

Office of Curriculum, Instruction, & Technology

Board Retreat



July 2020
Dr. Heather Lyon

Overview

1. Technology
2. Strategic Plan
3. Academic Initiatives
4. Social/Emotional Initiatives
5. Professional Learning Communities (PLCs)

Initiatives

TECHNOLOGY

Initiatives

STRATEGIC PLAN

Education Elements



Dana Britt



Simma Reingold

Strategic Plan

One Purpose.

Your Pathway.

Our Promise.

We are Aiming Higher



We have partnered with national education consultancy Education Elements to support us in this work.

Phase 1

Spring 2019

- Strategic Plan “Pulse Check” to determine health of 2016-20 plan
- Building foundation for 2025 plan

Phase 2

Fall 2019-Spring 2020

- 2025 Strategic Plan Design Process
 - Empathy
 - Focus Areas
 - Design
 - Launch & Monitor

Phase 3

Spring 2020-Spring 2021

- Quarterly “sprints” with retrospectives for each focus area team
- Deep dive on new knowledge (culture, innovative learning)

We will support each learner in defining success in his or her own way.

YEAR
5

By 2025:

- Students will regularly set and meet their own academic and personal goals
- The district will track student growth over time in addition to other measures
- **As a result: Families will understand how their student's learning is growing over time**

We will start by:

- Creating a portrait of a Lewiston-Porter learner
- Exploring practices in student goal-setting
- Establishing a district report card

YEAR
1



When we succeed, we hope to hear a parent say:

"I now have a clear understanding of my child's learning goals and access to individual data that shows how my child has grown towards meeting her full potential."

We will design innovative learning environments that support learners in achieving their personalized goals.

Our students
are our #1
priority

YEAR
5

By 2025:

- Staff will be trained in innovative learning practices and utilize them daily
- There will be innovative learning spaces in every building
- Students will experience more hands-on, real-world learning experiences
- Student needs and interests will drive learning experiences
- **As a result: Students will be better engaged in what they are learning and why it matters.**

We will start by:

- Sending staff to visit other innovative schools
- Creating a pilot program for innovative teacher leaders
- Redesigning common learning spaces

YEAR
1



When we succeed, we hope to hear a student say:

“Wow - science was so fun today. We designed and built a weathervane after learning about patterns in the sky. Tomorrow, we get to use virtual reality glasses to experience the eye of a tornado. And next week, we’ll be conferencing virtually with a scientist at the National Weather Center.”

We will build a culture and climate that supports the needs of all Lewiston-Porter community members.

YEAR
5

By 2025:

- The social and emotional well being of all Lancers will be prioritized
- Student-to-student, student-to-adult and adult-to-adult relationships will be highly positive
- There will be clear protocols for communication and feedback and that feedback will be used to drive change
- **As a result: All students, staff and community members will be positively engaged members of the Lancer community**

We will start by:

- Continuing progress with Leader in Me and Restorative Practices
- Investigating internal structures around meetings and committees to ensure time is used purposefully
- Investing in professional development to build a culture of trust
- Developing new protocols for feedback and communication to ensure all voices are consistently heard

YEAR
1



*We believe in
you and we
believe in each
other*

When we succeed, we hope to hear a staff member say:

“We have created a positive culture and climate where we care about each other and listen to one another. We collaborate and respect one another. We are grateful for administrators who listen and provide us with the necessary resources. Most importantly, we have all kept our promise to give our very best to every student, every day.”

