

CENTRAL COLUMBIA SCHOOL DISTRICT CURRICULUM DEPARTMENT

STRATEGIC PLAN PROFESSIONAL DEVELOPMENT COMMITTEE Minutes

Wednesday, April 6, 2011
6:00 P.M.
District Office Board Room

I. Called to Order by Tracy Krum

II. Attendance:

Lynne Brown, Janice Dysart, Jim Hollister, Tracy Krum,
Dr. Swapan Mookerjee, Tom Sharrow, Kim Hampton,
Beth Snyder, Ellen Withrow

III. Reviewed minutes from the October 13, 2010 meeting

IV. Review progress on 2010-2011 Activities:





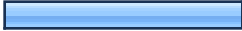







- a. Professional Development Activities (Krum, Principals)
 - i. March In-service
 1. Results attached.
 - ii. We have an in-service scheduled for June 9, 2011. The elementary school will be discussing the English/Language Arts and Math Common Core State Standards. They will also be working on Language Arts and Science. In the middle school, fifth and sixth grade will be working on Everyday Math and seventh and eighth grade will be working on LFS strategies. The high school will also be working on LFS strategies.
 - iii. A plan to have Central Columbia curriculum board approved is being discussed with the Department Heads.
- b. Secure Support for HS Renovation Project (Krum, Mathias)
 - i. RFP's were received before winter break. Decisions are pending due to the current budget situation.
- c. Career and Counseling Initiatives (Justice, Bartholomew)
 - i. Handouts attached.
- d. Keystone Assessment Preparation (Krum, Bartholomew)
 - i. Mr. Bartholomew shared the schedule for the Keystone assessments. Also, he conducted a training session for all teachers monitoring the keystones.

Mrs. Krum included that the results are expected to be available in September; however, the assessment only counts for the current eighth grade class.

- e. Full Day Kindergarten Review (Lewis, Sharrow)
 - i. Full-Day Kindergarten Committee Report attached.
 - ii. The Strategic Planning Committee recommends that the school board considers implementing a Full Day Kindergarten program following the recommendation of the Full Day Kindergarten Study commissioned through the Strategic Plan.

V. Adjournment

Please select the activities you worked on:

		Response Percent	Response Count
Create Vocabulary Strategies		15.1%	18
Create Graphic Organizers		14.3%	17
Extended Thinking Lessons/Activities		20.2%	24
Write/Edit Common Assessments		36.1%	43
Revise Lesson Essential Questions		35.3%	42
Review Activating Strategies		17.6%	21
Revise Maps		54.6%	65
Analyze Student Data		12.6%	15
Review Summarizing Activities		8.4%	10
Write KUD's		13.4%	16
Modify Quadrant D Lessons (HS)		1.7%	2
Revise Assessment Prompts		21.0%	25
		answered question	119
		skipped question	0



CENTRAL COLUMBIA SCHOOL COUNSELORS

Our Goal is to serve as a resource for students, their families, school staff, and the community!

COMMUNICATION IS THE KEY

The Central Columbia School Counseling Staff is dedicated to serving as a resource for students, their families, school staff and the community by continually improving the delivery model at Central. The keystone for accomplishing that goal is the manner in which we communicate with all invested partners as well as the degree to which those partners can access the school counselors when they need them. The following information will provide the strategic planning committee with an overview of what is currently in place. We continue to monitor that structure and make changes when necessary.



