Evaluating Progress - Language Arts

Language Arts teachers were asked to fill out a survey on student needs prior to the program.

Benchmark assessment given 3 times (December, March, and June).

Focus: Fluency, comprehension, writing, spelling, and phonics (if needed).

Record what each student does daily with anecdotal notes to see if materials are successful.

Differentiation toward specific needs

and Spelling) 30 minutes of writing (Daily Edit, Summaries, Prompts, Mechanics/ grammar development, Currently we are seeing writing as a huge area of need. Every teacher will do a minimum of

Data - LA

December pre- assessment data

(passing grade based on 65%)

	om grade	/ III Glade	
Writing	19% passed	26.6% passed	17 % passed
	81% failed	73.4% failed	83% failed
Fluency	69% at or above	53% at or above	17% at or above
(Based on grade level)	31% below	47% below	83% below
Comprehension	94% passed	60% passed	100% passed
	6% failed	40% failed	0% failed
Spelling	56 % passed	91% passed	83% passed
	44% failed	9% failed	17% failed
Green highlight= Areas of major weakness	of major weakness	** Next tests will be gi	** Next tests will be given March 14th and 15th

Yellow highlight= Could use improvement

What are we doing to help?

Writing (major area of weakness across all grades)

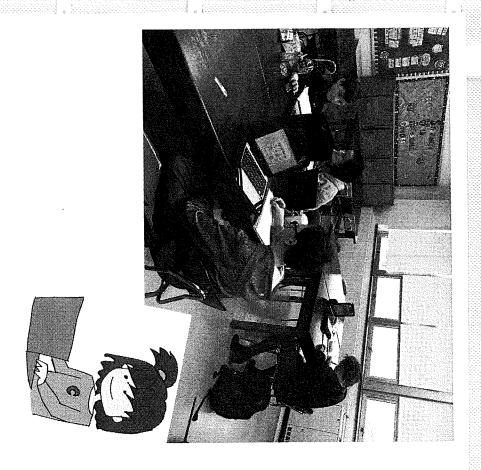
- Daily Edit Assignment (includes spelling, grammar, punctuation, mechanics)
- Writing Prompts focusing on multi-paragraph structure and adding details
- Achieve 3000- Summary writing

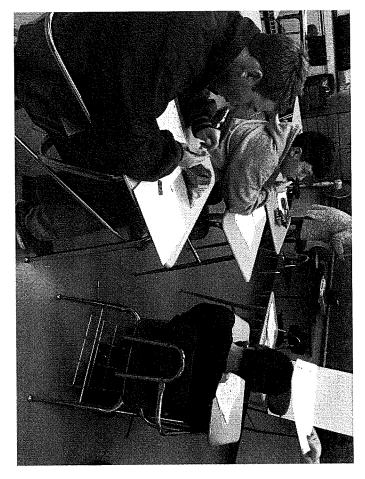
Comprehension

- Skill Focus Packets: main idea, drawing conclusions, facts, and sequence
- Achieve 3000: various reading strategies

Fluency

- Reading aloud to teachers
- Phonics support for those who need it

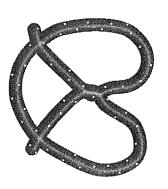


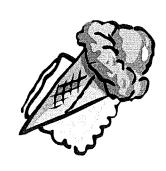


Reward Incentives...

Raffles each day, all students, just for ** Snack card (can be redeemed in the attending:

**Pretzel card (dismissal on Tuesdays) cafe/lunch)

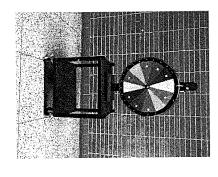




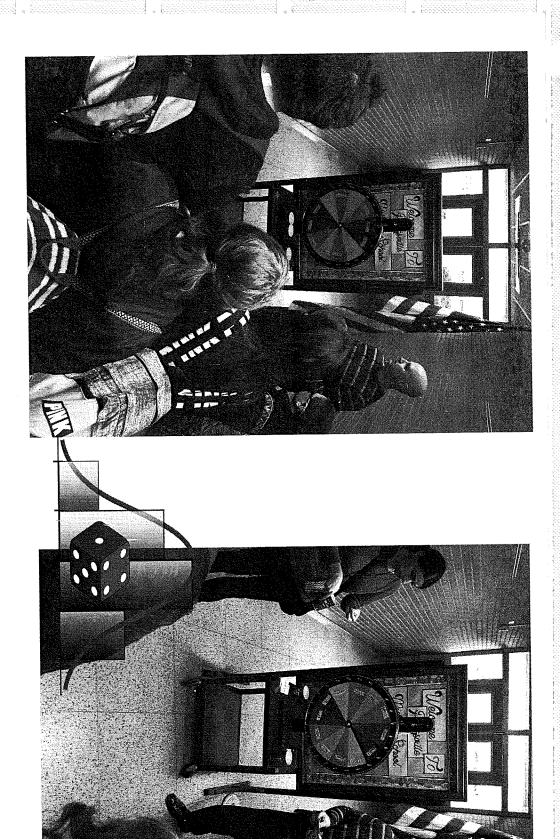
Incentives...continued

In order to support and maintain attendance, we're trying additional incentives:

- ★ Recognizing effort
- Recognizing attendance



We're adding a bigger prize (aside from snack/pretzel cards) for the above bullets: Gift cards for Pat's Pizza, Wawa, Dunkin Donuts, WalMart, Rita's (when open!), etc. We'll do a drawing in late March and late May/end of program.



Attendance...

sessions How many sessions as of 2/26?19

of 5/24/2018) (25 more with a tentative end date

Dec: 6, 7, 13, 14, 20 = 5

Jan: 3 (1/4 & 1/5 snow), 10, 11, 17, 18, 24, 25, 31 = 8

Feb: 1, 7, 8, 14, 21, 22 = 6



- For some students, there is Attendance isn't mandatory
- intensive instruction consistency-allows for more
- Reward incentives to promote attendance and effort
- Parent contact (Carels)
- Parents can still sign students
- Mrs. Hagerty and Mr. Reilley: what their children are have responded to parent emails with questions about what the teachers are doing, learning....etc.; provided data,

Language Arts Attendance

(does not include students who have never showed up or who were just added to the program)

time	at least 75% of the	11 students come	(16 students)	6th graders
made every single session)	(5 of those 9 students have	75% of the time	9 students come at least	7th graders (17 students)
	least 75 % of the time	3 students come at	(6 students)	8th graders

23 out of 39 students (59%) show up 75 % of the time 7 out of 39 students have attended every session

Math Attendance

(does not include students who have never showed up or who were just added to the program)

6th graders (17	7th graders (13	8th graders (6 students)
students)	students)	4 students come at least
7 students attend	12 students attend at	75 % of the time
more than 75% of the	least 75% of the time	
time		(17% of students have
	(23% of students have	made every single
(12% of students	made every single	session)
missed only 1 session)	session)	

6 out of 36 students (17%) have missed ≤ 1 session 23 out of 36 students (64%) show up \geq 75 % of the time

Algebra Tutoring - volunteer 8th grade Algebra students (not Title 1 program)

and 8th grade These students work voluntarily with struggling math students in 6th, 7th,

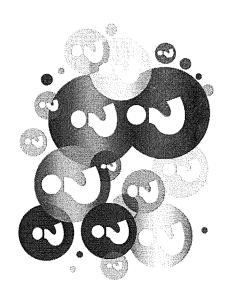
3 Alg volunteers

recommendations/invited 12_ # of struggling students attending out of 55 teacher

Program is contingent upon attendance of tutors and math students

January 30, 2018 (3rd year of the program). Snacks provided! Tuesdays, 2:15-3:00, Mrs. Dorsey, supervising math teacher. Program began

Any questions or comments?



Youth Basketball Baseball Indoor workouts PCPAT Dance Classes Youth Basketball Youth Basketball Youth Basketball Baseball Indoor workouts Youth Basketball Playtime Pals Slimnastics Shorade Boys Staturday Morning Basketball 2 & 3 After School Basketball Playtime Pals Slimnastics Playtime Pals Slimnastics Playtime Pals Slimnastics A & 5 boys and girls After school Volleyball 2 & 3 After School Basketball 2 & 3 After School Basketball

