

WEST YORK AREA SCHOOL DISTRICT

EVERY STUDENT EVERY DAY

Superintendent's Board Report | October 2018



Dr. Todd Davies
Superintendent

In his book, "Good to Great," Jim Collins describes that the transition to improvement, or in his words, greatness, begins with the "who" rather than the "what." Essentially, Collins explains that our fast-paced world is constantly changing, and if we begin our journey without the "right people, sitting in the right seats, and on the right bus," then we will be far less likely to experience the success we initially set out to achieve.

In West York, I am convinced that we have the right people, and over the past several months, we made deliberate moves to ensure that those "riding our bus" are in the right seats. The monthly Superintendent's Report is a status update of the District's progress toward achieving its goals. Since West York's goals are shared by all District stakeholders, the updates that appear in the pages that follow highlight the collective actions of our administrators, teachers, and staff working toward our shared purpose of **creating opportunities to thrive**, and **developing world-class citizens**. Ultimately, our aim is to equip West York graduates for more and better opportunities to thrive in an increasingly complex and competitive society, while also empowering graduates to lead with compassion, empathy, and respect for others.



Erin Holman,
Assistant Superintendent

School Climate Survey

During the month of October, the District is administering a school climate survey from the Pennsylvania Department of Education. This survey is for parents, staff, community members, and students in grades 3-12. The purpose of the survey is to provide the District with necessary data to identify school needs, set goals, and track progress toward improvement. This year's survey will serve as baseline data and will be repeated each year to monitor continuous improvement in the District's climate from our stakeholders' perspectives. Ortega, Sanchez, Ortega Rivera, & Viejo (2011) stress the importance of understanding school climate as it can serve as a protective factor that supports positive outcomes for students.

Thank you for participating!



ACADEMICS, STUDENT GROWTH, AND ACHIEVEMENT

Foster a school culture conducive to teaching and learning, and design and/or support systemic measures which help students meet academic growth targets, evaluate instructional programs, and efficiently utilizes technology as part of the curriculum.



COMMUNICATION AND ENGAGEMENT

Design and/or support systemic measures which enable effective, clear and consistent communication channels to internal and external stakeholders.



SAFE AND CARING ENVIRONMENT, CULTURE, AND CLIMATE

Design and/or support systemic measures which create a culture that is physically and emotionally safe, and equally accessible to all students, staff, and community members.



BUDGET, FINANCE, AND OPERATIONS

Design and/or support systemic measures to ensure the ethical, efficient and strategic use of fiscal, operational, human, and capital resources to ensure long-term financial health and stability.





Middle School

Anthony Campbell, Principal
Matthew Minacci, Assistant Principal

- Implement the CPM math curriculum to ensure all students have aligned math instruction that utilizes best teaching practices.
- Develop a Middle School schedule and necessary courses that ensures flexibility for all students and a variety of experiences in their programs of study. This schedule will also allow for teaming to provide a supportive academic, behavioral, and social/emotional environment for students.

SNAPSHOT:

ACADEMICS, STUDENT GROWTH, AND ACHIEVEMENT

College Preparatory Math Curriculum

The Middle School held a Math Night for parents and guardians to learn more about our CPM curriculum on September 19th. This math curriculum focuses on students answering real-world problems through cooperative learning, problem-based learning, and mixed-space practice. Teachers from all grade levels helped to showcase the various tools and resources available to students and parents. Several students demonstrated lessons they had already learned this year.

For those unable to attend Math Night, additional resources can be found on our website at <https://www.wyasd.k12.pa.us/west-york-area-middle-school>.

SNAPSHOT:

SAFE AND CARING ENVIRONMENT, CULTURE, AND CLIMATE

Scheduling Options Offer Variety

Work is underway to redesign the Middle School schedule to offer students more opportunities. The first area of focus is the WIN (What I Need) period. The goal is to provide students with a variety of rotating workshops. The current practice places students in one workshop for the marking period. The change will provide students with the academic supports and enrichment opportunities they need, while also providing high interest club-like opportunities. Teachers began this process by providing feedback on a variety of academic and club activities that could be offered during the second semester. The next step will be to gather student feedback for workshops and work with the teacher scheduling committee to develop a schedule for these workshops. Our goal is to provide a redesigned WIN for students during the second semester.



HIGH SCHOOL

Carrie Jones, Principal

Wayne Dull, Assistant Principal

Kelly Mefford, Assistant Principal

- Develop a High School schedule that will provide opportunities for increased flexibility, more scheduling options for students, and K-12 alignment.
- Establish a building-wide culture that fully promotes the District-wide Mission and Purpose.