ELEMENTARY SCHOOL COUNSELOR ACCESSIBILITY/OUTREACH

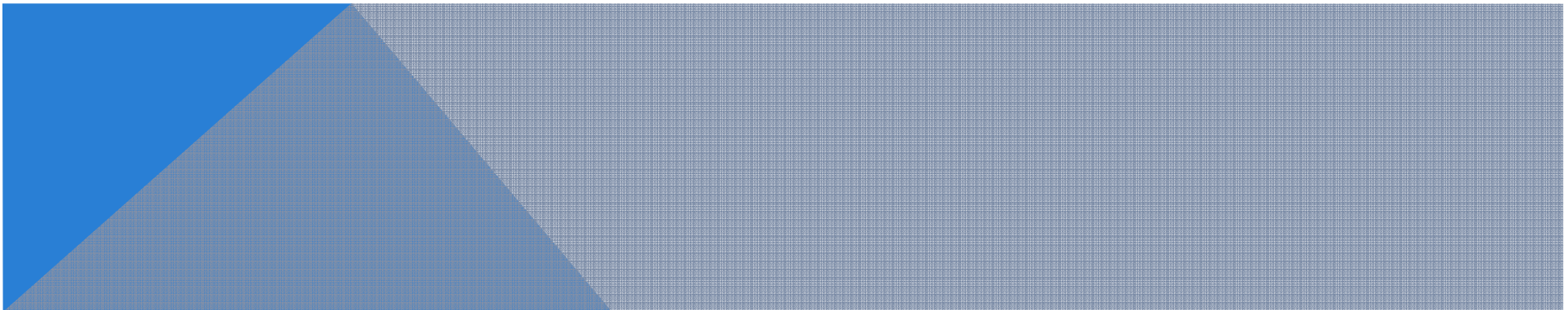
Academic/Personal-Social/Career - Guidance services for students and their families in the elementary are based on the American School Counselor's Association (ASCA) Model (Academic, Personal/Social, and Career Development). Services are delivered through an RTI (Response to Intervention Model) where all students/families receive pro-active services and students/families struggling with any of the 3 domains noted above receiving additional targeted services as needed.

Tier I Intervention: (All Students): IPSD, Peer Mediators

Tier II/III Intervention: (Students Identified as At-Risk) IST, tutoring, SAP, Peer Mediators, Mentoring, Group and Individual Counseling

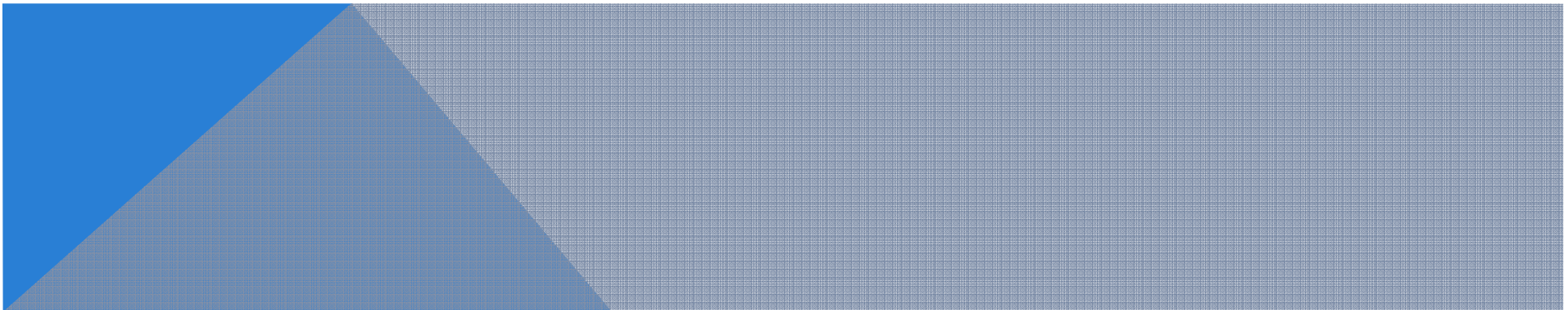
All Parents: Parent Conferences 2x per year, Phone and e-mail available and drop-ins welcome, Home and School Connection (Monthly)

Parent Contact As Needed: IST meets with approx. 100 parents each year...Individual Contact as Needed



MIDDLE SCHOOL COUNSELOR ACCESSIBILITY AND OUTREACH

Academic/Personal-Social/Career – Guidance services for students and their families in the middle school are also based on the American School Counselor's Association (ASCA) Model, targeting Academic Development, Personal/Social Development, and Career Development). Services are delivered through a Two-Tiered system where all students/families receive pro-active services and students/families struggling with any of the 3 domains noted above receiving additional targeted services as needed.



