

CHARTIERS VALLEY

SCHOOL DISTRICT

*Inspiring excellence.*

# Annual Academic Report

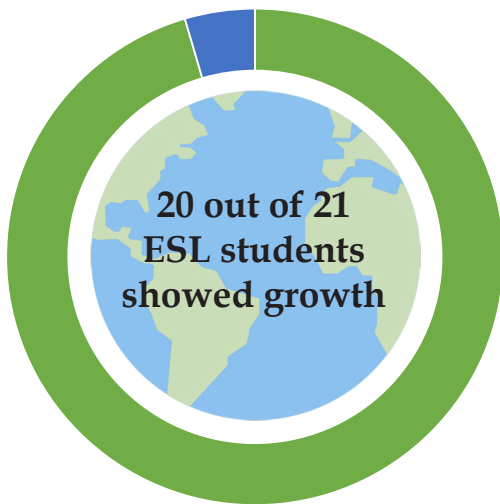
November 2016

# English Language Learners Growth

This data only includes students who have been at Chartiers Valley for a full year between WIDA Access testing. Students who moved in or out of the district within the year are not included.

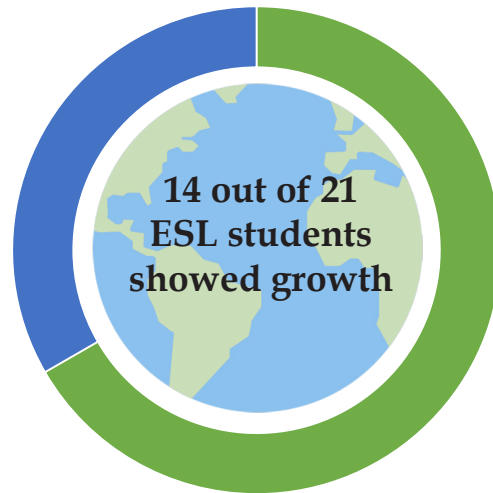
## Primary School

Grades 1 & 2  
2015-2016



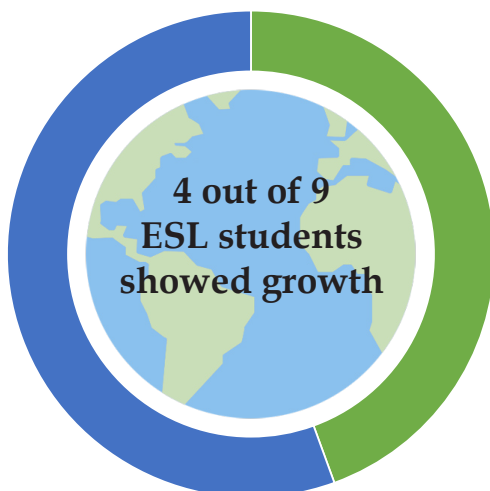
## Intermediate School

Grades 3-5  
2015-2016



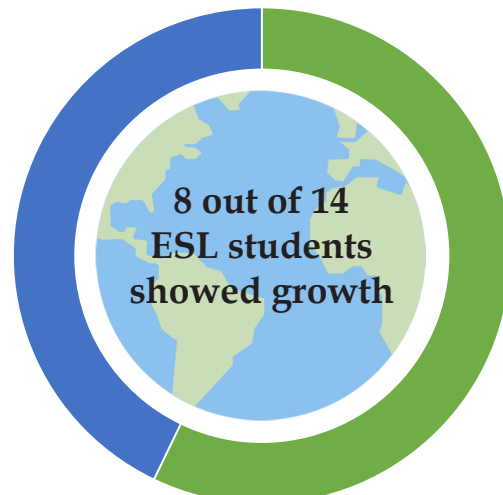
## Middle School

Grades 6-8  
2015-2016



## High School

Grades 9-12  
2015-2016



# BrightBytes

The Technology & Learning module provides educators with insights into the factors that determine the effectiveness of technology in improving student achievement.

Based on Chartiers Valley School District's data, the module calculates an overall numeric score (between 800 and 1300), which is aligned to a five-color maturity scale: Beginning, Emerging, Proficient, Advanced, and Exemplary. Chartiers Valley School District scored proficient at each school.



**1054**

Chartiers Valley (K-12)



**1077**

High School (9-12)



**1070**

Middle School (6-8)



**1026**

Elementary (K-5)

## CASE™ Score Legend



Beginning

800 - 899



Emerging

900 - 999



Proficient

1000 - 1099



Advanced

1100 - 1199



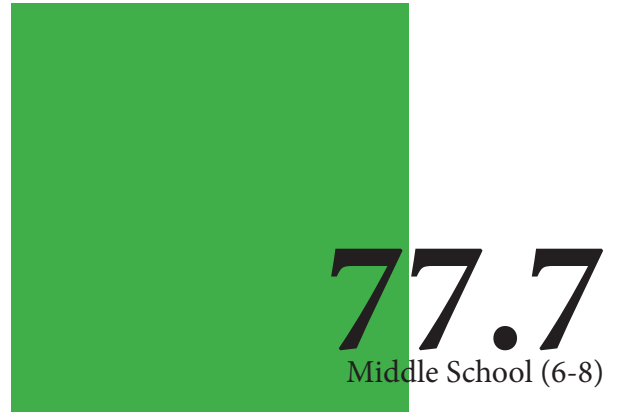
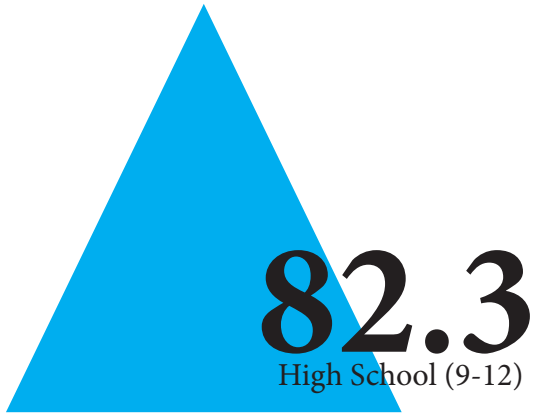
Exemplary

1200 - 1300

# School Performance Profile (SPP)

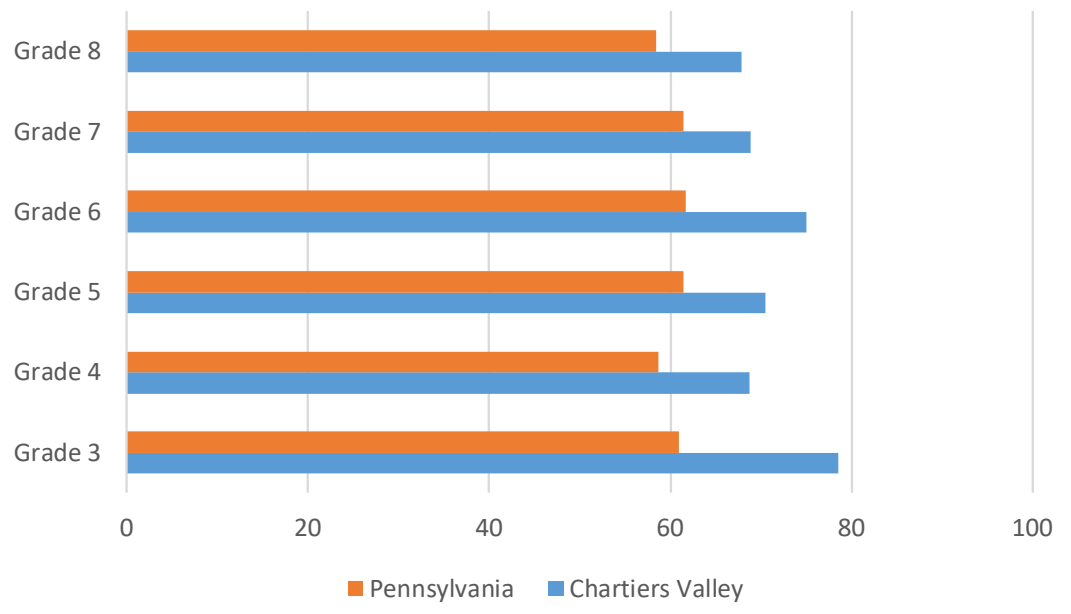
## 2015-2016

The Pennsylvania School Performance Profile offers a web-based resource for districts/schools to communicate performance results to various constituencies and assist districts and schools in aligning and focusing resources for continuous improvement.

