

Audubon Elementary Local School Council
Meeting Minutes
Monday, December 19, 2011 – 6:30 pm – Community Room

Call to Order 6:30 pm

Roll Call (LSC Members introduced themselves)

Members Present:

Phyllis (O'Hara) Ryan, Faculty Representative
Abby Levin, Staff Member
Sarah Gallagher, Community Representative
Patty Jones, Community Representative
Barbara Kantrow, Parent Representative
Jill Bass, Parent Representative
Maria Griffith, Parent Representative
Nick Hardgrove, Parent Representative, Secretary
Brendan Gilboy, Parent Representative, Vice-Chairman
Alex Pramenko, Parent Representative, Chairman
Joyce Nakamura, Interim Principal

Members Absent:

Jody Ebstein, Faculty Representative

Approval of Agenda

Phyllis Ryan moved that the Agenda be amended to allow the teachers presentations (Item 8) be moved in front of the Extended Day discussion (Item 7). Jill Bass seconded the motion.

The Agenda was unanimously approved, as amended.

Approval of November Minutes

Jill Bass moved that the November minutes be approved, Maria Griffith seconded the motion.

The November minutes were unanimously approved.

Review of LSC Procedures

Chairman Pramenko indicated to the audience that participation at LSC meetings will be the same as it has in previous years:

- i. Agenda Item introduced
- ii. LSC discussion is had
- iii. Audience members who signed in to speak get 2 minutes.

At the end of the listed agenda items, audience members who have signed in to speak on non-Agenda topics get 3 minutes.

Principal Selection Committee

Maria Griffith reported that the Principal Selection Committee (the "Committee") had worked on 1st Round Interview Questions, 2nd Round Interview Questions, a Resume Rubric, and a Letter to the Candidates, acknowledging the receipt of their resumes. Additionally, all LSC members need to sign the Code of Conduct Agreement.

Additionally, Maria indicated that the Committee had decided to re-post the job opening. The deadline for receiving resumes is currently December 21, 2011. The new deadline would be January 11, 2012. Additionally, the Job Description was modified to give a shorter, clearer description of Audubon.

It was decided that the interviews would be conducted on Saturday, January 28, 2012. If a candidate(s) cannot make the Saturday Interviews, the alternate date is Monday evening, January 30, 2012.

Nick Hardgrove moved to revise the Job Description before the re-posting, as set forth in the revised Job Description circulated by Maria Griffith. Phyllis Ryan seconded the motion. The motion passed by unanimous vote.

SIPAAA Report

BILINGUAL REPORT

Audubon Teacher Lourdes Valenzuela presented the Bilingual report for consideration in the creation of the SIPAAA. Ms. Valenzuela indicated that there are two bilingual educational models at Audubon: TBE (Transitional Bilingual Education) and TPI (Transitional Program of Instruction).

Audubon uses the TBE model for students who speak Spanish in their homes, as we have sufficient number (20+) of students in that situation (we have 35). Additionally, we have TPI students in other languages, including: French, Russian, Punjabi and others.

We have two teachers (Ms. Whitney and Ms. Fernandez) that are either ESL or Bilingual endorsed, and they service the Kindergarten and 1st grade students. All other students are serviced by Ms. Valenzuela. We will be assessing all of the students with the ACCESS English language proficiency exam, with a goal of one proficiency level growth in students.

Additionally, Ms. Valenzuela indicated that she conducts periodic meetings with parents of students in the Bilingual Program.

One concern that Ms. Valenzuela expressed concerning these students and families was that the culture/climate of Audubon, though wonderfully inclusive and welcoming of uniqueness, we could do a better job of promoting and acknowledging cultural differences among the various Audubon families.

AUDUBON CURRICULUM

Audubon Teachers Diane Berin and Kerry Tavarczyk presented the Audubon Curriculum Report for consideration in the creation of the SIPAAA.

They indicated that there is a “Year-At-A-Glance” link on the Audubon web-site that breaks down what’s happening in each classroom over the course of the year, broken down by academic quarters. Parents should have received a copy of this at the Open House.

