

Tredyffrin/Easttown School District
BOARD EDUCATION COMMITTEE

May 11, 2016
1:00 PM
TEAO, Meeting Room 200

Agenda

- I. Approval of April 13, 2016 Minutes

- II. Public Comment

- III. Strategic Planning Update

- IV. ESSA Update

- V. Other

Board Education Committee Goals

1. Review the recommended administrative changes to the academic program that have impact on curriculum or budget and communicate recommendations to the full Board.
2. Review all enrollment and staffing numbers and projections for the year to determine the extent to which educational needs are addressed.
3. Review student assessment results.
4. Recommend informational education presentations to include in the monthly Board meetings as priority discussions.
5. Receive administrative recommendation for school calendar and make recommendation to the full Board.
6. Review current programming to determine alignment with federal and state mandates including Keystone Exams content and implementation.
7. Make recommendations to Board committees to communicate appropriate educational positions to legislators.
8. Review current programming at the middle school level.

Next Meeting Date: September, 2016

DRAFT PENDING COMMITTEE APPROVAL
BOARD EDUCATION COMMITTEE MEETING MINUTES
April 13, 2016

Tredyffrin/Easttown Administrative Offices
1:00 p.m.

Attending all or part of the meeting:

Board Committee Members: Scott Dorsey (Chair), Kevin Buraks, Roberta Hotinski, Katharine Murphy

Other Board Members: Michele Burger, Virginia Lastner, Edward Sweeney

TE School District Representatives: Wendy Towle (Administrative Liaison), Mark Cataldi, Andrea Chipeco, Patrick Gately, Richard Gusick, Nicole Roy, Mike Szymendera, Oscar Torres

Community Members: Amy Alvarez, Doug Anestad, Kris Graham, Barb Jackson, Jamie Lynch, Cinda Marturano, Sam Elsen, Sarah Culbert, Kelly Walker, Coleen Hillman, Tracey Sloan

The meeting was called to order at 1:06 p.m.

Public Comment:

Doug Anestad commented on computer science in the District curriculum.

Barb Jackson commented on the Achievement Center at Conestoga High School.

Doug Anestad commented on **ERB/Keystone/PSAT Report.**

Jamie Lynch commented on **ERB/Keystone/PSAT Report.**

Cinda Marturano commented on **ERB/Keystone/PSAT Report.**

Sam Elsen commented on **ERB/Keystone/PSAT Report.**

Coleen Hillman commented on **ERB/Keystone/PSAT Report.**

Tracey Sloan commented on **ERB/Keystone/PSAT Report.**

Doug Anestad commented on **Minding Your Mind/Mental Health/Resiliency/MIT Report.**

Approval of Minutes:

The March 9, 2016 were approved.

Committee Discussion and Recommendations:

The Committee discussed the **ERB/Keystone/PSAT Report**. Mr. Cataldi, Director of Assessment and Accountability, shared the results of the District's fall administration of the Educational Records Bureau (ERB) Comprehensive Testing Program for grades 2, 3, 4, 6 and 8, as well as a sample 'Individual Narrative Report' from ERB. Although the ERB is an optional assessment, it provides information that teachers and administrators use for a variety of instructional decisions. Mr. Cataldi also shared the results of the District administration of the Preliminary Scholastic Aptitude Test (PSAT) on October 14, 2015, as well as the PSAT calendar for the fall of 2016. The College Board introduced the new and redesigned "SAT Suite of Assessments" in the fall of 2015, with the PSAT 8/9 and PSAT 10 only offered on a Wednesday in October rather than on a Saturday as had been offered in previous years. As a result of this new administration calendar, the Committee had previously recommended the District pay for and administer the PSAT to students in grades 9, 10, and 11, with opt-out available for any students who did not wish to participate. Mr. Cataldi explained that complete data on the fall 2015 results is not yet available. In particular, the College Board has decided not to release the test questions for interpretation of student scores, as they have in the past. Also, Mr. Cataldi explained that the PSAT 8/9 will again not be offered on a Saturday in the fall of 2016. Finally, Mr. Cataldi shared the results of the January, 2016 administration of the Keystone Exams. Mr. Cataldi addressed several questions from Committee and community members. The Committee recommended the District continue to administer the ERB Comprehensive Testing Program. The Committee also recommended the District once again pay for and administer the PSAT on a school day in the fall of 2016 and continue to gather data and results to inform the educational value of the school-day administration. Finally, the Committee recommended the District continue to offer the optional summer Keystone remediation program at Conestoga High School, as the Keystone Exams remain a graduation requirement for students in the current 9th grade and below (class of 2019 and below).

