



# 2017-2022 COMPREHENSIVE PLAN YEAR 1 PROGRESS REPORT

**GOAL #1 - By 2022, all Burgettstown graduates will demonstrate competence with 21<sup>st</sup> Century skills: communication, collaboration, critical thinking, creativity, problem-solving, all of them with a fluent use of technology.**

*We will revise our curriculum and instruction to reflect a 21<sup>st</sup> Century Learner's Profile, which will increase student engagement.*

## Completed / On-Going

- ✓ Host "Remake Learning Days" and invite faculty to participate to recognize the kind of STEAM learning experiences and expressions of student learning we desire for all students.
- ✓ Schedule a STEAM "Career Day" to expose our students to the job market and the requisite employability (21<sup>st</sup> Century) skills. (See also the 339 Guidance Plan for supporting plans.)
- ✓ Add "Discovery Ed." virtual field trips as a resource for teachers for STEAM-related experiences.
- ✓ Encourage instructional "risk-taking" among staff. {That is, trying lessons where the outcomes depend on student productivity, problem-solving and creativity. Things are open-ended, with many right answers or possibilities. There is more productive noise in the room. Technology is typically necessary but not the focus.}
- ✓ Expand and codify the district-wide use of the Google Classroom tools.
- ✓ Establish by level what a standard classroom will contain in terms of technology.

## Still to Do

- Provide time for faculty to examine our existing curriculum to see where and when 21<sup>st</sup> Century skills are already taught and practiced. Where lacking, provide time for faculty to enhance or develop curriculum maps with activities and opportunities to practice / develop these skills at every grade level. (Administration should consider adding this as a column in Atlas.)
- Clarify and explicate for teachers the skills of communication and collaboration. Consider public speaking and job interviewing as a valuable subset of the communication skill.
- Provide staff development on teaching problem-solving, creative and critical thinking.
- Align our technology-based courses to the ITSE standards. Identify and work to resolve any gaps and/or overlaps.
- Plan staff development in developing alternative forms of assessment, such as real-world projects, instead of traditional form of assessments, to challenge our students to use the skills while, at the same time, demonstrating understanding of the curriculum.
  - Explore more opportunities for student presentation of learning (example: 4th grade Wax Museum)
  - Expect at least one major project per grade level.
- Consider temporary teacher coaches or STEAM facilitator position(s) to facilitate the above.
- Expand the availability of technology tools district-wide to ensure every student has access when needed.
- Expand the use of the Maker Spaces in each grade level.

## **GOAL #2 - By 2021, our students' performance on standardized tests will positively correlate to their overall academic achievement in our program of studies.**

*We will ensure we are teaching and assessing a standards-based curriculum.*

### Completed / On-Going

- ✓ ELA Steering Committee will collect data and examine our students' progress with the Wonders reading series to examine professional development needs and support teachers planning for interventions. Continue the data-analysis meetings.
- ✓ Add Advanced Placement courses and other challenging programs to ensure we have multiple viable and personally fulfilling pathways for students to follow toward graduation.
- ✓ The E.A.C. will consider changing procedures for extra credit. Extra credit needs to be eliminated, so grades reflect actual student understanding, not become artificially inflated.

### Still to Do:

- As we complete our curriculum maps, use the Atlas system, and specifically the analysis tools, to examine our curriculum alignment to PA Core Standards. This will ensure we are teaching a standards-based curriculum.
- Develop common assessments, which are scored collaboratively, to measure skills retained or mastered from K-12. Areas of focus: reading, writing and mathematics.
- Examine our current practices to identify how we are currently assessing and measuring student understanding. Eliminate assessments which do not reflect Stage 1 of our curriculum or do not accurately measure student understanding.
- Include in our program of studies some type of seminar(s) for students on being a successful student and how to use study skills to achieve more.
- Provide training on the analytic features of Atlas.
- Support the staff implementation of the district-wide weighted grading policy. Verify in ALMA the process is followed with fidelity.
- Improve the documentation of the learner's profile for students with an I.E.P.
- Carefully establish (or scaffold) accommodations for students with an I.E.P. which appropriately support them academically but also prepare them for a testing environment when some of those accommodations cannot be used. Work to reduce, not increase, the amount of accommodations students need over the years.
- Provide reinforcement to staff on the cycle of effective instruction.
- Facilitate teacher-to-teacher mentoring and coaching.
- Provide staff development on effective assessment practices. (See also staff development action plans for Goal #1)
- Provide staff development on the usefulness and awareness of existing data sets.
- K-6 should review the Kindergarten skills-based report cards to understand the expectations.

## **GOAL #3 - By 2021, all students will show high levels of engagement and ownership in their education as indicated by their improved attendance rate, higher end-of-course grades and lower discipline reports.**

*We will improve students' feelings of connectedness, respect and value in their school.*

### Completed / On-Going

- Incorporate into our curriculum exposure to growth mindsets and employing grit in the learning process. Recognize students who show grit / effort.
- Improve our active participation and promotion of The Challenge Program.
- Limit the number of study halls (per day) a student can take in the high school.
- Schedule a "Career Day" to expose our students to the job market and the requisite employability (21<sup>st</sup> Century) skills. (See also the 339 Guidance Plan for supporting plans.)
- Expand the use of the "genius hour" to engage students with unique or personally interesting projects.
- Provide staff development and student training on Growth Mindsets.

### Still to Do:

- Allow staff time to collaborate across disciplines to find strong thematic connections in our curriculum upon which projects and activities can be built. Encourage intra- and inter-departmental collaborations and shared projects.
- Allow time for teachers to develop best practice / newest teaching strategies in their repertoire of instructional strategies.
- Increase energy level in classrooms, which will lead to increased engagement; allow productive "noise."
- Consider adding "Field Day" types of activities as incentives for commitment to academics. Incorporate more activities during the homeroom block; some examples include: pep rally, competitions, grade-level challenges, and other fun things to celebrate achievement and enhance school pride. (We need feelings of ownership and belonging among students and staff.)
- Allow "enrichment times" for deserving students in place of study halls or Blue Devil Block; for examples, play cards, build Legos, play music.
- Develop some kind of recognition program for students who do well on the PSSA or Keystones; for example: certificates, picnic, field day. Also, expand the Honor Roll recognitions.
- Provide ideas for increasing engagement through hands-on, active learning.
- Provide staff development on the ideal rapport with students to achieve maximum effort.
- (Also in Goal #1) Plan staff development in developing alternative forms of assessment, such as real-world projects, instead of traditional form of assessments, to challenge our students to use the skills while, at the same time, demonstrating understanding of the curriculum.
  - Explore more opportunities for student presentation of learning (example: 4th grade Wax Museum)
  - Expect at least one major project per grade level.
- Failure should not be an option for students to consider as evidenced by those with a growth mindset.
- Add attendance awards of some value (not just a certificate) for five or less (excused) absence in a year or if you increase attendance by half of what was previously missed.
- Bring back program(s) for positive reinforcement of good behavior (Heartwood tickets at EC, monthly drawings at MHS).
- Positively reinforce our values through Student of the Month plaques, local newspaper recognition.
- Return to days when we all followed a school-wide code of conduct with levels of intervention and consequences in every classroom.