

North Schuylkill School District Goals and Initiatives for 2011-2012 School Year

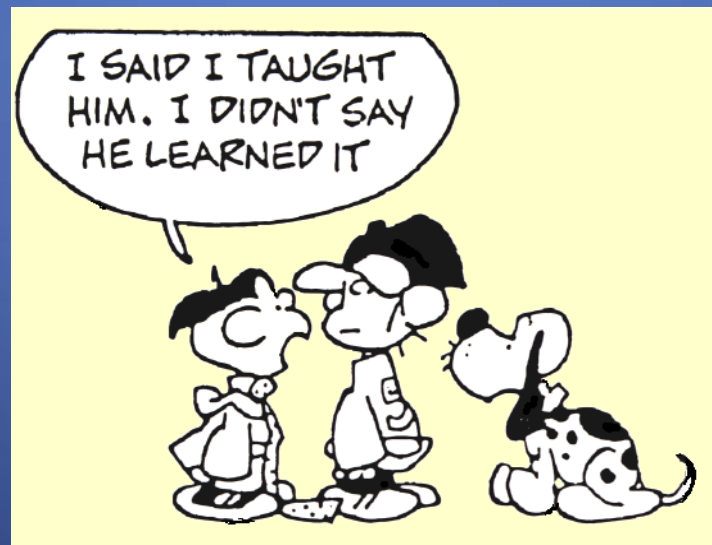


August 23, 2011

Please consider

- “If you want to be great, you have to give up being good.”
- BEFORE you do your lesson plans, ask yourself, “What do I really want these student to know? What is the core nugget of knowledge that, when they are 32 years old and have forgotten most of what they have learned, will allow them to function in real life situations?”

Our Dilemma



Today's Discussions

- “If you don't know where you're going, any road will get you there.”
- “Too many teachers focus on the *teaching* and not the *learning*. They spend most of their time thinking, first about what they will do rather than first considering what the learner will need in order to accomplish their learning goals.”

Continuing Initiatives and Practices

- North Schuylkill New Teacher Induction-District-Wide
- Data Analysis-District-Wide
- Curriculum Alignment and Mapping- District-Wide
- Upgrades in Technology- District-Wide
- SAS adoption and implementation- District-Wide
- CDT- District-Wide
- Title III requirements-District-Wide
- Differentiating Instruction

Continuing Initiatives and Practices

- PLC's- Junior/Senior High School
- Middle States Accreditation- Junior/Senior High School
- Keystone Exams- Junior/Senior High School

New Initiatives

- Clear Statement of Classroom Goals-daily practice-District-Wide
- Classroom Walkthroughs with Reflective Practice- District-Wide
- RTII-Phase One District-District-Wide
- Transition to Common Core Standards-Phase One-District-Wide
- Development of a New Strategic Plan- District-Wide

Areas of Concern

- AYP-PSSA- 2010-2011-District-Wide
- PSSA Test Security and Administration-District-Wide
- PSSA Forensics Report 2009-District-Wide
- PD and Act 48 Moratorium
- Professional Staff Code of Conduct-District-Wide
- Professionalism and Ethical Practices-District-Wide

North Schuylkill New Teacher Induction-District-wide

- Year Number Two-the development of handbook and induction program.
- Role of Mentor Teachers
- Role of Administrators
- Quarterly meetings with new staff members

