District Opening

2017-2018
Agenda

• Welcome!
• School Board Remarks
• Schedule for the Week
• District Mission, Vision, and Fundamental Ideas
• Clarity and Alignment
• Personalized Learning
• Feedback Loops
• Looking Back, Planning Forward, & Closing Thoughts
• United Way Presentation & All Mountaineer Photo
School Board Remarks & Welcome Back!

Tim Stayer
EASD School Board President
As a board, we’re committed to learning

• Student learning
• All staff – All levels
• Board growth

Professional development
We believe we need to model the behavior we expect of our administration, teachers, and staff.

- Work sessions
- Training
- Conferences
Learning is key

• Meeting each student at his/her level
• Meeting the needs of 15 – 30 individual learners
• Making sure each child learns
• Students learn at different rates
Do you (we) believe . . .

• All students can learn?
• Students are learners?
• We should be preparing learners for life?
Our society’s ills . . .

• Fast paced
• Me, myself & I . . . It’s all about me
• Children are forgotten or ignored
Reality comes Monday morning . . .

• Cloudy Johnny . . .

• Sparkling Sally . . .
Children’s behaviors

• Family life and conditions
• Poverty
• Illness or diagnosis
• Loneliness
• Treatment of each other
• Labeled
Scout camp

12 boys
You do so much!

• Dress Down Fridays
• Clothing donations
• Purchase clothes and shoes
• Classroom supplies
Children need healthy adult relationships

• PLEASE treat each child with tenderness and care.
• Get to know them (don’t get hung-up by the labels). Look beyond their faults.
• Each & every child, regardless of their circumstances . . .

Deserves our best & our ALL!
Teacher – student relationships are catalysts to learning.
More than a test score . . .

A person is not a grade point average.

What’s measured is treasured . . .
But not everything that counts can be counted.

Give our students life skills & hope!
Have a GREAT year!!
# Schedule for the Week

<table>
<thead>
<tr>
<th>Date</th>
<th>Times and Events</th>
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<tbody>
<tr>
<td>Monday, August 21</td>
<td>8:00 – 11:30 AM: Building-level meetings&lt;br&gt;11:30 AM – 1:00 PM: Lunch on your own&lt;br&gt;1:00 – 3:30 PM: Room prep</td>
</tr>
<tr>
<td>Tuesday, August 22</td>
<td>7:45 – 8:30 AM: District Light Breakfast Treats, High School cafeteria&lt;br&gt;8:30 – 10:30 AM: District Opening, High School auditorium&lt;br&gt;10:35 – 10:45 AM: United Way Presentation, High School auditorium&lt;br&gt;11:00 AM: All-Mountaineer Photo, War Memorial Field <em>(WEAR PURPLE)</em>&lt;br&gt;11:30 AM – 1:00 PM: Lunch on your own&lt;br&gt;1:00 – 3:30 PM: Room prep</td>
</tr>
<tr>
<td>Wednesday, August 23</td>
<td>8:00 – 11:00 AM: Staff Development (location TBD)&lt;br&gt;11:00 AM – 12:30 PM: Lunch on your own&lt;br&gt;12:30 – 3:30 PM: Staff Development (location TBD)</td>
</tr>
<tr>
<td>Thursday, August 24</td>
<td>8:00 AM – 12:30 PM: Building-level meetings&lt;br&gt;12:30 – 2:00 PM: Lunch on your own&lt;br&gt;2:00 – 3:30 PM: Special Event (War Memorial Field or HS cafeteria if necessary)</td>
</tr>
</tbody>
</table>
## Schedule for Wednesday

<table>
<thead>
<tr>
<th>Time</th>
<th>K-4</th>
<th>Grades 5-8</th>
<th>Grades 9-12</th>
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</thead>
<tbody>
<tr>
<td>8:00 – 9:25 AM</td>
<td>SAMR</td>
<td>Reflective Planning</td>
<td>Special Education &amp; Sapphire Digital Access</td>
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<tr>
<td></td>
<td><em>HS Cafeteria – Parking Lot side</em></td>
<td><em>HS Cafeteria – Hallway side</em></td>
<td><em>HS Auditorium</em></td>
</tr>
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<td><strong>Lunch on your own</strong></td>
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</tr>
<tr>
<td>2:05 – 3:30 PM</td>
<td>Elementary ELA Assessments</td>
<td>Suicide Prevention (Virtual)</td>
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* Special Area Professionals (Nurses, Psychologists, Guidance) will be assigned their schedules by their supervisor.
District Mission Statement