STUDENTS:

Tier I Intervention: (All Students): Classroom Guidance

Academic – Homework agendas, goal-setting, Gradebook, guidance website

Person/Social – Pride Lessons, Respect Lessons, Anti-Bullying Activities

Guidance Website

Career – Coin Career Capers, Learning for Life, COPS, OFF-Day, guidance website

Tier II/III Intervention: (Students Identified as At-Risk) I

Academic - Individual/group contact weekly when failing, individual tutoring,

BEST Program

Personal/Social - SAP, mentoring, group and individual counseling

Career Development – schedule student conferences for incomplete COPS/

OFF-Day packets, high school course selection



PARENTS:

The Middle School Guidance Office strongly encourages parent involvement. Parents are encouraged to contact guidance when they have concerns and extensive communication occurs via phone conference, e-mail and scheduled appointments.

All Parents: Parent Conferences 2x per year, Phone and e-mail availability, and drop-ins welcome, Guidance Website

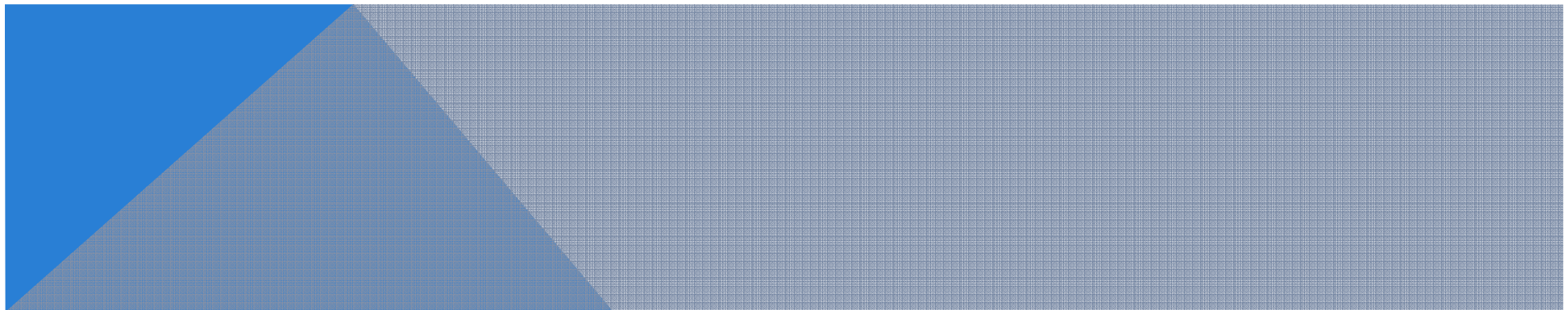
Parent Contact As Needed: Approximately 200 additional Parent Conferences Scheduled throughout the year to address both academic and personal/social issues that may be occurring.



HIGH SCHOOL COUNSELOR ACCESSIBILITY AND OUTREACH

Goal: The primary goal for the high school guidance department is accessibility, serving as a resource for students, parents, staff and community members.

The American School Counselor's Association (ASCA) Model serves as a structural foundation for the development of the K-12 Guidance Program.