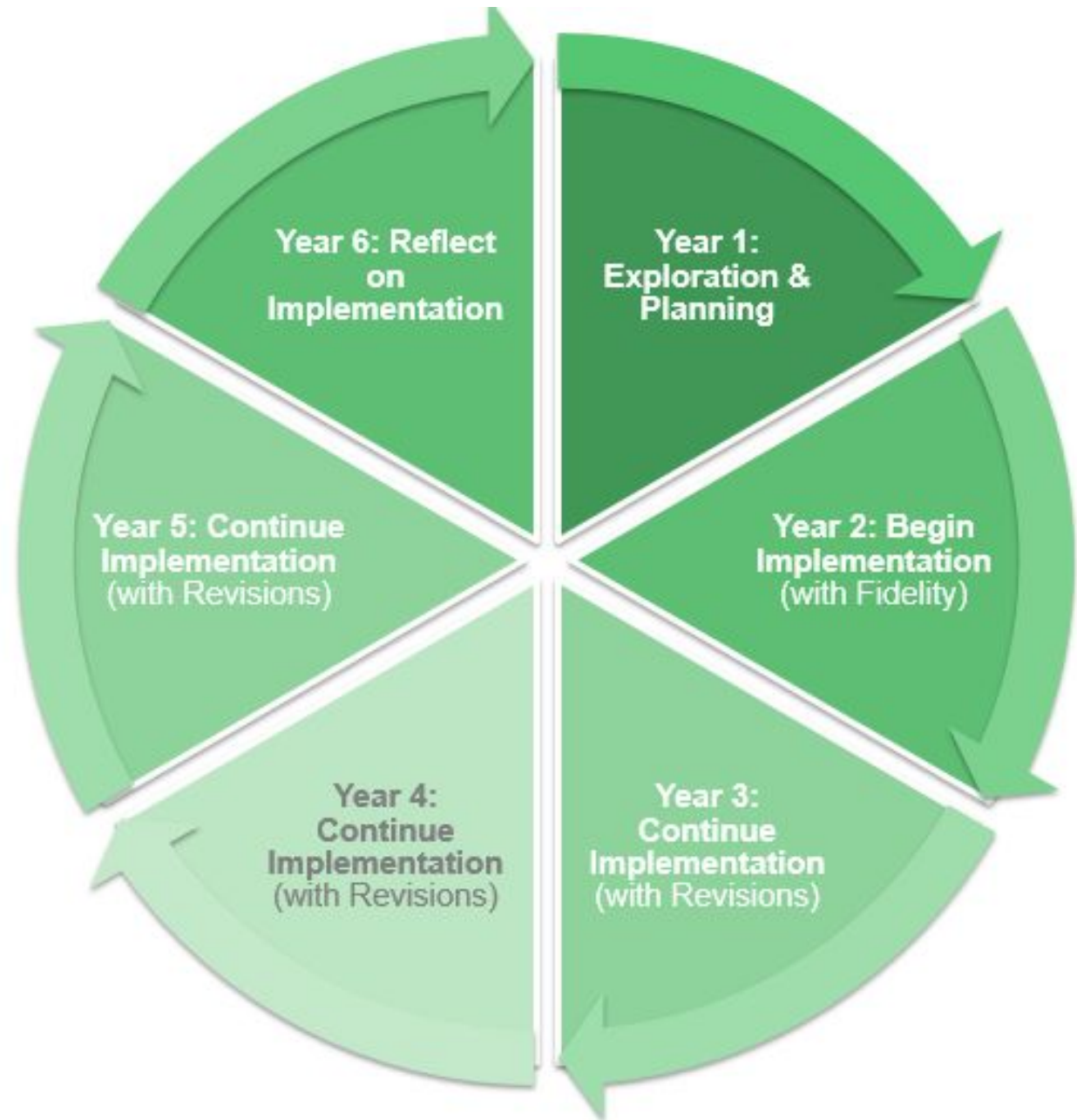
Initiatives

ACADEMIC

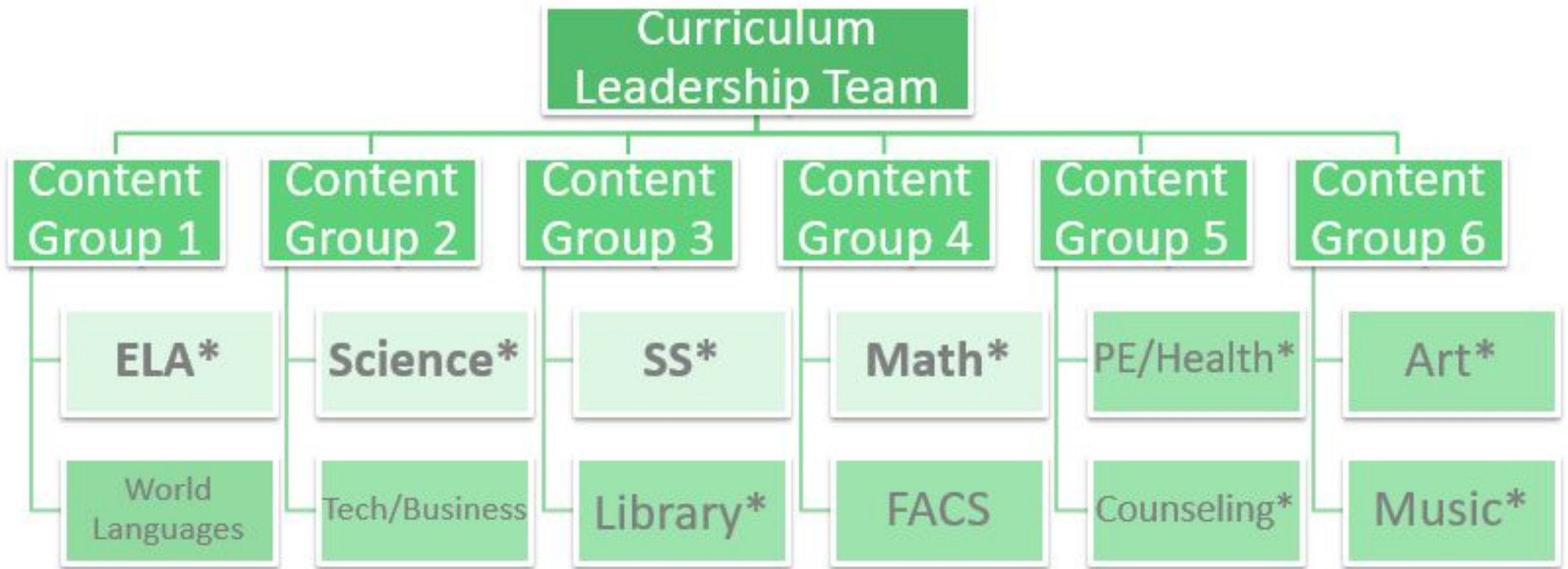
Curriculum, Instruction, & Assessment Review Cycle



