

UPPER PERKIOMEN SCHOOL DISTRICT

ATTACHMENT B

Education Center

2229 E. Buck Road

Pennsburg, PA 18073

Curriculum and Instruction Committee Meeting

August 26, 2019

6:30 p.m.

CHAIR: James Glackin

Ex-Officio: Dr. Kerry Drake, President

MEMBERS:

Stephen Cunningham

Judy Maginnis

Superintendent – Dr. Allyn Roche

Assistant Superintendent – Dr. Andrea Farina

Director of Curriculum & Instruction – Kimberly Bast

AGENDA

1. Approval of June 5, 2019 Meeting Minutes (Attachment A)- **Not approved this month**
2. Presentation of Curriculum & Instruction Goals (aligned with district/committee goals)-
3. Review of PSSA and Keystone Scores - **Mrs. Bast presented the power point and additional document with achievement and growth data, both documents included with notes.**
4. Outline Plans to study full day K- **PPT slide shared minimal items to consider. Discussion ensued about plans to study the possibility of Full Day K, comments:**
 - **State budgeting timelines impede our ability to fully know available funds early in the year**
 - **Important to know if our current full day program is showing gains in achievement for enrolled students**
 - **Impact to facilities, food service, bussing, encore teachers, specialists, and other personnel needs to be studied**
 - **Average class size should be a consideration (student to teacher ratio)**
 - **Conclusion was that we would need some time to formulate costs, talk with stakeholders and create a solid research plan. We will report some ballpark figures at the October committee meeting and recommended next steps.**

Committee Mission Statement:

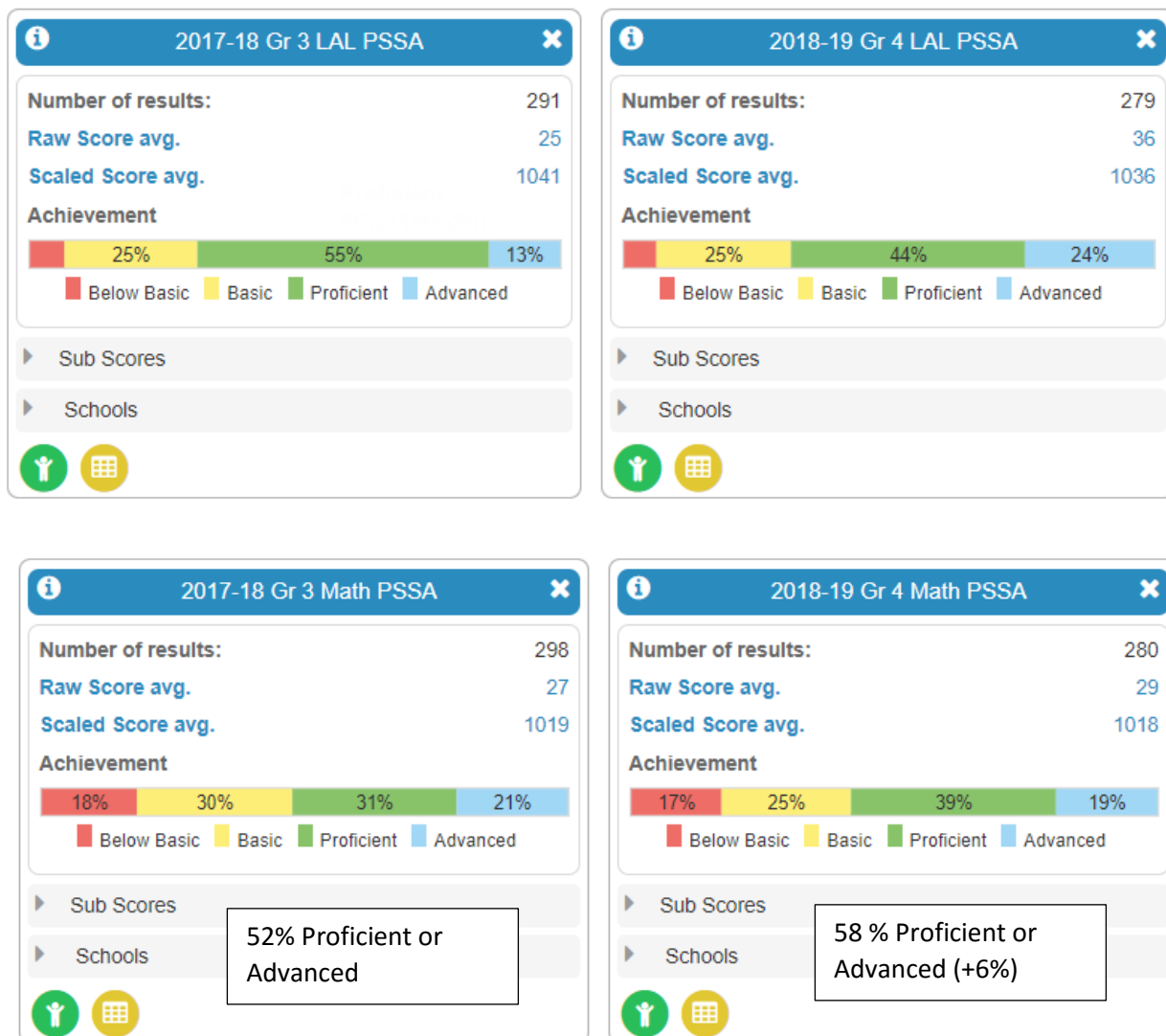
To support and enable instructional opportunities that engage students at all levels to achieve at their highest potential ensuring success in both academics and in life after graduation; resulting in a district where students want to learn, teachers want to teach, and parents/guardians want to send their children.

In order to assist in keeping an accurate record of the proceeding of this meeting, the meeting is being videotaped by the District.