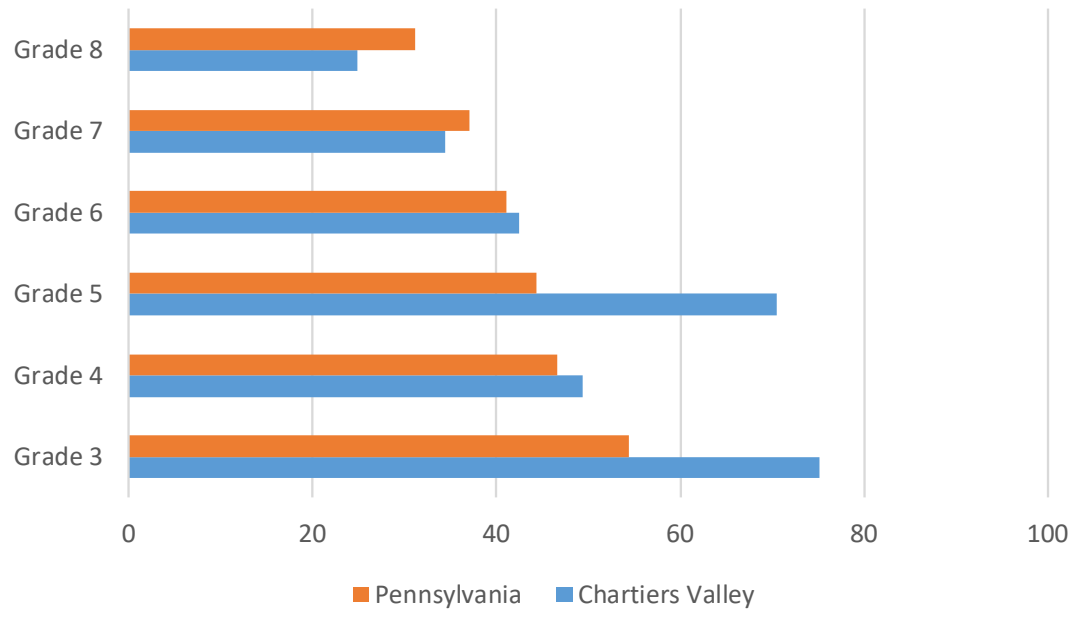


# Pennsylvania System of School Assessment (PSSA)

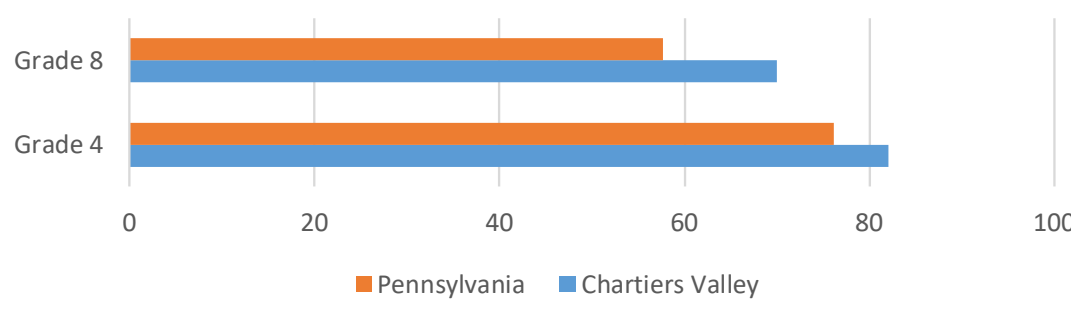
## ELA Percent Proficient and Advanced 2015-2016