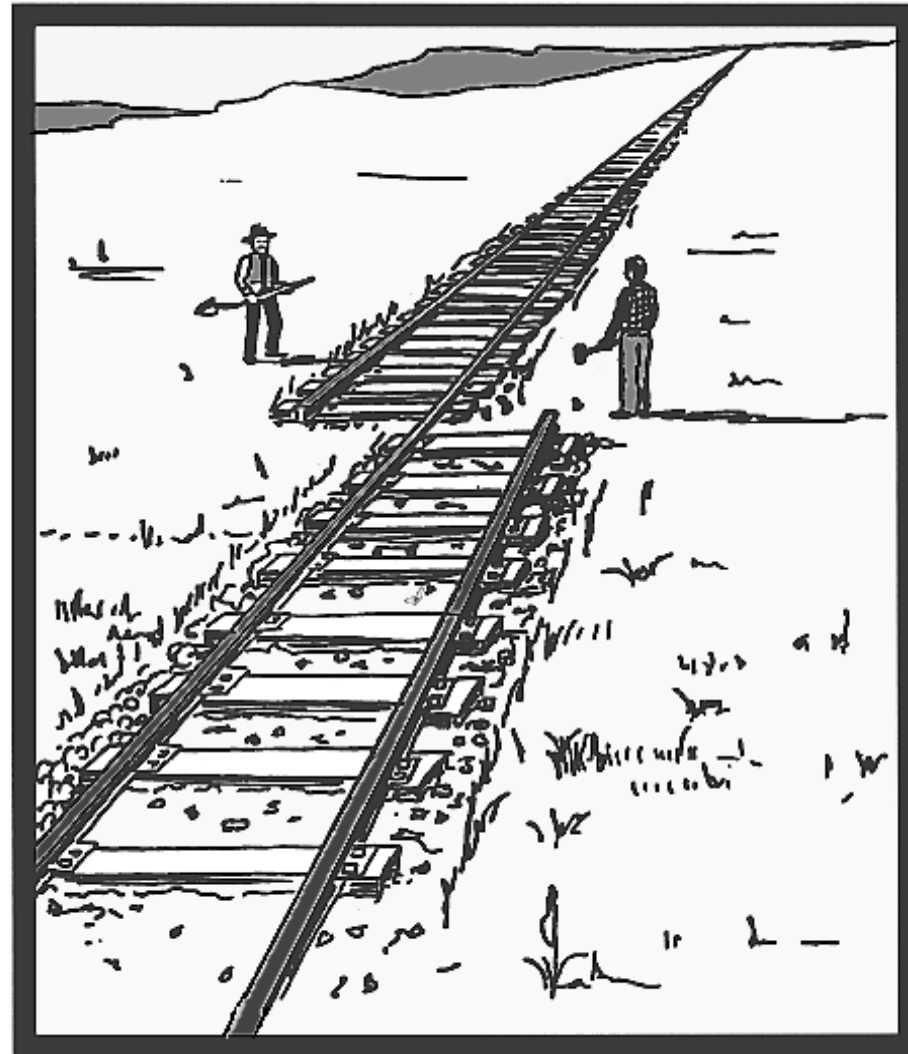
Data Analysis-District-Wide

- Data-analysis tools
- Assessments and analysis
- Documentation
- No 4-Sight testing this year/CDT will be utilized
- Study Island may also be utilized for analysis
- Building principals will review the PSSA results

Curriculum Alignment and Mapping- District-Wide

- Continue with Performance Pathways
- Implement the SAS Curriculum Mapping tool
- Meetings to align and collaborate
- Transition from PA Standards to Common Core Standards will begin
- Collaboration between grade levels will continue

Why do we need to align our curriculum?



Curriculum Mapping and SAS

Preview of: North Schuylkill School District Master template

NORTH SCHUYLKILL SCHOOL DISTRICT
Home of the Spartans

15 Academy Lane
Ashland, PA 17921
(570) 874-0466



Suggested Timeframe	Big Idea(s)/Unit	Concepts	Competencies	PA Standards- Continued Emphasis	Common Core-New Emphasis	Vocabulary	Assessment(s)	Materials, Resources and Interventions
------------------------	---------------------	----------	--------------	---	--------------------------------	------------	---------------	---

Upgrades in Technology- District-Wide

- i-Pads integration into classrooms
- Laptops and i-Pads-stay on top of things
- Smart-boards and Promethean boards
- Additional trainings in technology will be provided-see tech lead teachers
- CFF coach has been terminated
- Tech Lead teachers will provide support

Tech Lead Teachers

- Please review the job description that was supplied in e-mail from 8-18-11.
- Needs will be addressed through Tech Lead teacher involvement.
- Master of the Obvious

Technology Essentials

- Follow the AUP and Administrative polices
- You have a responsibility to the district to maintain order and preparation
- Technology Ethics
- Classroom integration

SAS adoption and implementation- District-Wide

- SAS establish your account and use the tools supplied by PDE and SAS
- Curriculum mapping tools
- Professional development is available through SAS
- Fall SAS course will be offered through Wilkes/PLS

CDT- District-Wide

What subjects are assessed?

- CDTs are available in the following areas during the 2011-2012 school year: Algebra I, Algebra II, Biology, Chemistry, Geometry, Mathematics, Reading/Literature, Science, and Writing/English Composition.

