



# STERLING PUBLIC SCHOOLS

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## ■ EDUCATION COMMITTEE MEETING NOTES ■

**TO: BOARD OF EDUCATION**  
**FROM: TAD EVERETT**  
**RE: NOVEMBER 15, 2011, EDUCATION COMMITTEE MEETING**

### Purpose Statement

The purpose of the Sterling Public School's Education Committee is to continually address the improvement of student success academically and social emotionally. This will be accomplished by focusing on the improvement of curriculum, instruction, and assessment practices.

### 2011-2012 Committee SMART Goals

#### ➤ Curriculum

- Academic
  - Sterling Public Schools grade/content area teams will revise curriculum maps to reflect newly adopted Common Core Standards by June 30, 2012.
- Social Emotional
  - Sterling Public Schools SEL teams and counselors will continue to research, develop and implement Tiered interventions by May of 2012.

#### ➤ Instruction

- Academic
  - The Director of Curriculum and Instruction, along with District School Improvement Teams, will differentiate staff development necessary for Phase 1 of the transition to the Common Core Standards of expectations for increased rigor by May of 2012.
- Social Emotional
  - Based on student discipline data, Sterling Public Schools SEL teams and counselors will develop instructional lessons aligned to student needs by May of 2012.
  - Under the guidance of the District School Improvement Team, each school will continue to develop/improve a problem solving plan that meets the updated Illinois State Board of Education special education eligibility/entitlement guidelines by December of 2012.

#### ➤ Assessment

- Academic
  - Sterling Public Schools staff will utilize AIMSweb reading and math assessments to universally screen and progress monitor students in grades K-8 during the 2011-2012 school year.
  - Utilizing screener and district norms, Sterling Public Schools K-12 grade level spans will revise and align Response to Intervention Rubrics with clearly identified assessment cut scores for student identification in each tier by May of 2012.
- Social Emotional
  - Sterling Public Schools counselors and teachers will pilot the AIMSweb Behavioral Screener for students in grades K-8 and make a recommendation for future use to the Education Committee by May of 2012.

**In Attendance:** Chair Gail Dancey, Terry McGuire, Tad Everett, Sara Dail, and Jill Froeter. Marc Geil and Cheryl Robinson were absent.

### **Meeting Notes:**

1. **Call to Order** – 12:05 PM in the Superintendent's Office
2. **Public Comment** – None
3. **Curriculum and Instruction**
  - a. Common Core Math Training

- Mr. Everett announced that four SPS staff members have been selected by the state as official Math Common Core Pilot Trainers. They are Vicki Dunphy, Kristen Shumard, Andrea Brenner, and Cheryl Robison.
- Those staff members are at the state training today on the new Math Common Core Standards and this training comes at no cost to the District.
- Mr. Everett will contact Sauk Valley Media to suggest a newspaper story highlighting this honor for the employees and the benefit it has for the District.

#### 4. **Student Services** – Sara Dail

##### a. Program Updates

- Rtl/ Special Education
  - Mrs. Dail provided a PowerPoint which explained how support services were provided to students before Rtl was implemented.
  - She explained how the Rtl “triangle” of interventions work at Tier 1, 2, and 3.
  - Mr. Everett reported he has received parental concerns regarding the times students are taken out for interventions during the school day. Parents worry they are missing out on other learning opportunities.
  - Mrs. Dail said that all schools are working on schedules including an intervention block so that when students are in interventions their classmates are also working on skills for their level.
  - Mrs. Dail provided a flow chart showing the Rtl problem-solving process which was developed last year. She explained that at the second level and third level, parents are invited to participate.
- Accelerated/Enrichment
  - Mrs. Dail reviewed the SMART goals of the Accelerated-Enrichment Advisory.
  - She explained that enrichment students work at grade level with enriching activities. Students in the Accelerated program work at a curriculum level above their grade, working towards taking AP classes when they get to high school. Mrs. Dail explained the rubric used for placement of students.
  - The Advisory focuses on what is best for students and they are presently discussing options for the fifth grade accelerated self contained class.
  - The Advisory may at some point make a recommendation to the Board for changes to the program.
- Bilingual
  - The Bilingual Advisory has changed format over time.
  - The Advisory is now part of a parent group that meets with José Gonzalez every Wednesday funded by the Bilingual Grant. It has an ESL component and Mr. Gonzalez works with bilingual parents to help them understand school structure, such as staffing, the Board of Education, parent-conferences, attendance rules, discipline, etc.
  - The Bilingual Advisory is now held as a part of those meetings.

##### b. SIP Quarterly Reports

- Mrs. Dail provided an option for a new format for SIP quarterly reports.
- Committee members were in consensus to use the new format. It is more reader friendly and will usually be accompanied by supporting data.
- Mrs. Dail has shared the new format with principals and they will be discussing it at the next Principals Meeting.

##### c. AMAO (Annual Measurable Achievement Objectives)

- Mrs. Dail explained that AMAO is how the state grades our bilingual program and how our bilingual students are progressing.
- AMAO is measured by the performance of bilingual students who take the ACCESS Test.

- There are three target criteria for AMAO achievement: progress toward English language proficiency, attaining English language proficiency, and adequate yearly progress (AYP).
- Bilingual students who took the ISAT and PSAE tests did not meet AYP.
- Bilingual families must be sent a state-required letter explaining that we did not meet AMAO and that has been done.
- Mr. Everett noted that bilingual students who come to the District in kindergarten tend to do well. Students who enter SPS after third grade tend to struggle. This can be attributed to the K-3 Bilingual Program that provides significant resources.
- Mrs. Dail said she is researching a reading intervention in Spanish which could be paid for with the Bilingual Grant which could help struggling students.

**5. Data Requests**

- a. None

**6. Other**

- a. None

**7. Committee Meeting Dates at 12:00 PM**

- a. December (No meeting)  
b. January 17<sup>th</sup>

**8. Adjournment: 12: 51 PM**