AGENDA

• Introductions and District Overview
• Student Perspectives
• Classroom & MakerBus Tours
• Life Ready Graduate Certificate Overview
• Community Perspective
• Lunch & Travel to Middle School
• Classroom Tours
• Closing Conversations
Ephrata Area School District partnered with RLPS Architects to engage high school students in an authentic design challenge to fully renovate the high school media center and support spaces.

Over 100 students expressed interest, worked in small groups, and presented their ideas.
Many ideas of the winning teams will be incorporated in the final design to be completed by the start of the 2018-2019 school year.
These Student Design Challenges were highlighted by local media, in District Administration Magazine, at the PSBA-PASA Excellence Fair, and more.
LEADERSHIP
MODELING

If leaders expect educators to change, it is critical the leaders model the process.

This model of learning is an example of leaders taking risks while giving control to the learner.
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District Information

ENROLLMENT – 4,200 Students
Four Elementary Schools • Intermediate School
Middle School • High School • Virtual Academy

Number of Teachers: 291
% of teachers with masters degrees or higher: 69.4%
Avg. years of experience: 15.04
Pupil teacher ratio: 14.26:1

FREE & REDUCED LUNCHES

- 2013-14: 40
- 2014-15: 41
- 2015-16: 42
- 2016-17: 44
- 2017-18: 45

Demographics:
- White: 82.0%
- Hispanic: 9.3%
- Black/African American: 2.9%
- Asian, Multi-Racial: 2.8%
- Other: 0.2%

Awards and Recognition:
- 2018 MAGNA AWARDS
- Distinguished School
- PA Public Schools Success Starts Here
- National Title I Association
- Best Communities for Music Education
- Google for Education
- Best High Schools Silver
- US News Silver
Our mission is to provide all students a secure learning environment and exemplary academic programs that inspire all students to reach their full potential.
1. TRUSTING RELATIONSHIPS help support the social/emotional needs of our students and are essential to our overall success.

2. A HIGHLY SKILLED, COMPASSIONATE and EMPATHETIC STAFF is an invaluable component of our District.

3. TECHNOLOGY can be a powerful instructional and learning tool.

4. The rapidly changing world increases the importance of SKILLS and DISPOSITIONS.

5. Learning happens most rapidly when it is PERSONALLY RELEVANT and AUTHENTIC.

6. A GROWTH MINDSET should be modeled and promoted.
MOMENTS OF INSPIRATION

COMMUNITY VIEWING - DECEMBER 2015

Most Likely To Succeed

EdLeader 21

AASA
THE SCHOOL SUPERINTENDENTS ASSOCIATION

TED Talks EDU

HOW TO ESCAPE EDUCATION’S DEATH VALLEY
THE “TRADITIONAL MODEL” OF EDUCATION was designed for another time based on what society knew, thought they needed, and could actually do.

*It was the best society could do given these limitations.*
Changes in what we know, what we need now and in the future, along with what we can actually do, have made the “traditional model” no longer the best we can do.
WE NOW KNOW

students are more engaged when they have input into decisions about what they learn, how they learn it, and the ways in which they demonstrate learning.

- Choice and ownership of learning spike engagement and accelerate learning.
- As students progress through our system, the positive impact of giving them more autonomy over their learning has a cumulative effect.
- The social-emotional impact of giving more control and choice to students is a benefit that is becoming increasingly important for our students.
WE NOW NEED

students ready to become members of society who have mastered content different than what we are required to test and the ability to apply it in a variety of ways - including the 4Cs.

• An effective way for students to demonstrate their ability to apply the knowledge they have learned is through projects and authentic challenges.

• Projects are more effective when they are open-walled, contain significant rigor, include student-choice and relevance, and involve knowledge application through the Life Ready Graduate (LRG) skills.
WE NOW HAVE
the ability to provide digital tools that allow students
to engage with a significant amount of course content
independently and in personally relevant ways.

- In order for students to use these tools independently, we need to have our curriculum organized in a way that allows teachers to support mastery.

- To effectively work with students planning their learning projects both parties need to understand the required learning targets and competencies for the unit and course.