Curriculum, Instruction, & Assessment Review Cycle



Curriculum, Instruction, & Assessment Review Cycle



Curriculum, Instruction, & Assessment Review Cycle

| Content Area | 19/20 | 20/21 | 21/22 | 22/23 | 23/24 | 23/24 | 23/24 |
|--------------------------------|--------------|-------|--------------|--------------|--------------|--------------|--------------|
| Science K-12 | Explore/Plan | | Imp 1 | Imp 2 | Imp 3 | Imp 4 | Reflect |
| Technology/Business | Explore/Plan | | Imp 1 | Imp 2 | Imp 3 | Imp 4 | Reflect |
| Math K-12 | Reflect | | Explore/Plan | Imp 1 | Imp 2 | Imp 3 | Imp 4 |
| Family and Consumer Science | Reflect | | Explore/Plan | Imp 1 | Imp 2 | Imp 3 | Imp 4 |
| Art K-12 | Imp 4 | | Reflect | Explore/Plan | Imp 1 | Imp 2 | Imp 3 |
| Music K-12 | Imp 4 | | Reflect | Explore/Plan | Imp 1 | Imp 2 | Imp 3 |
| Social Studies K-12 | Imp 3 | | Imp 4 | Reflect | Explore/Plan | Imp 1 | Imp 2 |
| Library K-12 | Imp 3 | | Imp 4 | Reflect | Explore/Plan | Imp 1 | Imp 2 |
| English Language Arts K-12 | Imp 2 | | Imp 3 | Imp 4 | Reflect | Explore/Plan | Imp 1 |
| World Languages | Imp 2 | | Imp 3 | Imp 4 | Reflect | Explore/Plan | Imp 1 |
| Physical Education/Health K-12 | Imp 1 | | Imp 2 | Imp 3 | Imp 4 | Reflect | Explore/Plan |
| Counseling K-12 | Imp 1 | | Imp 2 | Imp 3 | Imp 4 | Reflect | Explore/Plan |

Planning for 20/21



Mike Fisher

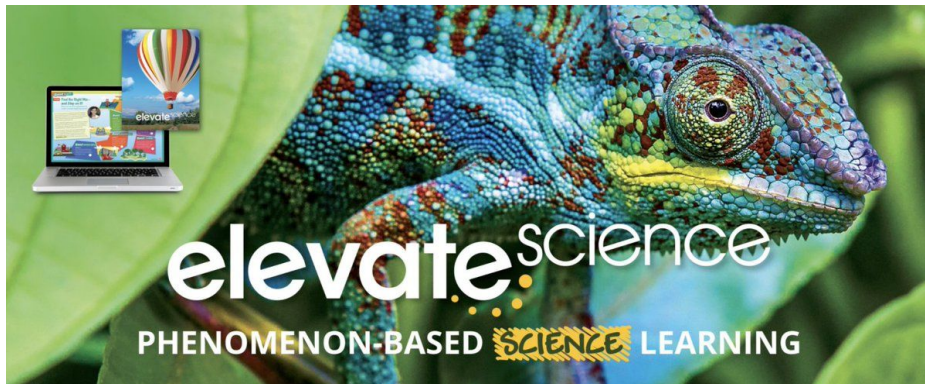


- Focus on both Academic and Social/Emotional Needs
- Provide additional training in flipped classrooms, blended learning, and software
- Ensure teachers have planning time

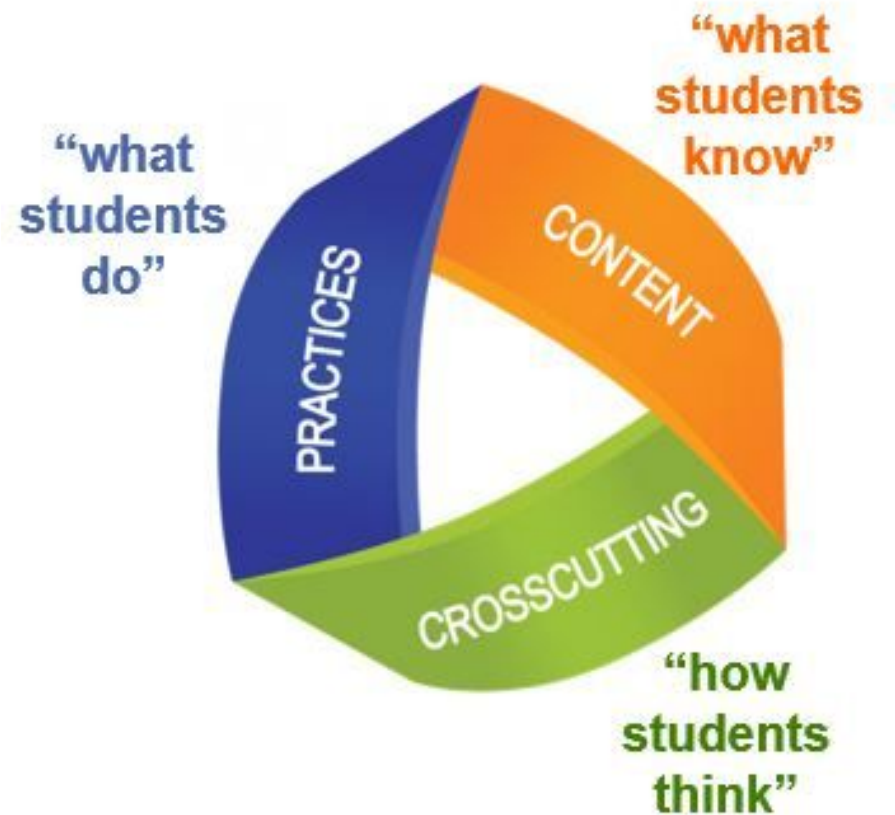
NYS Science Learning Standards (NYSSLS)