In order to accomplish our vision, it is the mission of the Ephrata Area School District to provide all students a secure learning environment and exemplary academic programs that inspire all students to reach their full potential.
District Vision Statement

Achieving Success
One Student at a Time
District Vision Statement

Achieving Success

One Student at a Time
Shared Understanding of Fundamental Ideas

1. **Trust** is essential to the success of any organization.
2. Highly Skilled Teachers are the most important component to any school district.
3. The world that our students will experience is changing at a rapid rate.
4. **Technology**, at its core, is just a tool.
5. Learning is an **individual** experience.
6. **Becoming** is better than **being** – none of us is as good as we can be.
Clarity & Alignment

Clarity of Direction

• A more fully understood vision and a more clearly illuminated path forward helps everyone experience a less disruptive journey.

Alignment of Effort

• Reaching for our fullest potential requires us to not waste effort in directions that do not move us closer to our vision.
• The “tightening-up” of systems within the District to be more focused and accurate is often required.
Clarity & Alignment

• “The world that our students will experience is changing at a rapid rate!”
Clarity & Alignment

• “The world that our students will teachers experience is changing at a rapid rate!”

• Random Acts of Improvement

• The underlying objective: To align every component of our system in a clear direction for EVERYONE to understand.

• The pull-cord on the bus

• There will be a survey following this session to gather your feedback on this session.

• Talking about where we are going makes me feel good!
Facilities Updates

- Highland Playground Equipment and Mulch
- Middle School Exterior Doors
Facilities Updates

• Tennis Courts at the Middle School
Facilities Updates

• High School Gathering Spots
Facilities Updates

- High School Parking Lot Resealing and Relining
District Team Updates
Other Updates

- Middle School and High School Media Center furniture
Other Updates

- High School Marching Band Uniforms
- Water quality project
- High School Auditorium Sound System
Technology Upgrades

• **Hardware and Infrastructure**
  - 9th Grade students will receive new laptops.
  - All K-12 iPad 2s were replaced with new iPads.
  - 500 desktop computers in labs and offices were upgraded across the District.
  - Mobile labs in the elementary schools were all updated.

• **Classroom**
  - 3rd and 4th Grade classrooms have Schoology access.
  - Apple TVs were installed in all 3rd and 4th Grade classrooms (K-2 will come during the year).
  - Screenbeam wireless laptop projection is available for 7-12 grade classrooms.
  - Video production sets will work with an iPad as the camera for each elementary building and EIMS for projects that enable students to get creative with their learning.
  - Looking at using digital tools to increase student ownership of learning and communication home
Technology Upgrades

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  - Looking at using digital tools to increase student ownership of learning and communication home.

A BIG Thanks to the Tech Department! They had to learn some new moves to accomplish all of the summer technology work!
Why Graphic Representations?

- Students
- Relationship
- Teachers

Meaningful Engagement
- Relevance
- Instructional Expertise
- Content

Achieving Success ONE STUDENT at a Time
Like anything else, improvement is possible in golf

- Learning Zone v. Performance Zone
- Sometimes golfers need support, direction, or advice from others (coaches, caddy, colleagues...)
- Sometimes we can leverage technology to accelerate learning (range finder, swing analysis, iphone/iwatch apps, the different clubs, materials, and advancements)
Making Connections Break

1. Consider the last two slides containing the technology that is now available to you and your students and a few examples of the ways we have been representing the use of technology over the years.

2. With a partner, identify at least one improvement that has been realized due to the integration of technology in your classroom.
   - Have you seen examples of more meaningful engagement?
   - Have you seen students be able to reach farther thanks to technology?
   - Have you seen students benefit from alternate paths to a learning goal?
A Little Friendly Competition: Qualifying Round

“Lucky” Contestants
Akron: Adam Bonagura
Clay: Denise Shultz
Fulton: Rachel Engleman
Highland: Carrie Maharg
EIS: Sandy Milligan
EMS: Keith Mitchell
EHS: Jason Buck

Directions:
• Teachers on this list need to either accept the challenge themselves or identify another member of their building faculty to represent their respective building.
• Identified building representatives, please come to the front of the auditorium.
How Learning is like Golf...

