

Instructional Council Minutes

December 13, 2012

Meeting Attendance: Katie Thomson; Lisa Whitmer; Todd Graba; Rita Weber; Mary Wojtczak; Claudia Sanchez; Kathy Duchaj; Judy Havemann; Cyndee Fralick; Nadine Hill; Judy Havemann; Kelly O'Brien; Sara Elwood; Chris Medrano; Megan Kozlowski; Terri DeDecker; Josefina Melendez; Don Hoffman; Esperanza Villareal-Ortiz; Wilma Valero; Nan Ochs; Katie Thomson; Denise Lochwald; Todd Graba; Rita Weber; Raheem Hasan; Carol Mammoser.

Absent: Heather Fodor; Perry Hayes; Jennifer Williamson; Maria Aguinga; Barbara Bettis; Mark Atkins.

Guests/Observers: None

Welcome and Introductions: Members and Guests were welcomed by Nan Ochs. It was suggested that attendance is expected at all meetings.

Approval of Minutes – There were no questions or comments to the November meeting minutes. The motion was made to approve the minutes.

Council role with state standards discussion:

- Need to be familiar with the content of the common core.
- Council needs training and guidance.
- Steering Committee is interested in how we would gain the knowledge; how would we do that?
- The whole group needs training.
- Steering Committee needs to be present in the common core meetings. Need good representation from all departments.
- All levels should participate; small sub committees should be formed to help out.
- Different levels should be on the Steering Committee
- Information will go out to the district once it has been decided.

Common Core Training - Per Dr. Torres, Director has contacted people to help us who have been affiliated with the things we are doing here. These people will be asked to come and attend a meeting or schedule another meeting for discussion purposes. The group feels it's a good idea since everything is "Common Core" now. If people from the outside show us the rigor etc., it may be beneficial. Maybe make some recommendations to these outside people as well. There are lots out there with Common Core training.

Initial Presentations: 4th Year Math Course – BHS; ESC; ECC; LHS; Jacobs High School D300

Members of other educational facilities were present and introduced. They were: Todd Graba - BHS; Marc Hans - ESC; Dr. Julie Schiad – ECC; Karen Daniels – LHS; Joanna Cook – BHS; Linda Wade – BHS; Steven Shadel – Jacobs High School D300

Proposal for 4th year Math course for students; 4 appendixes were discussed.

- Partnership started in 2006. Six or seven facility teams made up of high school and faculty. It was mentioned that only 29% of the students were ready for college. Out of 1300, 4th year students, 700 did not take college math. There were 421 students that did make college took a math course. As the ECC College Readiness Alliance

created the course, they looked at different text books. A binder of projects is being put together that teachers can choose from. The plan is once they complete this in the Spring, they will hold a full day of professional development and will walk the teachers through the plan. They will collaborate as they introduce the new course. A committee has worked to get a customized book. They are asking that this course be approved so the books can be used this next year. Staffing will not be an issue. The cost of the book is estimated to be \$84. Sixty books will be needed per school. Another option would be a CD version however it would have to be ordered frequently. Transportation costs would be included.

- Evaluation: Make sure students are ready for college!
- Dr. Torres needs to approve the math course. Teachers across the district took a look at the proposal. Dr. Johnson will come to the Instructional Council and get the course approved.
- Steven Shadel of Jacobs High School indicated we would be doing a service to kids with this math proposal. He is already working with other teachers to make it happen. This will show what they need to get into the ECC course.