K-2



3-8

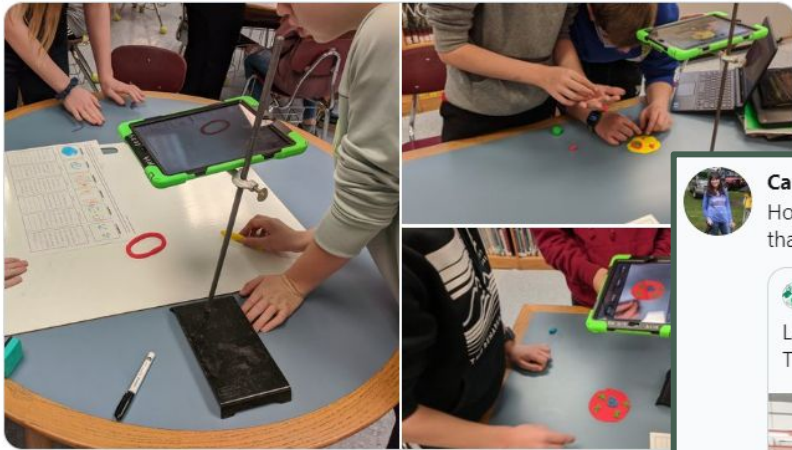


Science Technology Engineering Math (STEM)



Melanie Kitchen
@MelKitchenEDU

Mitosis stop motion animation to demonstrate mitosis knowledge in @Lizzizm18 class today! @nmc8255 #lewport #alternativeassessment #techintegration @wnyric_cslo @LewPortMS



11:39 AM · Jan 14, 2020 · Twitter for Android



Google Classroom



Lewiston-Porter PEC @LewPortPEC · Jun 13

PEC Kazulak Coders are recognized for placing in Top 5 of International Robotics Competition- Amazing Achievement! @LewPortCSD #Lewport



0:38 80 views



Carolyn Quigley @cquigleyLP · Jan 16

Hope you're having a blast in Thailand, Maggie, Alexa and Ellie! I'm so proud that you represent our country and school. #lewport



Lewiston-Porter CSD @LewPortCSD · Jan 16

Lew-Port students at the 16th International Super Science Fair in Rayong, Thailand. #lewport



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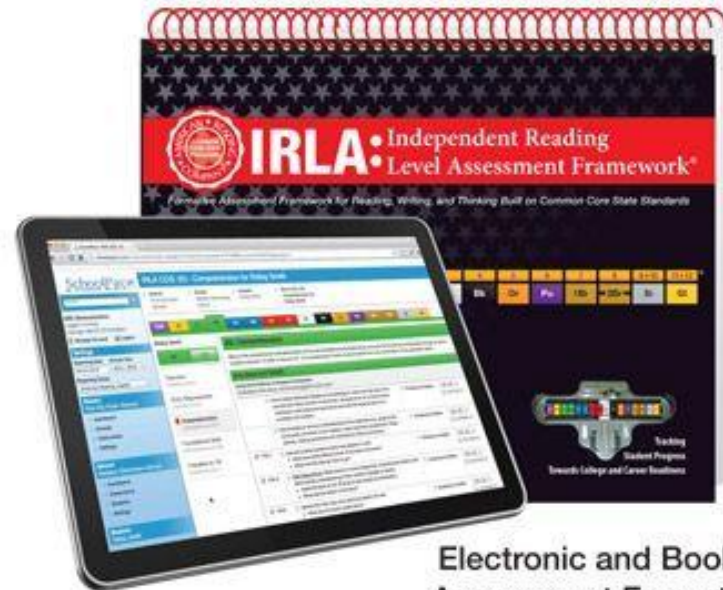
THiNK  **Tech**
S o l u t i o n s