- A marking period is 9 weeks, a semester is 18, and a year is 36 – all golf divisible numbers
- The approximate number of dimples on a regulation golf ball – 336...the approximate number of students in the largest grade-level each year – 336
- First golf course in North America – Canada (US was 2nd)... First educational system in North America on international rankings for 2017 – Canada (US was 2nd)
- Different clubs for different situations...different educational tools for different learning situations
- Different situations for each hole and course you play...different situations for each learner and course they take
- Both have dress codes that sometimes make the news
10 Minute Break

War Memorial Bathrooms are CLEAN & OPEN
Shared Understanding of Fundamental Ideas

1. **Trust** is essential to the success of any organization.

2. **Highly Skilled Teachers** are the most important component to any school district.

3. The world that our students (Teachers and Administrators) experience is changing at a rapid rate.

4. **Technology**, at its core, is just a tool.

5. Learning is an **Individual** Experience.

6. **Becoming is better than being** – none of us is as good as we can be.
Our Vision for Personalized Learning

• We believe that the environment described on our mission, one that inspires all students to reach their full potential, is by definition personalized.
• No two learners are the same, and one-size-fits-all education is no longer the best we can do.
• This is why we have been, and will continue to, focus on providing an increasingly personalized learning experience for each student, supporting educators at using new tools, innovative instructional techniques, and aiming at higher targets, including and beyond measurable knowledge, skills, and dispositions.
Our Vision for Personalized Learning

**Personalized**

- Defined: “A system of education that prioritizes a clear understanding of the needs and goals of each student and tailors instruction to address those needs and goals.” *

- “In a variety of ways, technology holds promise to enable personalization to an extent that was not possible at large scale in an earlier era. By occasionally providing instruction or supporting independent learning, technology can also enable educators to take a more personalized approach in their own teaching efforts and other activities they undertake to support student learning and development.”*

*John F. Pain, RAND report on Personalized Instruction from July 2017*
Our Vision for Personalized Learning

**Personalized**

- There are inherent and unique strengths, interests, and passions of each learner.
- We can engage students individually by giving students increased agency and control over more and more of their learning experience.
- By the time they leave us, they need to be the “primary shareholder” of their own learning path and the key decision maker regarding their future.
Our Vision for Personalized Learning

Supporting Educators

We have been working at this in four ways:

1. Through explicit training and conversations on the use of the new tools, techniques, and targets
2. Through the recognition, elevation, and sharing of practices that move us closer to this vision
3. Through the culture that we are trying to build and strengthen that encourages risk-taking and innovation
4. Through examples set by leaders in all forms who model thoughtful risk-taking and release of control to those doing the work
Our Vision for Personalized Learning

**New Tools**

- Thoughtful integration of the continually growing set of digital devices, applications, and content will enable us to:
  - expand the reach and accessibility of teachers, students, and content,
  - maximize the amount of Meaningful Engagement by students, and
  - enable teachers to achieve more individualized interactions and smaller instructional settings within and without their classrooms.
- As professionals, it is not acceptable to ignore better practice in treating the learning needs of our students.
Technology, at its core, is just a tool.
Technology, at its core, is just a tool ...kind of like a hammer.
Our Vision for Personalized Learning

**Innovative Instructional Techniques**

• We should be actively working to identify instructional techniques that provide more opportunity for students to be fully engaged, exercise control, make decisions, and evaluate their own growth on authentic challenges worthy of their full attention.

• The identification of effective strategies at the “Reflective Planning Team” level, using student learning feedback as a source of validation, will fuel the continuous improvement process for teachers.

• The implementation of a growth mindset and recognition of the inherent worth that each student brings to the classroom are practices that are both common sense and research supported.
A Research Perspective: Teacher Efficacy

John Hattie Research
(world renown education research and author of Visible Learning)

• The highest changeable effect on Hattie’s list is collective teacher efficacy (1.6).

• When teachers believe their collective efforts can change student achievement, they’re right. When they believe there’s not much they can do to influence results, they’re still right and our behavior reflects it.

• There are many factors that contribute to teacher efficacy including the degree to which teachers participate in decisions, how much they know about what peers are doing and how responsive school leadership is in the district.