Discussion Topics re 4th Year Math Proposal:

- What area are students weak?
- Fractions is a weakness in schools (summer bridge students from ECC and feeder schools). They missed out on some concepts.
- Students need hands-on opportunities. It serves as a model.
- Does this not exist following core standards? No. We are working new concept in with some that are already in the district. Teacher training is needed. The text book should be aligned to Common Core and mentioned. Dr. Torres says this book is to get the seniors ready for college.
- Is this approved for only one year? Yes
- It was explained how it would look if we walked into this class. Team based, working harder for kids. Without the peer observation from other schools, it's hard to roll out. Communication needs to take place.
- How do I help my students be successful? Team based instruction is the best way, invite teachers to the classroom, etc.
- Lapse in class? Can sign up for the course next year and after that it is questionable.
- How is it done? They can decide if they want to sign up electronically or on paper. It can be a combination because sometimes they need to research outside the classroom. The text book has to stay in the classroom. The projects become a resource. Teachers have the ability to see the resources.
- Do you use the calculator on the COMPASS test? Yes. This course is not meant for just ECC.
- Are we ready for the shift in U-46? Based on enrollment, there may be additional staff needed.
- When do you measure success other than COMPASS test? Do COMPASS test whenever you need it.
- Is there any on-line work? Most is in class and using the computer lab at school. Kids can access this at home as well.
- Timing and Assessment: Is there early training? One year recommended for the course. Kids would go back to their original learning pattern if not approved after the one year.
- When are the dates for starting? April or early Spring
- Comment: This needs to be a minimum of 2 years, not 1.
- The next steps will be coming from Council.

4th Year Math Discussion continued....

- Longer than 1 year. It should be a 2 year thing. Per Dr. Torres, not out of range to recommend for two years.

- You cannot judge a program for just one year. Teachers are learning as well. The Steering Committee is not calling it a Pilot so what is it? It was agreed by the group that it's an unrealistic program. The student data after one year may not reflect in this program.
- There was a cost concern. We don't know how many more teachers need to be hired. Split classes may have a problem with the teaching of the class.
- There is a need to extend opportunities to U-46 students. Bilingual needs to be brought in on the opportunities.
- Cost for summer compass class is expensive.
- We could be helping kids left behind.
- Sounds like an awesome class. Seven hundred students did not take math in their senior year and now they can take math...700 could have taken this class.
- All freshman students go into Algebra. Are they ready for that class? Something should be done to prepare the kids for this class long before senior year. They have to pass Geometry and Algebra before taking this special math as a senior.
- Do we want to wait until senior year? What can we create using this as a guide? Can we recommend something?
- A quarterly plan is being worked out for the teachers to be trained by the out-of-district teachers who are already teaching the new math.
- PLC time for teachers so they can work together to identify needs?
- Common Core information is to take away a lot of information but we are not comfortable doing that until we know our needs.
- Professional Development is going to be beneficial for the teachers. All teachers need to be ready and it's our job to help them be ready.
- A team should be in place in each building.
- After 2 years, does it come back to Instructional Council? Yes, we will discuss the progress. This is all about hands-on and engaged learning with kids. Very supportive.
- Why is there a limitation put on this class? Where did that come from? Dr. Torres gave his recommendation and time limits to the Steering Committee.
- A Common Core conversation needs to take place; we should talk more about the content and understand the training.
- Metrics: Is the data going to be looked at in 2 years as a result of this class? The answer was yes, that will be considered. The grades will be considered the first 3 years and the 4th year.
- Dr. Torres wished everyone a Happy Holidays. Todd Graba was thanked for his leadership. We have just adopted a program under Todd's leadership. He indicated that there will be lots of pressure to adopt this (ECC and other Districts). The students are not taking a 4th year math. Another issue is the 4th year students feel they do not need math. Because of many issues, he feels a one year proposal is in line.
- Comment from Council: There is a concern about the kids who are not doing well.
- Todd Graba thanks the group for the feedback on the proposal.
- In U-46 for the current school year, this course would be appropriate for the following numbers of students based on the first criteria for the target audience: (see next page)

Discussion on the Manual:

ETA needs to be involved if manual changes are requested. Recommended changes should be made on #2 on page 5 of the manual. "National", and the word "science" should go in that area. Kathy Castle will be making some minor changes in the language requested by the group. The motion was made and approved that the changes be made.