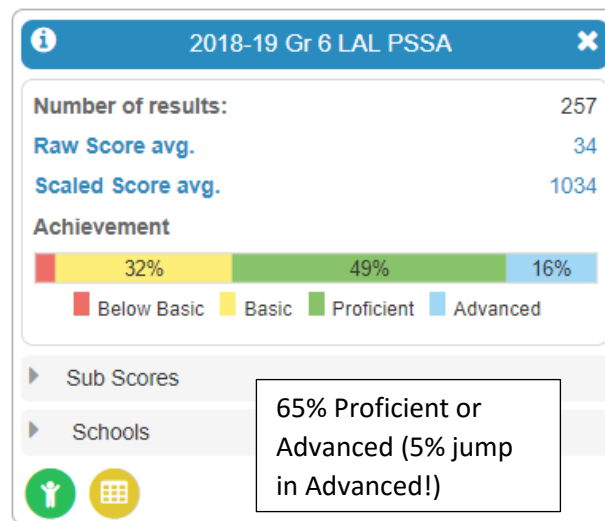
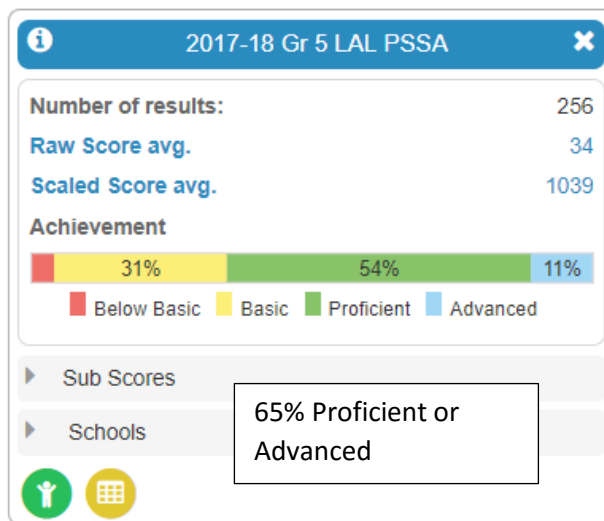
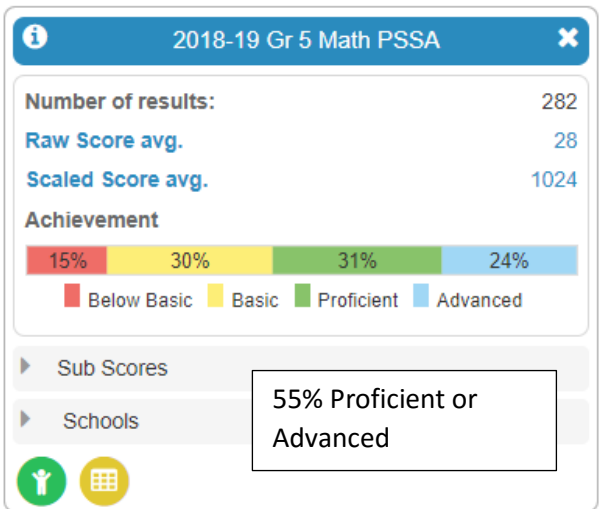
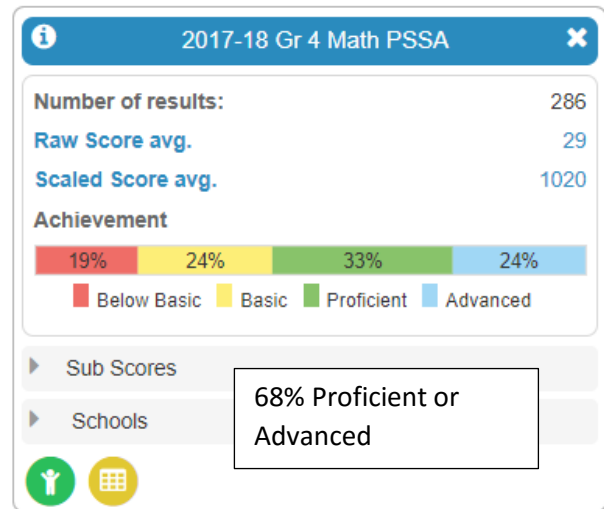
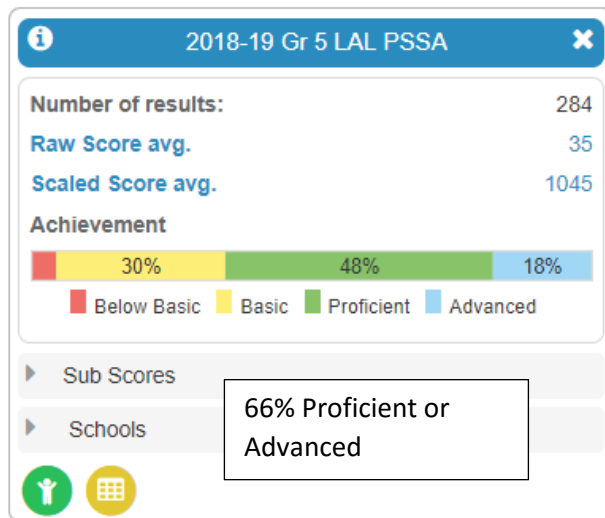
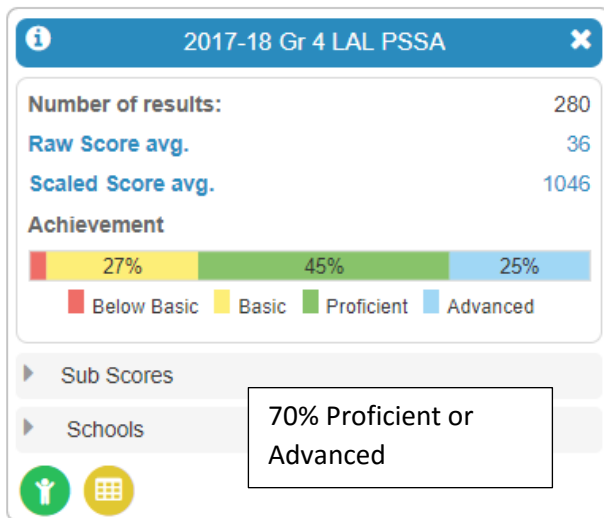
5. Spanish I for Middle School- Administration sought and received permission to investigate creative scheduling and personnel needs to bring a World Language program to Middle School for all students, as recommended through curriculum review process. More information will be forthcoming in upcoming committee meetings.