01/31/2018	01/31/2018	01/31/2018	01/31/2018	01/30/2018	01/30/2018	01/30/2018	01/29/2018	01/29/2010	04/00/10	01/29/2018	01/27/2018	01/27/2018	01/26/2018	01/26/2018	01/25/2018	01/25/2018	01/25/2018	01/25/2018	01/24/2018	01/24/2018	01/24/2018	01/24/2018	01/23/2018	01/23/2018	01/23/2018	01/23/2018	01/22/2018	01/22/2018	01/22/2018	01/22/2018	01/20/2018	01/20/2018	01/19/2018	01/19/2018	01/18/2018	01/18/2018	01/18/2018	
8 02:50 PM - 04:00 PM	8 02:50 PM - 04:00 PM	8 09:30 AM - 10:30 AM	8 09:30 AM - 10:30 AM	8 07:30 PM - 10:00 PM	8 06:30 PM - 07:30 PM	8 02:50 PM - 04:00 PM	07:00 PM - 10:00	_		09:30	09:00	09:00 AM - 10:30	09:30 AM - 10:30	-	-	8 06:30 PM - 07:30 PM	8 02:50 PM - 04:00 PM	8 02:50 PM - 04:00 PM	8 02:50 PM - 04:00 PM	_	8 09:30 AM - 10:30 AM	8 09:30 AM - 10:30 AM	8 07:30 PM - 10:00 PM	3 07:00 PM - 09:00 PM					-	-	-		-		-	3 06:30 PM - 07:30 PM	3 02:50 PM - 04:00 PM	
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imestamp	Email Addre	Workshop Date(s)	Name of Attendee	Name of Workshop	Summary of Workshop
	nwarrington			Responding to Kids in Crisis	The workshop we attending covered legal aspects of responding to crisis situations including abuse, neglect, suicide threats, and criminal activity in schools. The workshop also covered the effects of trauma on students, and strategies to address and provide support for our students that are at highest risk.
		01/25/2018,	David Bonowski	TECHSPO	This conference had numerous seminars with various educational technology vendors. This year I focused on some of the various security initiatives with physical and cyber-security. I attended three seminars 1 using technology to improve school security procedures and 2 seminars pertaining to perimeter security (firewalls). The seminars and vendor relationships will help the District continue to improve the technology initiatives.
	2: dbonowski@				This is my second year in attendance at Techspo. It was and continues to be an incredible workshop where I was able to hear two great keynote speakers on technology and education/student engagement as well as the safety that goes along with technology in education. I was able to speak with a lot of vendors and hear five different presenters on materials I was able to bring back to the district and our staff. Thank you for this opportunity.
		- 1/25/18-1/26/18	Kyle Marie Baker-Plale	FETC	FETC was a dynamic conference to attend! As one of the larger tech conferences in the country there were a wide range of workshops to attend and vendors to meet with. I spent the majority of my time attending events related to STEM and coding as I believe those topics will have the biggest impact on our district in the near future. I appreciate the BOE's support in my attendance!
	1	01/23/18-01/27/18	amy baran	MAN THE RESIDENCE OF THE PARTY BUT THE PARTY OF THE PARTY.	All the best new books for 2017-2018 are discussed and top 10 lists for fiction and nonfiction are suggested.
	8: abaran@p		Judith Burnett		The workshop was about how to use google to teach ESL students in the classroom. Features of google were demonstrated as well as ideas for how to use to help your ESL han student become language efficient.
	13 jburnett@;	oth: 02/12/2018	Michael Longstreth		The workshop focused on Google technology and cloud technology for ESL teachers in the classroom and helpful tools all teachers can use to support ELL students. "Plicker" was one of the tools teachers can use to generate informal assessments using a phone and "Plicker" diagrams. Another free tool that can be used to help ELL students with complex tex is called "SMMRY" which summarizes readings that can be daunting for English Language Learners. Lots of the Apps and extensions are tools that come with the Google Suite and offer a variety of ways to engage students. The take away from the workshop I like say was the presenter's philosophy. Mainly, that we can borrow information and use the tools available of G when we don't have all the answers.

in adams	Email Addre Workshop Date(s)	Name of Attendee	Name of Workshop	Summary of Workshop
imestamp	Effail Addre Workshop Date(3)			This workshop was very informative and offered many ideas on how to design your classroom in such a way that learning math can be differentiated based on a students level and needs. The instructor encouraged using small carefully planned centers, creating math journals for students to apply what they have learned and practice engaging in all the centers throughout the classroom. The presenter demonstrated how she sets up her own room and also shared many videos where the audience could see learners actively involved in what was being taught. Centers using technology were also encouraged as well as sharing many apps that provide reinforcement with math skills. It was stressed that activities should provide opportunities for exploration, practice of current skills and upcoming skills. A useful handout was also distributed to help with the implementation of some of the centers and the structure. The workshop 's presenter was very knowledgeable and made the material interesting. I am looking forward to using man of the centers in my own room
2/18/2018	12 jgraff@pv-e: February 6th, 201	8 Jacqueline Graff	Guided Math: Diffe	ren to help students become successful in math.
	12 rbunch@pv- 01/31/18	Robin Bunch	Responding to Kid	This workshop was very informative. It gave counselors an opportunity to discuss how to best support and help students experiencing crisis. It also allowed participants to share experiences and concerns regarding the many s in facets of crises on students.

