

# **CENTRAL COLUMBIA SCHOOL DISTRICT CURRICULUM DEPARTMENT**

## **STRATEGIC PLAN PROFESSIONAL DEVELOPMENT COMMITTEE Minutes**

Wednesday, October 14, 2009  
6:00 P.M.  
District Office Boardroom

- I. Called to order by John Kurelja
- II. Attendance:  
  
Janice Dysart, Jeff Groshek, Chad Heintzelman, Jim Hollister, John Kurelja, John Monick, Tom Sharrow, Beth Snyder, Ellen Withrow
- III. Review of the Central Columbia Strategic Planning Process
  - a. Typically the Steering Committee meets at the beginning of the school year to review planned activities for this school year.
  - b. A meeting is typically held at the end of the school year to share progress or challenges we have faced while trying to accomplish our goals.
  - c. The midpoint review of our strategic plan will likely require additional meetings over the course of this school year and those meetings will be shared with advanced notice.
- IV. Review of the Activities for the 2009/2010 year
  - a. Three questions came from members of the Steering Committee
    - i. The first asked what the district was doing to address the poor performance of our students who are Economically Disadvantaged and/or have an Individualized Education Plan (I.E.P).
      1. Our district performance on state assessments can be found at <http://www.ccsd.cc/users/curr/dataresults/Report%20Card%2008-09.pdf>
      2. Although our scores could be stronger, we were fortunate to make Adequate Yearly Progress in all schools and as district.
      3. All of the professional development activities discussed and listed are as a result of researched based educational strategies that were found in 90-90-90 schools. These unique schools are those that

- have 90% of their students at or above proficiency. 90% of their students who are economically disadvantaged and 90% minority. The progress of these schools is incredible and the instructional strategies they all have in common are what CCSD is spending a great deal of time and money implementing over the course of this year.
- ii. The second question inquired about our Dual Enrollment Program.
    - 1. Our district has worked to develop a guaranteed enrollment program with Bloomsburg University.
    - 2. We have Professors coming to the HS to teach college classes to our students.
    - 3. What we have not been able to move forward on is the full Dual Enrollment program we have had in the past in large part because of the cuts to the state budget.
  - iii. The third question came up about study halls in the 9<sup>th</sup> grade schedule.
    - 1. 9<sup>th</sup> grade students no longer have study halls.
    - 2. This has posed a challenge for some of our high achieving 9<sup>th</sup> grade students who have very difficult courses without an opportunity to do any homework during the school day.
    - 3. This has had a somewhat of a negative impact on students who participate in extracurricular activities.
    - 4. This topic was discussed at the last strategic planning meeting and will be a consideration for future schedules at the high school.
    - 5. There are 9<sup>th</sup> grade teams this year which have the opportunity to communicate with each other about assignments including homework. A suggestion will be made to Mr. Groshek to share these concerns with the 9<sup>th</sup> grade teams to see if they can help address the challenges the students are facing. There is also a homework policy that will be reviewed with these teachers to insure they are abiding by this School Board Policy #5520 which can be found at <http://www.ccsd.cc/do/policy/5000.pdf>

#### V. Professional Development – John Kurelja:

- i. Approximately 60 Teachers participated in the Collaborative Curriculum Development process at the IU.
- ii. All staff was trained in Learning Focused Schools strategies on August 20 and 21<sup>st</sup>
- iii. All staff will be trained in Learning Focused Schools strategies on November 2<sup>nd</sup> and 3<sup>rd</sup>.
- iv. January 18<sup>th</sup> will be used to allow teachers to revise and improve our draft Student Learning Maps
- v. Two days at the end of the school year will be used to finalize the student learning maps, establish a bank of best

lessons, and begin the conversation about common assessments.