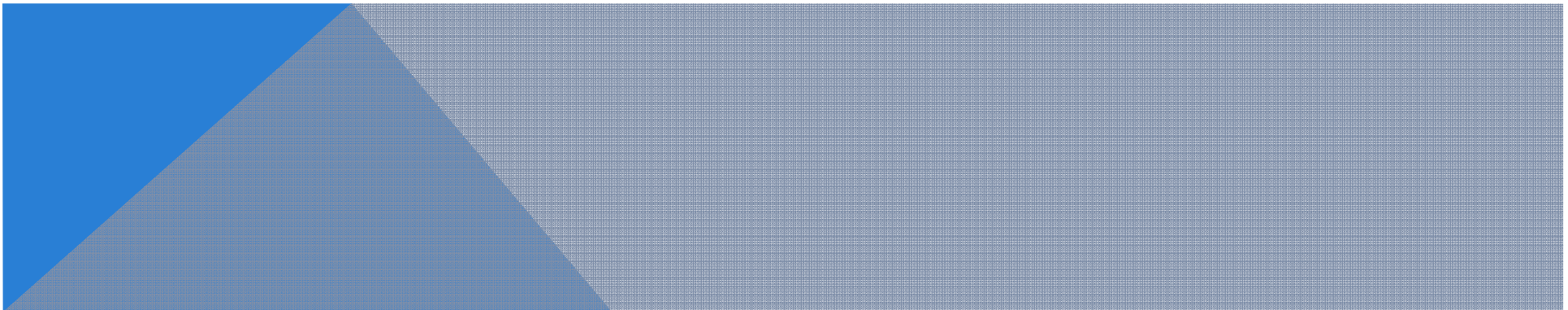
ACADEMIC

- **Students**
 - Guidance calls students who are failing 2 or more courses to develop a remediation plan.
 - Students are asked to discuss remediation plan with teachers involved in plan.
 - Guidance Website
- **Staff**
 - Counselors speak with teachers to see if students followed up on remediation plan.
 - Guidance Website
- **Parents**
 - Guidance counselors contact parents to set up parent conferences after the parents have been contacted by teachers.
 - This contact typically occurs after progress reports are handed out.
 - Guidance Website
- **Community**
 - Blue Jay Notify & Jay Phone
 - Open House
 - Financial Aid Night
 - Orientation Night
 - Guidance Website



PERSONAL/SOCIAL

- **Students**
 - SAP team introduction at freshman orientation
 - Small group meetings with freshman
 - Students who are referred by teachers, SAP team members, administration, or staff are called in to guidance for a follow-up.
 - Guidance website
- **Staff**
 - Staff are informed of student issues only if they play a direct role.
 - Staff are informed of the SAP team and encouraged to utilize the team.
 - Guidance website
- **Parents**
 - Parents are contacted when appropriate.
 - Guidance website
- **Community**
 - Guidance website



CAREER DEVELOPMENT

- **Students**
 - **Freshman**
 - Small Groups (3 or 4 students)
 - Discuss Guidance resources and availability
 - Futures I – Career Awareness
 - Relate to Pathway Selection, Course Selection, and Career Exploration
 - **Sophomores**
 - Futures II – Personal Preferences and Aptitudes
 - Relate to Pathway Course Selection, Career Choice, and College Search
 - **Juniors**
 - Small Groups (Futures III next year)
 - College Selection and Career Choice
 - Follow-up individual meeting (student initiated)
 - **Seniors**
 - College Selection and Career Choice
 - **Guidance Website**

Staff

Guidance Website & Pathways Discussions

Parents

Guidance Website (Future Pathway involvement)

Community

- [Guidance Website](#) (Future Pathway involvement)

Central Columbia School District

4777 Old Berwick Road
Bloomsburg, PA 17815

Full-Day Kindergarten Committee Report March 9, 2011

The Central Columbia School District Strategic Planning Committee authorized a study of Full-Day Kindergarten during the 2010-2011 school year. Volunteers were solicited to form a study committee. The Committee was asked to perform research and make recommendations to the School Board regarding a possible full-day kindergarten program in the school district.

Volunteers for the committee:

Helen Lewis, Elementary School Principal
Tom Sharrow, Elementary Assistant Principal
Michelle Knorr, Parent
Kim Coleman, Parent
Diana Dixon, Parent
Robert Fogarty, School Board Member
Kevin Morgan, Parent
Carolyn Villareal, Parent
Amy Yastishock, Parent
Courtney Kramm, Kindergarten Teacher
Mark Sanders, Parent
Annie Groff, Kindergarten Teacher
Kristin Rafel, Parent
Jennifer Preistman, Parent
Dianne Cizewski, Parent
Betsy Costanza, Parent
Harry Mathias, Superintendent

The Committee held an organizational meeting on December 22, 2010. At that meeting the following study subcommittees were formed: School-Based Information, Academic Research, and Logistical/Program/Cost. In addition, a schedule of reports was developed.

On January 26, 2011, the School-Based Information Committee reported the following information:

- The subcommittee solicited information from regional school districts.
- They received information from Selinsgrove, Lewisburg, Milton, Southern Columbia, and Bloomsburg.
- All schools transitioned into the full-day option by offering a half-day option to parents in the first year. Very few parents chose this option.

- The presentation included various assessment tools to screen for student readiness, methodologies for classroom assignment, and supplemental educational materials.
- Programs should maintain schedule flexibility and developmental appropriateness to curriculum and instruction
- Programs could better provide students access to specialists
- Programs could better address state mandates
- Schools found that students were better prepared to address socialization issues in school.