Readers and Writers Workshop

Lucy Calkins
Units of Study



Independent Reading
Level Assessment



Electronic and Book
Assessment Formats



Cathy Gruber

Multi-Age ELA at the High School

Semester 1: Electives



Satire



Public
Speaking



It's the End
of the
World as
We Know
It:
Dystopian
and
Utopian
Literature



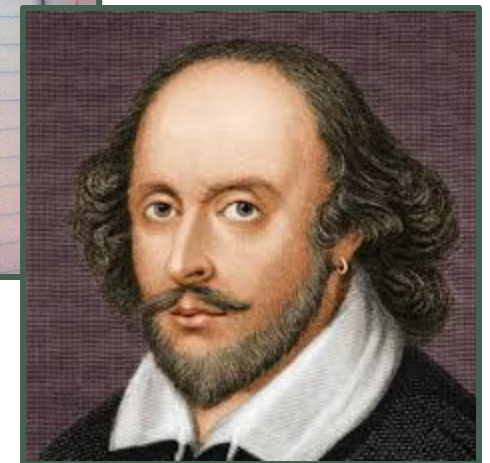
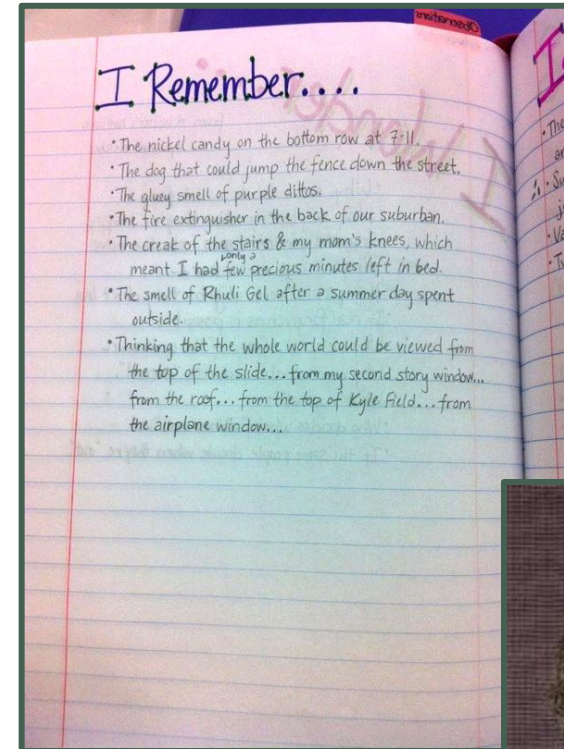
Whodunn
it?:
Detective
Fiction
and the
Mystery
Genre