- b. High School - Jeff Groshek:
  - i. Futures class has received many positive reviews from students.
  - ii. Advisory Period – We now have an Advisor Plan which produces activities for kids to do.
  - iii. 9<sup>th</sup> graders are required to take a foreign language.
  - iv. We removed applied courses for 9<sup>th</sup> grade students
  - v. We have implemented a tiered academic intervention system for 9<sup>th</sup> grade students
  - vi. Our HS building was built in 1961. It is well built. However, we are having some physical plant issues. We are going to ask the School Board to authorize a feasibility study to begin the process of improving the HS facility.
- c. Middle School - Chad Heintzelman:
  - i. Students in the MS who were not proficient on the PSSA's and/or having difficulty in classes will be invited to participate in the district's after-school program. BEST (Better Educating Students for Tomorrow) will begin October 13<sup>th</sup>.
  - ii. The MS will also be implementing a new program this year that will address student failure immediately instead of waiting for summer school. Each marking period, if a student is failing 1 or more subjects, he/she will be required to attend Catch-up Camp for the first full week after the marking period ends. If a student successfully completes the Catch-up Camp, his/her grade will be changed to a passing grade. If he/she does not successfully complete Catch Up Camp, he/she will be required to participate in the 3 week after-school program that will directly follow Catch-up Camp. (Letter and schedule attached)
- d. Elementary School – Tom Sharrow:
  - i. RTI - Response to Intervention model used in Reading. A three tier model which provides a leveled support system for students identified as basic or below basic in Reading. This program now provides needed support for students in grades K-4 on a push in or pull out basis depending on the level of intervention needed.
  - ii. This program was developed to try and reach more students across all grades of the ES. We also added another reading specialist to try and help with this effort.
  - iii. By providing reading interventions in a more comprehensive fashion we are looking to improve our district results with our most struggling populations.
- e. Technology – John Monick:
  - i. We have phones in all the MS classrooms. Calls cannot be received 7:30 a.m. – 3:30 p.m. Any calls placed during that time will go directly to voicemail.
  - ii. We have wireless overlay in all buildings.

- iii. Creating/Testing Student Information Portal to access Student's Grades, Performance Tracker, Jay Phone, Blue Jay School Alert.
- iv. This new technology called "Bluejay Notify" is now up and running off of the district's website. It allows the school community to get regular, phone calls, text messages, and e-mails on the areas that are of interest to them.
- v. This technology was demonstrated and was met with very positive responses!

VI. Strategic Plan Mid Point Review

- a. Must be completed by September 2010.
- b. We will complete this over the course of this school year.
- c. The main focus of this review is to look at our plan that is now going on three years old and adjust it based on changes in the district since that time. We want to keep the strategic plan current with the district's direction and this review gives us a chance to make adjustments to accomplish this.
- d. We also want to update the members of the strategic plan so that we can insure full participation. An example of this would be changes in the School Board which will warrant changes to the members of the committee.
- e. We will be sharing more information on this process over the course of this school year.

VII. Discuss the Use of Time Study that is getting underway

- a. The Use of Time Study will be met for the first time on 10/14 and has its next meeting scheduled for 11/11/09 at 6:00 p.m. in the district office board room.
- b. Interested participants are still welcome to join this group and can contact Kim Shultz at 784-2850 ext. 4023 if they would like any of the introductory information.

VIII. Next meeting is on April 14, 2010 at 6:00 P.M.

IX. Adjourned



**Central Columbia Middle School**  
**Progress Reports**  
**BEST**  
**and**  
**Catch-Up Camp**



Dear Parent/Guardian:

Included in this mailing is your child's progress report for the first marking period. We have recently updated our grading system and now students will receive 2 grades, one representing their performance on tests and other formal assessments (PROFICIENCY) and another one representing their performance on homework and other informal assessments (RESPONSIBILITY). Students will now receive grades that range from 0-4. The relationship between our old grading system and the new one is represented on your child's progress report and report card. The GRADEBOOK Parent Viewer provides a detailed report including student assignment grades and percentages.

Honor Roll will follow the guidelines detailed in the student handbook planner. In order to be eligible for Distinguished Honors a student must have an overall grade of 93% - 3.67 with no grade lower than a 90% - 3.33. In order to be eligible for Honors a student must have an overall grade of 85% - 2.67 with no grade lower than an 80% - 2.0.

If your child is experiencing difficulty in one or more subjects, you are encouraged to contact the guidance office to set up a parent conference. You should also be aware that students who were not proficient on the PSSA's and/or are having difficulty in classes will be invited to participate in the district's after-school program. **BEST** (Better Educating Students for Tomorrow) will begin October 13<sup>th</sup> (See schedule on the reverse side of this letter)

We will also be implementing a new program this year that will address **student failure** immediately. Each marking period, if a student is failing 1 or more subjects, he/she will be required to attend **Catch-up Camp** for the first full week after the marking period ends. If a student successfully completes the **Catch-up Camp**, his/her grade will be changed to a passing grade. If he/she does not successfully complete **Catch-up Camp**, he/she will be required to participate in the 3 week after-school program that will directly follow **Catch-up Camp**. (See schedule on the reverse side of this letter.)