SNAPSHOT:

SAFE AND CARING ENVIRONMENT, CULTURE, AND CLIMATE

Link Crew Leadership

Link Crew leaders continue to reach out to their freshman squads. On October 3rd, during a transitions flex period for freshmen, link crew leaders visited classrooms. They led activities and taught a mini-lesson on positive character traits. Be sure to follow Link Crew on Twitter (@link_york) where you will see other ways our leaders are keeping in touch with their squads, for example, "Find a Freshman Friday!"

SNAPSHOT:

ACADEMICS, STUDENT GROWTH, AND ACHIEVEMENT

Faculty Involvement

Teacher leaders are serving on multiple committees to evaluate ways we can provide more opportunities for our students. We have been researching scheduling options, a common lunch period to foster relationship building, and ways we can make the graduation project more meaningful for students.

Lincolnway Elementary

Katy Kveragas, Principal

- Implement and maintain an effective Soft Start program that will ease students' transition into their school day, build positive social skills, and build strong personal relationships between students and adults.
- Foster and maintain a school culture that emphasizes and encourages high-quality instructional practices, with a specific focus on student engagement.

SNAPSHOT:

ACADEMICS, STUDENT GROWTH, AND ACHIEVEMENT

Student Engagement

One of the goals at Lincolnway is a focus on student engagement strategies. Through walkthrough observations, I am seeing high student engagement through flexible seating arrangements, total participation strategies, and lessons that are geared toward differentiated learning styles.

SNAPSHOT:

SAFE AND CARING ENVIRONMENT, CULTURE, AND CLIMATE

Soft Starts Make a Difference

Soft Start: students working creatively either individually or collaboratively. Overheard at a daycare center: a table of Lincolnway and Trimmer students were talking (without prompting) about soft start. They stated how much they enjoyed it and claimed that "it feels really good to start the day with fun stuff - it's like a break before school!"



TRIMMER ELEMENTARY

Jenna Sloan, Principal

- Enhance the level of student engagement in academic learning across all curriculum areas that utilize best teaching practices.
- Implement a Soft Start for all of our students to calmly transition into “ready to learn” for the day.

SNAPSHOT:

SAFE AND CARING ENVIRONMENT, CULTURE, AND CLIMATE

Soft Start

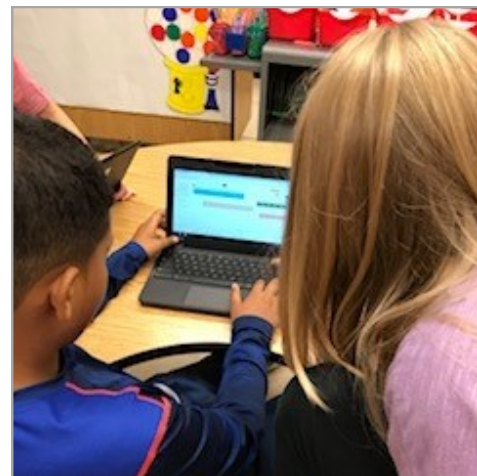
This month (Sept.) as I travelled around during Soft Start time, I examined what students were collaborating on in the classrooms. Mr. Getz's students were engaged on Chromebooks, collaborating to create beats on the website Soundtrap.com. The beats will pair with generated lyrics, or what the ELA teacher may call poetry. Students were helping each other, listening to what they created, and making changes as they worked together. This soft start time gives our students the opportunity to extend some of their classroom projects in a creative way without the demands of the academic tasks.

SNAPSHOT:

ACADEMICS, STUDENT GROWTH, AND ACHIEVEMENT

Jumping into History, Literally

In September, all 5th graders had the opportunity to jump into history, work collaboratively, and own their learning by writing a tableau about Christopher Columbus and performing it in front of their social studies class. Students created costumes and props to represent their tableau rehearsed and learned about the impact Columbus had on life today. Choice and movement are proven to increase student engagement, and our 5th grade social studies teachers planned for it, and the students showed a great level of engagement as both the performers and audience.



HUMAN RESOURCES

Beth Thieret, Director

- Improve candidate pool and hiring procedures.
- Coordinate year-one of a comprehensive board policy review.



SNAPSHOT:

BUDGET, FINANCE, AND OPERATIONS

School Board Policy Review

The District is working with the Pennsylvania School Boards Association (PSBA) to perform a complete board policy review. This review will include a thorough examination of each policy in conjunction with district practices and procedures. It will also ensure legally compliant policies are in place to support the new and enhanced program changes to align to Every Student Every Day. Although we are off to a good start with all policies and supporting documents submitted to PSBA, the process is expected to take three years.