The CDT is:

- offered to students in grades 6 through high school.
- available for use in the classroom throughout the school year on a voluntary basis.
- based on content assessed by the Keystone Exams and the Pennsylvania System of School Assessment (PSSA).
- comprised of multiple-choice items.
- delivered as an online computer adaptive test (CAT), ensuring valid and reliable measures of a student's skills, while minimizing testing time.
- designed to provide real-time results for students and teachers, with links to materials and resources in the SAS.

Use of Study Island

- Scores and results can replace the 4-Sight program
- Data allows us to shape instructional strategies
- Testing will allow us to benchmark progress
- Data camps and analysis process will be a topic for future in-service trainings

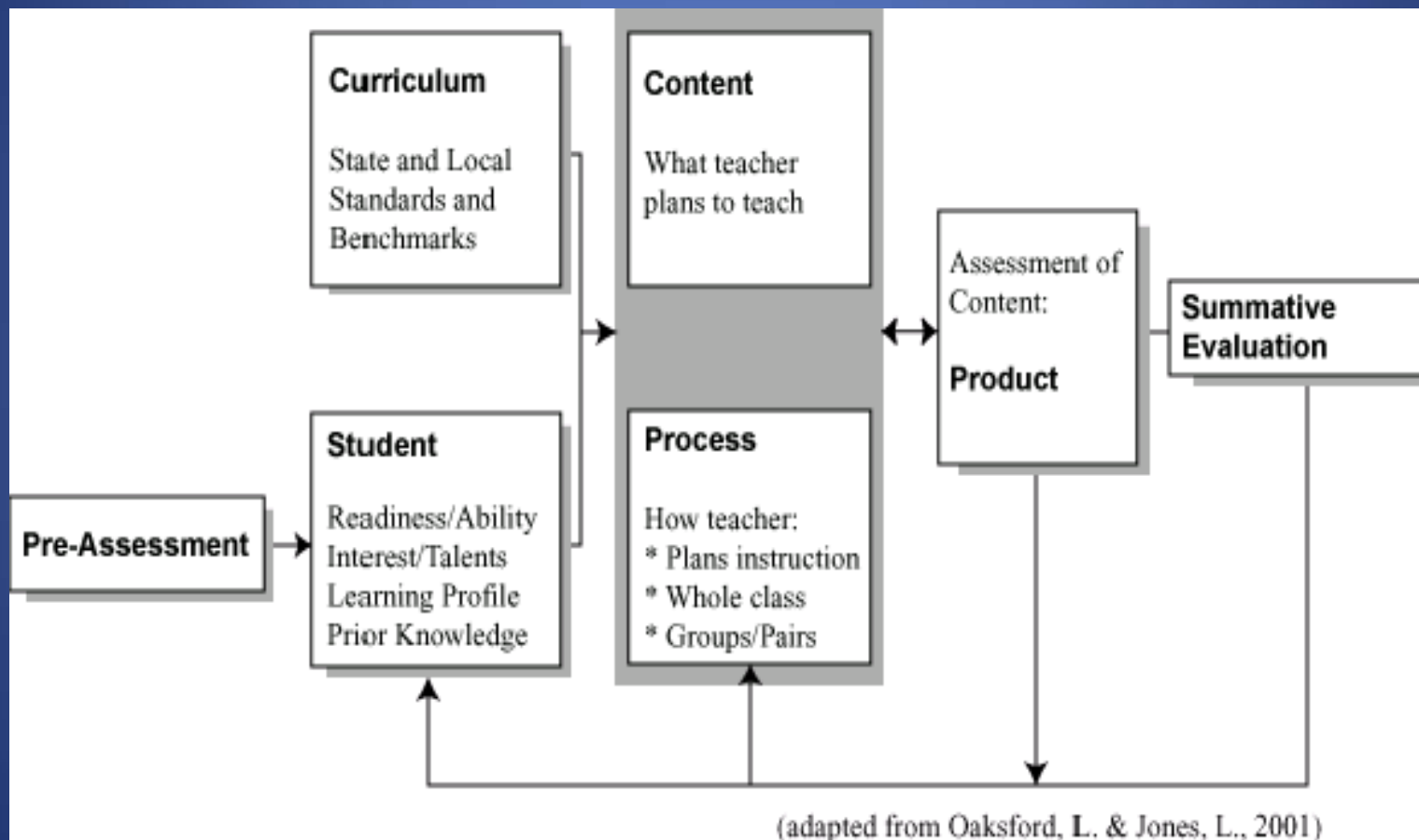
Differentiating Instruction

- “Differentiation is classroom practice that looks eyeball to the eyeball with the reality that kids differ, and the most effective teachers do whatever it takes to hook the whole range of kids on learning.”
- Process has been on-going for the past few years.