- Using technology in situations where content can be delivered as, or nearly as well as, the teacher provides more opportunity to strengthen connections and relationships with students.
2013-14
Started 3-year plan for infrastructure

2014-15
Completed wireless upgrades in Elementary

2015-16
Completed wireless upgrades in Secondary

2016-17
Deployment:
K-3: 10 iPads per room
4: 15 iPads per room
5 & 6: iPads to Students
7-12: Laptops to Students
DREAM BIG
**AUGUST 2017**
Created a five-year plan & began grade-level planning

**OCTOBER 2017**
Introduced certificate program

**NOVEMBER 2017**
School Board Resolution

**SPRING 2018**
PDE & Business Endorsements

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**ACQUIRE THE KNOWLEDGE**
Content Mastery
Healthy Living, Wellness, & Self-Awareness
Civics, Leadership, & Service
Digital Literacy & Technological Proficiency

**APPLY THE SKILLS**
Communication
Critical Thinking & Problem Solving
Creativity & Innovation
Collaboration & Teamwork

**DEMONSTRATE THE DISPOSITIONS**
Honesty, Integrity, & Responsibility
Adaptability & Flexibility
Continual Learning & A Growth Mindset
Resilience & Grit
Student Panel

Mary Campbell, Jackson Hart, Julio Pioquinto & Hannah Plowmaker
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EHS Tours

Classroom Visits & MakerBus Overview
PROFILE OF A GRADUATE

Research & Development

JANUARY 2016 – MARCH 2017

WINTER 2016
Began research on higher targets

SPRING 2016
School Board endorsed concept

FALL 2016
1:1 Grades 5-12

JANUARY 2017
Alumni & community feedback

MARCH 2017
Completed Life Ready Graduate Profile

AASA “Redefining Ready” Board Resolution

Joined EdLeader21

4Cs Staff Launch

Celebrations of Success

Developed EASD EdLeader21 Team
AUGUST 2017
Created a five-year plan & began grade-level planning

OCTOBER 2017
Introduced certificate program

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School Board Resolution

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21st CENTURY TARGETS

Embedded in grade bands & multi-pronged supports
ACADEMICS – Maintain an unweighted GPA of 2.8 or higher

ATTENDANCE – Maintain a 98% attendance rate

DISCIPLINE – Nothing that results in suspension

COURSES – Online CIVICS or in-school GOVERNMENT and online FINANCIAL LITERACY or in-school PERSONAL FINANCE

EXTRACURRICULAR – Combine any two options:
  o One season of an extracurricular activity/year
  o Volunteer more than 20 hours/year
  o Be employed for more than 40 hours/year

LIFE READY GRADUATE CAREER PORTFOLIO – Counselors will assist with tracking student portfolio career items and more.
Typically, at the end of a student’s freshman year, online Civics will be available, and at the end of the sophomore year, online Financial Literacy will be available.

Students in the Class of 2021 may begin work on the online Civics course at the end of the 2018-19 school year. Both courses need to be completed by the end of the first semester of their senior year.

Students in the classes of 2019 and 2020 were able to begin work on the online Civics course at the end of the 2017-18 school year and then proceed to the online Financial Literacy class.

The first LRG Certified students will be in the Class of 2019.
A RESOLUTION SUPPORTING THE LIFE READY GRADUATE PROGRAM

WHEREAS, the Board of Education of the Ephrata Area School District believes that effective public schools are essential to prepare future generations to be productive and contributing citizens of a democratic society; and

WHEREAS, it is recognized that high school graduation is not the end in itself; and

WHEREAS, the Board of Education recognizes that preparing students to have a positive impact in an ever-changing world requires them to have knowledge, skills, and dispositions that exceed beyond the requirements of standardized assessments; and

WHEREAS, the Board of Education firmly endorses the work of the District Administrators to establish a 4-Year High School Program that represents the important foundational elements of all learning, education, and provides learners with an education that only they on a path to reach their full potential in life, regardless of the direction they choose after graduation; and

NOW, THEREFORE, BE IT RESOLVED that the Board of Education does hereby ordain that full support to the implementation of the Life Ready Graduate Program in providing the means and pathways for District students to reach their fullest potential.

FINALLY, BE IT RESOLVED that this resolution be spread upon the official minutes of the Ephrata Area School Board for November 23, 2017, and that copies be presented to: Mr. Brian Trupp and all staff members of the Ephrata Area School District.

TODD J. STINCHCOMBE
Superintendent
Ephrata Area School District

APRIL 3, 2018

Brian M. Trupp, Ed.D.
Superintendent
Ephrata Area School District
800 Oak Boulevard
Ephrata, PA 17522

Dear Dr. Trupp:

It was good to hear from you again and learn more about “The Life Ready Graduate” program developed by Ephrata Area School District as a means for student success after graduation that is both research-based and endorsed by the community.

I reviewed “The Life Ready Graduate” program and commend you and your team for such a program which is aligned to the efforts in Pennsylvania’s Educators’ Consensus State Plan. The program promotes equitable access to a well-rounded, rigorous, and personalized education that supports career readiness skills that will help students succeed in the workplace and community. The three-pillar profile approach to Knowledge, Skills, and Dispositions, in “The Life Ready Graduate” certificate program is providing students the foundational means and pathways to reach their fullest potential.