Special Education/Pupil Services

Traci Stauffer, Director

SNAPSHOT:

ACADEMICS, STUDENT GROWTH, AND ACHIEVEMENT

Laurel Life Classrooms

At the Educational Program Committee on September 4th, I presented an overview of Laurel Life, a contracted program with two classrooms at Lincolnway and one at the Middle School. Our current Laurel Life classrooms provide support to students struggling with trauma and those with behavior difficulties in kindergarten through 8th grade. Since the partnership began in 2015 with one classroom at Lincolnway, Laurel Life has supported 57 of our students. As our students continue to exhibit a need for this type of emotional support in order to make academic progress, I will look into expanding this type of service into the High School setting.

"My son was in Laurel Life full time in elementary. Having a Middle School program helped him make the transition to a new school. Now he is out for all of his classes and doing well and only uses Laurel Life when he is having a bad day."

Parent of a Laurel Life Student

- Expanding our district services to meet the ongoing academic and emotional needs of our students.
- Maximizing the School Guidance Counseling services K-12.

SNAPSHOT:

SAFE AND CARING ENVIRONMENT, CULTURE, AND CLIMATE

Time Study

On October 2nd, I met with the counselors to review a Time Study to identify specific areas of duties performed and overall areas of need. The areas of documented time increments include - School Counselor Core Curriculum, Individual Student Planning, Response Services, Program Management and School Support, and Non-program Activity. The duration of the Time Study is one month and we will calculate the data collected by the end of November. The purpose of the Time Study analysis is to determine if we are allocating the right time to the right activity when it comes to fully supporting Every Student Every Day.

TECHNOLOGY

Sherri Miller, Director

- Evaluation of our systems to determine whether we can provide a 1:1 environment for students.

SNAPSHOT:

SAFE AND CARING ENVIRONMENT, CULTURE, AND CLIMATE

Raptor Training

Office staff and admin training was held to demonstrate the new Raptor visitor sign-in system. Equipment was set up in all school buildings.

SNAPSHOT:

ACADEMICS, STUDENT GROWTH, AND ACHIEVEMENT

Chromebook Rollout

Work is starting on the planning phase of a grades 6-12 1:1 Chromebook rollout. The tech integrators, along with Ms. Holman, Ms. Appnel, and Ms. Miller met to work through a decision-making protocol for a new Learning Management System (LMS). Ms. Jones, Mr. Campbell, Ms. Miller, and Ms. Appnel met to plan preliminary discussions on handbooks and policies with secondary pilot teachers.

Language Arts/Title 1

Wendy Greutz, Coordinator

SNAPSHOT:

ACADEMICS, STUDENT GROWTH, AND ACHIEVEMENT

Fundations Growth

During the 2018-19 school year, third grade teachers are implementing Foundations, a research based program focused on phonics and word study. Teachers received initial professional development by learning the literacy research behind the program, as well as how to implement the various instructional activities which are the components of daily lessons. Throughout the year, third grade teachers will be participating in job embedded professional development through coaching by a trained Foundations Coach. The first coaching day is scheduled in October with three additional coaching days planned for the remainder of the school year. To increase capacity in implementing the program with fidelity, a teacher will serve as a grade level facilitator participating in additional training. The grade level facilitator will serve as a resource to district teachers. Over the last several years, Foundations has been implemented in kindergarten through second grade. With this year's inclusion of third grade, the district's early childhood classrooms will have a consistent, vertically aligned phonics/word study program.

- Evaluate the District's Tier 1 English/Language Arts Instructional Program.
- Evaluate scheduling and programming for the District's English Learners.



SNAPSHOT:

COMMUNICATION AND ENGAGEMENT

Family Engagement

The District's Title 1 Reading Specialists and ESL teachers are planning for their first parent and family engagement events for the 2018-19 school year. These events will provide families with literacy materials and activities that can be implemented in their homes.



Wallace Elementary

Jonathan Hoffman, Principal

- Implement and sustain the Soft Start Initiative for students so they can begin their day refreshed and ready to learn.
- Sustain and evaluate the effectiveness of our Full-Day Kindergarten Program to ensure we are meeting the needs of all learners.

SNAPSHOT:

ACADEMICS, STUDENT GROWTH, AND ACHIEVEMENT

Soft Start Progress

Soft Start materials and resources are provided to teachers on a weekly basis. Walkthroughs have been conducted in Kindergarten and 1st grade during the Soft Start time. During Soft Start, technology is encouraged to be used as a student choice.