## Math Percent Proficient and Advanced 2015-2016

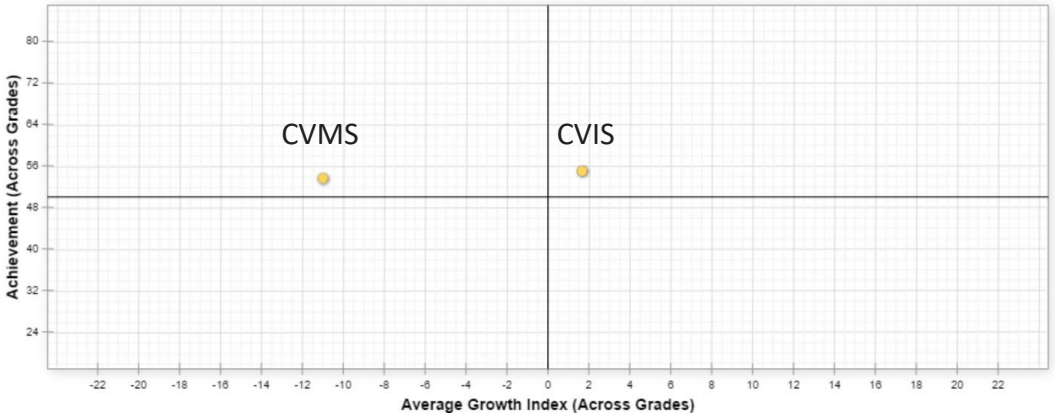


## Science Percent Proficient and Advanced 2015-2016

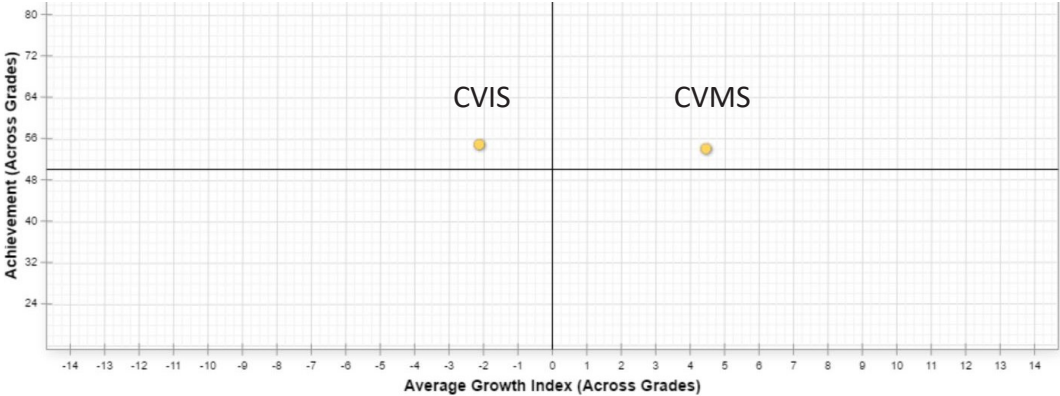


# Pennsylvania Value Added Assessment System (PVAAS) Growth Charts • PSSA Exams

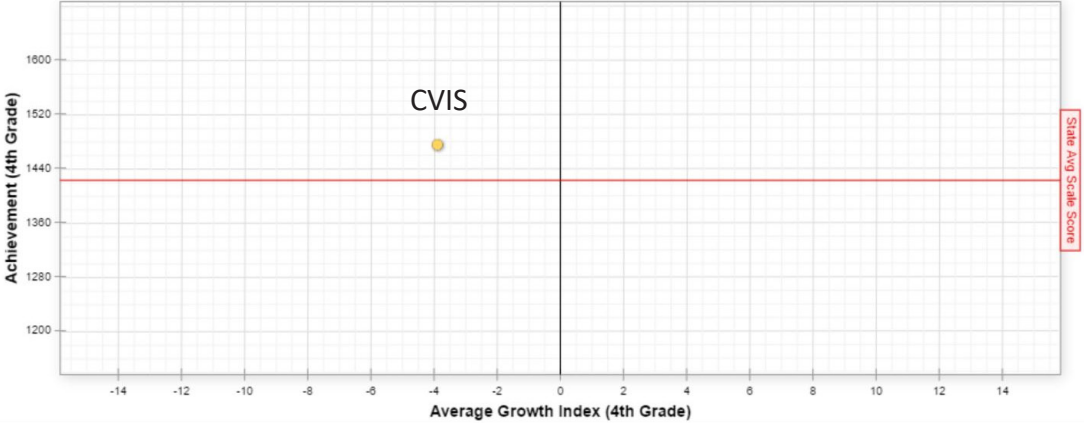
Math  
Grades 4-8



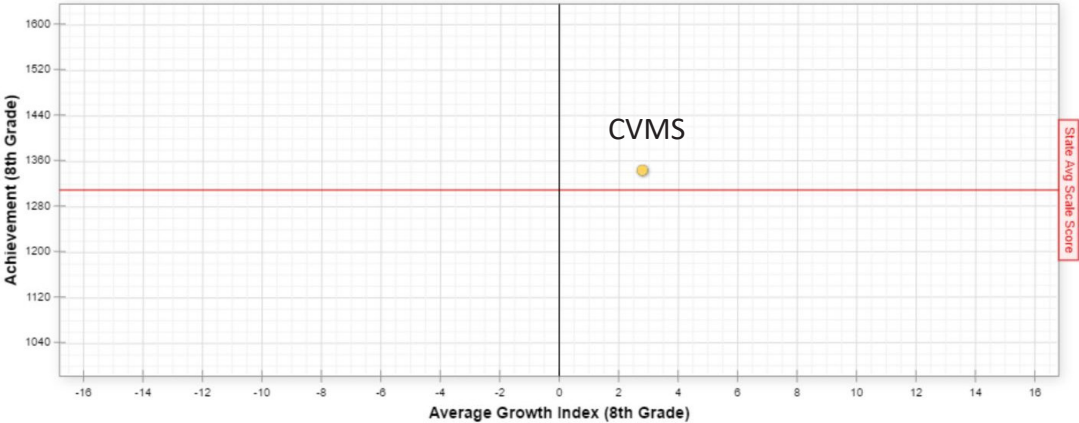
ELA  
Grades 4-8



Science  
Grade 4



Science  
Grade 8

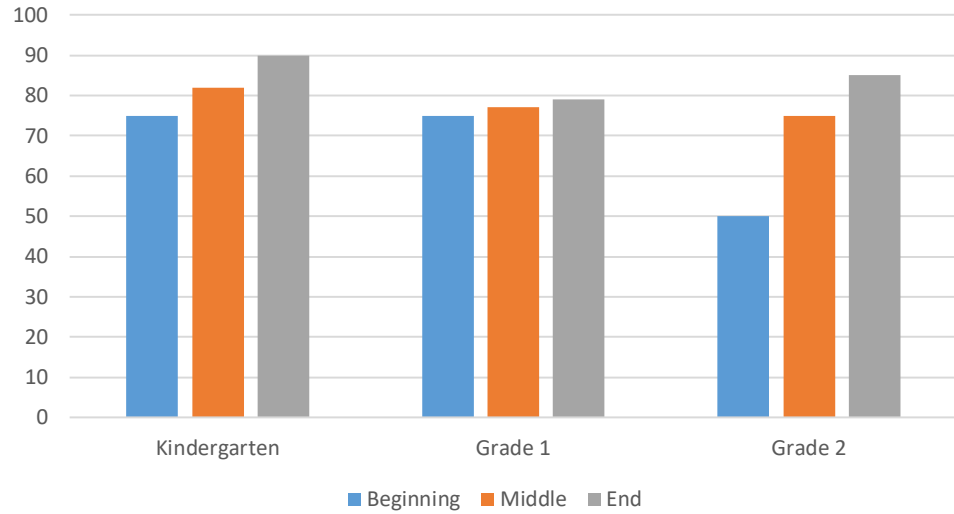


# Primary School Grades K-2

The Dynamic Indicators of Basic Early Literacy Skills (DIBELS) are a set of procedures and measures for assessing the acquisition of early literacy skills from kindergarten through sixth grade.