This proposed program will require a significant commitment on the part of the district, but we believe by responding to student failure in this manner, we are providing the best opportunity for students in the middle school to succeed. The message we have consistently promoting to students is that we are not going to allow them to fail. If you have any questions please feel free to contact me at 570-784-2850 ext. 2000.

Sincerely yours,  
Mr. Chad Heintzelman  
Principal

# **BEST Program (Better Educating Students for Tomorrow) And Catch-Up Camp**

## **Tentative Schedule**

### **BEST**

Oct 13-15 (T, W, TH)  
Oct 20-22 (T, W, TH)  
Oct 27-29 (T, W, TH)

### **CATCH-UP**

Nov 9-12, 16 (M,T,W, TH, M)

### **BEST**

Dec 1-3 (T, W, TH)  
Dec 8-10 (T, W, TH)  
Dec 15-17 (T, W, TH)

### **BEST**

Jan 5-7 (T, W, TH)  
Jan 12-14 (T, W, TH)  
Jan 19-21 (T, W, TH)

### **CATCH-UP**

Jan 25-29 (M, T, W, TH, F)

### **BEST**

Feb 9-11 (T, W, TH)  
Feb 16-18 (T, W, TH)  
Feb 23-25 (T, W, TH)

### **BEST**

Mar 9-11 (T, W, TH)  
Mar 16-18 (T, W, TH)  
Mar 23-25 (T, W, TH)

### **CATCH-UP**

Mar 29-31 and April 6,7 (M, T, W, TH, F)

### **BEST (TENTATIVE)**

May 4-6 (T, W, TH)  
May 11-13 (T, W, TH)  
May 18 -20 (T, W, TH)

### **CATCH-UP**

May 24-28 (M, T, W, TH, F)

# Catch-Up Camp Main Points

1. If a student fails your class he/she will be with you from 2:30-3:00 during the designated weeks.
2. You decide what you want your students to work on during that time.
3. If a child fails more than 1 subject, the student will split that week up between failed subject teachers. For example, if a student fails SS and Math, he/she may be with the math teacher on M, W and F, and with SS on T/Th. You will coordinate this with the other teachers the student has to meet with. Guidance will provide your grade level team with a list of the students who failed and the subjects they need to meet with teachers about. Then grade level teams can meet prior to Catch-up Camp beginning to decide student nightly assignments.
4. At 3:00 students are going to report to after-school program staff where they will participate in a 3 part round robin. 1 part will be vocabulary previewing for material from the next marking period. 1 part will be completing Odyssey folders on math and/or language arts (computation skills and conventions). And the final part will be to complete homework for that evening.
5. At the end of Catch-Up Camp, a rubric will be completed to determine if the student satisfactorily completed the activity at which time the student's grade would be changed to a 70%. If a student does not meet the minimum requirements for Catch-Up Camp, he/she will be required to participate in the next regularly scheduled After-School Program Cycle. Upon completion of that activity the student's grade will be changed to a 70%.

## District Career Development Overview

10/14/09

The need for a comprehensive Career Development Program in schools became more critical recently as a result of difficult economic times and the global nature of the workplace. The adoption of the Career Education and Work Standards (CEW Standards) in 2006 has also made such programs a requirement in PA with required standards at 3<sup>rd</sup>, 5<sup>th</sup>, 8<sup>th</sup> and 11<sup>th</sup> grade benchmark years. (See attached overview.) The following information provides an overview of programs and activities designed to help students achieve the necessary pre-requisite academic and inter/intra-personal skills for success in today's workplace.

The four CEW Standards Areas are Career Awareness and Preparation, Career Acquisition, Career Retention and Advancement, and Entrepreneurship.

### Elementary School

Students in the elementary school are introduced to key concepts associated with the CEW Standards from the moment they enter our school system. While our primary focus in the elementary schools is on Career Awareness and Preparation, students are participating in activities which target all 4 CEW Standards Areas. Many of the Career Acquisition skills that are age appropriate in elementary school are integrated within regular instruction in the classroom as some of these standards are met as teachers are meeting standards in other academic areas. Other standards are being addressed through guidance activities. IPSD (Interpersonal Skills Development) is an activity that all students participate in one time each cycle. Some of the activities are designed to target Career Awareness standards by helping students develop a recognition of their individual strengths and interests. Other associated lessons strongly target Career Retention and Advancement by assisting students to develop interpersonal skills, responsibility skills, and conflict resolution skills. Developmental Guidance Activities provide additional opportunities for addressing a variety of the CEW Standards. The elementary school also provides activities from time to time that assist students with beginning Career Acquisition skills such as "What Hat Will You Wear" and "Careers on Wheels" activities. The elementary school will also provide activities this year that coincide with the High School Pathway Months where bulletin boards and classroom and guidance activities will highlight careers associated with specific Pathways.