Meeting adjourned at 8pm. Next meeting will be September 23, 2019 at 6:30pm at the Education Center.

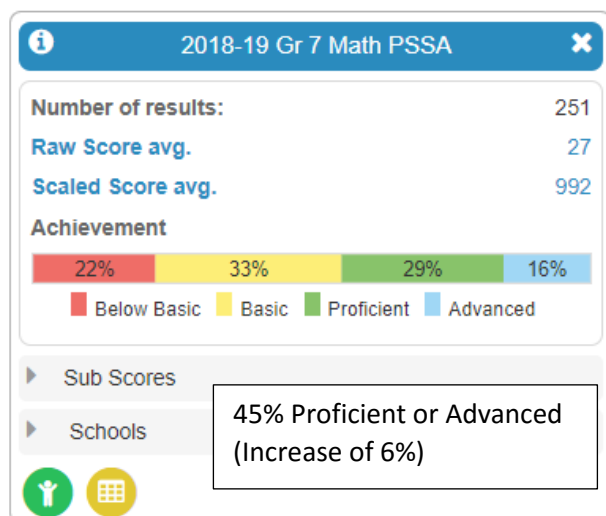
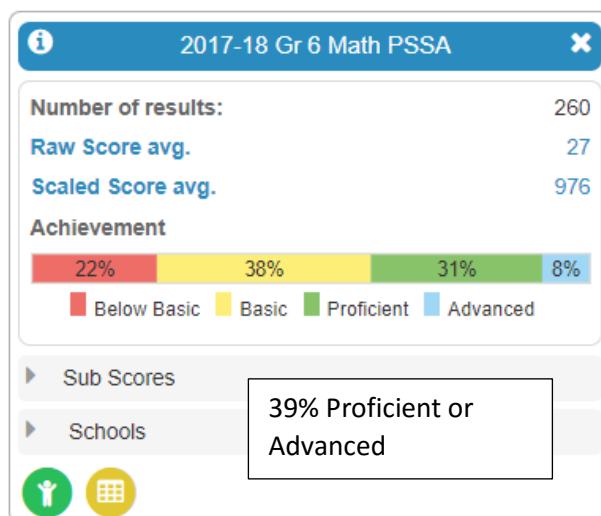
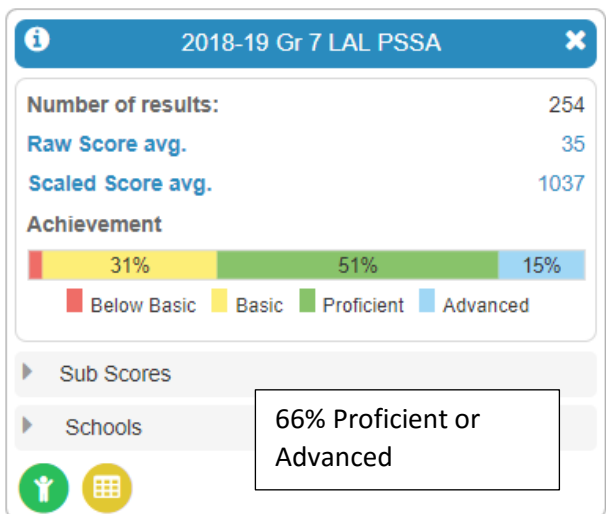
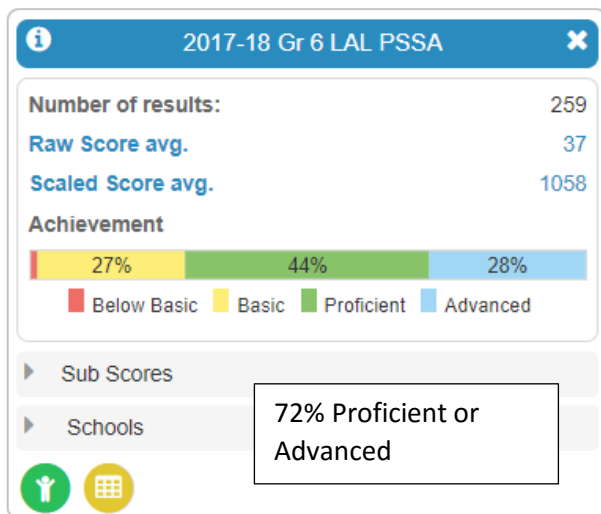
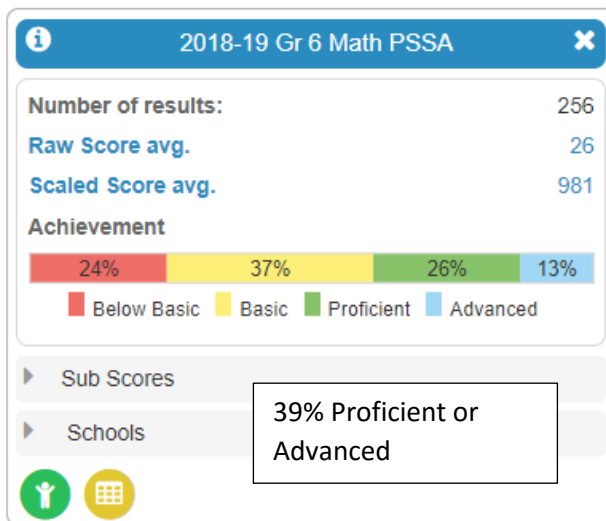
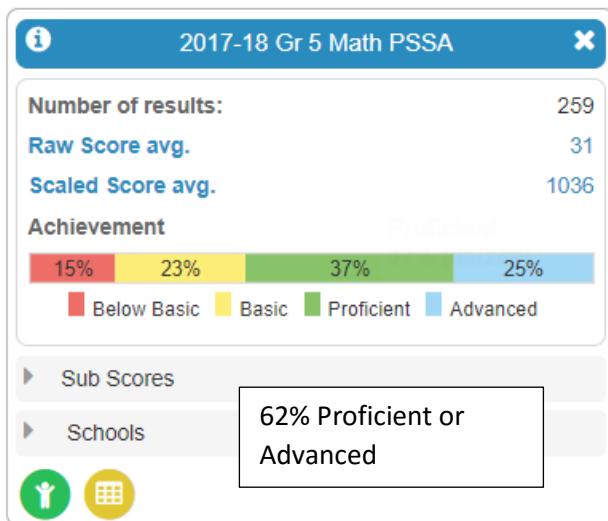
Growth Information presented via Word Document:



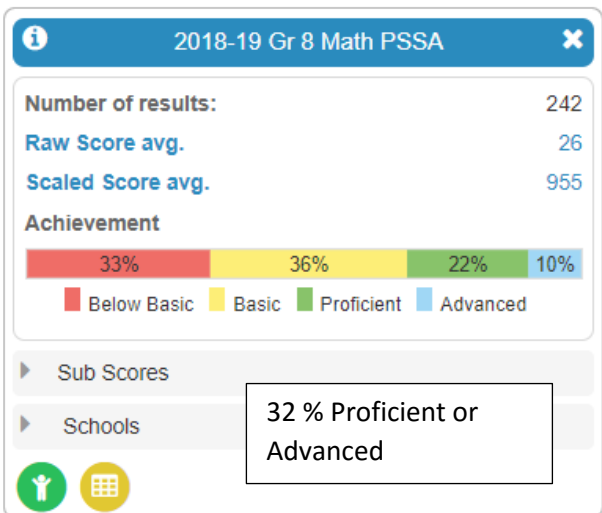
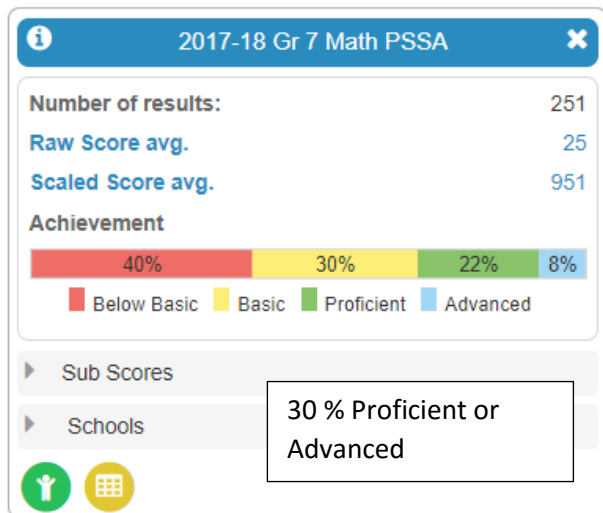
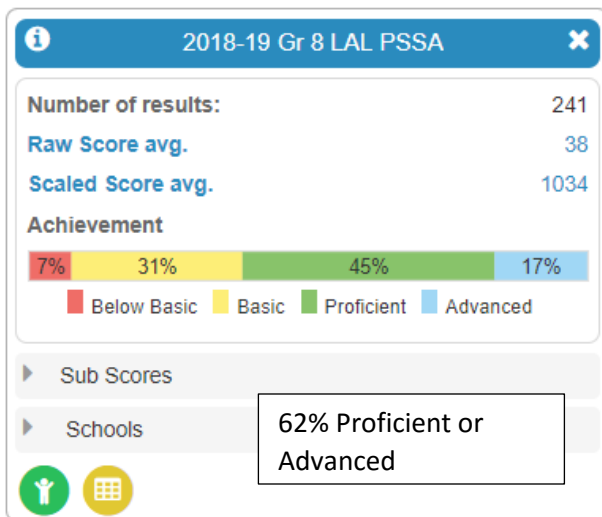
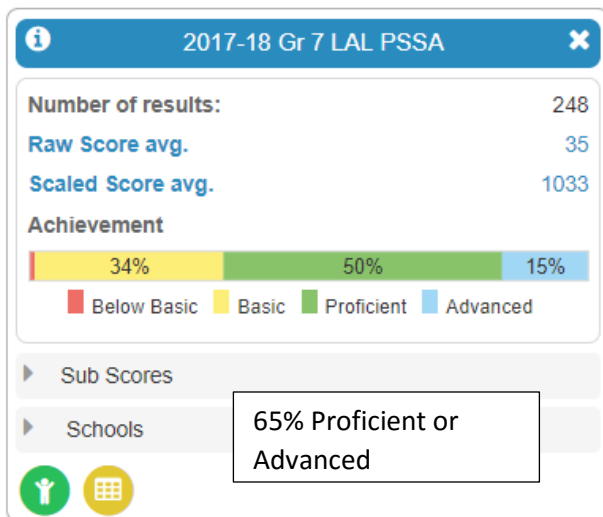
In order to assist in keeping an accurate record of the proceeding of this meeting, the meeting is being videotaped by the District.



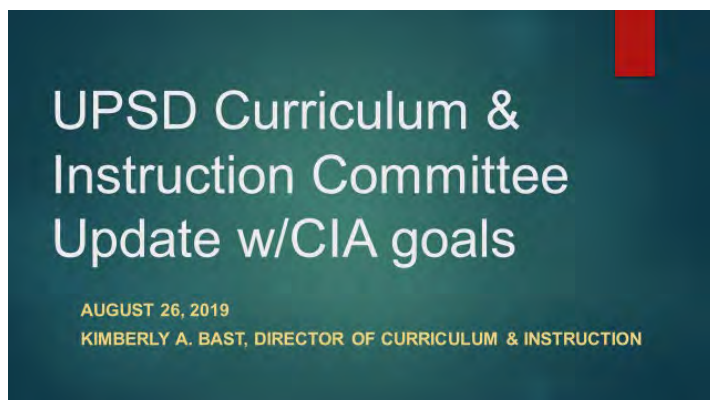
In order to assist in keeping an accurate record of the proceeding of this meeting, the meeting is being videotaped by the District.



