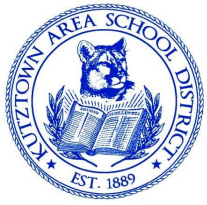

Secondary Programming &



Planning Committee

Growing Futures

September 11, 2017

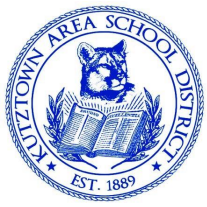


Agenda

1. Goals of the committee- Dr. Fiore
 2. Secondary Programming- Dr. Myers and Mr. Brown
 - a. Current status review
 - b. Next steps
 3. Secondary Use of Time- Dr. Myers and Mr. Brown
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-

Kutztown Area School District Growing Futures





Future Focused

We are currently preparing students for jobs that don't yet exist, using technologies that haven't been invented, in order to solve problems we don't even know are problems yet.

Shift Happens, Karl Fisch

Each year the National Association of Colleges and Employers (NACE) conducts a survey of employers to gather data about the hiring intentions of employers as they relate to new college graduates.

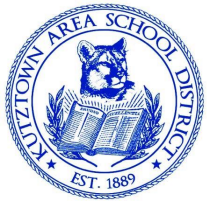
Skill/Quality	Importance Rating*
Ability to make decisions and solve problems	4.7
Ability to verbally communicate with persons inside and outside the organization	4.6
Ability to obtain and process information	4.6
Ability to plan, organize, and prioritize work	4.5
Ability to analyze quantitative data	4.4
Technical knowledge related to the job	4.2
Proficiency with computer software programs	4.1
Ability to create and/or edit written reports	3.7
Ability to sell or influence others	3.6

*Weighted average. Based on a 5-point scale where 1=Not at all important; 2=Not very important; 3=Somewhat important; 4=Very important; 5=Extremely important

NACE Survey 2016- Attributes Employers Seek

NACE Survey 2016- Attributes Employers Seek

Attribute	% of respondents
Leadership	80.1%
Ability to work in a team	78.9%
Communication skills (written)	70.2%
Problem-solving skills	70.2%
Communication skills (verbal)	68.9%
Strong work ethic	68.9%
Initiative	65.8%
Analytical/quantitative skills	62.7%
Flexibility/adaptability	60.9%
Technical skills	59.6%
Interpersonal skills (relates well to others)	58.4%
Computer skills	55.3%



Economics

\$17,677

\$35,340

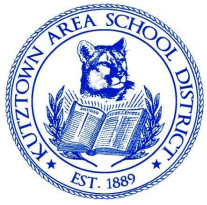


\$1,



150,000





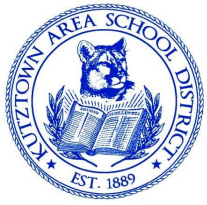
Goals

1. Create an educational program that provides students with flexible opportunities for internships, dual enrollment, career and technology education, and future-focused course engagement.
 - a. Evaluation of course requirements and credit attainment
 - b. Review of current grades 6-12 course offerings
 - c. Recommendations for grades 6-12 offerings
-



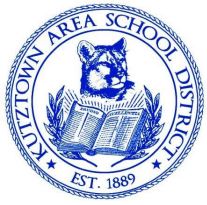
Goals

2. Increase instructional time in our secondary classes to allow for inquiry and discovery of real-world problem solving.
 - a. Evaluation of current secondary time schedules
 - b. Recommendation for time schedule which reflects an increase in instructional minutes
-



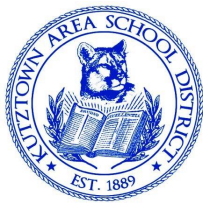
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-



HS Course Requirements: Guiding Questions

- How does each college and career ready skill manifest in our required courses, across disciplines?
 - How do we “spiral” such skills from the 9th through 12th grades, without overlapping course components?
 - How do we maximize instructional time through our high school course requirements and elective course offerings, for the purpose of building 21st century knowledge and skills?
 - How do “life skills” fit into our curricular program, and how can we maximize instructional time for the benefit of our students?
-



