Success For All

Instructional Leadership Team

- Dr. Stephen Grimm - Superintendent of Schools
- Dr. Matthew Lee - High School Principal
- Mrs. Ellen Leuthauser - Elementary School Principal
- Mr. Shaun Carney - Middle School Principal
- Mrs. Kathy Fonda - Director of Special Education & Pupil Personnel Services
- Mrs. Jennifer Waligory-Lee - Coordinator of Professional Development
Agenda

1. District Goals
2. Why Standards Matter
3. Changes to the 3-8 State Assessments
4. How Data Is Used to Drive Instruction
5. Using RtI to Positively Impact All Students
6. How Parents Can Help at Home
7. Conclusions and Questions
District Strategic Goals 2015-2016

Instruction and Pedagogy
(the Art and Science of Teaching)

1. The Board of Education will support the implementation of the Common Core Learning Standards with particular focus on the use of instructional strategies that richly engage ALL students, and on the alignment of our curriculum to the Standards.

2. The Board of Education will support the refinement of Response to Intervention services to ensure that the District provides each student with instructional support to foster academic, social, and emotional growth for all students.
District Strategic Goals 2015-2016

Instruction and Pedagogy
(the Art and Science of Teaching)

The Board of Education supports the use of these essential questions to guide our actions in achieving the above goals:

➢ What do we expect each student to learn?
➢ How will we know if they have learned it?
➢ How will we respond if they do not learn it?
➢ How will we respond if they have learned it?

Based on the work of Rebecca and Richard DuFour
Professional Learning Communities at Work
Why Standards Matter

The American Century (1900-2000)

- Education became more attainable
  - In 1910, 9% of the population had a high school diploma
  - By 1940, the typical 18-year old possessed a high school diploma
- Economy and standard of living increased
  - In the 1970’s, the U.S. had 91 million employees (Symonds, Schwartz and Ferguson, 2011)
- 55 million new jobs will be created between 2010 and 2020
  - 65% will require some form of education beyond high school (Carnevale, Smith, and Strohl, 2013)
Importance of Standards

“One of the most fundamental obligations of any society is to prepare its adolescents and young adults to lead productive and prosperous lives as adults. This means preparing all young people with a solid enough foundation of literacy, numeracy, and thinking skills for responsible citizenship, career development, and lifelong learning” (Symonds, Schwartz, and Ferguson, 2011).
Appropriateness of Standards

“New York Learning Standards are a living set of expectations designed to meet the ever-changing needs of our students and to ensure their success in postsecondary education and in the workplace” (Revision and Implementation of the New ELA and Mathematics Standards, 2016).

- Changes will continue to be implemented based upon feedback from stakeholders
A Growing Skills Gap

Today’s Graduates Lack The Skills Needed by Organizations

- **Hard Skills** - Organizational specific skills that are an integral part of the organization’s success
- **Soft Skills (21st Century Skills):**
  - Oral & Written Communication
  - Grit
  - Critical Thinking
  - Professionalism
  - Creativity
In Conclusion...

- Standards and expectations of students and employees have continued to increase since the dawn of education.
  - They will continue to be modified and revised to best educate all students.

- A high school diploma is the gateway for students to achieve higher degrees of learning.
  - According to employers a skills gap currently exists.
Changes in 3-8 Assessments

- Decrease # of test questions
- Untimed testing
- Greater involvement of educators, parents and students in creating the tests
- New Test Vendor - Questar
- Results are not connected to teacher evaluations

[http://wamc.org/post/maryellen-elia-improving-state-assessments#stream/0](http://wamc.org/post/maryellen-elia-improving-state-assessments#stream/0)
Changes in 3-8 Assessments

MaryEllen Elia, NYS Commissioner of Education

“...no one should be penalized for how students are doing on the 3-8 ELA and Math tests. That is why the Board of Regents approved a moratorium on using student test scores on these exams for official evaluation purposes. For the next four years there will be no consequences for any teacher in NY because of how her students perform on 3-8 assessments.”

http://wamc.org/post/maryellen-elia-improving-state-assessments#stream/0
Using Data to Drive Instruction

1. What data do we use?

2. How do we use it?

3. Why is it important?
What Data Do We Use?
How Do We Use It?

1. **District Progress**
   a. Standards and Curriculum Implementation and Alignment
   b. Measurement of Student Learning
   c. Drives Instructional Practice and Professional Development
   d. Focus on Improvement and Growth

2. **Student Support**
   a. Response to Intervention (RtI)
   b. Differentiation of Materials and Classroom Instruction to Students
How Do We Use It?

3. Student Academic Program
   a. Course selection and academic pathways
   b. Transition into middle school and high school, college placement, BOCES enrollment, workforce, and general post graduate goals

4. Staffing Needs
Data Examples

1. Reports from the Regional Information Center
   a. Building Percent By Skill

2. New York State
   a. www.data.NYSED.gov
      i. Clinton CSD
Why Is It Important?

Experts often possess more data than judgment.

— Colin Powell —

Our time is limited so our actions must be precise and calculated
Using RtI to Positively Impact Students

- Established criteria to determine Response to Intervention (RTI) services K-12 (includes Iready testing, benchmark testing, State Assessments, Teacher observation, report card grades, attendance...) *Criteria varies according to the grade/building.*
Using RtI to Positively Impact Students

- Services provided through RtI
  - Tier I - classroom based interventions such as small group instruction, parent contact...
  - Tier 2 - small group instruction/supports beyond the typical class period throughout the week.
  - Tier 3 - more intense small group instruction, often times provided daily.
Using RtI to Positively Impact Students

- **Learning Centers** - Middle and High Schools offers support and reteaching with a Special Education Teacher. Frequency varies depending on student need.

- **WINN** - Elementary Building
  What I Need Now
<table>
<thead>
<tr>
<th>Students Must...</th>
<th>Parents Can...</th>
</tr>
</thead>
<tbody>
<tr>
<td>Read more non-fiction</td>
<td>Have non-fiction texts in your house</td>
</tr>
<tr>
<td>Get smarter through texts</td>
<td>Discuss non-fiction texts and the ideas within it</td>
</tr>
<tr>
<td>Read more complex material carefully</td>
<td>Provide challenging texts in topics they are interested in</td>
</tr>
<tr>
<td>Form judgements</td>
<td>Demand evidence in everyday discussions</td>
</tr>
<tr>
<td>Make arguments in writing using evidence</td>
<td>Encourage writing at home</td>
</tr>
<tr>
<td>Learn the words that they can use in college and career</td>
<td>Format matters, ask kids to provide answers in complete sentences</td>
</tr>
</tbody>
</table>
# How Parents Can Help at Home

## Math Shifts

<table>
<thead>
<tr>
<th>Students Must...</th>
<th>Parents Can...</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prove that they know why and how the math works</td>
<td>Notice if your child really knows why the answer is what it is</td>
</tr>
<tr>
<td>Apply math in real world situations</td>
<td>Ask your child to do the math</td>
</tr>
<tr>
<td>Practice math</td>
<td>Practice, practice, practice</td>
</tr>
</tbody>
</table>
Summary

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Questions?
Thank You!!!