CENTRAL COLUMBIA SCHOOL DISTRICT
CURRICULUM DEPARTMENT

STRATEGIC PLAN
PROFESSIONAL DEVELOPMENT COMMITTEE
Minutes

Monday, March 22, 2010
6:00 P.M.
District Office Board Room

I. Attendance:

Lynne Brown	Jim Hollister
Janice Dysart	Dr. John Kurelja
Bob Fogarty	Dr. Swapan Mookerjee
Jeff Groshek	Kim Shultz
Chad Heintzelman	Michael Sokoloski

II. Use of Time Presentation – Members of the Use of Time Committee presented their findings. (Use of Time Committee Members Present: Allen Dohl, Cassandra Fetterman, Jeff Groshek, Albert Oldroyd, Melvin Stojakovich, Chad Heintzelman, John Kurelja)
    a. Questions:
        i. How does this affect the Vo-Tech?
        ii. How does this affect athletics?
        iii. When will professionals meet?
        iv. Will a schedule change like this have a positive or negative effect on pathways?
    b. This is clearly a complex issue that has implications that reach far and wide in our school district.
    c. The Steering Committee came to consensus on continuing the study of how Central Columbia uses it's time. They have also asked to be kept informed of developments that strive to answer the questions presented by the committee.

III. Engage in High School Reform – Jeff Groshek, Alice Justice

    a. Handouts attached

IV. FOUR-YEAR GRADUATION RATE (for districts and schools that graduate seniors)
    a. Academic Proficiency for all students
        i. Academic Instruction, Assessment and remediation – At the high school we have implemented a benchmark assessment program for all 9th grade students that frequently checks

student progress and requires remediation for students before they fall too far behind. Preliminary results of this program have been very encouraging.

ii. Professional Development – Staff Development is targeted at strategies that show the highest degree of impact on student achievement. We will be developing a new Professional Development Plan over the coming months that will compliment what we are creating in this strategic plan to best address our student achievement needs.

iii. School Counts Program – Students can earn certificates verifying that they have met the requirements of the program. The certification is desirable to local employers and can lead to higher starting salaries.

b. Graduation Project

i. Complete an academic and career-based graduation project – This is in place and will be further developed with the addition of Futures 1, 2, and 3 in the years to come.

V. Next meeting will be held on March 31, 2010 at 3:45 p.m.

USE OF TIME STUDY

✓ **Committee Established Problem:**

Our current schedule does not provide an optimal amount of student time with teachers and hinders productive K-12 professional development time for teachers
To develop an agreed upon criteria for a satisfactory solution

✓ **Committee Established Criteria for a Satisfactory Solution**

- Must increase the amount of student time with teachers by a minimum of 30 minutes per day
- Must promote more productive K-12 professional development of teachers
- Must abide by the existing teachers contract
- Consideration must be given to: grouping, efficiency, and grade level for transportation of students
- Minimal financial impact to the school district budget

✓ **Develop a list of possible alternatives that meet the above criteria:**

- Extend the student day by 30 minutes
    a. Have one run and transport all students together
    b. Have two runs (K-4, 5-12) that occur at the same time
        i. Potential Start times
            1. Start the day at 9:00 a.m.
            2. Start the day at 8:00 a.m.
            3. Start the day at 8:30 a.m.
        ii. Teachers Start and End Times
            1. 30 minutes before the students start and leave when the students leave
            2. 30 minutes after the students leave and come in when the students come in.
            3. 15 minutes before the students and leave 15 minutes after the students
        iii. When planning we should consider:
            1. Loading pattern of students at the ES.
            2. Ways to equalize the length of class periods.
            3. Investigate the elimination of all optional course offerings.

✓ **Develop Action Plans for each Alternative**: We only have one alternative so the below list details what must happen prior to any decision being made by the school district.

1. District officials will have to research student transportation practices to determine the feasibility of changing the bus run to accommodate the additional class time for students.
    a. District officials will utilize new transportation software to develop scenarios that are most efficient in terms of cost and travel times.
    b. Discussions with the School Board's Transportation Committee will have to take place to determine their willingness to make a change.
    c. Cost estimates will have to be generated for either transporting all students together or by secondary and elementary.
        i. Could a hybrid system be utilized to limit the number of busses that go to both locations for pickup and delivery?
    d. Considerations must be given to what is developmentally appropriate.
        i. If students are transported K-12 on the same bus training must be conducted for students and drivers.
    e. Transporting challenges must be taken into consideration based on two different locations where students must be picked up and dropped off.
    f. The district must consider the increased costs to contractors due to reimbursement from the state.
    g. The district must consider the limited availability of drivers.