Why do I need to differentiate?

- To differentiate instruction is to recognize students' varying background knowledge, readiness, language, preferences in learning and interests; and to react responsively. Differentiated instruction is a process to teaching and learning for students of differing abilities in the same class. The intent of differentiating instruction is to maximize each student's growth and individual success by meeting each student where he or she is and assisting in the learning process.

Planning and Implementing Differentiated Instruction



PLC's- Junior/Senior High School

- Using time effectively and administrative guidance and support
- 6 day cycle-topics and process to be developed by Mr. Temchatin and Mrs. Manofsky

Middle States Accreditation- Junior/Senior High School

- Establish committees and develop focus points.
- The goal of achieving Middle States Accreditation will provide our school district with some wonderful opportunities and help us to achieve a “Gold Standard” which will allow us to further enhance our mission in providing a valuable educational experience for all of our students.

Standards for Accreditation

- STANDARD 1: Philosophy/Mission
- STANDARD 2: Governance and leadership
- STANDARD 3: School Improvement Planning
- STANDARD 4: Finances
- STANDARD 5: Facilities
- STANDARD 6: School Climate and Organization

Standards for Accreditation

- STANDARD 7: Health and Safety
- STANDARD 8: Educational Program
- STANDARD 9: Assessment and Evidence of Student Learning
- STANDARD 10: Student Services
- STANDARD 11: Student Learning and Student Activities
- STANDARD 12: Information Resources and Technology

Keystone Exams- Junior/Senior High School

- Continue with the process and participate.
- The Keystone Exams are end-of-course assessments designed to assess proficiency in the subject areas of Algebra I, Algebra II, Geometry, Literature, English Composition, Biology, Chemistry, U.S. History, World History, and Civics and Government.
- Students in the classes of 2015 and 2016 will demonstrate proficiency in Algebra I, Biology, Literature, and English Composition with a final Keystone Exam. The Keystone Exam will count for one-third of the final course grade.

Keystone Exams

- For the classes of 2017 and beyond, requirements under this option will be expanded to include the following:
 - Passing 2 English courses (Composition and Literature)*;
 - Passing 2 Mathematics courses (Algebra I, Algebra II, or Geometry);
 - Passing 1 Science course (Biology or Chemistry); and
 - Passing 1 Social Studies course (Civics and Government, U.S. History, or World History).
- * The Pennsylvania Department of Education (PDE) recommends administering the English Composition exam at the end of English 9 and Literature at the end of English 10.

Clear Statement of Classroom Goals- daily practice-District-wide

- Research strongly suggests that effective learning goals improve student achievement.
- By learning more specifically what makes goals effective and how to implement them in their own classrooms, teachers can improve their instruction.

We Learn About....

- 10% of what we READ
- 20% of what we HEAR
- 30% of what we SEE
- 50% of what we both SEE & HEAR
- 70% of what we DISCUSS
- 80% of what we EXPERIENCE
- 95% of what we TEACH

SMART goals

- Specific and strategic: goals are clearly articulated and clarify the vision
- Measureable: goals are clearly measureable
- Attainable: goals are possible to achieve
- Results-oriented: goals are focused on the outcome
- Time-bound: goals are achieved in a certain period of time

Becoming a Daily Practice

- Learning goals are instrumental to effective teaching.
- A learning goal states what the students will know or be able to do and often begins with “Students will be able to” and “Students will understand.”
- Focus on student learning is optimal concern.

Learning Goals vs. Activities/Assignments

- Specific goals impact student achievement more than general goals. The first step in creating specific learning goals is to understand the difference between *learning goals and activities/assignments that are designed to help students meet those goals.*

In the examples below, the first two are assignments and the last two are learning goals:

1. Students will successfully complete the exercise in the back of chapter 3.
2. Students will create a metaphor representing the food pyramid.
3. Students will be able to determine subject/verb agreement in simple sentences.
4. Students will understand the defining characteristics of fables.

Considerations

- Communicating clear goals to the students will focus student learning.
- Stating goals throughout a lesson can improve student achievement by as much as 25%.