Thank you for your commitment to career and “life” readiness preparation for Pennsylvania students. I wish you continued success in “The Life Ready Graduate” certificate program and look forward to updates as the program is implemented.

Sincerely,

Matthew S. Stem
Deputy Superintendent
21st CENTURY TARGETS
An Engaged Community
Cornerstones are significant projects, with specific criteria, where students learn and apply knowledge, skills and dispositions from the EASD Life Ready Graduate profile.
Cornerstone Project Criteria

- Knowledge is applied through skills.
- It is open-walled, it extends beyond the classroom.
- There is significant rigor/effort required from each student.
- It includes options for student choice.
Cornerstones
Current Long-Term Plan

• We will have one district-wide Cornerstone for each grade-level K-9 that includes at least one related community partner.

• Students in grades 10-11 will work on a two-year project related to their career path or interest area.

• Students in 12th grade will be focused on college or career related experiences.

• All Cornerstone experiences will be represented with relevant artifacts in student digital portfolios along the way.

• This work will take place over the next two years – with a goal of having all of these components in place by the end of the 2020-2021 school year.
Competencies & Learning Targets

- A COMPETENCY is a transferable collection of connected learning targets within a given content area. Students master a competency when they successfully demonstrate all of its learning targets.

- A LEARNING TARGET is a component of knowledge that is discrete and measurable.

- Students can more easily take responsibility of learning of the content/skill if they understand what is to be learned and demonstrated.

- Assessment of Learning Targets and Competencies can help clearly identify what students have mastered and what they still need to work on prior to moving on.
FOUNDATION BUILDING - To help make sure students have the more basic knowledge and learning targets prior to building on top of them.

CLEAR EXPECTATIONS - Students can take responsibility of learning of the content/skill.

STUDENT OWNERSHIP OF LEARNING - A competency is transferable and allows the student to personalize it. Students are able to co-plan with teachers about ways students can apply what they learned to demonstrate understanding.
Community Partners

- Eric Blow, Astro Machine Works President
- Matthew Caplinger, Haller Enterprises Senior Project Manager
- Aaron Groff, Ephrata National Bank President and CEO
- Brad Murphy, Woodstream Vice President
- Tim Stayer, School Board President
- Carrie Willetts, WellSpan Ephrata Community Hospital President
- Kelly Withum, Mainspring of Ephrata Executive Director
Student Panelists and Community Partners will be joining us for Lunch

(12:20-12:50)
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MakerSpace & Coding Contest

Student designed MakerSpace &
Hour of Code inspired annual Coding Contest
MIDDLE SCHOOL STUDENT DESIGN CHALLENGE

MAKER SPACE
MAKERSPACE DESIGN CHALLENGE

Opened to any 7th grade student

They were given dimensions for a proposed space and information on other makerspaces.

Students worked in teams of 2-5 on their own time to sketch designs and write plan proposals.

They worked with design software to create the specs or built physical models of their design.

Students had their final design on CAD software.
Students created a presentation and proposal to showcase their design to judges.

The judges included teachers, administrators, local contractors, school board members, and business leaders.

The judges went to each presentation and scored them on a variety of items.
Gave school board presentations.

Took the best design elements from each team to create one, final design.

Worked with district administrators, business and maintenance staff to implement the design.
Construction began in June 2016 to accommodate students’ design ideas.

The Makerspace launched at the start of the 2016-2017 school year.
IN THE WORDS OF OUR MEDIA CENTER SPECIALIST...

Every day is an opportunity for a different challenge.

It is a space where students are comfortable to take risks in their learning.

Collaborative rooms provide additional learning spaces.

PROJECT EXAMPLES:
- Repurposing materials
- Lego challenge
- Coding robots
- Video production
Bringing families together while providing a service to those in need...
Welcome to the 1st Maker Day!

Welcome Service Animal Volunteers
Community Connections, Redefinition Through Technology, & Outside Expertise
Students are generally more engaged when they have some choice and ownership of the learning process.

<table>
<thead>
<tr>
<th>ANSWER CHOICES</th>
<th>RESPONSES</th>
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<tbody>
<tr>
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<tr>
<td>Disagree</td>
<td>0.41%</td>
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<td>Agree</td>
<td>54.13%</td>
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<td>Strongly Agree</td>
<td>40.50%</td>
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<td>TOTAL</td>
<td>242</td>
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Average Districtwide response = 3.3 of 4
Students are generally more engaged when they have some choice and ownership of what they learn.