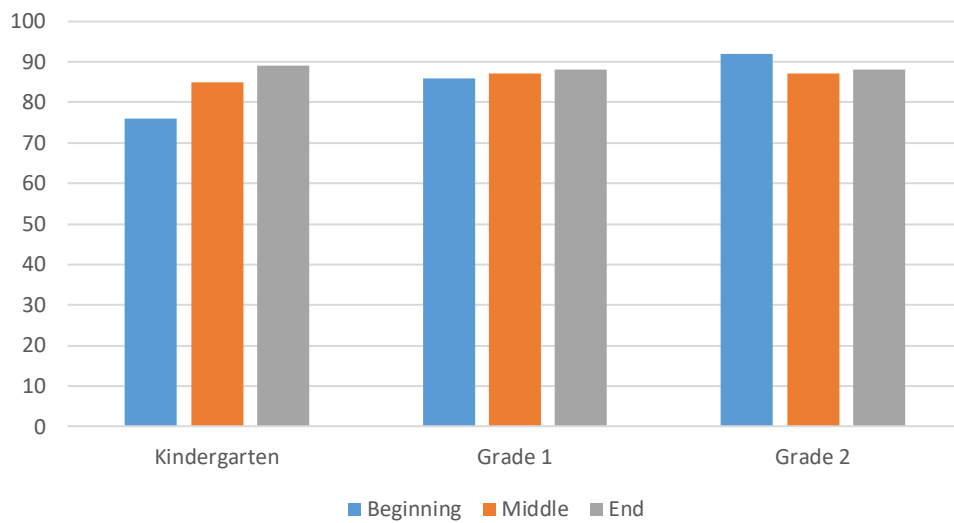
## DIBELS Math

Percent At or  
Above Benchmark  
2015-2016



## DIBELS Reading

Percent At or  
Above Benchmark  
2015-2016

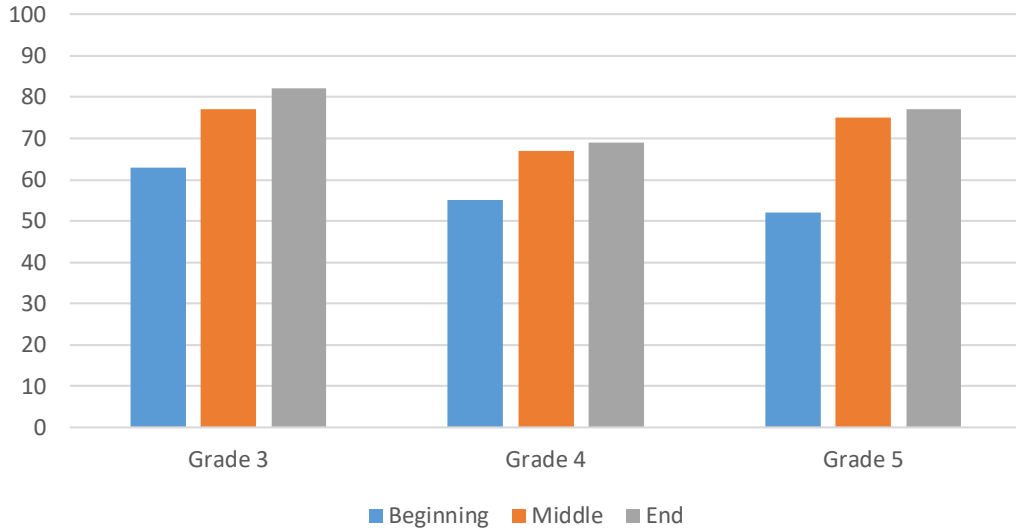


# Intermediate School Grades 3-5

The Dynamic Indicators of Basic Early Literacy Skills (DIBELS) are a set of procedures and measures for assessing the acquisition of early literacy skills from kindergarten through sixth grade.

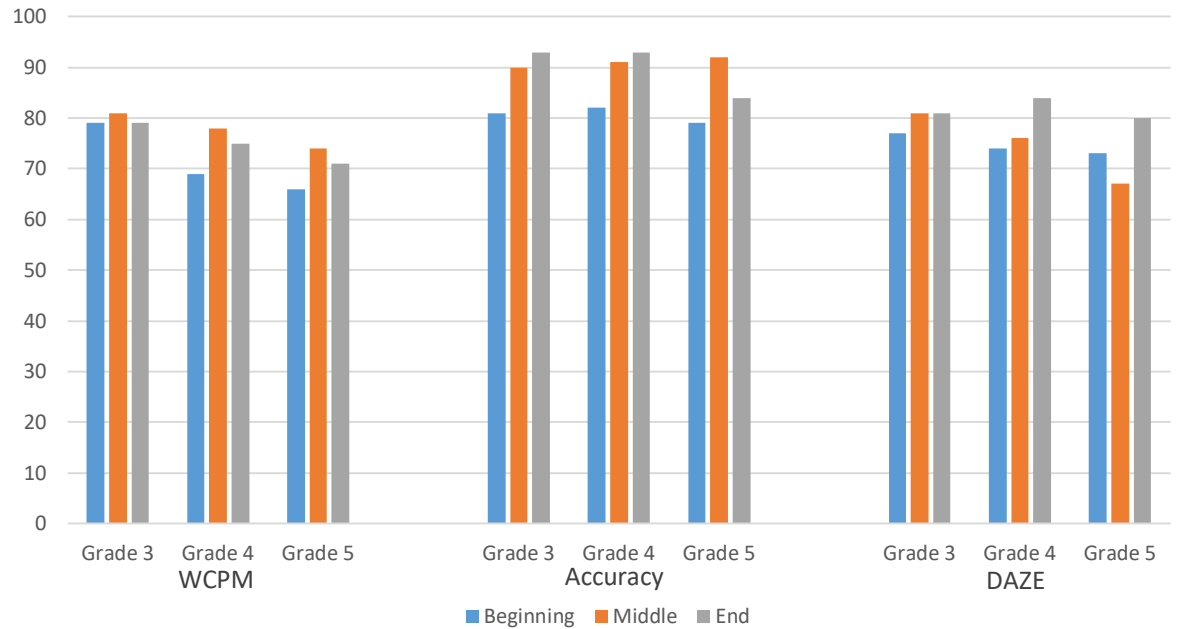
## DIBELS Math

Percent At or  
Above Benchmark  
2015-2016



## DIBELS Reading

Percent At or  
Above Benchmark  
2015-2016

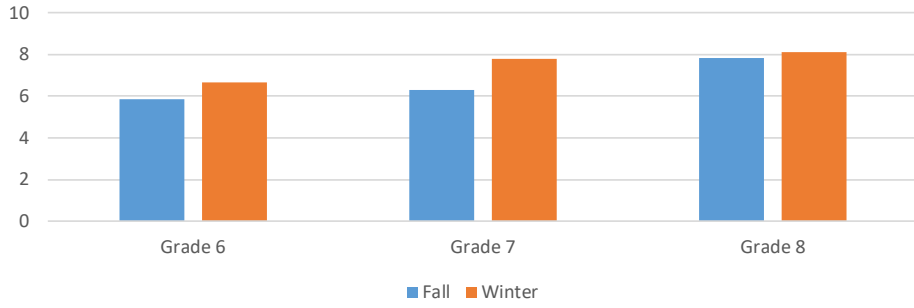


WCPM: Words Correct per Minute • Accuracy: Accuracy • DAZE: Comprehension

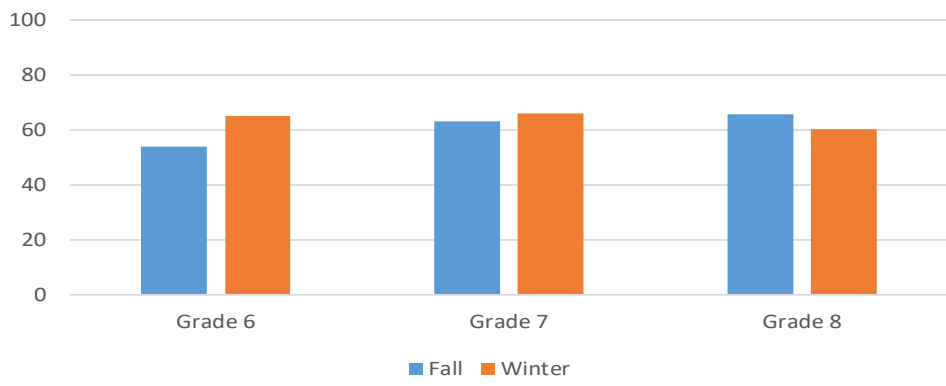


# Middle School Grades 6-8

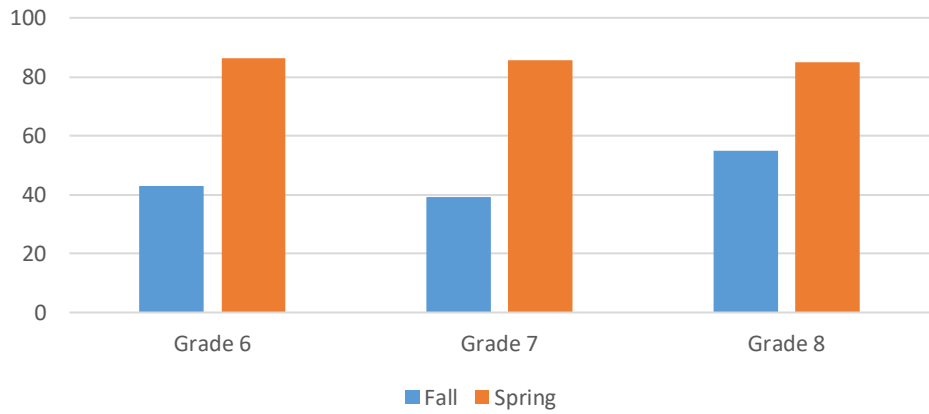
STAR Reading  
Instructional Reading Level  
2015-2016