Classroom Walkthroughs with Reflective Practice- District-wide

- Goal for the Classroom Walk-Through
- To use “Classroom Walk-Through” as an effective tool for supporting our reflective culture and improving professional practice ... resulting in increased student learning.

Why Classroom Walk-Through?

- Collect real-time data
- Increase coaching effectiveness
- Increase reflective practice & collaboration
- Support S & E requirements & Professional Development planning
- Increase achievement/close gaps

Benefits from Walk-Throughs and Classroom Observations

For Teachers:

- Learn more about their teaching through the principal's support and presence and to extend talk about teaching and reduce feelings of isolation.
- Examine what works well and which areas of instruction or classroom management could be enhanced by modifying practice.
- Be affirmed for their instructional efforts.
- Gauge short- and long-term efforts by examining objective data collected over a sustained period of time.

What to Look For....

- Curriculum
- Instruction
- Focus on Learner
- Classroom Environment
- Differentiation

Focus Questions

- What evidence demonstrates that students are actively engaged in their learning?
- How are diverse learning styles and multiple intelligences being accommodated?
- How is the use of higher-order thinking being demonstrated in lessons taught?
- How are the amount and type of student writing across the curriculum demonstrated?
- How are lessons being aligned to the state and district curriculum standards?
- How are teachers integrating technology into their lessons?
- What evidence illustrates that teachers are using formative assessments throughout lessons to monitor and adjust instruction?
- What developmentally appropriate activities are taking place to meet student needs?

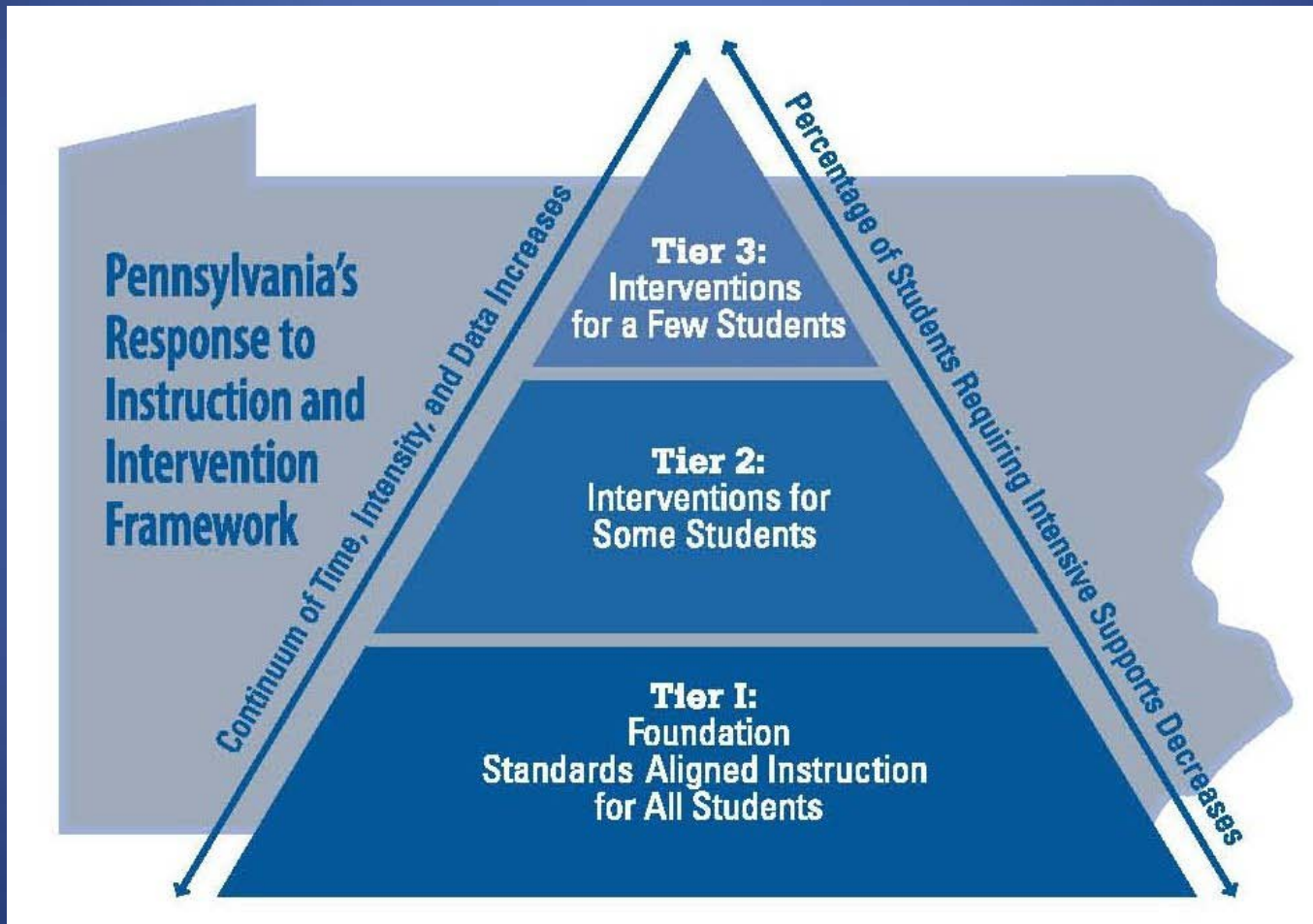
RTII-Phase One District-District-wide
Will be incorporating over a three year
time frame.