On February 9, the Academic Research Committee reported the following information:

- The committee gathered information on full-day kindergarten effectiveness from state and national sources.
- Enhanced academic achievement in math and reading with positive effects through third grade
- Reduction in grade-level retentions
- Closing of Achievement Gap for economically disadvantaged
- Improved attendance
- Lower special education referrals
- Enhanced development as independent, productive and reflective learners
- 15 of 17 CSIU schools offer full-day kindergarten
- The research indicates the greatest academic impact is for economically disadvantaged and potential special needs students. Both are growing populations at Central Columbia.
- 70% of current kindergarten students went to a structured preschool, whereas 9.5% went to a sitter and 20.5% stayed at home.
- For the incoming kindergarten class, 10 are attending Head Start and four attended Columbia County Child Development.

On March 2, the Logistical/Program/Cost Committee reported the following information:

- Cost projections for a full-day program were presented as follows:
 - Average cost of \$61,818 per teacher (including all labor costs)
 - Average cost of \$25,027 per paraprofessional
 - Busing would see little change
 - Materials/supplies/technology to outfit each classroom: \$26,000
 - If adding three classrooms (three teachers, one paraprofessional), the estimated cost is \$295,496
 - If adding four classrooms (four teachers, two paraprofessionals), the estimated cost is \$408,341
- The program logistics were recommended as follows within a six hour, 30 minute school day:
 - 60 minutes—Centers/Guided Reading
 - 30 minutes—Specials (Art, Music, Physical Education, Library, Computer)
 - 60 minutes—Lunch/Bathroom/Quiet time
 - 75 minutes—Read Aloud/Core Reading/Core Writing

- 20 minutes—Opening Activities
- 30 minutes—Science/Social Studies
- 30 minutes—Everyday Math
- 40 minutes—Snack/Afternoon Recess/Small Groups
- 20 minutes—Bathroom/Morning Social Development
- 25 minutes—Fine Motor/Flex Time
- It was emphasized that these times need to be flexible to teacher and student needs and that we would not be changing curriculum content or materials or some current practices (i.e. screening).

In addition, Dr. Michael Patte from Bloomsburg University presented the following information:

- His guiding principles for an ideal kindergarten:
 - Recognition of the uniqueness of each child's capacity and potential
 - A holistic view of each child's development
 - An ecological view of humankind in the natural world
 - Recognition of the integrity of childhood in its own right
 - Recognition of the child as part of a family and a community
- The Pedagogical approach to an ideal kindergarten:
 - Imaginative, creative, symbolic, linguistic, mathematical, musical, aesthetic, scientific, physical, social, moral, cultural, and spiritual
 - Activities have purpose and meaning to the child and involve joy, wonder, concentration, unity and satisfaction
 - Recognizing children as active, feeling and thinking human beings, seeing patterns and making connections
 - Individual and collaborative activity and play
 - An approach that develops children's autonomy and self-confidence
- The Learning Environment of an ideal kindergarten:
 - Physically safe, intellectually challenging, promoting curiosity, inquiry, sensory stimulation, and aesthetic awareness
 - Incorporates the unity of indoors and outdoors
 - A rich range of materials that promote open-ended opportunities for play, representation, and creativity
 - Is educative rather than merely amusing or occupying
 - Promotes interdependence as well as independence, community as well as individuality, and responsibility as well as freedom.
- Dr. Patte emphasized that the structure of the program was critical...that it should not be overly academic and/or stressful.

Dr. Patte also provided the following report from regional schools:

Regional School Report:

Mifflinburg: Mr. Michael Lord, Principal.

District switched four school years ago, this year will be the first year they will measure the differences in the PSSA Scores.

District continues to offer ½ day to all parents. In 2010-2011, 6 parents opted for the ½ day program. As of the beginning of the second marking period all but one student are full day.

Pros: Increases in social, emotional, and academic readiness. Teachers have reported greater retention of the social skills and academics from end of KG to first day of 1st grade.

Children are also offered the specials, which helps with a more smooth transition into the 1st grade school schedule.

Reading and numeracy levels are higher upon entry to first grade. Overall KG readiness increased.