Man vs.
Superman:
The
Graphic
Novel



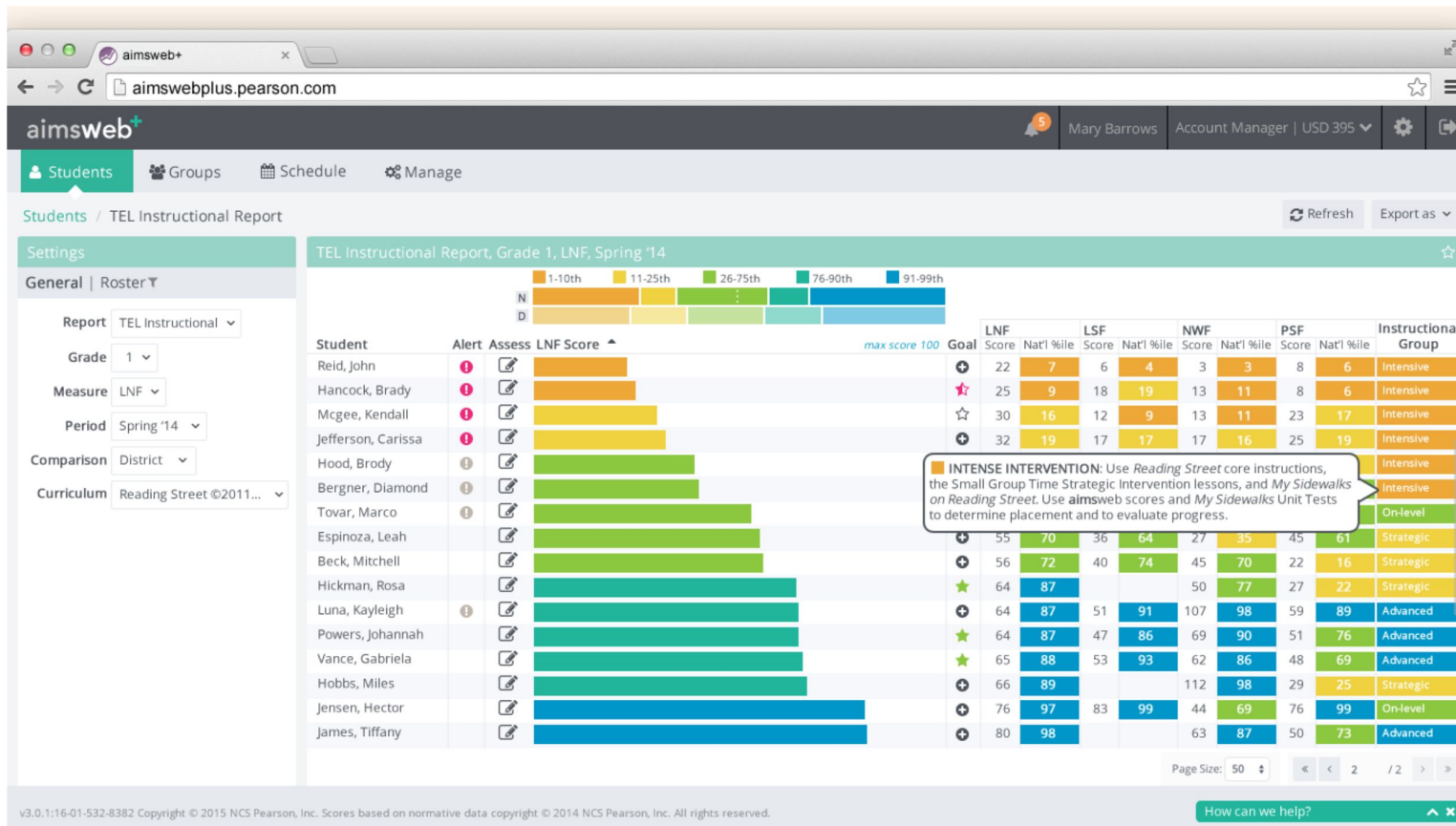
Fright
Fiction:
The
Horror
Genre



Semester 2:

- 10 Weeks of Writer's Notebook
- 10 Weeks of Shakespeare

aimswEBPlus



19/20

All students in
K-9 for Reading
and Math

20/21

All students in
K-10 for Reading
and Math



Multi-Tiered System of Supports (MTSS)



reading  plus®



Initiatives

SOCIAL/EMOTIONAL

Leader In Me



The
LeaderinMe®

great happens here

Restorative Practices

A.L.E.

Alternative Learning
Environment



Initiatives

PROFESSIONAL LEARNING COMMUNITIES

Professional Learning Communities



Guiding Questions



Jasmine Kullar

- 1 What do we want students to *LEARN*?**
What should each student know and be able to do as a result of each unit, grade level, and/or course?
- 2 How will we *KNOW* if they've learned it?**
Are we monitoring each student's learning on a timely basis?
- 3 How will we respond when learning *DID NOT* take place?**
What systematic process is in place to provide additional time and support for students who experience difficulty?
- 4 How will we respond when learning *ALREADY HAS OCCURRED*?**



Access Mathematics

Lewiston Porter Central School District Peer Collaboration and Peer Coaching Academy Program



MISSION STATEMENT

The purpose of the Lewiston-Porter Peer Collaboration and Peer Coaching Academy Program is to foster professional collaboration and professional dialogue that is focused on innovative pedagogy and classroom practice in support of learning for all students. The goal of the program is to bring teachers together through non-evaluative, peer-to-peer approaches over the course of the school year and to help support innovation in instructional practice and meet the needs of all learners.

Innovative Practices To Help Develop Writers

Jill J. Jaruszewski Fourth Grade Teacher
Lewiston-Porter Central School District

Abstract
This action research project was conducted to help students develop confidence and skills in writing their own stories and achieve a level of proficiency when answering other response questions that not only show understanding of a literary component, but also include evidence support. Upper elementary students often struggle with writing response questions due to varying reading abilities and a lack of age appropriate samples to report their thought processes. This often results in students feeling a lack of confidence when writing which can hinder their ability to build stamina during writing workshop. The specific research question my coach and I studied was, "How do the use of short films, anchor papers and small group conferencing affect the student performance on short response (ELA questions)." This research took place in a class of 23 fourth grade general education students which includes 5 struggling readers and writers who receive AIS support. The research focused heavily on the use of a detailed rubric and examples of anchor papers that the students could evaluate, discuss, and compare in order to identify their own needs and realize them. In a class of 23 students, 50% exceeded the expectations after interventions were implemented and the other 50% of the students demonstrated proficiency in terms of their written responses.

Methodology
The research was completed using the following action plan:

Throughout this research project my coach and I functioned as a team. We collaborated often, shared ideas and editorial feedback. We shared our pieces within our curriculum. The research was conducted with the upper elementary classrooms at the Intermediate Education Center. Our teacher was the teacher of record, the other functioned as a coach and collaborator. That, the partners both viewed their individual classrooms to identify an area of need after their student populations. After the area of need was established, different strategies to accommodate the need were considered. The chosen strategy was then implemented in two cycles and four classroom observations.

Results
The results and findings not only assisted with effective dialogue between my coach and I, but also provided me an opportunity to reflect and make necessary change within my teaching practices. I found myself reevaluating the structure of my writing conferences and my lessons in order to meet the needs of my students in a unique way. I became the director of the current group of conferences rather than the leader because of the natural ownership the students embraced during this process. My students have essentially become the teachers during writing conferences and are able to listen and take notes as they discuss and evaluate their pieces.

Conclusion and Implications
The results of this study clearly indicate that students benefit from a variety of teaching approaches and can essentially own their education at a deeper level when creativity and innovation is part of the learning process. In addition, giving students the power to lead helps build their confidence and affords them the opportunity to become effective learners.

Acknowledgements
I would like to acknowledge and thank my peer coach, Mrs. Jennifer Koenig for her dedication, support, and collaboration she provided me during this project as our partnering and collaborative discussions continue to be rich and supportive regardless of the project context in a class. I would also like to thank the facilitators in our Peer Coaching Academy, Mary Yagelski and David Gerspach. Thank you to our Superintendent, Mr. Paul Casati for allowing and encouraging us to conduct this research in our classrooms. Thank you to my students and families who are essentially my partners throughout all aspects of our year together.



