

**MEETING NOTES**  
**EQUITY/PROACTIVE PRACTICES COMMITTEE**  
**COMMUNITY UNIT SCHOOL DISTRICT 200**  
**March 10, 2022**

A meeting of the Equity/Proactive Practices Committee of the Board of Education of Community Unit School District 200, DuPage County, Illinois, was called to order at the School Service Center, 130 W Park Ave, Wheaton, IL on Thursday, March 10, 2022, at 3:19 PM.

**PRESENT**

Board Member: Mr. Dave Long

Staff:

- Dr. Jeff Schuler, Superintendent
- Ms. Melissa Murphy, Asst. Superintendent of Educational Services
- Dr. Chris Silagi, Asst. Superintendent of Student Services
- Dr. Limaris Pueyo, Director of Multilingual Learners and Equity
- Ms. Holly Zimmer, Hawthorne Elementary School Principal
- Ms. Michelle Fitzenreider, Elementary Math Coach
- Ms. Par Stamatoukous, Pleasant Hill Elementary School Principal
- Ms. Katie Morgan, Elementary Math Coach
- Dr. Jon Pilkington, Hubble Middle School Principal
- Mr. Scott Chedister, Middle School Math Coach

**ABSENT**

Board Member: Dr. Mary Yeboah

**Overview of Fall and Winter Data Dives**  
**School Team Data Reviews**

Mrs. Melissa Murphy provided an update on the data dives. This included sharing information on the following components:

- The purpose of a data dive is to support schools preparing for learning acceleration programs.
- The data dives occurred in September 2021 and January 2022, both after the administration of district testing.
- Between two to four schools participated in a data dive session. Each session had the building principal, math coach, assistant principal (if applicable), math interventionist (elementary), and school psychologist.
- The goal of each data dive, both fall and winter, was to assist buildings in maximizing resources to support learning acceleration. The focus was on math, as math has been prioritized in our learning acceleration plan this year.
- FastBridge data reports were reviewed with the teams at both the fall and winter data dives.
- FastBridge is the system currently used for progress monitoring. Also, the pilot of the SEL assessment is available in the FastBridge system. The reports are easy to access, data is available quickly, and this assessment provides data on the student's level of performance since it is adaptive.
- The data can be filtered by demographic groups, which supports the district's equity work.
- The data dive was paired with a discussion on best practices in instruction to support all students within the Tier 1 setting.
- Equity work is embedded within all instruction.

- Schools utilized the data at the building level to facilitate further conversations to support students' needs.
- Three school-based teams presented to the Equity Committee to demonstrate how the data dive assisted their building at math instruction and data from an equity lens. This included the following:
  - Hawthorne Elementary School
    - Utilized the data in team-based conversations with each classroom teacher.
    - The focus was to continue to maximize best practices in instruction for all students in Tier 1 setting through the collective sharing of best practices, an investment in learning & piloting IM, and a commitment to professional growth.
  - Pleasant Hill Elementary School
    - Focused on equitable instruction this year, and its equity committee has continued to focus on best practices in teaching to maximize student learning.
    - Used the IM pilot to support staff with best practices for learning acceleration.
    - The data dive was an opportunity to celebrate the growth of students involved in this pilot.
  - Hubble Middle School
    - Recognized that some sixth-grade students needed additional math support (besides math lab).
    - Examined existing supports and created a new section to support students based on the learning acceleration model.
    - Students struggled with self-efficacy before forming a new section.
    - FastBridge data was used to evaluate student growth to determine if this program was best meeting student needs.

There was questions/comments/discussion on the following:

- Definition of Tier 1 and Tier 2 as it relates to identified needs.
- Clarification on “adaptive test” term - electronic tests that adjust based on how you are responding to questions.
- Growth is measured for students based on how they performed in their fall assessment and increased in their winter assessment.
- The differences between math interventionists and coaches.
- Engaging staff in professional development on discourse.

### **Discussion on Multilingual Supports in Math Classrooms**

Dr. Pueyo addressed how we can think about multilingual learners and the support they need in math. This was an opportunity to assist staff in instructional strategies to best meet the needs of the multilingual learners in the math classroom. There was information on the following instructional strategies to support multilingual learners and all learners in the Tier 1 setting:

- Clearly defined content & language objectives
- Teach language skills across the curriculum
- Focus on vocabulary & academic language
- Build background knowledge
- Culturally responsive instruction
- Student discourse
- Focus on problem-solving
- Engage students in rich math tasks
- Teachers

There was questions/comments/discussion on the following:

- The context for reinforcing language.
- Looking at how we can support teachers in Tier 1 setting so students can access the learning.
- Interventions, strategies, scaffolds put in place for students.
- Focus on creating conditions where all students can be successful and have support.
- Facilitated a workshop with elementary math coaches and multilingual specialists to implement these practices.

**Public Comment**

None

The meeting adjourned at 4:29 PM.