SNAPSHOT:

SAFE AND CARING ENVIRONMENT, CULTURE, AND CLIMATE

Transportation Culture

We have provided bus cut-outs for K-1 students to be able to find their seats. We have also met with the transportation team to create ways of addressing student behavioral concerns in a positive manner, including using "bus, bus" and "yes, yes" as a response for getting student's attention on the bus. Additionally, we are re-teaching behaviors on the bus and having conversations in the moment, or at the bus stops, of expected behaviors. If appropriate, students are reminded to make better choices the next time they ride.



Operations

Sheri Schlemmer, Director

Jeffrey Ludwig, Supervisor of Buildings & Grounds

Scott Rutkowski, Food Services Director

SNAPSHOT:

BUDGET, FINANCE, AND OPERATIONS

Activity Buses

Activity buses are up and running with 57 students signed up and approved to ride. The buses run Monday through Thursday and have an average of four to eight students riding on each of the two runs. The buses run at 4:15 and 5:40 PM from both the Middle School and High School.

Giving students the ability to get home from an after school activity increases the participation in co-curricular and intramural activities.

SNAPSHOT:

COMMUNICATION AND ENGAGEMENT

Flexible Seating Options

With the addition of the flexible seating options, 16.9% more students eligible to participate in open lunch have decided to remain in the cafeteria and stay in the High School.

Fifty-four percent of the West York Population qualifies for Free or Reduced lunches, so giving them more opportunities to eat lunch without the burden of paying helps to feed our students, Every Student Every Day. (PDE, 2017)

- Customer Service in Operations
- Budget savings to implement new programs



Communications

Cynthia Greco, Coordinator

- Create District Communication Plan
- Reposition, refresh and re-establish the WYASD brand.

SNAPSHOT:

COMMUNICATION AND ENGAGEMENT

Branding Committee

Recruiting efforts for the District Branding Committee, a PRIDE sub-committee, are going well and remain constant. Currently, five District parents, most also alumni and coaches, have joined the committee as well as nine faculty and staff members. Five District Administrators will be on the team, and eight High School students have stepped up to be involved as well! The first Branding Committee meeting was held on October 11th. The initial meeting agenda outlined expectations and committee goals. The focus is on the future and moving forward with the committee's energy and ideas. Before the first meeting, committee members were asked to think about three to five current District branding aspects that they feel need to better reflect positive impressions for the District.

SNAPSHOT:

BUDGET, FINANCE, AND OPERATIONS

Communications Plan

An outline of the Communications plan has been created that includes best practices and best use of District resources. Part of the goal is to defragment systems and protocol and streamline time spent on communication efforts to the District and community. Internal deadlines for the plan have been established. A presentation is being developed in October to reflect Communications' purpose.



K-12 Education

Melissa Appnel, Director

SNAPSHOT:

SAFE AND CARING ENVIRONMENT, CULTURE, AND CLIMATE EVALUATE. EVALUATE. EVALUATE.

Across the district, teachers provided feedback to assist in evaluating the use of current software and technology programs within our instruction and assessment. This impacts our budget process, and raises awareness of the student experience. We know that students learn best through experiences and activities. We want to be sure that our use of technology complements learning as we expect students to grow and retain their knowledge. As we work to build innovation into our daily work with students, the district is continuing to seek perspectives and successful strategies from beyond York County to guarantee opportunities for success for our students.

- Develop a Professional Development Plan for the next 3-5 years that considers needs of learners, curriculum, assessment, state mandates, and outcomes of teacher observation activities.
- Evaluate the district's current assessment and curriculum, and present plan for alignment.

SNAPSHOT:

COMMUNICATION AND ENGAGEMENT

Learning Management Systems

Plans and reflections continue for our 1:1 pilot with Chromebooks at the Middle School and High School, and investigations are occurring to evaluate our current learning management system, Moodle. As other products have hit the market since West York's adoption of the platform, many of our teachers have found other more intuitive and potentially user friendly systems. Teachers participating in the Chromebook pilot will test out potential systems to determine what will be best for delivering content to our students and families.

Athletics

Frank Hawkins, Coordinator

- Develop and create an Athletic Handbook on the district website.
- Increase student and community participation at athletic events.

SNAPSHOT:

COMMUNICATION AND ENGAGEMENT

Handbook Planning

Planning and research has begun for the District Athletic Handbook. The handbook will be created to give District families and staff, community members, and stakeholders an easy reference point of District information. The goal is to increase the overall visibility and transparency of the athletic department.

SNAPSHOT:

COMMUNICATION AND ENGAGEMENT

Engaging Student Participation

On September 28th, the Athletic Department sponsored shaved ice from Bayou Snow and pizza for our student section's tailgate. This was well received by our student body and we will continue to look for more opportunities to increase the attendance at events.