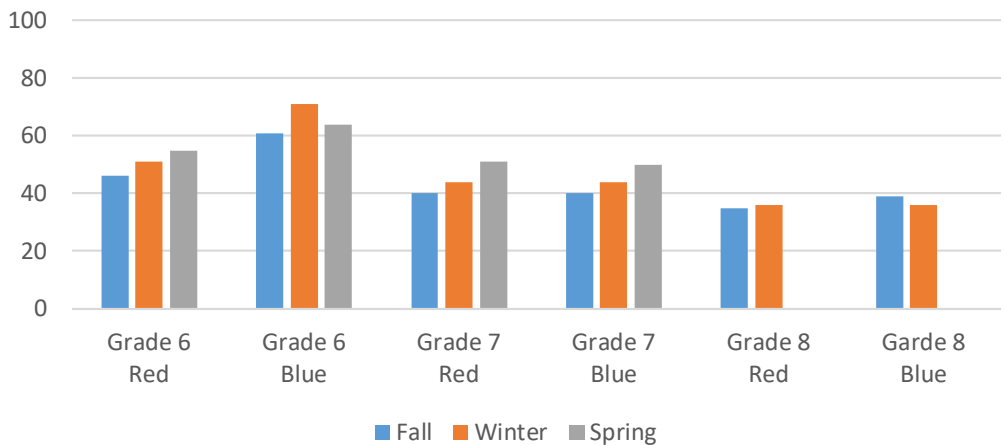
Study Island ELA  
Percent Mastery  
2015-2016



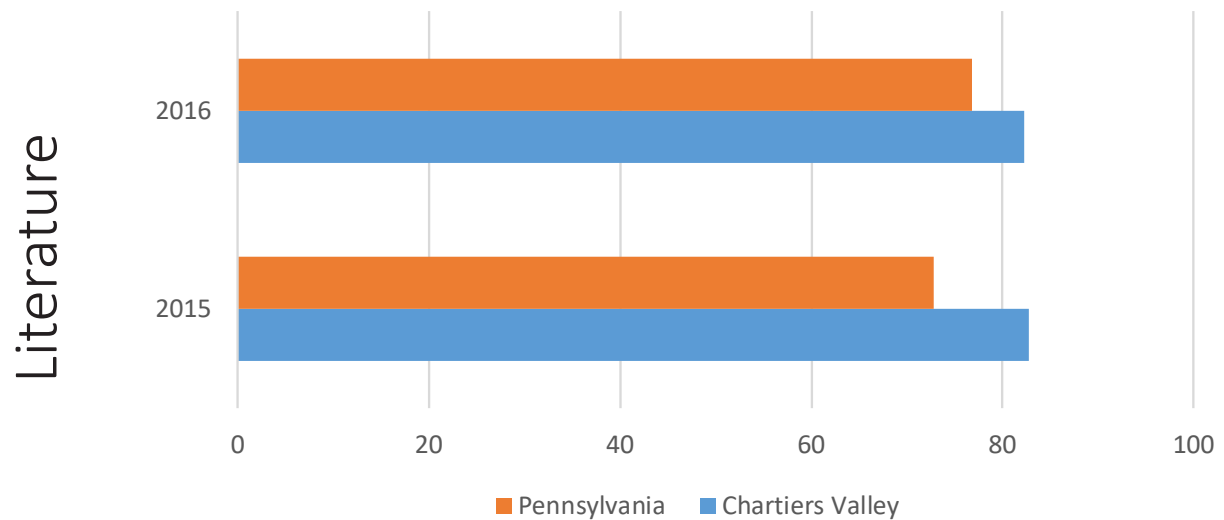
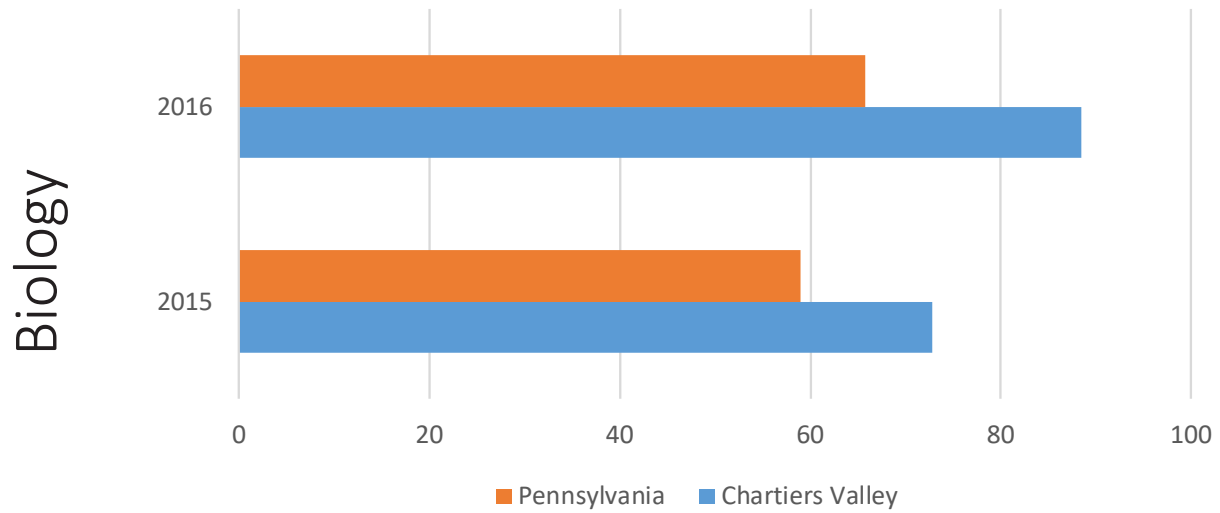
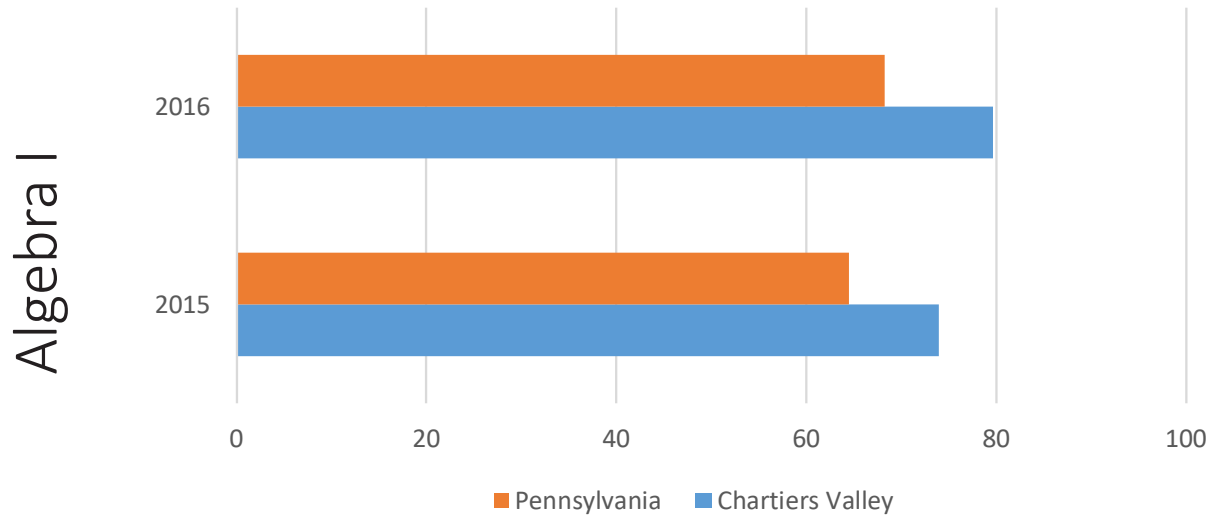
Sadlier Vocab  
Percent Mastery  
2015-2016