        i. Potential new opportunities for school employees.
        ii. Need for more training of bus drivers.
2. Student start and end times must consider:
    a. Age level of the students we serve.
    b. Activities students are involved in from K-12.
    c. Community child care availability.
    d. Potential for additional before or after school programs.
    e. Student access to breakfast.
3. Teacher start and end times must consider:
    a. Professional development best practices
    b. Possible increases in teacher involvement in district programs.
4. If the district decides to increase the school day by making this transportation change it must insure that students will have more time with teachers.
    a. Principals should create proposed schedules.
    b. Principals must explain clearly how additional time will be used to increase student achievement.
5. Communicate with the school community through public meetings what is being planned prior to any change being made to the district schedule.

THE 5 PATHWAY OPTIONS

ARTS AND COMMUNICATIONS

This Pathway is designed to cultivate students' interest, skills, and experiences for employment in careers related to arts and communication.

BUSINESS, FINANCE, MARKETING, AND INFORMATION TECHNOLOGY

This Pathway is designed to cultivate students' interest, skills, and experiences for employment in the world of business, finance, marketing, and information services.

ENGINEERING, MANUFACTURING, AND INDUSTRIAL TECHNOLOGY

This Pathway is designed to cultivate students' interests, awareness and application to areas related to technologies necessary to design, develop, install, or maintain physical systems.

HUMAN SERVICES

This Pathway is designed to cultivate students' interests, skills and experience for employment in careers related to family and human needs.

AGRI-SCIENCE, SCIENCE AND HEALTH

This Pathway is designed to cultivate students' interests in the agricultural, environmental, life, medical, physical and behavioral sciences.

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PATHWAY CLUSTER AREAS

- Health Science
- Agriculture, Food and Natural Resources
- Science, Technology, Engineering and Mathematics

Are you interested in...	Can you...	Do you enjoy...
helping people live a healthy lifestyle	easily solve problems	studying math and science
medicine or dentistry	pay attention to details	building or fixing things
finding answers to questions	work in a lab setting	helping people feel better
working in a hospital or medical facility	use computers and technology	solving problems
protecting and conserving the environment	apply a scientific theory to real life problems	working with plants and animals
food production	work with people	working on a team
pharmacy	communicate effectively	working with numbers
sports or fitness	apply decision making and problem solving skills	outdoor work
geology or mining	demonstrate technical and organizational skills	developing conclusions from data collected
research and data collection	work cooperatively with others	learning new skills as technology and needs evolve

If you answered "yes" to most of these questions, you might consider a future in one of the occupations listed below based on their level of post-secondary training.

Sample Careers

Entry (OJT)	Technical/Skilled (1-3 years)	Professional (4 or + years)
Pharmacy Technician	Phlebotomist	Physician/Dentist
Forest/Conservation Worker	Medical Biller	Pharmacist
Meat Cutter	Health Information Technologist	Speech and Language Pathologist
Landscape/Nursery Workers	Agricultural and Food Service Technician	Landscape Architect
Health Aide	Crop Advisor	Food Scientist
Emergency Medical Technician	Biostatistician	Agricultural Engineer
Certified Nursing Assistant	Environmental Science Technician	Chemical Engineer
Groundskeeper	Chemical Technician	Nuclear Scientist
Pest Control Worker	Physical Therapy Assistant	Environmental Engineer
Produce Buyer	Massage Therapist	Physicist
Patient Care Technician	Ultrasound Technician	Zoologist/Wildlife Biologist
Tree Trimmers/Pruners	Registered Nurse	Physical Therapist
Animal Breeder	Dental Hygienist	Athletic Trainer
Agricultural Laborer	Veterinary Technologist	Soil and Plant Specialist
Personal Trainer	Food Service Manager	Physicians Assistant
	Medical/Clinical Laboratory Technician	Microbiologist
	Environmental Protection Officer	Animal Scientist
	Forester	Respiratory Therapist
		Astronomer

Agri-Science, Science and Health

This four-year plan of study should serve as a guide as you develop your academic core requirements and electives.
All plans should meet CCHS graduation requirements.