- What is Response to Intervention?
- A comprehensive standards-aligned school reform strategy that enables early identification and intervention for students needing additional opportunities to learn high level content while providing benchmark students the opportunity to enrich and “grow” their skills and talents.

What is Response to Intervention?

- An alternate to the aptitude-achievement discrepancy model for the identification of students with learning disabilities.

The RtII Framework



Core Characteristics of RtII

- Standards aligned instruction in a research-based core
 - Universal screening
 - Shared ownership of all students
 - Data-based decision making
 - Progress monitoring
 - Benchmark and Outcome Assessment
 - Tiered intervention and service delivery
 - Research-based interventions
 - Flexible grouping
 - Fidelity of Implementation
 - Parental engagement

Pennsylvania's Standards-Aligned System (SAS)



Instruction is the Key!

- Promotes the provision of standards-aligned instruction for all students.
- Promotes the importance of effective instruction in building a strong core (Tier 1).
- Focuses Tier 2 and 3 implementation efforts on effective instructional practices.
- Discourages teams in building Tiers 2 and 3 structures without a strong, standards aligned instructional core.

RTII Phase I: Planning

- **District**
 - Identify district team – share RtII overview with team
 - Present RtII overview to School Board, make information available to all staff
- **Building**
 - Establish Administrative commitment
 - Talk with faculty about RtII – Overview: what it is, what it isn't and the research base behind it, and, what it means for our building, share your vision
 - Clearly define your focus – on data to inform decision making

RTII Phase I Planning

- Schedule district meetings and trainings
- Identify data leaders within buildings; develop building staff leadership capacity
- Identify RtII lead – member of district team

Transition to Common Core Standards- Phase One-District-wide

TRANSITIONING TO COMMON CORE		
YEAR	DISTRICT RESPONSIBILITY	PDE RESPONSIBILITY
2010-2011	Curriculum and instruction based on the current PA Academic Standards	Common Core transition teams complete alignment study and develop PA Common Core framework.
	Spring 2011 PSSA based on current eligible content aligned to PA Standards	Continued development of Keystone Exams based on eligible content aligned to the Common Core Standards.
	Attendance at PDE/IU staff development sessions to begin transition planning	Professional development offered for districts to begin transition plans
2011-2012	Curriculum and instruction based on the current PA Academic Standards	Ongoing professional development to assist districts in creating transition plan and beginning initial efforts to align curriculum and instruction to PA Common Core standards
	Create instructional redesign cycle and begin modification of board-approved curricula in English Language Arts and Mathematics through initial study of Common Core Standards alignment documentation provided by PDE	Standards Aligned System (SAS) fully aligned to PA Common Core Standards
2012 - 2013	Continue with curriculum rewrites, with July 1, 2013, target date for full implementation of PA Common Core	Ongoing professional development to support full implementation in PA schools

Development of a New Strategic Plan- District-wide 2013-2019

- Our Current Obligations Relative to our Strategic Plan
- Academic Standards & Assessment (Chapter 4)
- Student Services & Records (Chapter 12)
- Professional Education
- Special Education
- Educational Technology

