

Central Columbia School District

Act 48/Professional Education Goals

1. Engage in High School Reform
2. MATHEMATICS
3. Maximize Student Achievement
4. READING /Writing
5. Science

CCSD Improvement Model based on Robert Marzano's Work

- **District Level Non-negotiable Achievement Goals**
 - PSSA Goals

| Grade | Math | Reading | Writing | Science |
|--------------|-------------|----------------|----------------|----------------|
| 11 | 70 | 81 | 97 | 60 |
| 8 | 85 | 75 | 72 | 75 |
| 7 | 85 | 72 | | |
| 6 | 93 | 70 | | |
| 5 | 95 | 75 | 70 | |
| 4 | 87 | 72 | | 85 |
| 3 | 87 | 77 | | |

- Other Academic Goals (covering areas not tested by a PSSA)

- **District Level Non-negotiable Instructional Goals**
 - Learning Focused Framework
 - Lesson Planning
 - Vocabulary Strategies
 - Graphic Organizers
 - Student Learning Maps
 - Essential Questions
 - Summarizing Strategies
 - Administrative Monitoring Plan
 - SMART Goals
 - Quality Instruction in All Classrooms
 - Quality, Well-Aligned (with state standards) Rigorous Curriculum in All Classrooms
 - Quality Assessments measuring student achievement and progress.
 - Department Head Development
 - Curriculum Audits
 - Ideally Twice a Year

PLC Big Ideas

1. Ensuring That Students Learn
 - What do we want students to learn?
 - How will we know if they learned it?
 - How will we respond when a student experiences difficulty learning?
2. Culture of Collaboration
3. Focus on Results

Wants vs. Needs and Backward Mapping by Joellen Killion NSDC's deputy executive director

Learning Focused Schools Rubric

- Curriculum
- Instruction
- Assessment
- Organization/Planning

LFS Planning

1. Brought teachers to training
2. Discussed implementation with a leadership group
3. Asked teachers to try the strategies
4. Used the leadership group to determine priorities for the 2009-2010 School Year
5. Communicated 2009-2010 expectations to staff at the end of the 2008-2009 school year
 - a. Essential Questions, Vocabulary, Summarizing Strategies
 - b. Ask abouts and Look fors
6. Purchased materials and provided training for staff
7. Principals held reflection meetings to discuss implementation
8. Principal/Curriculum Coordinator/Superintendent monitored the instructional strategies

LA Planning

1. ID specific issues with our data
2. ID teacher leaders to study the program
3. Have teacher leaders meet with grade levels to identify perceived needs.
4. Bring representative teachers to visit other successful programs.
5. Review and align our curriculum to state standards using grade level teachers.
6. Develop Common Assessments to periodically measure student achievement.
7. Review the use of time and make recommendations for the upcoming year.
8. Review available materials and make recommendations to the Act 48 Committee.
9. Set Goals both at the district and grade level for achievement in both reading and writing.
10. Review goals attainment on both a short and long term basis.

Science

1. Review student achievement data.
2. Have department heads meet with grade levels to identify perceived needs.
3. Utilize department heads to review units of work to align them with state standards
4. Review and align our curriculum to state standards using grade level teachers.
5. Develop Common Assessments to periodically measure student achievement.
6. Review the use of time and make recommendations for the upcoming year.
7. Review available materials and make recommendations to the Act 48 Committee.
8. Set Goals both at the district and grade level for achievement.
9. Review goals attainment on both a short and long term basis.

Central Columbia School District Improvement Model

1. Disaggregate and review student achievement data to uncover strengths and weaknesses. (Superintendent, Curriculum Coordinator, Principals, Department Heads, Grade Group Leaders)
2. Have Department Heads/Principals/Curriculum Coordinator meet with grade levels/departments to identify perceived needs (curricular or instructional) to improve achievement in targeted areas.
3. Utilize Department Heads/Curriculum Coordinator/Principal to review existing curriculum.
4. Review and align curriculum to state standards via the Standards Aligned System using grade level teachers, Department Heads/Curriculum Coordinator.
5. Develop/Review Common Assessments to periodically measure student achievement.
6. Review the use of time and make recommendations for the upcoming year.
7. Review available materials and make recommendations to the Act 48 Committee.
8. Set achievement and instructional goals at the district level.
9. Set building/grade level goals with corresponding action plans to support district goals.
10. Review goal attainment on both a short (quarterly minimum) and long term basis.