9th	10th	11th	12th
• English (choose 1) English 9, Honors English 9	• English (choose 1) Intro to Comm/Intro to Lit, Honors English 10	• English (choose 1) American Lit I/American Lit II, Honors English 11	• English (choose 1) World Lit I/World Lit II, AP English
• Math (choose 1) Algebra IB, Algebra II, Honors Algebra II	• Math (choose 1) Algebra II, Algebra III & Geometry, Honors Geometry	• Math (choose 1) Geometry, Pre-Calculus & PCET, Honors Pre-Calculus	• Math Math Electives (1.0 credit)
• Science (choose 1) Physical Science, Honors Biology	• Science (choose 1) Biology, Chemistry	• Science (choose 1) Chemistry, Physics	• Science Science Pathway Electives (1.0 credit)
• Soc Studies American History	• Soc Studies Modern World History	• Soc Studies Modern American History I, Modern American History II	• Electives
• Physical Education	• Physical Education	• Physical Education	Pathway Electives (up to 4.5 credits)
• World Language	• World Language	• Futures III	
• Art Appreciation	• Health Education	Pathway Electives (up to 3.0 credits)	
• Music Appreciation	• Futures II		
• Futures I	Pathway Electives (up to 1.5 credits)		
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Courses above are graduation requirements (•)			

Recommended Electives for this Pathway

Please Note: Before selecting any elective, be sure all prerequisites have been met.
Check the course description pages of this booklet for elective requirements.

9th	10th	11th	12th
	All 9th grade electives plus the following:	**All previous grade level electives plus the following:**	**All previous grade level electives plus the following:**
Agricultural Science I Supervised Agricultural Experience Basic Foods Introduction to Business Beginning Keyboarding	Agricultural Science II Land Surveying Forest and Wildlife Science Ecology Oceanography Meteorology Natural Resource Science Bio-Ethics Street Law Economics Sociology I Sociology II Psychology Astronomy Algebra III Probability and Statistics	Agricultural Science III Physics AP Biology Anatomy and Physiology I Anatomy and Physiology II Chemistry II Animal Science Genetics Health Issues Essentials of Personal Fitness Sports Medicine I Sports Nutrition Spanish I, II, III, or IV German I, II, or III Small Business Management Family Living Child Development Computer Applications Management Seminar	German IV Agricultural Science IV AP Physics Sports Medicine II Physical Education Intro to Developmental Disorders Work Experience in Related Field School-Based Internship

Note: *The recommended pathway electives are to be used as a guide. Students must take at least 2 credits outside of their chosen pathway to meet graduation requirements.*

GRADUATION REQUIREMENTS

FOR THE CLASS OF 2013 AND 2014

- The student must complete the Course Sequence for their Pathway in English, Mathematics, Science, Social Studies, Physical Education, Foreign Language, and Health.
- The student is required to take both Music and Art Appreciation, along with Futures I, II, and III.
- The student is required to take at least four credits within their Pathway.
- The student is also required to take two credits outside their Pathway.
- PSSA Proficiency in Reading, Writing, Math, and Science -or- pass the Final Exams/ Keystone Exams in:
  - English 9, Intro to Communications/Intro to Literature, American Literature (2)
  - Algebra I, Algebra II, Geometry (2)
  - Biology, Chemistry (2)
  - American History, World History, Civics and Government (2)
- The student must complete a Graduation Project.

Strategic Plan Checklist

Key strategies include:

_____ Schools will make learning more personalized so that every student has the opportunity for success.

_____ Students will receive high-quality guidance counseling and career advising.

_____ All students will take challenging courses in reading, writing, science and math to prepare them for college and the workforce.

_____ Students will have more options to go from high school to college or high-skill careers – and will get an early start in making the transition.

I. Ensure that every student graduates ready for college and career.

_____ Implement a rigorous college and career pre core curriculum for all students.

- _____ 4 years of college preparatory English benchmarked against what high school graduates must know and be able to do in literacy to be able to succeed in credit-bearing college courses or in high-growth, highly skilled occupations.
- _____ 4 years of Math including Algebra I, Geometry, Algebra II and a higher level math, or a research based reformed mathematics program that has a college preparatory focus and includes the content of Algebra I, Geometry, and Algebra II.
- _____ 3 years of Science including Biology, Chemistry and Physics or Physical Science.
- _____ 3 years of Social Studies including US and World History, with attention given to civic learning.
- _____ 2 years of Foreign Language are strongly recommended.

_____ Align school district and postsecondary expectations.

- _____ Identify the post-secondary institutions your students most frequently attend and collect data on the success of these students using remedial rates in college Math and English, retention through the second year of college, and GPA.
- _____ Compare the school district's highest achievement exams in comparison to placement exams from their local colleges and universities.
- _____ Adjust curriculum and assessments to align with post-secondary expectations and identified gaps.