HS Course Requirements: **Current Status**

School	Periods	Minutes per period	Credits to Graduate	Math Credits for Graduation	Science Credits for Graduation	SS Credits for Graduation	Language Arts Credits for Graduation	PE and Wellness Credits for Graduation	Electives Credits for Graduation
Antietam	8	44	23.5	4	3	4	4	2.5	6
Boyertown	9	40	24	3	3	4	4	2	6
Brandywine	8	42	26	4	4	3.5	4	1	8
Conrad Weiser	4	77	27	3	3	4	4	3	7
Daniel Boone	8	42	24.65	4	3	4	4	2	6
Exeter	8	44	25	4	4	4	4	2	5
Fleetwood	8	43	25	4	3	4	4	2	5
Governor Mifflin	8	45	24	3	3	4	4	2	5.5
Hamburg Area	8	45	24	4	3.5	4	4	2	5
Kutztown Area	8	40	24	4	4	4	4	2.25	3.5
Muhlenberg	9	40	24.32	4	4	4	4	2	3
Oley	8	41	26	4	4	4	4	2	6
Reading	7	45	23	4	3	3	4	2	6.5
Schuylkill Valley	8	42	24.5	3	3	4	4	2	4.35
Tulpehocken	8	43	26	4	4	4	4	2	5
Twin Valley	4	80	24	4	4	4	4	2	6
Wilson	8	52	24	4	3	4	4	1.5	7.5
Wyomissing	8	44	26	3	3	4	4	2.5	9.5
Merion/Harrilton	7	50	21	3	3	4	4	2	6
Conestoga HS	8	44	24	4	3	4	4	1.5	7.5
Parkland HS	8	44	24.25	3	3	4	4	1.25	8.5

HS Course Requirements: **Current Status**



Comparative Statements of 20 Schools

- ★ The average elective requirement = 6 (median & mode also = 6).
 - Kutztown = 3.5 credits
 - ★ Average credits required for graduation = 24.5.
 - Kutztown = 24 credits
 - ★ 6 of the 20 schools require 4 years of science.
 - Kutztown = 4 years of science.
 - ★ 16 of the 20 schools require 2 or more credits of Health / Physical Education.
 - Kutztown = 2.25 credits
-

HS Course Requirements: **Current Status**



Current Credit Requirements

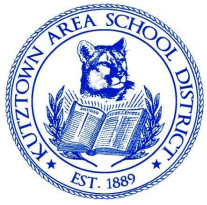
Language Arts	4.0
Social Studies	4.0
Mathematics	4.0
Science	4.0
Phys.Ed.	2.0
Computer Apps.	1.0
Freshman Seminar	.25
Family & Consumer Science	.25
Fine Art Appreciation	.25
Music Appreciation	.25
Wellness	.25
Careers	.25

(World Languages: A minimum of 2 credits are recommended)



HS Course Requirements: **Next Steps**

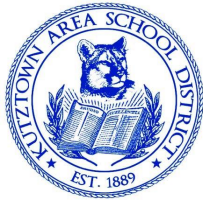
1. Analyze our “required / elective course system” for the purpose of maximizing the potentials of both our students and faculty while generating 21st knowledge and skills for our students.
 2. Adapt (as necessary) and grow each of our educational programs to generate college, career, and life success for our students.
 3. Align our vision across grade levels while installing the most beneficial “required / elective course system” for our students.
-



HS Course Requirements: **Next Steps**

1. Conduct a curriculum audit of 21st century knowledge & skills while determining unnecessary overlaps along with “spiraling” opportunities.
 2. Engage in ongoing discussions with faculty during faculty and weekly grade level team meetings.
 3. Further develop our career pathways, internship, elective, and dual-enrollment programs.
 4. Develop recommendations for the high school Program of Studies aligned to District vision by November 2018.
-

MS Course Requirements: **Current Status**



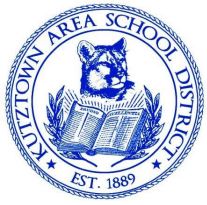
ESSENTIAL QUESTIONS:

- How do we prepare our students to solve problems, analyze data, and communicate with others both verbally and electronically?
 - How do we provide a program of studies that promotes course exposure while focusing on future ready skill development?
 - How do we provide our students with more choices and flexibility in their course selection while increasing instructional time to greater than 40 minutes per class?
-



MS Course Requirements: **Current Status**

- Students study Reading, Language Arts, Math, Science, and Social Studies = 40-42 minutes each class per day.
 - 6th grade encore schedule includes PE, Health, Library, Computers, Music, and Art two periods a cycle.
 - 7th grade encore schedule includes PE, Library, Computers, Music, Exploratory World Language (German / Spanish), and Art two periods a cycle.
 - 8th grade encore schedule includes PE, Health, Computers, Music, Art, Tech, and FCS two periods a cycle.
-