Give Me Five – Julie Kallenbach

- Each person was given a handout of Early Childhood Project Charter. Two-thirds of the kids come to U-46 with schooling from private school or elsewhere. There are 6 milestones. A poster is shared of "Help Me Get Ready for Kindergarten!" It starts at birth. The five things on the chart is Talk; Play; Read; Do; and Write. The chart is in Spanish and English. People forget that children need to learn complete sentences. Many come in at 5 years old without saying complete sentences. Forty upper and lower case letters is an expectation; actually 50 is the high. Drawing skills are more important than writing their name.
- ISBE has the following timeline for the rollout of KIDS.
 - 2012 – 2013 – Pilot with approximately 5000 kindergarten students
 - 2013 – 2015 – Second phase implementation with approximately 40,000 kindergarten students
 - 2015 – 2016 – Implement KIDS statewide (approximately 150,000 kindergarten students)
- Questions: Has our district reached out to other districts? Yes. We are going into childcare facilities etc. to find out what they are doing. What do we do if they don't reach the Benchmarks? Benchmarks are more information for parents. We will not refuse a child to come in to kindergarten at any level.
- What is discussion about opportunities? Title I schools first; then the others. Targeting in to struggling schools, drop in preschool program that goes into housing programs; it is hard to reach grant funding for these kids. We should get kids into public places for interaction with their families.
- Restrictions on Title I is restricted which makes it hard to help these families. There is not enough space for all day kindergarten.
- How would you change the culture of the kids? Home visiting is one way.
- Class size is what really makes a difference in the full day kindergarten. Tuition for kindergarten is a lot cheaper than daycare.
- Enrollment raises equity difference across the district. If anyone knows anything about this, please email Julie Kallenbach.

AVID Update – Kelvin Lane

- Thirty teachers were trained in AVID. Almost all got rified. AVID was started in 2010 & 2011.
- Thirteen teachers are certified. The teacher is the strongest part of the program.
- AVID is taking seniors and making them college ready. The criteria for AVID was shared on a powerpoint presentation.
- AVID – stands for Advancement Via Individual Determination.
- Implemented school-wide and district-wide.
- There is certain criteria for AVID consideration: State Test Scores, attendance, grades, historically underrepresented in 4-year colleges and other special circumstances.
- It's for all students but targets those in the academic level.
- AVID is not a remedial program, a free ride, a school within a school, a quick fix, an affirmative action program.
- Walking families through the process with the students.
- Scholarship money is awarded to those completing 4 years. Seniors walk with a medallion.
- Seniors will be presented to the BOE.

- There is a separate AVID class for 7th and 8th grade.
- They do have a program for elementary school; grades 4, 5, and 6.
- Why do some High Schools have larger number of participants? Because of stronger teachers.
- SHS is strong in AVID.
- Anyway we can expand the program? If it grows, we need to hire more teachers. There is a possibility we can get more.
- The 7th grade teacher is a good option for AVID. Elementary teachers do not have enough information. Seniors would be good to talk to about the progress.
- Data of success of those classes: Average AVID was higher than non-average.
- AVID curriculum is in the common core strategies. Middle school and high school needs to check into this strategy.

Summary Statement

A proposal was brought forth for a new 4th year math course that is application based to support students who are currently not college or career ready.

Revision Manual brought to council and recommended and approved.

Give Me Five: An update was given to Early Childhood Project Charter; also the KIDS ISBE Pilot.

AVID: The numbers from high school seniors in AVID regarding scholarships, college acceptances.

Dr. Lane provided an AVID update. The program is 4 years old and we are graduating our first group of seniors. These AVID graduates are receiving almost \$2 million in scholarships.

Summary & Wrap-Up

It was brought up by the group that pamphlets were found from an elementary school about children learning Spanish. (Spanish class offered to students). Someone will be looking into this to get an answer.

Put on Agenda: What do we need to know? Steering Committee asked about a presenter coming in and talking about Common Core State Standards specific to our role. The person needs to have been affiliated with Achieve the Core.

Meeting adjourned.