The Committee received a report on **Minding Your Mind/Mental Health/Resiliency/MIT** from Dr. Andrea Chipeco, Director of Individualized Students Services, Dr. Oscar Torres, Curriculum and Staff Development Supervisor, and Ms. Nicole Roy, Supervisor of Special Education. Dr. Chipeco presented an update on the District's incorporation of the Signs of Suicide (SOS) Prevention Program in grades 5-9 and the Minding Your Mind educational opportunities for students in grades 10-12. Both programs encourage help-seeking behaviors in students. Dr. Torres and Ms. Roy presented an update on the District Resiliency Initiative, specifically the resiliency lessons developed and to be delivered for students in grades 5-8 at both middle schools this spring, as well as an update on plans to further develop middle school and high school lessons in preparation for the 2016-2017 school year. Dr. Chipeco also presented an update on the Multi-tiered Intervention Team (MIT) Implementation for the 2015-2016 school year. Dr. Chipeco presented information on program goals, MIT supports provided for students, MIT points of pride, and the number of students receiving MIT services at the middle schools and the high school.

Under the agenda topic of "other," the Committee received a **Technology Update** from Dr. Szymendera, Director of Instructional Technology. Dr. Szymendera explained the District Technology Committee evaluated the gradebook feature of Schoology and found it was robust enough to replace Pinnacle, the District's current gradebook management system for students in grades 5-12. Since Pinnacle is no longer supported by its creator company and the District is only under a one-year contract to use Pinnacle, the move to Schoology's gradebook management system would result in a savings to the District. Grades 5 and 6 would need to be added as Schoology users, which would result in a revision to the Schoology contract, without penalty. The Committee recommended that the District move forward with the use of Schoology's

gradebook feature for students in grades 5-12 for the 2015-2016 school year, and that teachers receive training on the gradebook feature.

The meeting was adjourned at 4:17 p.m.

Next meeting: **May 11, 2016**

Tredyffrin/Easttown School District

Strategic Plan - Spring 2014

Mission Statement

To inspire a passion for learning, personal integrity, the pursuit of excellence, and social responsibility in each student.

We will continue to develop and support a culture within the school community that promotes personal integrity and social responsibility.

- To develop a foundation of personal integrity within students at each developmental level.
- To identify and facilitate ways in which students can develop social responsibility within their schools, local, and global communities.

We will promote emotional, mental, social, and physical well-being by fostering a culture of acceptance and respect.

- To ensure a safe and welcoming school environment in which every student feels accepted, respected, and supported by peers, faculty, and administration.
- To empower students to overcome academic and personal challenges; and develop the intellectual courage to grow, excel, and innovate.
- To develop students' capacity for resilience, grit, and flexibility that will serve as a foundation for success as life-long learners.

We will create a framework for learning that develops a capacity for innovation, creativity, and an entrepreneurial spirit.

- To support academic inquiry by promoting students' abilities to ask deep, meaningful questions and to conduct independent, original research.
- To provide opportunities for students to become skilled with emerging literacies, including but not limited to media literacy, visual literacy, financial literacy, and coding literacy.
- To enhance and expand opportunities for students to develop skills and interests in science, technology, engineering, and mathematics.
- To provide students with learning experiences that are authentic and organized in both traditional and non-traditional ways.

We will harness the power of technology to advance learning while engaging and empowering students in a connected world.

- To leverage digital content, tools, and processes to support the development of information fluency skills.
- To educate thoughtful and ethical behavior with technology as digital citizens.
- To develop critical thinking, effective communication, and creativity using technology.
- To facilitate understanding in the selection of appropriate digital tools, the ability to troubleshoot systems and applications, and the transfer of technology skills.

We will provide professional learning opportunities that foster collaboration, reflective questioning, and the artistry of teaching.

- To enrich a community of collaboration and open professional exchange.
- To create a professional learning framework in which reflective questioning and dialogue among colleagues are encouraged.
- To facilitate opportunities for professionals across the career spectrum to share their ideas and insights, to cultivate continuous improvement, and to strengthen the practice of all.

We will create opportunities to interact within and beyond the T/E Community by building partnerships and relationships that develop social skills, enhance experiences, and increase knowledge.