Nylam Yagielski

Impact of Intentional Embedding of Questions on Individual Student Responses

Michelle Hinchliffe, Lewiston-Porter High School
2019-2020 Instructional Year

Abstract
New York State Science Learning Standards proposes the Science and Engineering Practice of Asking Questions as part of the instructional skill expected for NY's teachers. Questions are the framework of science teaching; the hypothesis that often initiates conversations, drives thinking and encourages learning in the classroom. Questions, ranging in level of difficulty, are a critical component of learning, yet I think very little about the types of questions I ask to my students each day. Statistics show that most teachers ask an average of 300 to 400 questions on a daily basis; however, 60-80% of these questions are low-level questions that only require students to recall something they already learned (Tierken, et al., 2010). Statistically speaking, this shows that most of the 18,000 questions I ask each year in my classroom do not push my students' thinking beyond the point of merely recalling what they already know. Questioning has become a habit for me. This action research study is to help me determine my current level of questioning and plan for more structured and higher level questioning in my classroom.

Introduction
To conduct an Action Research project that would provide empirical data as I develop awareness of how I ask questions, to my questions elicit student responses to specific content, restate, redirect, or clarify student thought? Or do my questions ask my students to revise and reflect on content? Are my questions challenging and probe student thinking, and allow them time to process new content and instill a desire to contribute to academic conversations in my classroom?

Methodology
During four instructional periods, have Mike Karkolewski collect data on four (4) different questioning techniques (study):

- Study 1: Student success using "Off the Top of My Head" question prompts referencing the Talk Moves checklist.
- Study 2: Student success on six (6) Open-ended Guided Questions using a vocabulary rubric to score student responses.
- Study 3: Student success on Silent Sustained Writing. Very open-ended questions without answer prompts using a vocabulary rubric to score student responses.
- Study 4: Student success on five (5) multiple choice questions which are Close-ended and only recall knowledge.
- Study 5: Student survey to collect data about questions using google forms to record student reflections at the end of the lesson.

Results
Study 1: "Off the Top of My Head" questions asked by me. There were 36 questions asked in a 40 minute class period.

- 38% actually opened ended in nature.
- Students asked 14 questions with only one being open ended.
- 2 additional student questions were linked to real world experiences.

Study 2: Six open-ended short answer guided questions with answers recorded on a student "follow along" paper.

- 75% correct answers with correct vocabulary.
- 18% got GS incorrect which was the application to new content question. All of these students were engaged in a conversation with a partner.

Study 3: Silent Sustained Free Write Free: One unprompted open-ended question asking students to write what they know.

- 47% hit 4/10 vocabulary words.

Study 4: Five (5) closed-ended recall MC questions.

- 43% received a perfect score.

Study 5: Silent Sustained Free Write Free: One unprompted open-ended question asking students to write what they know.

- 50% percent students feels question asked during class are useful.
- 35% value sharing answers with peers and 35% prefer recall questions. Interesting
- 50% prefer using a game like Kahoots, or a device, to record answers

Conclusion and Implications
Prompted open ended short answer questions had the highest student success performance. Results recorded in "student follow along" sheets allowed for students to consider content, develop their own thoughts with appropriate processing time. Because of this study, I will incorporate a more systematic approach to how I ask questions by modeling the success seen in Study 2. From the student survey, 50% of students value teacher questioning in class. Implication: How to record responses? Gaming may only appeal to the 35% that prefer recall questions, but the aspect of using a device is appealing to most students.

QR Code: Student Survey Results

Acknowledgements
Questioning the Questions, Christopher H. Tierken, Stephanie Gunning & Dennis Drosco Pages 39-43 | Published online: 13 Jul 2012

Use of High-Level Questioning to Increase Student Achievement in Reading, Remark, A. and Irving, 2015 E Saint Catherine University St. Paul, Minnesota

Classroom Talk That Fosters Critical Thinking and Content Understanding, Zellers, J. and Crawford, M. 2011, Stenhouse Publishers