The Literacy Curriculum has been reorganized by genres. They worked with Sarah Dennis and the Erikson Institute redoing the K-3 community, and extended that to the 3-8 community. They looked deeply into Fiction and Non-Fiction to ensure students received a variety of exposure from Kindergarten through Eighth Grade. Once they identified the genres, they attached Comprehension Strategies to each genre.

In K-3, we do literacy assessments: Fluency, Level Benchmark Assessment, Sight Words and Developmental Spelling. In 3-8 we do NWEA, Common Core and ISAT assessments. Common Core is replacing the ISAT in 2013.

The literacy genres were selected based on teachers strengths and passions, and the skills that students need in order to be successful on the ISAT Reading Sections. And the comprehension strategies took into account the Common Core standards as well as what the students needed to be successful on the Reading portion of the ISAT.

The Science Curriculum has been expanding significantly over the last several years. Audubon uses the FOSS and STC systems, two really hand-on looks at real science (“Full Option Science System” and “Science and Technology Concepts”). Through these learning systems, the students really get an opportunity to experience science.

There are extra Science labs for 3rd, 4th, 6th & 7th grades. That strategy is designed to prepare students for the Science portion of the ISAT’s (Spring of 4th and 7th grade). So in the second semester of 3rd and 6th grades, the students get an extra science lab; and in the first semester of 4th and 7th grades, the students continue that extra science lab. Audubon refers to the science curriculum as being “3-D”, in that students actual see and feel the things they are learning about. The extra science lab helps convert this “3-D” learning into strategies to succeed on the “2-D” science questions on the ISAT, and other standardized tests.

The K-3 Social Studies Curriculum has been rewritten, again with assistance from the Erikson Institute. Redmoon Theater is also providing Social Studies support in 3rd, 6th, 7th & 8th grades. The Redmoon piece is less about social & emotional standards, and more about a combination of other standards that were not getting enough emphasis previously, like global issues. For instance, the 3rd grade classes are learning about issues in South Africa. So it is more global learning, applied through art. Also, they are working on Communication, Geography and Mapping issues.

In rewriting the curriculum, they took a lot of guidance from the Massachusetts Institute. Additionally, it was noted that Ms. Guerrero teaches 2 grades of students at the same time (7th and 8th graders), in preparation for the Constitution Test.

The Math Curriculum has been expanding and improving steadily over the last several years. And since we have been doing the Everyday Math for so long, the students are better prepared, and we are able to introduce more concepts, move through things a little more quickly and take things to a deeper level.

The 5th grade math curriculum is now a 6th grade curriculum, which allows time for Algebra to be taught to 8th graders, better preparing them for what they will be handling in their high school Math classes.

The Jiji program has allowed students to build Math skills without doing math problems. The 1st-4th grade Math pullout groups and the 5th-8th grades Walking Math also help teachers reach the students at their various levels of competence in Math.

They identified some issues, like fluency (multiplication tables, fractions, etc...), which is where the Mclass assessment has helped us identify categories that we, as a school need to work on.

Principal Presentation

Principal Nakamura spoke about the following topics:

Extended School Day: It appears that teachers will be getting 60 minutes of consecutive prep time, and that all students will get an extended lunch (45 minutes). CPS has asked a few schools to develop potential extended day schedules, and it may end up being a situation where schools will select from a few different models, as far as how that school will operate under the extended school day.

Track E: It also appears that CEO Brizard intends to move every CPS school toward having one school calendar. It was not determined whether that would be toward the standard school year (now employed at Audubon) or the Track E school year (shorter Summer break, longer Spring, Fall and Winter breaks).

Teachers' Contract: Finally, she noted that the teachers' contract expires June 30, and that there are plenty of issues that will need to be worked through (longer day, longer year, etc...).

Committee Reports

None

Announcements

"Grow 47" is pledging \$10 million to Bell and \$10-\$13 million to Coonley to expand their facilities to accommodate their large class sizes.

Adjournment

Phyllis Ryan moved to adjourn, seconded by Patty Jones. By unanimous vote, the meeting was adjourned at 8:18.