• However, according to Hattie, there’s nothing better that can be done to influence student achievement than teachers believing their teaching directly benefits their students.
Our Vision for Personalized Learning

**Higher Targets**

- While important, the required state standards and expectations for our students are not all completely relevant or sufficient to ensuring success for our students after they leave us.

- The Life Ready Graduate (LRG) profile that we have collectively identified embodies a more comprehensive look at what students will need for the world they will encounter.
### Life Ready Graduate: Knowledge

<table>
<thead>
<tr>
<th>Life-Ready Graduate Feature</th>
<th>Feature Justification</th>
<th>Feature Description</th>
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| Content Mastery (Standards) | A core foundational knowledge in multiple subject areas is critical to make informed decisions. | Mastery of key subject areas, including, but not limited to:  
- Arts  
- Economics  
- English, Reading, and Language Arts  
- Geography  
- Government and Civics  
- History  
- Mathematics  
- Science  
- World Languages  
- Financial Literacy (new) |
| Importance of Healthy Living, Wellness, and Self-Awareness | A healthy lifestyle provides balance in one's life that is critical to the physical, social, and emotional well-being. |  
- Obtaining, interpreting, and understanding basic health information and services to enhance appropriate health-related decisions.  
- Understanding preventive physical and mental health measures, including proper diet, nutrition, exercise, risk avoidance, and stress management.  
- Setting and monitoring personal and family health goals.  
- Understanding local, national, and global public health and safety issues. |
| Connections among Civics, Leadership, and Service | Local, national, and global understanding and respect for cultural and societal diversity are critical to being a global citizen. |  
- Using 21st century skills to understand and address local, national, and global issues.  
- Learning from, working collaboratively with, and respecting individuals representing diverse cultures, religions, and lifestyles in a spirit of mutual respect and open dialogue in personal, work, and community contexts.  
- Recognizing and applying one's own strengths, interests, passions, and challenges to be self-sufficient and to advocate for oneself.  
- Understanding and exercising the rights and obligations of citizenship at local, state, national, and global levels.  
- Understanding the basic components of leadership and service, as well as the importance of these two skills to a productive society. |
| Digital Literacy and Technological Proficiency | The ability to adapt, connect, and thrive in an ever-changing society are vital components of success in a digitally-competitive global environment. |  
- Understanding and recognizing the rights, responsibilities, and opportunities of living, learning, and working in an interconnected digital world.  
- Knowing how to use current technology tools to accomplish goals and objectives in a safe and contextually appropriate manner. |
# Life Ready Graduate: Skills

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<thead>
<tr>
<th>Life-Ready Graduate Feature</th>
<th>Feature Justification</th>
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</table>
| **Communication**           | Communication is a foundational skill for all learning. It is vital to be able to share and understand information in a variety of contexts and media. | • Sharing thoughts, questions, ideas, and solutions in the appropriate format to a variety of audiences for a specific purpose.  
• Receiving and understanding the thoughts and ideas of others. |
| **Critical Thinking & Problem Solving** | It is important to evaluate, reflect, and justify all possible avenues towards making an informed decision. Good decision making is critical for independence. | • Looking at solving problems in new ways.  
• Linking learning across subject areas and disciplines to accomplish the intended outcome. |
| **Creativity & Innovation** | Preparing students for current and future challenges requires adaptability and flexibility that is learned through creative and innovative practices. It is important to imagine, visualize, and brainstorm new possibilities. | • Having original ideas and new perspectives that have value.  
• Putting imagination to work in order to solve a problem or create an opportunity.  
• Participating and contributing to the design process. |
| **Collaboration & Teamwork** | Solving complex problems requires the sharing of ideas from a variety of perspectives and experiences. People work together to cultivate a sense of community and improve the quality of outcomes. | • Working together to reach a common goal held by all (stakeholders, team members).  
• Putting talent, expertise, and strengths to work in an interdependent way.  
• Sharing in the planning, decisions, and success throughout the process.  
• Willing to consider other’s viewpoints and suggestions to get the job done. |
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| Honesty, Integrity, and Responsibility | In order to be a trusted and valuable member of society, graduates must possess a consistency among their words, actions, and the facts of any situation. Owning one’s actions and the results that they produce is a valued characteristic in all areas of adult life. | • Being truthful.  
• Acting in accordance with one’s values and intentions.  
• Looking out for the good of others in addition to what is good for oneself, even when it is difficult or may have consequences.  
• Establishing and working toward long- and short-term goals.  
• Establishing and adhering to timelines, assessing progress toward the goals, and coming up with methods to reflect upon progress. |
| Adaptability | An ability to recognize and react to challenges and changing circumstances will lead to higher levels of success in reaching one’s goals in all areas of life.                                                                                                                                                                                                                     | • Recognizing when there are external changes and seeing them as an opportunity.  
• Being able to adjust to external changes in the context, process, timeline, or objective. |
| Continual Learning & Growth Mindset | Possessing an understanding that learning is both iterative and continues long after formal schooling is complete will enable graduates to grow throughout life.                                                                                                                                                                                                 | • Understanding that one’s learning is never finished.  
• Believing that intelligence can be increased with effort and learning. |
| Resilience & Grit | Understanding that there are things beyond one’s control, develops plans for success, and recovers from temporary setbacks along any path forward.                                                                                                                                                                                                                               | • Bouncing back when things go wrong by reflecting upon what happened and how to learn from it.  
• Having passion and perseverance for long-term success on goals in spite of temporary setbacks, failures, or opposition. |
Future LRG Work Planned