In order to assist in keeping an accurate record of the proceeding of this meeting, the meeting is being videotaped by the District.



Powerpoint presentation with Goals, Assessment data, and other agenda items:



In order to assist in keeping an accurate record of the proceeding of this meeting, the meeting is being videotaped by the District.

Mission

- ▶ To support and enable instructional opportunities that engage students at all levels to achieve at their highest potential ensuring success in both academics and in life after graduation; resulting in a district where students want to learn, teachers want to teach, and parents want to send their children.

Vision

- ▶ The committee seeks to add value to the UPSD learning community by:
 - ▶ Seeing that reliable research and district data drives decision making;
 - ▶ Review and evaluate the scope and sequence of the curriculum during the curriculum cycle to ensure it meets the needs of all learners, is standards aligned and has high quality assessments;
 - ▶ Support professional development of all staff;
 - ▶ Solicit feedback, with administrative support, from the community about the educational programming within the district;
 - ▶ Present committee recommendations to the full school board.

Vision-The committee seeks to add value to the UPSD learning community by:

- ▶ Seeing that **reliable research and district data drives decision making;**
- ▶ **CIA Goal:**
 - ▶ Ensure training and purpose for all assessments K-12
 - ▶ Create/refine data analysis protocol for data meetings K-12 (including timelines and accountability)
 - ▶ Provide professional development to assist teachers with instructional decision making based on data and observation

In order to assist in keeping an accurate record of the proceeding of this meeting, the meeting is being videotaped by the District.

Vision-The committee seeks to add value to the UPSD learning community by:

- ▶ Review and evaluate the scope and sequence of the curriculum during the curriculum cycle to ensure it meets the needs of all learners, is standards aligned and has high quality assessments;
- ▶ CIA Goal:
 - ▶ Follow Curriculum Review Cycle to create curriculum clarity K-12. Curriculum documents should follow the UbD format outlining what students should know, do, and understand, with alignment to standards both in the curriculum document, in practice, AND on common curriculum based assessments.
 - ▶ Professional learning on UbD will be provided, as well as PD on assessment types, quality, and standards alignment

Vision-The committee seeks to add value to the UPSD learning community by:

- ▶ Support professional development of all staff
- ▶ CIA Goal: WITH the Professional Education Committee, we will
 - ▶ Ensure training and purpose for all assessments K-12
 - ▶ Create/refine data analysis protocol for data meetings K-12 (including timelines and accountability)
 - ▶ Provide professional development to assist teachers with instructional decision making based on data and observation
 - ▶ Professional learning on UbD will be provided, as well as PD on assessment types, quality, and standards alignment

Vision-The committee seeks to add value to the UPSD learning community by:

- ▶ Solicit feedback, with administrative support, from the community about the educational programming within the district;
- ▶ CIA Goal:
 - ▶ Work with the Professional Education Committee to create, administer, and analyze surveys and other data gathered to continually improve educational programming
 - ▶ As a result of planned curriculum review, research in current industry and practice will be utilized and sought to build solid, relevant educational programming

Vision-The committee seeks to add value to the UPSD learning community by:

- ▶ Present committee recommendations to the full school board.
- ▶ CIA Goal:
 - ▶ Recommendations as a result of Curriculum Review will be shared with the school board
 - ▶ Additional presentations can be made based on work accomplished, progress made, new information

In order to assist in keeping an accurate record of the proceeding of this meeting, the meeting is being videotaped by the District.

Summary of Committee Activities 2018

► Members

- James Glackin, Stephen Cunningham, Joan Smith
- Administrative Liaison – Dr. Andrea Farina
- Metrics: Meetings Held
 - 4 meetings over last 4 months
 - Approximately 6 hours

Findings: District Strengths

- District- and School-Wide performance data was studied
 - Reading program in the two elementary schools is showing promising results
 - Increase in elementary mathematics performance at all grade levels.
 - Increase in accelerated mathematics enrollment
 - 2 sections of Algebra 1 in 7th grade
 - 4 sections of Algebra 1 in 8th grade
 - 1 section of Geometry in 8th grade
 - High School students are performing well on the Keystone tests.
 - 95% High School Graduation Rate
 - AP Honor Roll Designation

Findings: District Weaknesses/Gaps

- The percentage of students achieving Proficient or Advanced on the PSSA in ELA in the Middle School is very low. The percentage of students achieving Proficient or Advanced on the PSSA in Mathematics in the Middle School is very low.
- Increase PSSA Advanced/Proficient performance on PSSAs district-wide.

Action plans are being developed and implemented to address specific deficiencies. Long term planning for professional learning is taking place.

Committee Recommendations

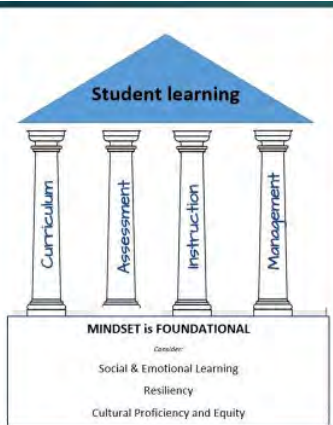
- To ensure standards-aligned curriculum and assessment practices district-wide.
Work will continue
- Examine the successes of the literacy program in place in the Elementary Schools and implement a program to continue student throughout the secondary level.
Data will be analyzed and K-12 programming analyzed.
- Identify specific gaps in the mathematics program district-wide (i.e. instructional time, technology, standards alignment) and correct any deficiencies.
Work will continue. (Pacing guides, standards aligned curriculum, assessments)
- Ensure that every assessment given in the Middle School ELA and Mathematics classrooms is both standards-aligned and is used to inform instruction in a way that will enhance student achievement. **Work will continue.**

In order to assist in keeping an accurate record of the proceeding of this meeting, the meeting is being videotaped by the District.

Committee Recommendations

- ▶ Seek volunteer teachers to engage in 'video coaching' with a goal of improving student achievement
- ▶ Ensure training for appropriate planning in block scheduling.