MS Course Requirements: Next Steps

1. Conduct a curriculum audit of 21st century knowledge & skills while determining unnecessary overlaps along with “spiraling” opportunities.
 2. Engage in ongoing discussions with faculty during faculty and weekly grade level team meetings.
 3. Align beliefs and practices to the middle school philosophy, *This We Believe*.
 4. Develop recommendations for the Middle School Program of Studies aligned to District vision by November 2018.
-



Agenda

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-



HS Time Schedule: **Guiding Questions**

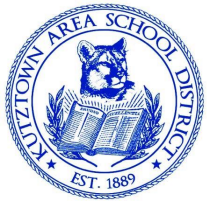
1. How do we increase instructional time from our current 40-minute class period?
 2. How do we reduce from a 3-period to a 2-period lunch schedule to create more efficient use of time?
 3. How do we align our time schedule to meet the academic needs of our students?
-



HS Time Schedule: Current Status

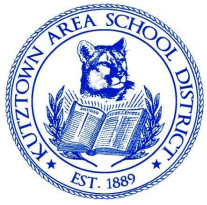
School	Periods	Minutes per period
Antietam	8	44
Boyertown	9	40
Brandywine	8	42
Conrad Weiser	4	77
Daniel Boone	8	42
Exeter	8	44
Fleetwood	8	43
Governor Mifflin	8	45
Hamburg Area	8	45
Kutztown Area	8	40
Muhlenberg	9	40
Oley	8	41
Reading	7	45
Schuylkill Valley	8	42
Tulpehocken	8	43
Twin Valley	4	80
Wilson	8	52
Wyomissing	8	44
Merion/Harrilton	7	50
Conestoga HS	8	44
Parkland HS	8	44

- ★ 16 of the 20 schools allot between 40-45 minutes per period, with 40 minutes being the least.
 - Kutztown = 40 minutes
- ★ 2 schools run a block schedule, with core courses running for 1 Semester (4 Periods a Day).
- ★ 2 schools possess between 50 - 52 minutes per period.
- ★ 14 Schools run an 8 period day.
 - Kutztown = 8 periods.
- ★ 2 Schools run a 7 period day, and 2 schools run a 9 period day.



HS Time Schedule: **Next Steps**

1. Conduct a cafeteria seating audit to determine seating arrangement possibilities, maximum capacity, and any potential positive impacts on our scheduling system.
 2. Hold scheduling committee meetings for the purpose of analyzing our instructional minutes and our current scheduling system.
 3. Analyze our school day through our scheduling committee to determine proper placement of pyramid, BCTC re-arrival, and to determine alternative schedule possibilities to maximize instructional minutes.
 4. Engage in ongoing discussions with faculty during weekly grade level team meetings.
 5. Hold monthly faculty meetings to discuss possibilities for our daily schedule.
-



MS Time Schedule: **Current Status**

OBSERVATIONS

1. Most middle schools in Berks County have more instructional time per period and offer a technology course at each grade level.
2. Many districts offer choices in their students' schedules.
3. High performing schools in the state offer more flexibility in their schedules.
4. Many schools are incorporating project-based learning into their curriculum.

We must develop a schedule that allows us to incorporate all four of these observations.



MS Time Schedule: **Next Steps**

1. Conduct a cafeteria seating audit to determine seating arrangement possibilities, maximum capacity, and any potential positive impacts on our scheduling system.
 2. Hold scheduling committee meetings for the purpose of analyzing our instructional minutes and our current scheduling system.
 3. Engage in ongoing discussions with faculty during weekly grade level team meetings.
 4. Hold monthly faculty meetings to discuss possibilities for our daily schedule.
-



MS Time Schedule: Next Steps

Detail next steps: Look at Possible Schedules

Homeroom/Period1	7:40-8:39	59 min
Period2	8:41-9:29	48 min
Period3	9:31-10:19	48 min
Period4	10:21-11:09	48 min
Lunch/Advisory	11:11-11:41	30 min
Lunch/Advisory	11:43-12:13	30 min
Period5	12:15-1:03	48 min
Period6	1:05-1:53	48 min
Period7	1:55-2:43	48 min

Next Meeting



October 9, 2017

7pm

High School Library