- **September 28** - Fair Day: Grade-Level work on each LRG Feature
- **October 4**: Identify and begin to create an inventory of existing projects, units and activities at each grade level that connect to LRG features
- **October 27**: Building-level work using annual assessment feedback and continued work on competencies
- **November 9 and 10**: Using part of the High School staff development time for LRG component mastery
- **November 22 – Half Day**: Continue grade level work from October 4 of LRG features and connect with parts of the Personalized Learning vision
The world is changing at a rapid rate.

STEAM and Computer Science expansion:

• Provide more STEAM and Maker-Space integration in K-8
• Expand Computer Science offerings for Grades 3-12
• Launch a *Project Lead the Way* engineering program for Middle School students
• Create and fill a CS/STEAM Supervisor position to help grow our programs beyond present offerings
The world is changing at a rapid rate.

We’re not going to take student A over student B!
Our Vision for Personalized Learning

• Starting in the early grades and progressing toward learning environments where students partner with teachers to co-plan the important components of the learning process.

• In the end, teachers become advisors who monitor to ensure that required standards are imbedded within the student-selected projects and that they push themselves to high levels of rigor.

• Educators should regularly be asking... “How can I/we use new tools, techniques, or targets to engage learners at a higher level and more individually than I/we have in the past?”
How Learning is like golf

• Comparison against yourself drives growth - not only the numbers
• Sometimes you land in the rough or experience a setback – both require resilience in golf and learning
• Sometimes you need a “mulligan” or “do-over”
• Most people are motivated when they chart their own progress toward better performance – possibly toward a goal or target
• Both are usually iterative - hit, analyze where you are now, adjust, hit again...
A Little Friendly Competition: Finals Round

Like anything else, improvement is possible in Golf

• Effective and aligned feedback has been shown to have significant positive impact on learner outcomes.

• There are different aspects to the game of golf – not everyone is good at some aspects as other aspects, but improvement is possible for all.
Not everyone believed

• Four years ago we challenged the notion of the “for Ephrata” qualifier attached to our accomplishments.
• Just like the little floating village that had a dream
• They stuck with it, and it transformed their entire community!
Learning and...Golf?

- Please join us for a special event on Thursday at 2:00 at the War Memorial Field to celebrate the start of the school year!
- There will be a Learning Zone activity and a Performance Zone challenge to win an extra personal day for the 2017-18 school year!
- Bring your limited edition EASD golf ball with your initials “Sharped” on to participate!
Closing Thoughts

• The work each of us is doing is connected to the work we are all doing, is significant and meaningful, and is positively impacting the lives of our students.

• We are all on a great team of compassionate people focused on the important work of meaningfully engaging students – one at a time!

• Together we are headed in the right direction and making progress toward our mission so that even brighter days are ahead for the EASD Mountaineers!
THANK YOU!

“All Mountaineer” Photo
War Memorial Field
11:00 AM

Have a great week!