Plans to implement the two recommendations above are being created and will be implemented this school year.



FOUR PILLARS OF STUDENT LEARNING:

Curriculum Clarity- a clear understanding of Standards, and what students are expected to KNOW, DO, and UNDERSTAND. This includes aligned assessments.

Assessment that informs instruction. A clear, purposeful assessment system that gathers relevant, accurate data is the first step to using assessment data to inform instruction.

Instruction should be based on assessment information, relevant, and engaging which means that we are challenging the student at the correct level of difficulty to move all students forward.

Management- A classroom community and climate that is safe and inclusive allows learning to continually occur.

Full Day K Investigation



- ▶ **Action Planning should include (minimally)-**
 - ▶ **Facilities/food service**- Investigate impact to lunch and recess times/accessibility
 - ▶ **Personnel** - beyond K teachers, we would need to investigate the impact on other personnel areas- paraprofessionals, related services (OT/PT/Speech), other support staff, special area teachers (Art, Music, PE, Library)
 - ▶ **Programming & training**- Investigating full day educational programming that compliments our current program, and ensuring aligned curriculum is written with materials needed (there is a potential cost factor here as well). Our Primary Literacy teachers should all be trained in Foundations and LETRs which will take some time (we plan to continue this training this year for a number of teachers)
 - ▶ **Bussing**- Tiers are currently full, so we would need to investigate cost and feasibility (since we don't have our own fleet)

Spanish/World Language

- ▶ World Language Curriculum Review recommended World Language in the Middle School.
- ▶ Hiring 1.0 Spanish teacher this year...how can we maximize teaching of World Language to all middle school students?



In order to assist in keeping an accurate record of the proceeding of this meeting, the meeting is being videotaped by the District.

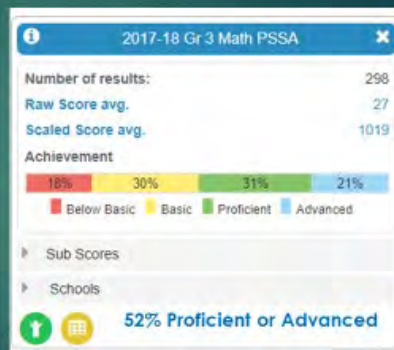
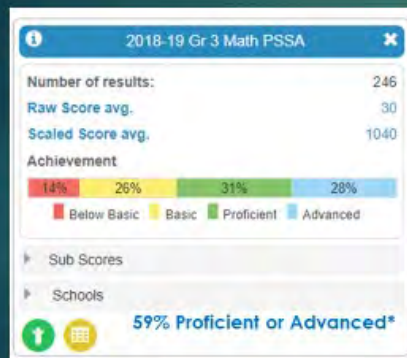


pennsylvania
DEPARTMENT OF EDUCATION

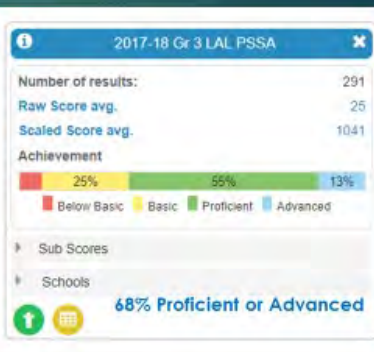
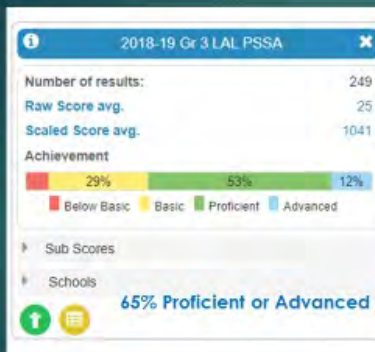
State Assessment Results

2018-2019

Math PSSA Grade 3



ELA PSSA Grade 3



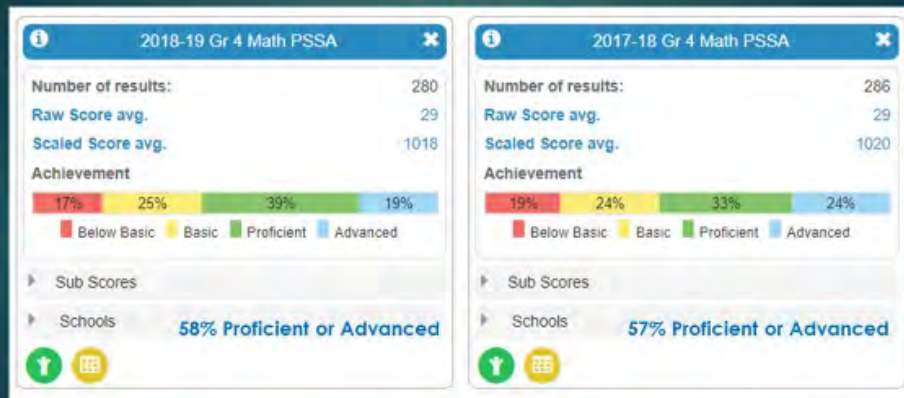
In order to assist in keeping an accurate record of the proceeding of this meeting, the meeting is being videotaped by the District.

PRIDE POINTS and Action Plans K-3

- Math PSSA grade 3 increased from 52% proficient to 59% proficient
- Continued focus on Guided Reading and Math practices that focus on individual needs of students.
- Plan to use MAP assessment data to identify areas of strength and weaknesses to plan for targeted instruction that will bring gains in student learning and performance on PSSA tests.