- To foster partnerships and relationships among students, families, alumni, staff, and school district support groups.
- To foster partnerships and relationships with local community groups, leaders, resources, businesses, and institutions.
- To foster partnerships and relationships with state-wide, national, and global universities, organizations, businesses, and governmental institutions.

We will anticipate, interpret, and influence legislation and regulations in a manner to achieve our mission.

- To anticipate, interpret, and communicate legislative and regulatory issues for all T/E stakeholders.
- To influence federal, state, county, and local decision makers in order to positively impact legislation, regulations, and actions affecting the T/E School District.

Consensus Belief Statements

- We believe that every individual has intrinsic value.
- We believe that each individual has potential.
- We believe that individuals are responsible for their choices and actions.
- We believe that external and internal expectations strongly influence personal growth and achievement.
- We believe that individuals and communities are strengthened by a culture of participation, contribution, and support.
- We believe that lifelong learning is essential for one to flourish in a continually changing world.
- We believe that meaningful growth comes from building on successes, experiencing challenges, and overcoming adversity.

Strategic Plan Update

Education Committee Spring 2016



Strategic Plan Implementation

- The Plan was adopted in Spring 2014.
- Several strategies were addressed with small groups of teachers in 2014-15 school year.
- Full implementation of the Plan on a larger scale continued during the 2015-16 school year.



Highlights of 2015-16 Implementation



We will promote emotional, mental, social, and physical well-being by fostering a culture of acceptance and respect . . .

- Implementation of MITs at middle school and high school
- Minding Your Mind program presented to all faculty K-12
- Enhancement of Digital Citizenship curriculum
- Established Resiliency Committee who developed framework and lessons for implementation with middle school students in spring 2016
- Presentations by various student groups to the Diversity Committee
- Staff Development provided for high school faculty focused on gender differences

We will create a framework for learning that develops a capacity for innovation, creativity, and an entrepreneurial spirit . . .

- Development of research framework to support science fair projects at middle schools
- Introduction of robots at all elementary schools
- Expansion of Hour of Coding activities in elementary and middle schools
- Implementation of new Coding course at the high school
- Design and development of new AP Capstone program at the high school

We will harness the power of technology to advance learning while engaging and empowering students in a connected world . . .

- Full assessment of student and teacher access to technology was completed
- Implementation of BYOD at the high school
- Learning management system chosen for implementation in 2016-17
- Plan developed for implementation of a 1:1 initiative
- Continued enhancement of Digital Citizenship curriculum
- Implementation of pilot Dreambox math program at the elementary schools
- Continued exploration of resources for use with students at each level

We will provide professional learning opportunities that foster collaboration, reflective questioning, and the artistry of teaching . . .

- With support of Staff Development Council, researched, designed, and implemented professional development program focused on defining the artistry of teaching
- Collaborated with teachers and students to create logo and documentary representing teaching artistry in the District
- Continued to develop opportunities for teachers to participate in Colleague Connections
- Began design of November 2016 professional development day focused on the Artistry of Teaching

Every Student Succeeds Act

Background

1. ESSA replaces No Child Left Behind (NCLB).
2. President Obama signed ESSA on December 10, 2015.
3. New framework goes into effect 2017 – 2018.
4. NCLB waiver expires July 31, 2016.

Accountability

1. Shifts the responsibility for the design and implementation of the accountability system to the state level.
2. No 100% proficiency requirement or adequate yearly progress.
3. Must address closing the achievement and graduation gaps for federally-defined subgroups.

Standards and Assessment

1. Assessments must be aligned to “challenging” academic standards.
2. States must continue to assess students in English Language Arts and Math in grades 3-8 and in high school.
3. Science must be assessed at least once during grades 3-5, 6-9, and 10-12.
4. Participation rate requirement of 95 percent remains.
5. English language learners must be assessed in English language proficiency.
6. Only 1 percent of special education student can be given alternate assessments
7. Requires districts to post information about assessments and time students spend on required assessments.
8. States may limit aggregate amount of time spent on assessments for each grade.

School Intervention & Improvement

1. Under ESSA, states must define the accountability system.
2. Intervention required for the lowest-performing 5 percent.

Educator Evaluation

1. ESSA removes federal oversight of how educators are evaluated.
2. Provides Pennsylvania with flexibility in designing a system without need for a federal waiver.
3. State-level requirements tying educator evaluation to student performance on standardized assessments still remain in Pennsylvania (Act 82).
4. Opportunities for discussion with lawmakers and other stakeholders about modifications to the existing Act 82 of 2012.