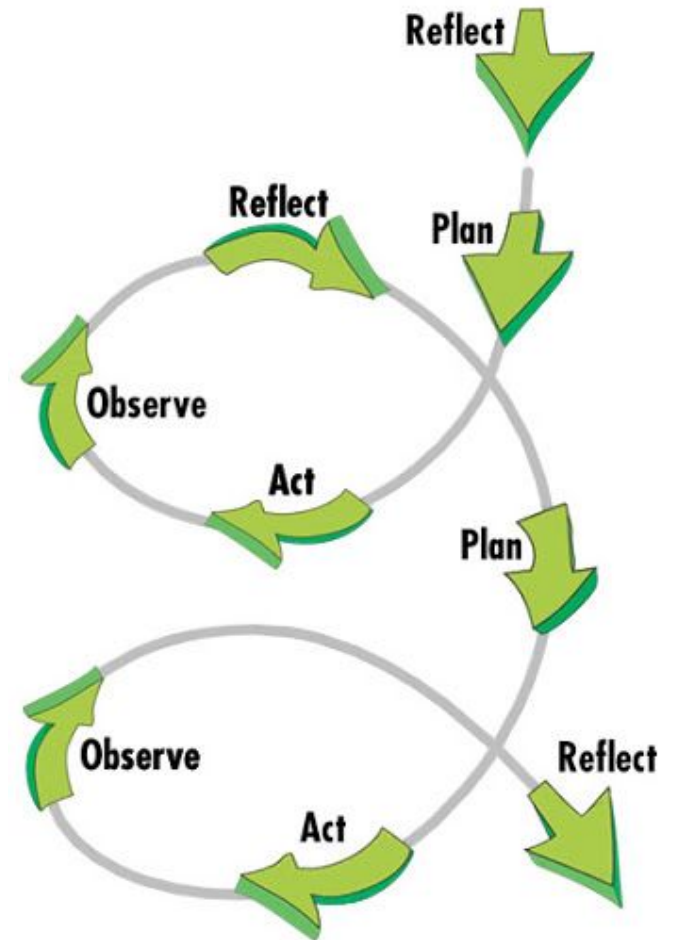
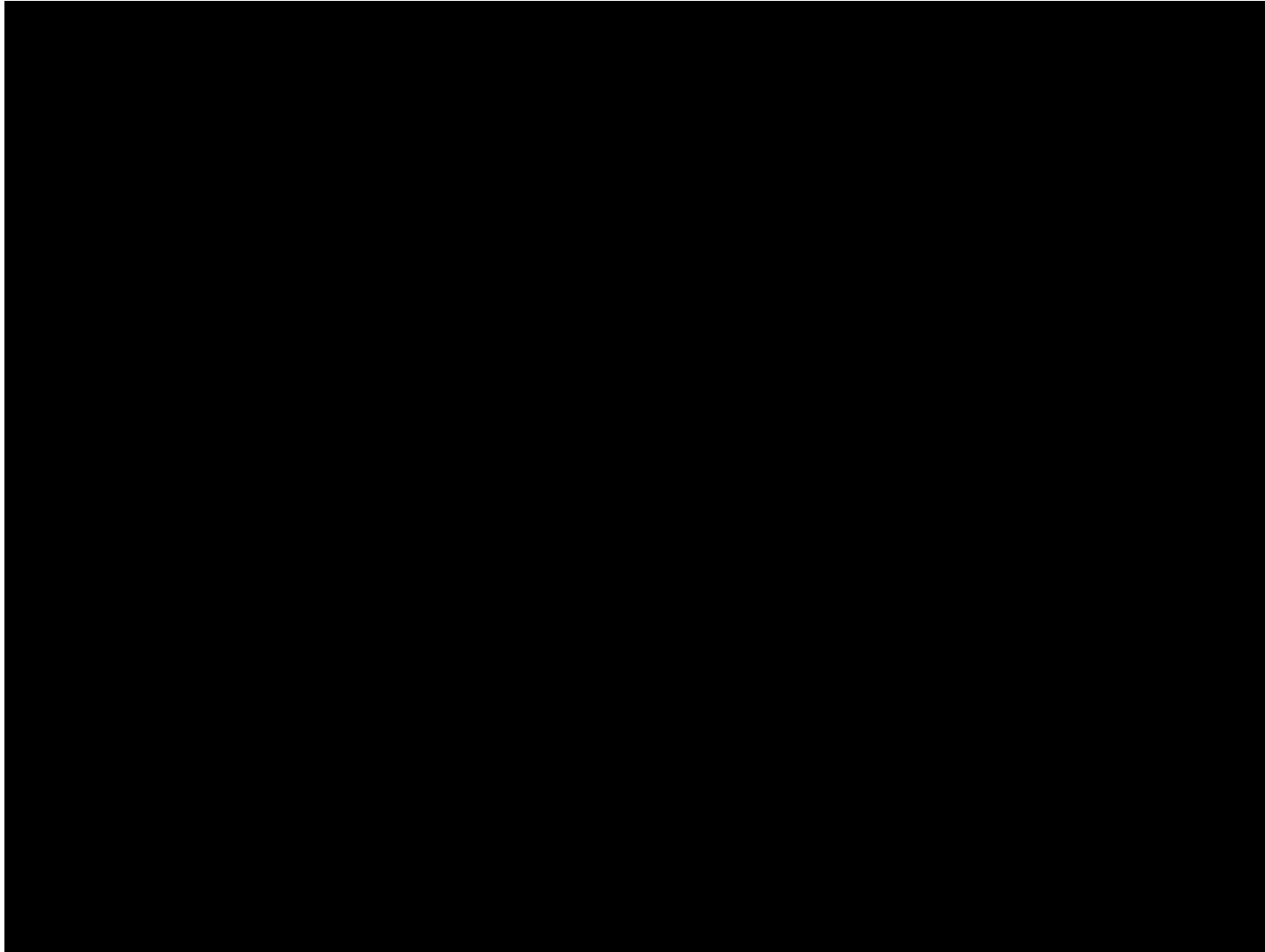


Dave Gerspach



accessmathematics
developing student autonomy

Access Mathematics & Action Research



QUESTIONS

FEEDBACK