<table>
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<tr>
<th>ANSWER CHOICES</th>
<th>RESPONSES</th>
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<tbody>
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<tr>
<td>Agree</td>
<td>127</td>
</tr>
<tr>
<td>Strongly Agree</td>
<td>98</td>
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<td><strong>TOTAL</strong></td>
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Average Districtwide response = 3.3 of 4
Competencies and learning targets allow students and teachers to clearly communicate about what needs to be learned.

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<tbody>
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<td>Strongly Disagree</td>
<td>0.41%</td>
</tr>
<tr>
<td>Disagree</td>
<td>0.00%</td>
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<tr>
<td>Neutral</td>
<td>15.70%</td>
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<tr>
<td>Agree</td>
<td>58.26%</td>
</tr>
<tr>
<td>Strongly Agree</td>
<td>25.62%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>242</td>
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</table>

Average Districtwide response = 3.2 of 4
Competencies and learning targets allow students and teachers to clearly communicate about how students are making progress.

<table>
<thead>
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<tbody>
<tr>
<td><strong>Strongly Disagree</strong></td>
<td>0.41%</td>
</tr>
<tr>
<td><strong>Disagree</strong></td>
<td>0.00%</td>
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<tr>
<td><strong>Neutral</strong></td>
<td>15.70%</td>
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<tr>
<td><strong>Agree</strong></td>
<td>58.26%</td>
</tr>
<tr>
<td><strong>Strongly Agree</strong></td>
<td>25.62%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
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</table>

Average Districtwide response = 3.1 of 4
The ability to apply content or skills learned in one setting to another context without being prompted to do so is strong evidence mastery has occurred.

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<td>45.45%</td>
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Average Districtwide response = 3.8 of 4
What’s Next...

- Community Cornerstone Sponsors
- Instructional Model
- Theory of Action
- #EphrataInnovates
EASD:

We hope you are enjoying your snow day! With the weather impacting our time together for professional development yesterday, we did not want to delay sharing an exciting new opportunity for innovation across the District.

Please take five minutes to watch this video to learn about #EphrataInnovates!

Ready to make #EphrataInnovates a reality? Check out the website and send us your ideas. Then, use the hashtag - #EphrataInnovates to share your innovation with colleagues and the public.

Brian, Jacy and Rick

Ephrata Area School District
803 Oak Boulevard
Ephrata, PA 17522
(717) 721-1513
b_troop@easdpa.org

"Achieving Success One Student at a Time."
LIFE READY TARGETS

MODERN LEARNING TOOLS

STUDENT CENTERED ENVIRONMENT

PERSONALIZED INSTRUCTIONAL TECHNIQUES

RIGOROUS
Learning goals require students to reach continually higher levels of performance.

RELEVANT
Learning goals are connected to topics that are important to the learner.

AUTHENTIC & TRANSFERABLE
Learning goals are observable in the real world and able to be applied in multiple settings.

FLEXIBLE
Students have choices and there are multiple ways in which learning happens based on the students, the context/skills.

SUPORTIVE
Emotionally safe, positive, honest and ongoing feedback, and strong growth mindset.

COLLABORATIVE
Students, educators and stakeholders work together toward educational goals and all parts of the learning process.

SHARED OWNERSHIP
Educators and students each take some responsibility for the learning process and the way in which mastery is demonstrated.

CUSTOMIZABLE
Students have the ability to individually adapt components of the instructional process.

TRANSPARENT
Learning goals and progress toward mastery are both easily understood and accessible.

EMPOWERING
They provide students the opportunity to take more ownership of their learning.

ENGAGING
They are used to increase the connection between the student and learning goal.

EXPANDING
They provide the ability for students to widen their learning resources and audience.

Curriculum

If the District provides a curriculum that is aligned to standards, organized in competencies and learning targets and accessible through available technology,

And if the staff provides a variety of effective instructional strategies based on expert knowledge of the content and the learner,

Then every student will acquire the Knowledge, apply the Skills, and develop the Dispositions of the Life Ready Graduate.

Staff Development

If the District supports the development of capacity of its staff by providing professional development aligned to the need of implementing a personalized competency-based curriculum using modern tools and available resources,

And if the staff applies the instructional techniques and strategies learned through their participation in relevant staff development in the classroom,

Then every student will acquire the Knowledge, apply the Skills, and develop the Dispositions of the Life Ready Graduate.

Materials and Resources

If the District provides safe and secure facilities equipped with modern technology, flexible furniture and instructional resources,

And if the staff provides instruction that maximizes the impact of the available resources and the capacity of the technology to support students to connect with the content,

Then every student will acquire the Knowledge, apply the Skills, and develop the Dispositions of the Life Ready Graduate.
Questions, Comments, Feedback, and THANK YOU?

EPHRATA AREA SCHOOL DISTRICT

@GoMounts
#BecomingEASD
#EASDLifeReady