AYP-PSSA- 2010-2011-District-wide

District Status Report

Print

Welcome to
Pennsylvania AYP Reporting System

Adequate Yearly Progress Status for 2010-2011

129545003 NORTH SCHUYLKILL SD

District Status Report

[District and School AYP Status History](#)

2010-2011 AYP Status	Made AYP
-----------------------------	-----------------

District Grade Span Status					
		3-5 Grade Span	6-8 Grade Span	9-12 Grade Span	District
Mathematics	Participation	Yes	Yes	Yes	Yes
	Performance	Yes	Yes	Yes	Yes
Reading	Participation	Yes	Yes	Yes	Yes
	Performance	Yes	No	Yes	Yes

Attendance Rate		
	Attendance Rate Goal = 90% or Improvement	Met Attendance Target
All Students	94.89%	Yes

Graduation Rate		
	Graduation Rate Goal = 85%, Target = 82.5% or Improvement	Met Graduation Target
All Students	86.81%	Yes

▲ [Back To Top](#)

Welcome to
Pennsylvania AYP Reporting System

Adequate Yearly Progress Status for 2010-2011

129545003 NORTH SCHUYLKILL SD - 7950 NORTH SCHUYLKILL ELEM SCHOOL

Note: This report uses abbreviations & symbols. [View Legend](#)

School Status Report

2010-2011 AYP Status	This School met 17 target(s) out of 17. Made AYP
-----------------------------	--

Mathematics				
	Participation Goal = 95%	Met Participation Target	Performance Goal = 67%	Met Performance Target
All Students	100.0	Yes	75.7	Yes
White non-Hispanic	100.0	Yes	75.7	Yes
Black non-Hispanic	N/A	N/A	N/A	N/A
Latino/Hispanic	N/A	N/A	N/A	N/A
Asian or Pacific Islander	N/A	N/A	N/A	N/A
American Indian or Alaskan Native	N/A	N/A	N/A	N/A
Multi-Racial/Ethnic	No Students	No Students	No Students	No Students
IEP	100.0	Yes	59.4	Yes-CI
English Language Learner	No Students	No Students	No Students	No Students
Economically Disadvantaged	100.0	Yes	67.8	Yes

Reading				
	Participation Goal = 95%	Met Participation Target	Performance Goal = 72%	Met Performance Target
All Students	100.0	Yes	64.6	Yes-GM
White non-Hispanic	100.0	Yes	64.1	Yes-GM
Black non-Hispanic	N/A	N/A	N/A	N/A
Latino/Hispanic	N/A	N/A	N/A	N/A
Asian or Pacific Islander	N/A	N/A	N/A	N/A
American Indian or Alaskan Native	N/A	N/A	N/A	N/A
Multi-Racial/Ethnic	No Students	No Students	No Students	No Students
IEP	100.0	Yes	40.6	Yes-SH
English Language Learner	No Students	No Students	No Students	No Students
Economically Disadvantaged	100.0	Yes	56.1	Yes-GM

Attendance Rate		
	Attendance Rate Goal = 90% or Improvement	Met Attendance Target
All Students	94.89%	Yes

Legend	
Symbol	Definition
~	Not measured for feeder schools
N/A	Not applicable for subgroups with fewer than 40 students
N2	Two Years of Data
N3	Three Years of Data
SH	Safe Harbor
CI	Confidence Interval
APP	Appeal
GM	Growth Model

Welcome to
Pennsylvania AYP Reporting System

Adequate Yearly Progress Status for 2010-2011

129545003 NORTH SCHUYLKILL SD - 3883 NORTH SCHUYLKILL JSHS

Note: This report uses abbreviations & symbols. [View Legend](#)

School Status Report

2010-2011 AYP Status	This School met 15 target(s) out of 17. Warning
-----------------------------	---

Mathematics				
	Participation Goal = 95%	Met Participation Target	Performance Goal = 67%	Met Performance Target
All Students	100.0	Yes	69.8	Yes
White non-Hispanic	100.0	Yes	70.2	Yes
Black non-Hispanic	N/A	N/A	N/A	N/A
Latino/Hispanic	N/A	N/A	N/A	N/A
Asian or Pacific Islander	N/A	N/A	N/A	N/A
American Indian or Alaskan Native	N/A	N/A	N/A	N/A
Multi-Racial/Ethnic	N/A	N/A	No Students	No Students
IEP	100.0	Yes	27.6	No
English Language Learner	No Students	No Students	No Students	No Students
Economically Disadvantaged	100.0	Yes	56.5	Yes-GM