Math PSSA Grade 4

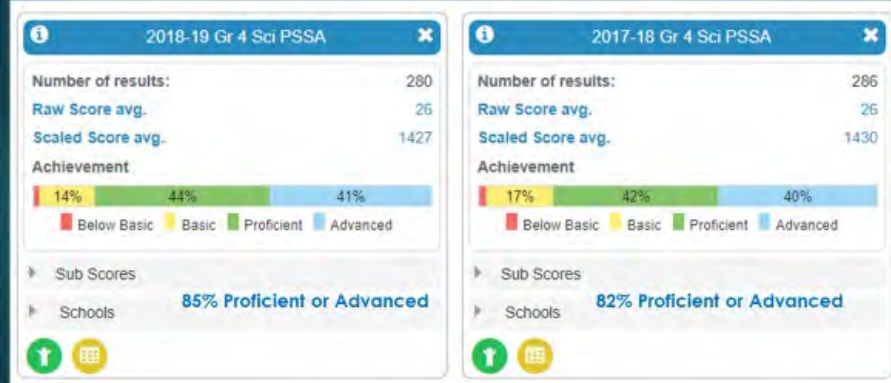


ELA PSSA Grade 4



In order to assist in keeping an accurate record of the proceeding of this meeting, the meeting is being videotaped by the District.

Science PSSA Grade 4



Math PSSA Grade 5



ELA PSSA Grade 5



In order to assist in keeping an accurate record of the proceeding of this meeting, the meeting is being videotaped by the District.

PRIDE POINTS and Action Plans 4-5

ELA

- Increase in grade 4 vocabulary acquisition in use from 62% proficient/advanced to 73%
- Increase in grade 5 text dependent analysis from 63% to 75% proficient/advanced

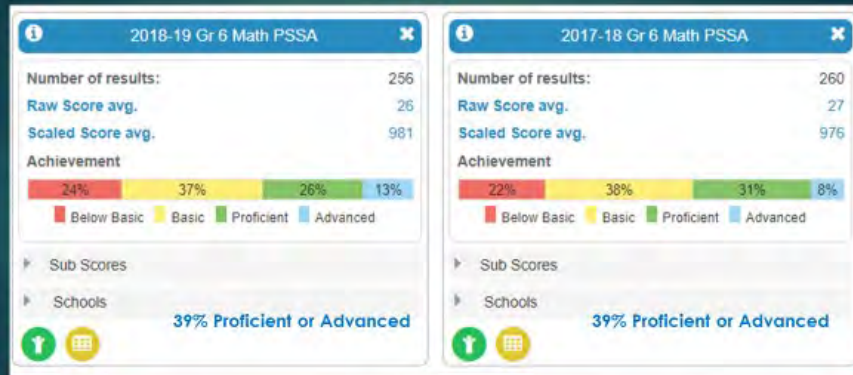


MATH

- Increase in grade 4 Operations and Algebraic Thinking from 52% to 61% proficient/advanced
- Increase in grade 5 Operations and Algebraic Thinking from 44% to 66% proficient/advanced

SCIENCE: Increase in grade 4 Nature of Science from 77% to 85% proficient/advanced

Math PSSA Grade 6



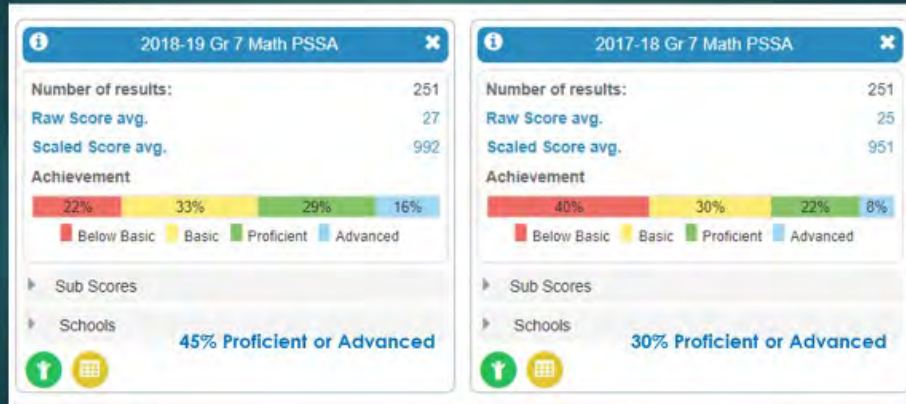
ELA PSSA Grade 6



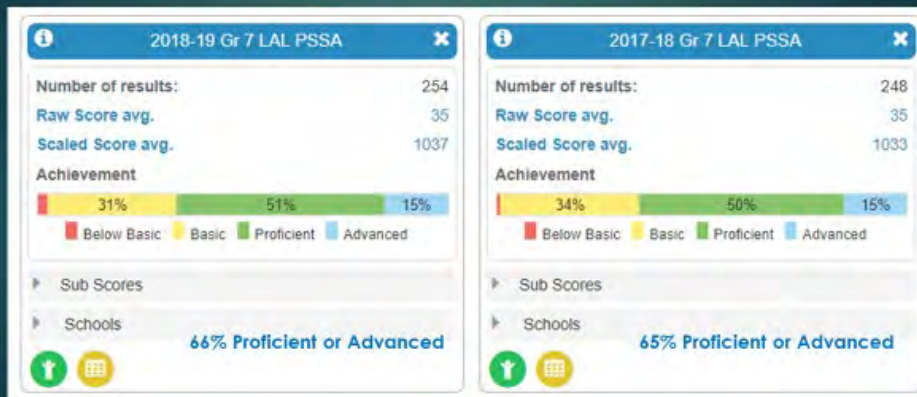
In order to assist in keeping an accurate record of the proceeding of this meeting, the meeting is being videotaped by the District.

Math PSSA Grade 7*

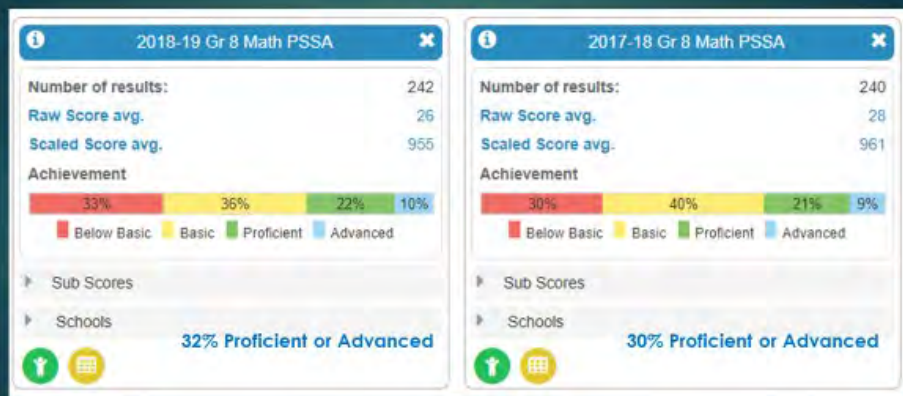
15% gain!