PLATO Math  
Percent Mastery  
2015-2016

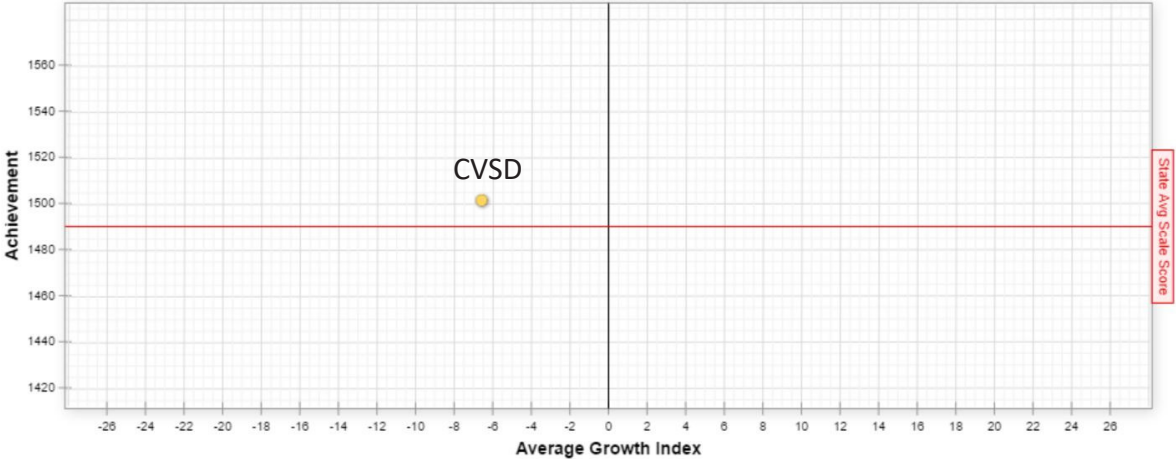


# High School Grades 9-12

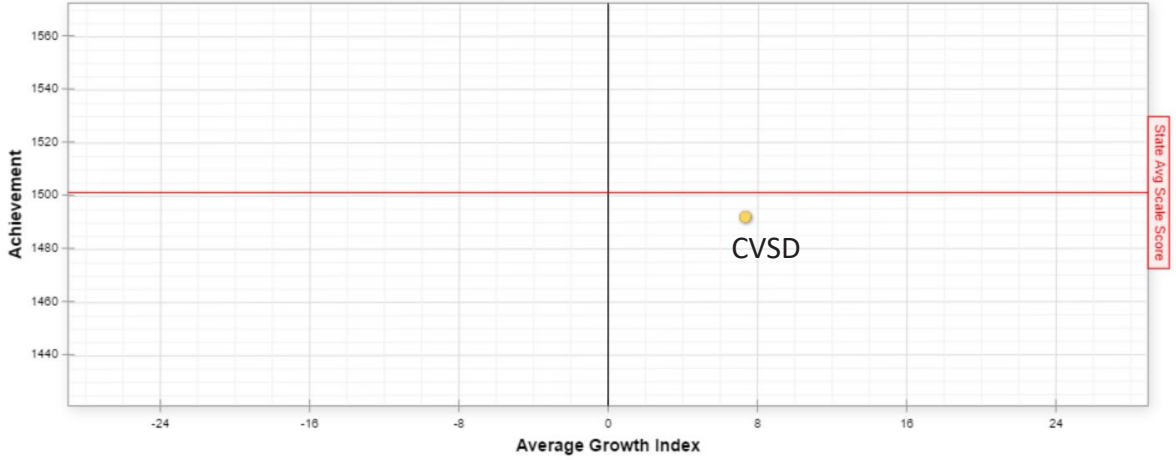


# Pennsylvania Value Added Assessment System (PVAAS) Growth Charts • Keystone Exams

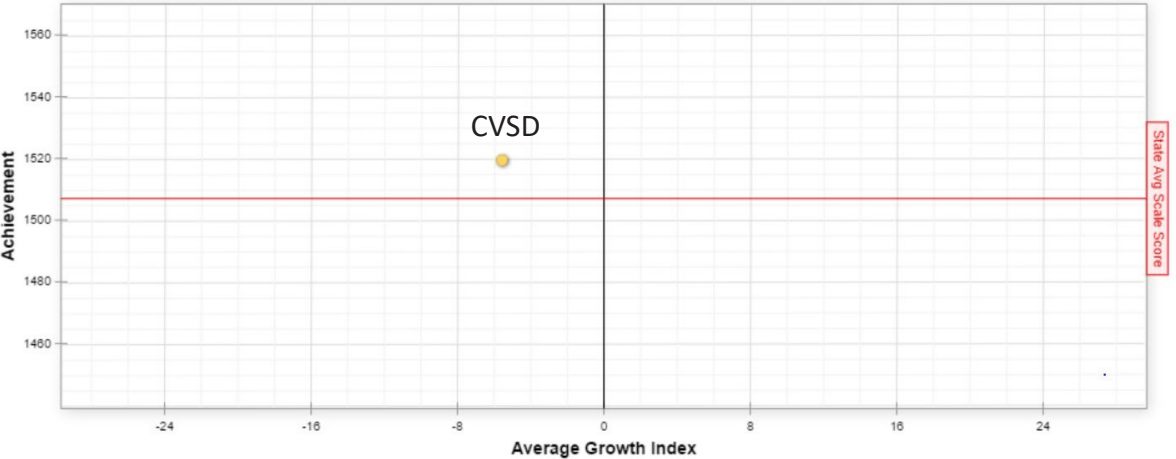
Algebra I



Biology

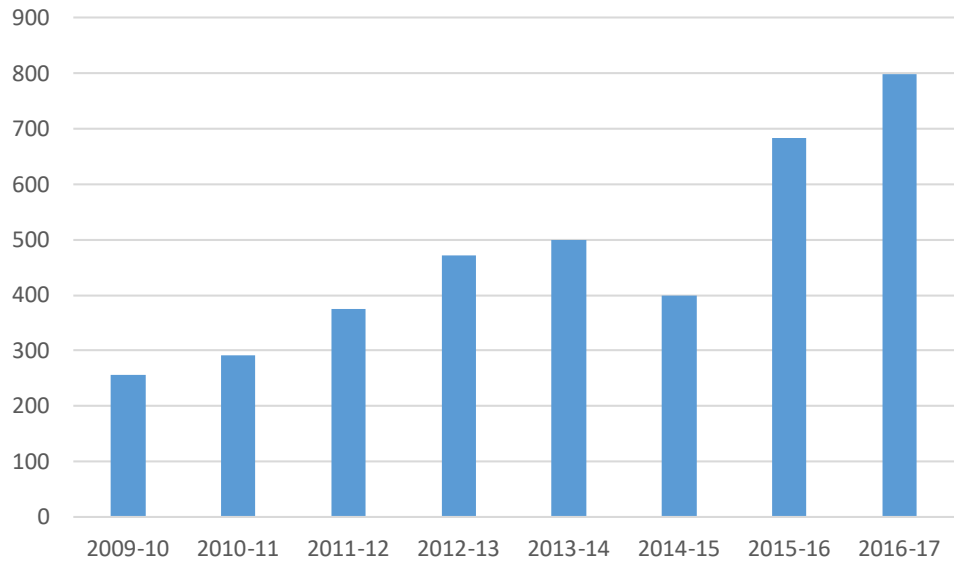


Literature

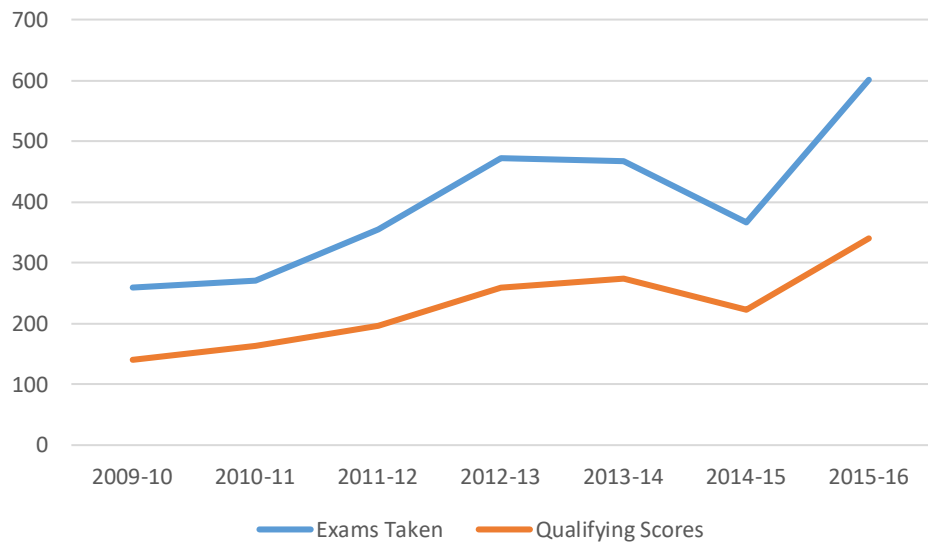


# College and Career Readiness

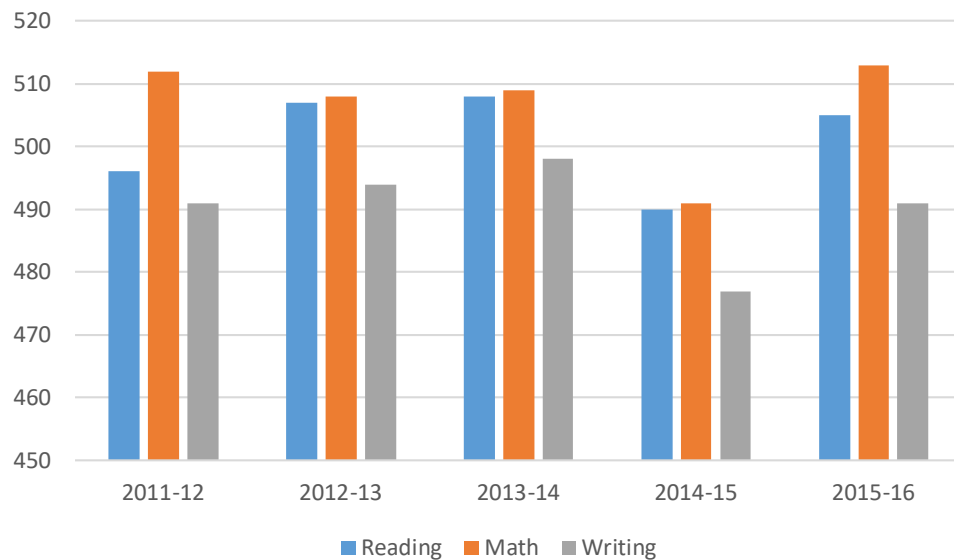
AP Enrollment



AP Exams & Qualifying Scores



SAT



# High School Moving Forward

## **Achievement Objectives and Priorities at the High School this year**

- Prepare all students to demonstrate success at the AP level
- Challenge and support students to achieve academic success in AP courses
- Develop common SLO prompts by course
- Expand impact of NP4H
- Develop plan for implementation of SWPBIS in 2017-2018
- Utilize Schoology into all courses

## **Strategies Being Used to Accomplish our Objectives**

- Use of high-quality, high-rigor NMSI instructional strategies in pre AP and AP courses
- Student completion of mock AP exams
  - NMSI experts train teachers on scoring of AP exams
- Continue development and revision of foundation modules
- On-going curriculum evaluation/revision
  - Assessment revision
  - Common assessment
  - Rigor (level of questioning)
- Use of data
  - Formative assessments
  - CDT
- Focus on improving writing
  - Individual teacher meetings to review rigor of SLO prompt and growth target
  - Using writing as thinking strategy
- Implement Literacy Framework
- Providing feedback through use of walk through forms aligned with Literacy Framework
  - Building stamina
  - Working in small groups
  - Metacognition
- Resource sharing, by department, through Schoology
- After school academic support (biology, math)
- Small group tutoring
- Saturday Study Sessions (NMSI)

## **Professional Development Activities and Curricular Changes**

- AP Summer Institute (NMSI)
- Laying the Foundation (NMSI)
- Saturday Study Sessions (NMSI)
- NMSI Mentors (ELA, math, science)
- Two day AP trainings throughout the year (ELA, math, science)
- PLTW (Science – Human Body Systems)
- Curriculum revisions as departments/course
  - Assessment review/revisions using NMSI materials
  - Module development
  - Math – double dose (planning for 2017 implementation)
- Monthly department meetings
- Curriculum meetings by course
- Meetings with AIU to develop SWPBIS implementation
- Faculty PD utilizing articles aligned with Literacy Framework
- Book Club focused on growth mindset and productive group work