_____ **Create and implement a plan for adolescent literacy.**

- _____ Use research-based strategies, such as Reading Apprenticeship, Corrective Reading, and Accelerated Reader, to work with students below grade level in order to provide support time in high-quality reading and writing instruction.

_____ **Identify and implement local level assessments.**

- _____ Assessments should be given to all students in all grades in the areas of reading, writing and math and aligned with content standards, Assessment Anchors, the PSSA and identified college level expectations that measure student progress on a monthly or quarterly basis.
- _____ Commit to work with PDE to establish or identify end-of-course exams in our core courses.

II. Redesign school district policies and systems to strengthen the academic infrastructure and increase student achievement:

_____ **Make better use of school time for all students.**

- _____ Undertake an analysis of how time is used during the high school day, looking specifically at time given to length of instructional periods, meetings, assemblies, study halls and non-instructional activities in order to create more time for instruction.
- _____ Target the district's highest need students, particularly 9th and 10th graders, placing them in smaller classes in core subjects, deploying the strongest and most highly qualified teachers to teach them and providing time before, during and after school for additional instruction.
- _____ Make better use of the senior year for students who have met standards and are heading for postsecondary education or careers.

_____ **Increase staff professional development.**

- _____ Armed with the analysis of how time is used, create a staff development plan to provide the differentiated skills teachers need to be able to implement evidence-based instruction strategies that help all student achieve academically.

_____ **Create smaller and more personal learning environments.**

- _____ Replace large high schools with smaller school and/or smaller learning communities ranging from 300-600 students.
- _____ Redesign the governance structures to move decisions about staffing and budgeting down to small school or smaller learning communities leadership level.

_____ **Work collaboratively with the local Career and Technical Center.**

- _____ Create, refine and redesign opportunities for students at the Career and Technical Centers that are academically rigorous and align with the goals of Project 720.

III. Design and implement data-informed student advisory services:

_____ **Bolster the counselor role so that it becomes an integral part of the school's academic program.**

- _____ Counselors will work with teachers, school leadership, and parents to ensure that all students take courses that prepare them for college and career.
- _____ Counselors will work with students to ensure they take appropriate assessments, such as PSAT, SAT, ACT and college placement exams, and receive help with interpretation of assessment scores.
- _____ Design and implement a school counseling program aligned with the School Improvement Plan.

_____ **Provide coherent career and future planning opportunities for all students no later than 9th grade and lasting through transition to postsecondary.**

- _____ Imbed career preparation activities within core curricular offerings, consistent with Chapter 4 Career Education and Work standards.
- _____ Build work-based learning opportunities for students during the school year and summer months.
- _____ Create exchange programs with local employers that enable teachers to spend time in workplaces to understand skills and competencies students need for career success.

_____ **Provide all students with opportunities for leadership, service and connections to caring adults.**

- _____ Implement an advisory, also known as a student mentoring or home group system, for all students that provides connections to a school staff member who follows them throughout their high school career and into post-secondary education, helping them and their caregivers to complete post-transition plans and college and financial aid applications, and working with students to help them understand their talents, abilities, academic progress and areas where improvement is needed.

IV. Provide multiple pathways to prepare students for postsecondary success:

_____ Establish work-based pathways that help students understand career options that are available and develop the skills needed for those jobs.

- _____Form partnerships with career technical centers and other CTE providers, WIBs and employers that enable students to engage in school-time work-based learning, internships and apprenticeships in high-growth/high-wage career area.
- _____ Integrate workplace experiences in academic skills in ways that enable students to earn school credit.
- _____ Create committees of employers, teachers and administrators to promote effective coordination between all participants.

_____ Enroll students in dual enrollment programs that enable them to earn college credit while still in high school.

- _____ Expand availability of traditional dual enrollment to students who typically do not have opportunities to participate.
- _____ For those who it is appropriate, create innovative dual enrollment approaches that provide at-risk youth with opportunities to take college-level work while pursuing their diploma.

_____ Create research-based programs that reconnect out-of-school youth to high-quality educational programming.

- _____ Offer educational opportunities beyond the school day for out-of-school and other disconnected youth that offer small class sizes and opportunities for accelerated credit acquisition based on demonstrated competencies.
- _____ Train teachers to use innovative pedagogy, e.g. project-based instruction and other contextual approaches.
- _____ Provide wraparound services, including connections to human services and employment systems as needed.