ELA PSSA Grade 7



Math PSSA Grade 8



In order to assist in keeping an accurate record of the proceeding of this meeting, the meeting is being videotaped by the District.

ELA PSSA Grade 8



Science PSSA Grade 8



PRIDE POINTS/Action Plans 6-8

- ▶ Our math teachers focused on developing common assessments that mirrored PSSA format.
 - ▶ They focused on open ended questions on their tests and educated students on how they are scored. They practiced how best to answer these questions.
 - ▶ Math teachers also focused on putting multiple choice type questions on their tests in order to have students become familiar with answering this style of question before seeing on the PSSAs.
- ▶ We also focused our I/E period last year solely on math and extra instruction/support. With 38 minute class periods, we wanted more instructional time. An additional 30 minutes was used on a rotating basis.
- ▶ These efforts showed pretty significant growth in 7th grade and some growth in 8th grade. At the beginning of the year NONE of our 8th grade students were predicted to be proficient in Math. We still have work to do in 6th grade but under the circumstances of a short instructional period last year, we are very proud of what we were able to accomplish and looking forward to what this year's longer instructional periods will yield.

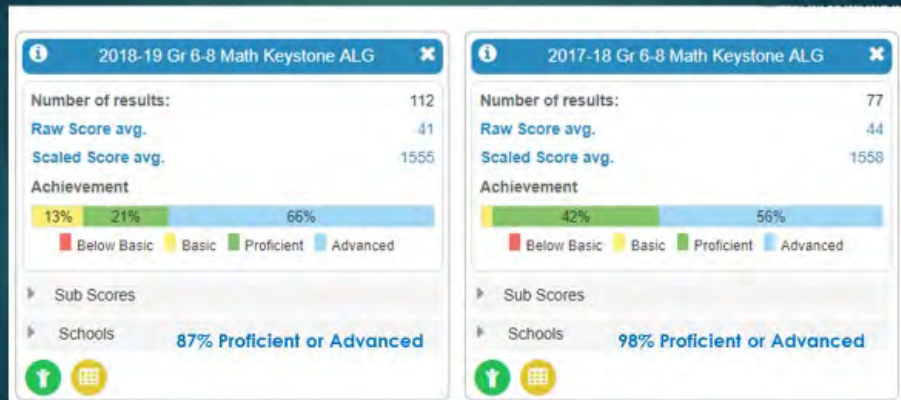


In order to assist in keeping an accurate record of the proceeding of this meeting, the meeting is being videotaped by the District.

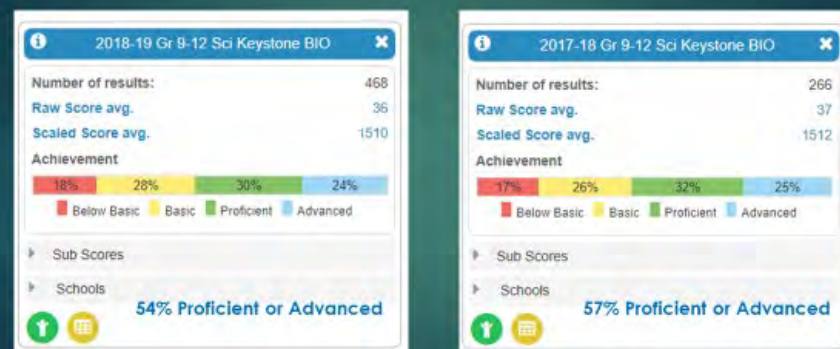
Algebra I Keystone 6-8 MS



Algebra I Keystone 6-8 MS

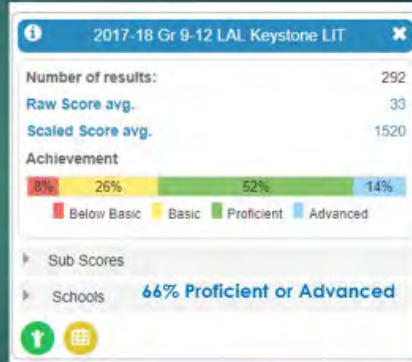
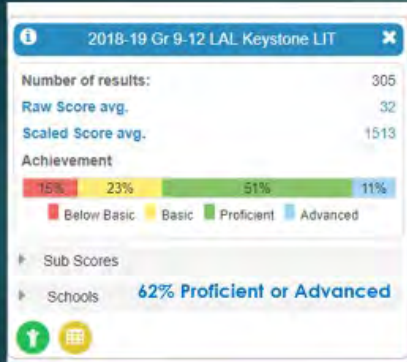


Biology Keystone



In order to assist in keeping an accurate record of the proceeding of this meeting, the meeting is being videotaped by the District.

Literature Keystone



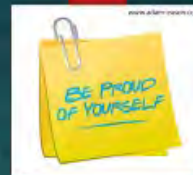
PRIDE POINTS and Action Plans 9-12

From 2017-2018 to 2018-2019 the numbers of students taking AP and Honors classes increased from 1304 to 1395 students.

For the 2019-20 school year the new year long course schedule with built in daily I/E period will allow for teacher collaboration sessions.

For the 2019-20 school year the new year long course schedule with built in daily I/E period will allow for the necessary intervention and remediation for all students.

For the 2019-2020 school year, we hope to administer Link IT benchmarks in Keystone Courses to better target student needs.



In order to assist in keeping an accurate record of the proceeding of this meeting, the meeting is being videotaped by the District.