# Middle School Moving Forward

## **Achievement Objectives and Priorities at the Middle School this year**

- Developing a culture of thinking, teaching, and learning @ CVMS
- Increase Math & ELA Achievement Grades 6-8
- Rebranding Literacy
- Year One Literacy Framework Implementation: Metacognition, Small-Group, & Stamina
- Expanding reach and impact of NP4H8 and SWPBIS
- Use of data (TASP) to support informed decision-making

## **Strategies Being Used to Accomplish our Objectives**

- Staff involvement in action-inquiry book groups as an extension of last year's Cultures of Thinking book study
- Use of Tuesday Team meetings to discuss ongoing collaborative PD of current research and best practice strategies
- Extensive use of daily Morning Meeting time for teacher-led professional development trainings
- Discovery Day & Period 10 - Self-directed, personalized, passion-driven learning opportunities for students
- Celebration of Excellence assemblies to promote and celebrate excellence in Academics, Athletics, & Citizenship
- Use of high-quality, high rigor NMSI and IfL instructional practices and materials to enhance teaching and learning
- Double math in grades 6 & 7
- Ongoing administrative observations with specific feedback offered on PD topics of study
- Expanded use and development of interdisciplinary and project-based learning opportunities
- Removal of Accelerated Reader and replacement with a school-wide focus and celebration of authentic literacy
- Creation of the Literacy Lounge, partnership with Bridgeville Library, 10th period novel reading and writing clubs
- Teaching staff about brain-based research on neuroplasticity, growth mindset, and the adolescent brain
- Pilot of Executive Functioning Support (EFS) class to build student capacity in: organization, planning, and mindfulness
- Expectations for collaborative, differentiated classroom learning environments
- Use of the new walkthrough forms for metacognition, small-group, and stamina
- Expanding the NP4H8 Committee to include parents, along with additional staff and students
- Seeking opportunities to showcase and expand our NP4H8 culture
- Continued recognition as a national model Mix-It Up School
- Rebranding Olweus to become PBS bi-weekly classroom based lessons supporting positive behavior through an intentional monthly focus on a specific positive characteristics, such as respect, persistence, etc.
- Ongoing collection and analysis of student achievement data (TASP) to enhance both student-specific and system-wide decision making and foster differentiated instruction
- Routine use of teacher and student surveying and exit tickets to garner feedback

