

LAMPETER-STRASBURG SCHOOL DISTRICT

Lampeter, Pennsylvania 17537

Academic Committee Meeting Minutes

September 5, 2023

Mr. Matthew Parido called the meeting to order at 6:30 p.m.

PRESENT: Board Members, Mr. Matthew E. Parido, Mrs. Melissa S. Herr; Mrs. Suzanne S. Knowles, Mr. James H. Byrnes, Mrs. Audra R. Spahn, Mrs. Kari A. Steinbacher, Mr. Andrew L. Welk; Superintendent, Dr. Kevin S. Peart; Assistant Superintendent, Dr. Andrew M. Godfrey; Community Members, Mrs. Amanda Schlee and Mrs. Kristina Szoke.

ACADEMIC COMMITTEE CONSENT ITEMS

1. 2022-2023 L-S High School Senior Survey Results

Dr. Godfrey shared with the Committee the data from the 2022-2023 Senior Survey. Dr. Godfrey stated the data will be reviewed by each high school academic department for 'glows' and 'grows' that will be evaluated by the administration and addressed collaboratively in the building.

2. Letter of Agreement with IU13 for CTC English Language Services

Dr. Godfrey made the Committee aware that we currently have two students at the CTC that require English Language Services. These services are provided by IU13 and the cost is dependent on the total number of students across the IU that may need similar services. The Committee endorsed the agreement.

3. Letter of Agreement with IU13 for Adopt a Middle School Professional Development

Dr. Godfrey shared that a group of teachers at Martin Meylin Middle School would like to continue professional development in personalized learning through the Adopt a Middle School program. The agreement is a commitment from the District to allow the teachers to participate in the program at no cost. The Committee endorsed the agreement.

ACADEMIC COMMITTEE ITEMS FOR DISCUSSION

1. Instructional Program Review Summary of Findings

Dr. Godfrey shared a short presentation of findings from the Instructional Program Review conducted during the 2022-2023 school year by IU13. Commendations and recommendations were shared, and Dr. Godfrey explained how the findings will be used throughout the comprehensive planning process in the upcoming year. Dr. Godfrey answered questions from the Committee. A copy of the presentation is attached to the Minutes.

2. High School Advisory Program – Lesson Overview

Dr. Godfrey provided the Committee with an overview of the lesson topics for the new High School Advisory Program, beginning this year. These lessons will be presented to students in grades 9 and 10 throughout the year. A presentation was provided to the Committee last year outlining the program and the purpose.

3. 2023-2024 Meeting Topics

Dr. Godfrey and Mr. Parido asked the Committee if there were any specific topics they would like to see placed on an agenda this year. Mr. Parido stated he would like to see more conversations with staff related to programming when possible and updates on state mandates as a result of the forthcoming omnibus budget bill for 2023-2024.

4. Policy Updates

- a. 100 Comprehensive Planning
- b. 101 Mission Statement / Vision Statement
- c. 102 Academic Standards

Dr. Godfrey presented the above policies for review to the Committee. There were no comments or questions related to these policies.

ADJOURNMENT

The meeting was adjourned at 7:18 p.m.

Instructional Program Review Findings

Lampeter-Strasburg School District- Academic Committee

September 5, 2023



What is student engagement?

“The amount of attention, interest, curiosity, and positive emotional connections that students have when they are learning, whether in the classroom or on their own” (Sousa, 2016).



Cognitive Engagement

“Students’ level of investment in learning. It incorporates thoughtfulness and willingness to exert the effort necessary to comprehend complex ideas and master difficult skills.”

Critical Thinking

Collaboration

Efficacy

Questioning/Discussion

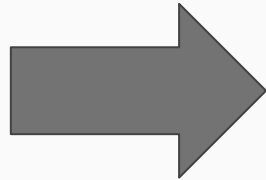
Responsiveness

Feedback

Fredricks, J. A., Blumenfeld, P. C., & Paris, A. H. (2004). School engagement: potential of the concept, state of the evidence. *Review of Educational Research*, 74(1), 59 - 109.

Three Categories of Data Collection

1. Learning Task Design
2. Engaging Learning Environment
3. Conditions for Cognitive Engagement



- Teacher Focus Groups including 18 professional staff volunteers
- Survey Data- Responses from 194 professional staff
- Classroom visitations- 122 classrooms across all District buildings.
- Lesson Plan Review- 140 Lesson plans submitted K-12
- Administrative Interviews- All Principals and Asst. Superintendent

Commendations:

- The Lampeter-Strasburg School District administrative team is dedicated to continuous instructional improvement across the district
- Both administrators and teachers recognize that the student demographics in the district are changing, which may result in necessary changes to school and classroom processes and practices in order to meet all students' needs
- Teachers have a strong rapport with students and are committed to their students' success.

Commendations:

- Teachers believe that their actions have a direct impact on student engagement
- Teachers are willing to try new instructional strategies like the blended station rotation model or kinesthetic movement in order to engage students
- Students are polite, respectful, and compliant.

Conclusions and Considerations

- A strong foundation of positive relationships exists between teachers and students and between students and their peers. There are opportunities to build upon this to create positive learning environments that promote student engagement
- Teachers desire focused, collaborative professional learning opportunities

Conclusions and Considerations

- Classroom instruction is largely teacher-directed and teacher-centered
- A renewed emphasis on Lesson Clarity is needed
 - Communicating clear learning intentions and rationale
 - Communicating clear criteria for success
 - Co-constructing learning intentions and success criteria with students
 - Providing students with opportunities to respond
 - Providing clear feedback to students about their progress

Conclusions and Considerations

- Students' responses to the classroom tasks they are assigned range from retreatism to engagement. There is evidence of a systemic focus on compliance
- The presence of independent and undifferentiated task lists and worksheets is pervasive across all grades. The addition of challenging and meaningful performance tasks that encourage student collaboration would counterbalance this

Priorities for Action

1. Leadership
2. Clarity for Learning
3. Performance Task Design
4. Professional Learning

Next Steps....

- Evaluation of Building Level Goals and Development of New Building Level Goals through the Comprehensive Planning Process
- Professional Development and Coaching (Teachers and Administrators)