## Middle School

The Middle School also provides many opportunities which address all of the CEW Standards Areas with a strong focus on Career Exploration, Career Acquisition, and Career Retention and Advancement.. Students meet many of the grade-level CEW Standards for Career Acquisition through activities that are occurring in the Language Arts, Math, Science and Social Studies Classes. Students in 5<sup>th</sup> and 6<sup>th</sup> grade may participate in activities that target goal-setting and developing positive habits and attitudes. These activities address many of the grade appropriate skills associated with Career Retention Standards. In 7<sup>th</sup> grade, students complete an interest inventory identifying possible job clusters they may like. They also participate in a monthly activity called "Learning for Life" that provides career speakers. (Career Exploration). In 8<sup>th</sup> grade, all students participate in Junior Achievement Finance Park, a financial literacy program that targets many of the skills associated with Career Retention and Advancement Standards. Parent Workshops are offered to assist parents in 8<sup>th</sup> grade with steps they should be taking to assist student career decision-making. 8<sup>th</sup> graders also participate in a Mentor Program that brings seniors from the High School and the Vo-Tech School to "lunch" where they facilitate discussions about school performance, interpersonal skills, etc. The middle school will also participate in the PATHWAY Months through bulletin boards and coordinating speakers so that students begin to be aware of the many careers associated with the various PATHWAYS at the high school. Future plans also include involving live interviews that may be part of our daily WJAY News presentations. 8<sup>th</sup> grade students also participate in 2 activities associated with the Vo-Tech school. In December students from Vo-Tech visit and talk with students about the various opportunities available. In January the students take an actual tour of the Vo-Tech School. We provide a similar activity in March prior to course selection where students visit the high school and have an opportunity to see the different programs that are available.

The middle school also provides a variety of support programs regarding academic skills development, a critical part of being successful in a career. After-School and Summer Programs are designed to help students strength academic skills sets and improve soft-skills such as organization, team-work, etc.

## High School

The High School has many activities/programs which will assist Central Students in being competitive when they graduate. Some initiatives (9<sup>th</sup> Grade Transition, Algebra and Foreign Languages for all students) are proactive steps the district has taken to make sure all students have the opportunity to be successful academically and to have what they need to access post-secondary opportunities. The PATHWAYS Model serves as an umbrella for incoming 9<sup>th</sup> graders with regard to course selection and CEW Standards implementation. Activities that began in 7<sup>th</sup> grade serve as a springboard for student decision-making that is based on self-awareness of individual strengths, interests, and needs. A series of FUTURES Courses provides direct instruction that targets technological literacy as well as many of the grade appropriate standards for Career Awareness, Career Acquisition, and Career Retention. This sequence of courses also serves as the venue for completion of the district's career-based graduation project. The Counseling Program at the high school also facilitates the implementation and interpretation of a variety of assessments that help students discover their strengths, needs, and fine-tune their interests. The use a career exploration and awareness program called Choices which provides students with up-to-date information regarding careers, post-secondary institutions, etc. Individual and group discussions by high school counselors help students explore how this new-found information should enter in to their future plans. Counselors at the high school also help students with the necessary steps associated with application to post-secondary institutions. Select twelfth grade students also participate in a lunch mentor program with 8<sup>th</sup> graders where they facilitate discussions about high school, course selection etc. Many career development activities are associated with specific courses students take and/or activities that they participate in. Teachers highlight career opportunities associated with specific courses and field trips are scheduled, providing students with a window in to the many opportunities available associated with a particular discipline. Activities and competitions through activities such as FFA, FBLA, Student Council, Musical Performance, etc. give students a chance to strengthen decision-making, leadership, and teamwork skills.

The district continues to explore how to integrate the CEW Standards in to what students are doing in the classroom to insure that what is being taught is rigorous and relevant, key components to insuring that we go beyond preparing our students for graduation, but instead prepare them for life!