## **Professional Development Activities and Curricular Changes**

- Bi-weekly professional book club meetings
- Teacher provided PD during daily Morning Meeting offerings and submitting proposals to present at the PAMLE (Pennsylvania Association of Middle Level Educators) conference January 16, 2017 at Avonworth Middle School
- Focus group offerings for parents/community, teachers, and students regarding culture, curriculum & instruction, sports/extra-curriculars, and community outreach and partnerships
- Monthly department meetings with Math & ELA Curriculum Leaders
- Year-long PD with the University of Pittsburgh's Institute for Learning
- NMSI integration in Math, ELA, & Science in Year 2 of NMSI grant
- PSSA 2016 Data Presentation with all staff during Team Tuesday - Oct 4, 2016
- MS Literacy Task Force - Complete creation of literacy toolkit, study effective writing and literacy practices, score and pull exemplars by writing type.
- Training and use of Revision Assistant technology with school-wide, cross-curricular writing organization and feedback
- Writing module assessments in ELA & Math
- Rewriting and aligning the Info Tech curriculum
- Use of eDoctrina to build standards aligned assessments
- Analysis of Staff & Student Exit Ticket & First 9-Weeks Student Survey results - Oct 4, 2016
- Review of DOT activity by counselors with Trust article & follow-up survey data - Oct. 4, 2016
- Sharing of new walkthrough forms, and associated articles, during Oct. 12 faculty meeting and Oct. 18 Team Tuesday
- Training with staff on SWPBIS classroom managed vs. office managed behaviors - November 9, 2016
- Addition of common assessments to TASP followed by collaborative analysis & responsive decision-making and action

# Intermediate School

## Moving Forward

### **Achievement Objectives and Priorities at the Intermediate School this year**

- Increasing Math, ELA and Science Achievement Grades 3-5
- Infusing a Growth Mindset into the culture of the Intermediate School
- Implement the District's Literacy Framework
- Increasing the impact and effectiveness of No Place for Hate (NP4H8) and School Wide Positive Behavioral Interventions & Supports (SWPBIS)
- Solidification of our module assessment process in both English Language Arts and Math

### **Strategies Being Used to Accomplish our Objectives**

- ELA & Math: Aligning the curriculum with the standards and developing a systematic process of evaluating our progress towards meeting the standards through module assessments (e-Doctrina)
- Science: Aligning the curriculum to the Next Generation Science Standards
- Across the content areas: Focus on improving the writing process
- Reshaping our understanding of literacy and challenging ourselves to develop instructional strategies that will improve literacy across content areas

### **Professional Development Activities and Curricular Changes**

- Three instructional practices based on the literacy framework in both reading and writing
- ELA teachers: Ongoing optional sessions including: responding to TDAs, providing specific feedback on student writing; providing meaningful, differentiated learning opportunities during small group instruction, fluency fundamentals, and the writing process
- ELA Book Study: Guiding Readers and Writers in Grades 3-6
- ELA teachers working with the Institute for Learning training. Math and ELA teachers utilizing IFL curriculum resources
- Utilizing eDoctrina to improve module assessments and ensure alignment to the standards
- Develop common assessments within the modules on eDoctrina that reflect higher levels of Webb's DOK
- eDoctrina data reports used to improve instruction and provide feedback on modules
  - Implementation of more rigorous content from a variety of resources (NMSI, IFL, Engage NY) in all grade levels
- Aligning social studies K-5, and integrating into ELA to allow for efficiency and cohesion for both teachers and students
- Modules are reviewed and revised by teachers and literacy coach after each module to recommend necessary modifications
- Ongoing unit design to incorporate the IfL and NMSI training to support module standards and objectives
- Literacy Task Force is/will be developing a writing scope and sequence for instruction
- Use of complex texts to allow for more rigorous reading, writing, and thinking experiences
- Project Lead the Way Launch implemented in all 3-5 classrooms
  - All teachers trained on the philosophy of PLTW and project based learning.
  - Teachers trained on individual modules and incorporating technology into the classroom
- Redesigned Science Curriculum
  - K-12 Science Curriculum Vertically Aligned
  - New Science Units aligned to Next Generation Science Standards with focus on STEM thinking
  - Cyclical review of all science instruction
- Teacher PD on new science standards and focus on modeling in science instruction
- Teacher feedback to design PD based on what teachers feel would be most valuable
- Teacher Tip feedback form to help teachers increase collaboration, share takeaways, and suggest improvements to the units
- Benchmark Assessments were piloted last year in all grade levels and revisions were made based on the feedback
- Professional Development on utilization of the benchmark data occurred last year and will be revisited this year
- Book Study for faculty -- "Guided Math: A Framework for Mathematics"

# Primary School Moving Forward

## Achievement Objectives and Priorities at the Primary School this year

- Meet each student where they are and move them forward. Our focus areas this year are:
  - Improving/upgrading our MTSS Math program
  - Implementation of Tiers 2 and 3 in our MTSS Behavior program
  - Increase DIBELS Next Reading Assessment scores past the 90% threshold
- Implement the District's Literacy Framework. Areas of focus are:
  - Building stamina
  - Working in small groups
  - Thinking aloud/metacognition
- Consolidating 3 existing building teams into a unified No Place for Hate team.

## Strategies Being Used to Accomplish our Objectives

### MTSS Math Program

- Math Specialist providing support and expertise through collaboration, team teaching and small group instruction.
- Continued involvement with statewide MTSS Math Cohort gaining materials and expertise from PaTTAN.
- Using DIBELS Math assessments to gauge effectiveness of our program. Data is examined 5 times per year and movement is fluid between appropriate groupings 3 times per year.

### MTSS Behavior: Tiers 2 and 3

- Universal screener identified and implemented.
- Use of the Second Step program to teach social/emotional skills in kindergarten began this year. Plans to expand to Grades 1 and 2 next year. Social skills reteaching groups will reinforce concepts.
- Tiered interventions have been identified. We continue to define them and make them available for use with all students.
- Behavior Data Team analyzes data from the universal screener, chronic attendance information and behavior referrals to identify students who would benefit from intervention.

### Literacy Framework

- Use of CVDI, a PLC-style learning community for staff to gain knowledge about the three areas of focus throughout the year.
- Creation and use of walk-through forms to correlate with each area of focus.
- PS Literacy Task Force – representatives from each grade level.
- Study effective writing and literacy practices in K-2.
- Solidify prompts and rubrics for writing types.
- Score and pull exemplars per writing types from 16-17 SLO documentation.
- Create student friendly rubrics.

### Consolidation of teams to form No Place for Hate Team

- Expanding original team to include more staff, parents and community members.
- District use of common attributes as areas of focus.
- Representatives from the Diversity, Olweus and SWPBIS teams will meet regularly.
- Behavior referral data examined monthly. Staff will identify strategies to reduce the number of incidents.

## Professional Development Activities and Curricular Changes

### Primary School team-focused professional development activities include:

- Tier 2/3 MTSS Behavior screener and tiered intervention training.
- MTSS Math cohort trainings on the CRA model and effective strategies for struggling math students.
- No Place for Hate training for expanding team.
- PS Literacy Task Force training on the writing workshop model.
- Book Studies on various topics.

### Primary School school-level professional development activities include:

- Training on use of strategies for struggling math students.
- Second Step training for kindergarten teachers (MTSS Behavior).
- Universal screening training (MTSS Behavior).
- CVDI - staff will meet six times throughout the year to learn about the three areas of building focus from the Literacy Framework and get feedback on the application of these skills.

### Individual activities include:

- Coaching sessions for Math and ELA on both ongoing and as needed basis.