Cons: Community, parent, and teacher mindset – expectations vary as to what constitutes a developmentally appropriate curriculum (re: 'Crisis in KG')

Space can become a concern as class size increases.

District does not view cost as a "con", it is an investment in the education of the students.

Selinsgrove: Lorinda Krause, Principal

District switched four school years ago, this year will be the first year they will measure the differences in the PSSA Scores.

DIBLES – although the district recently stopped using this program, they monitored the variances in outcomes of DIBLES.

Their research indicated that the full day students had a higher retention rate and they noted a significant shrinking of the Gap for 1st grade students, in other words – more children on level playing field.

Pros: More prepared, smoother transition, higher overall retention of skills, routines, and schedules. Students participate in specials and guidance, higher social and emotional development

Cons: Budget, Cost, Space, Teachers Mindset, and getting through lunch... very social not nutritional focused for the students... requires constant train retrain

Lewisburg: Dr. Mark DiRocco, Superintendent of Schools,

Budget – although everyone is continually faced with budgetary issues, the LASD made Full Day K a priority, as an investment in both the district as a whole and the individual child's academic success

District started four years ago with a pilot program with 2 full day K classes geared toward those children identified in the registration process as having greatest needs and/or little pre-K experience

District switched to Full Day three school years ago, next year will be the first year they will measure the differences in the PSSA Scores.

District continues to offer ½ day to all parents. In 2010-2011, no families opted for the ½ day option

District also offers a ½ day PA Pre-K Counts Program in the building
DIBLES Their research also indicated that the full day students had a higher retention rate and they noted a significant shrinking of the gap for 1st grade students
First grade testing scores are significantly higher than 3 years previous
KG students are able to write 6-8 connected sentences by the completion of KG

Pros: Children are Literacy ready for first grade.
Teachers report higher levels of reading and numeracy,
Noted increase in self help and social/emotional skills
The success of the full day program elevates the level of 1st grade, which elevates second, which elevates third

Con: Parents and community – still many who have not changed their mindset – again referenced 'Crisis in KG'
Takes time to establish the new NORM
Teachers mindset – also takes time to buy-in – changes in curriculum necessary to make the entire program work for all

DATA Analysis is available on the district homepage. It does go into some details as to the increased academic outcomes noted over past year.

Dr. DiRocco also made special note to reference an early research study which noted – by 3rd grade, students who participated in full day k were no farther ahead than those who did not. The research was REOPENED – they determined that in the schools studies, there had been no Professional Development or changes in the curriculum 1-3 rd grade reflecting the KG change. The districts studied had not raised the level of expectation of the pursuant grades, thereby resulting in 1st grade being more of a review of the materials taught in KG and no additional or new materials introduced until midway through the year. He believes that for Full day k to be a success, the entire curriculum must be reflective of the work accomplished in KG.

The Committee met on March 9 and discussed the following issues:

- The Board should consider the importance of developmentally appropriate programming and make it a necessity if implementing a full-day program,
- Room space is not an impediment to implementing a full-day program,
- The Board should consider the resulting academic and social preparedness of students for first grade,
- The Board should consider local and state trends towards full-day kindergarten and resulting differences for our students,
- The Board should consider the changing demographic of the district population and the resulting need,
- The Board should consider the possibilities for growth for all students,
- The Board should consider the state and national trend towards academic standards and school accountability.

The committee is making the following recommendations:

- The committee recommends that the Board implement a full-day kindergarten program for all students,
- The committee feels strongly that, if we are going to do this, we do it right (i.e. proper staffing, programming, scheduling, curricular options, materials, teacher training, etc.),
- If not available in 2011-2012, the committee recommends that the Board reconsider implementation each year, rather than wait for a new strategic planning cycle,
- The committee strongly considered, discussed and debated potential partial implementation plans (academic need based, parent choice, etc.). In the end the committee had legitimate concerns about each of the partial options in regards to the effect on students. Therefore, the committee is recommending that the Board not consider partial full-day options,
- The committee recommends that, at the end of the first year of implementation, a planned curriculum edit process be implemented for first grade to appropriately adjust the curriculum based on the new skill level of the students. In addition, planning for later grades needs to occur in subsequent years.