration, and the Board, commenting on how different the look and feel is compared to last year. He highlighted the positive impact of communication and a different level of excitement among teachers for the resources being provided.

Kylie Spahn, Herrick parent, had questions regarding the role of technology in the classroom, expressing concern for excess use of technology. Ms. Spahn would like to see more books used in classrooms and questioned whether students could be given the option of being provided hard cover textbooks as the District converts to more digital resources.

Renee Wilhelm, Pierce Downer/Herrick parent, shared positive feedback for the Math Blueprint but would like to have off-line options for math made available as well as consistency of communication across grade levels. Ms. Wilhelm mentioned the MAP assessment comparisons and would like to see District 58 compared to peer communities on a local level.

Leslie Murphy, Pierce Downer parent, was not present at the meeting but had a question regarding reading curriculum consistency and supports a standardized spelling curriculum with weekly spelling tests.

Renee Wilhem asked what the District is doing for early detection of dyslexia. She also had additional questions in regard to PARCC data and what is available on the website.

4. CLOSED SESSION

Member Purcell moved and Member Heppner seconded the motion to move to closed session for the purpose of discussing matters relating to

- the appointment, employment, compensation, discipline, performance, or dismissal of specific employees of the District; 5 ILCS 120/2(c)(1);
- litigation, when an action against, affecting or on behalf of the District has been filed and is pending before a court or administrative tribunal, or when the District finds that an action is probable or imminent, in which case the basis for the finding shall be recorded and entered into the closed meeting minutes; 5 ILCS 120/2(c)(11);
- discussion of minutes of meetings lawfully closed under the Open Meetings Act, whether for purposes of approval by the body of the minutes or semi-annual review of the minutes as mandated by Section 2.06; 5 ILCS 120/2(c)(21).

ROLL CALL VOTE: AYES: Members Cooper, Heppner, Lupescu, Purcell, and Sigale
NAYS: None Motion carried

Member Purcell moved and Member Lupescu seconded the motion to reconvene in open session.

VOICE VOTE Motion carried

The Board convened to closed session at 9:07 p.m. and reconvened to open session at 11:21 p.m.

5. ADJOURNMENT

Member Heppner moved and Member Lupescu seconded the motion to adjourn the meeting.

VOICE VOTE Motion carried

The meeting was adjourned at 11:22 p.m.

John D. Cooper, President

Pamela A. Osika, Secretary