FIRE/SECURITY DRILL REPORT PENNSVILLE MEMORIAL HIGH SCHOOL January 2018

FIRE DRILL

DATE/TIME OF FIRE DRILL	DURATION OF DRILL	WEATHER CONDITIONS	CONDITIONS
January 22, 2018 7:50-7:51:58 Schedule A	1.58 minutes	Cloudy, 41°	Ali Normal
*STAFF: 95	SUBSTITUTES:	5 VISITORS:	I STUDENTS: 431

SECURITY DRILL: Shelter in Place

DATE/TIME OF CRISIS DRILL	TYPE OF DRILL	DURATION OF DRILL	WEATHER CONDITIONS	PARTICPANTS OF DRILL	BRIEF DESCRIPTION OF WHAT WAS DRILLED
January 31, 2018 7:44-7:46 Schedule B	Shelter- In Place	2 minutes	Partly Cloudy, 33°	All Staff, Students, and Administrators	Shelter in Place was announced by the Principal. Halls were cleared, shades drawn, doors closed and locked according to procedure.
*STAFF;	89	SUBSTITUTES:	8 VISITOR	s: 0 stud	ENTS: 462

^{*}Includes all staff, custodians, and cafeteria staff

Matthew D. McFarland-Principal

FIRE/SECURITY DRILL REPORT PENNSVILLE MIDDLE SCHOOL January 2018

FIRE DRILL

DATE/TIME OF FIRE DRILL	DURATION OF DRILL	WEATHER CONDITIONS	CONDITIONS
1/31/2018 12:36:01	1 min, 14 sec 4 min, 27 sec	Sunny, 30°	Fire Drill
STAFF: 64	SUBSTITUTES: 4	VISITORS: 2	STUDENTS: 396

SECURITY DRILL

DATE/TIME OF CRISIS DRILL	TYPE OF DRILL	DURATION OF DRILL	WEATHER CONDITIONS	PARTICPANTS OF DRILL	BRIEF DESCRIPTION OF WHAT WAS DRILLED
1/12/2018 8:18:20	Shelter in Place – Lock In	3 min. 30 sec	Rainy, 60°	Staff & students	Shelter in Place procedures with students and staff
STAFF: 62		SUBSTITUTES: 4	VISITOF	RS: O	STUDENTS: 385

Shaila R. Buzzis Sheila R. Burris, Principal

FIRE/SECURITY DRILL REPORT PENN BEACH SCHOOL January 2018

FIRE DRIL	L			
DATE/TIM FIRE DR		DURATION OF DRILL	WEATHER CONDITIONS	CONDITIONS
1/23/18 1:16PM		1 minute 1 second	Partly Cloudy & 57°	Kitchen Pull Station
STAFF: 33	SUBST	TUTES: 1	VISITORS: 1	STUDENTS: 266

SECURITY DRILL					
DATE/TIME OF CRISIS DRILL	TYPE OF DRILL	DURATION OF DRILL	WEATHER CONDITIONS	PARTICIPANTS OF DRILL	BRIEF DESCRIPTION OF WHAT WAS DRILLED
1/24/18 9:27AM	Bomb Threat	4 minutes	Cloudy & 41°	Staff Students	An announcement to go into shelter in place was made and staff followed the prescribed crisis plan procedures. Principal monitored the building to ensure the proper procedures took place. An announcement was made which ended the drill. Principal then communicated to staff pertinent information regarding the drill procedure.
STAFF: 35	SUBS	TITUTES: 1	VISITOR	S: 1 ST	UDENTS: 264

Mr. Mark Zoppina Principal

FIRE/SECURITY DRILL REPORT Central Park Elementary January 2018

FIRE DRILL

DATE/TIME OF FIRE DRILL	DURATION OF DRILL	WEATHER CONDITIONS	CONDITIONS
1/26/18 - 1:14pm	1 min 27sec	37 & Sunny	Pull station 3 rd grade hallway
STAFF: 38 SUBSTITUTES	: 0 VISITO	DRS: 3 ST	UDENTS: 241

SECURITY DRILL

DATE/TIME	TYPE OF	DURATION	WEATHER	PARTICPANTS	BRIEF DESCRIPTION OF
OF	DRILL	OF DRILL	CONDITIONS	OF DRILL	WHAT WAS DRILLED
CRISIS					
DRILL 1/24/18 -	Active	5 mins	44 & partly	Staff & Students	Active Shooter
1:01pm	Shooter	3 mins	cloudy	Starr & Students	Active Shorter
STAFF: 39 SUBSTITUTES: 1		VISITORS	0 STUDE	 NTS: 251	

Mr. Steve Hindman Principal