Reading				
	Participation Goal = 95%	Met Participation Target	Performance Goal = 72%	Met Performance Target
All Students	100.0	Yes	71.7	Yes-CI
White non-Hispanic	100.0	Yes	71.8	Yes-CI
Black non-Hispanic	N/A	N/A	N/A	N/A
Latino/Hispanic	N/A	N/A	N/A	N/A
Asian or Pacific Islander	N/A	N/A	N/A	N/A
American Indian or Alaskan Native	N/A	N/A	N/A	N/A
Multi-Racial/Ethnic	N/A	N/A	No Students	No Students
IEP	100.0	Yes	27.6	No
English Language Learner	No Students	No Students	No Students	No Students
Economically Disadvantaged	100.0	Yes	68.5	Yes-CI

Graduation Rate		
	Graduation Rate Goal = 85%, Target = 82.5% or Improvement	Met Graduation Target
All Students	86.81%	Yes

Legend	
Symbol	Definition
~	Not measured for feeder schools
N/A	Not applicable for subgroups with fewer than 40 students
N2	Two Years of Data
N3	Three Years of Data
SH	Safe Harbor
CI	Confidence Interval
APP	Appeal
GM	Growth Model

PSSA Test Security and Administration- District-wide

- Please remember to adhere to the:
- **The Do's and Don'ts of Test Security**
- The Do's and Don'ts for PSSA test administrators contain guidelines which must be followed to ensure that the integrity of the test remains above reproach.

PSSA Forensics Report 2009-2010

District-wide

- Three flags on the 8th grade PSSA for 2008-2009.
- Economically Disadvantaged student demographic information was not properly identified.
- Erasure issue with one student
- Residual effect issue with one student

ACT 45 & ACT 48 MORATORIUM UPDATE

- Act 24 of 2011 provided for a two year suspension of the Act 45 and Act 48 continuing professional education requirements for school and system leaders and educators.
- No one is prohibited from taking Act 45 or Act 48 courses, programs or activities if they choose to do so during the suspension period. Any educator or school or system leader may continue to acquire Act 45 or Act 48 credits and/or hours during the statutorily prescribed two-year suspension period.

ACT 45 & ACT 48 MORATORIUM UPDATE

- Professional education plans associated with the federal requirements of Title I and Title II will continue in effect. It should be noted that Title I requires sustained on-going, intensive professional development as a component within mandated school improvement plans. Further, any district receiving Title I and Title II funding is required to include a professional development plan within the school improvement plan along with the requirements of 22 Pa. Code 49.17 (Continuing Professional Education).

Professional Development

- College courses-follow the procedure as outlined in the past
- Continue with agreement with Wilkes/PLS
- Act 48 will continue in our district
- Different approach for Act 48 and In-Service trainings

Professional Staff Code of Conduct- District-wide

- Review your teacher handbook and adhere to all of the state regulations.
- Serve as a role model within our society.
- In order to be an effective educator, you must recognize the moral component of education and your fiduciary responsibilities.
- Remember that you have the unique privilege of self-regulation.
- One of the challenges of self-regulation is the concomitant duty to report misconduct and to protect students from conditions that are harmful or unsafe.

Professionalism and Ethical Practices- District-wide

- Social Media and Electronic Devices
- Professional employees shall refrain from social networking sites and electronic communications that invite, encourage or establish a student relationship outside his/her professional scope of employment, unless the student is an immediate family member or near relative

How to Avoid Allegations of Misconduct:

- avoid activities that may reasonably raise concerns as to their propriety;
- do not engage in activities directed towards developing a relationship with a student beyond the recognized boundaries of a teacher/student regardless of the student's age;

How to Avoid Allegations of Misconduct:

- avoid making comments of a personal nature or suggestive in tone to a student;
- avoid any sexual or romantic contact with a student regardless of the student's age or apparent consent;
- avoid inviting students to your home;

How to avoid allegations

- avoid seeing students in isolated or private situations;
- avoid sharing information of a personal nature about yourself with students;
- avoid giving personal gifts to a student;

How to avoid allegations

- avoid exchanging notes, e-mails or other communications with a student of a personal nature;
- avoid situations which could be construed as posing a risk to the student or facilitating an inappropriate relationship with students;
- refer students to the appropriate resource if they are in need of counseling; and
- be mindful of your reputation in the community.