Our Why

Improving Outcomes for Learners

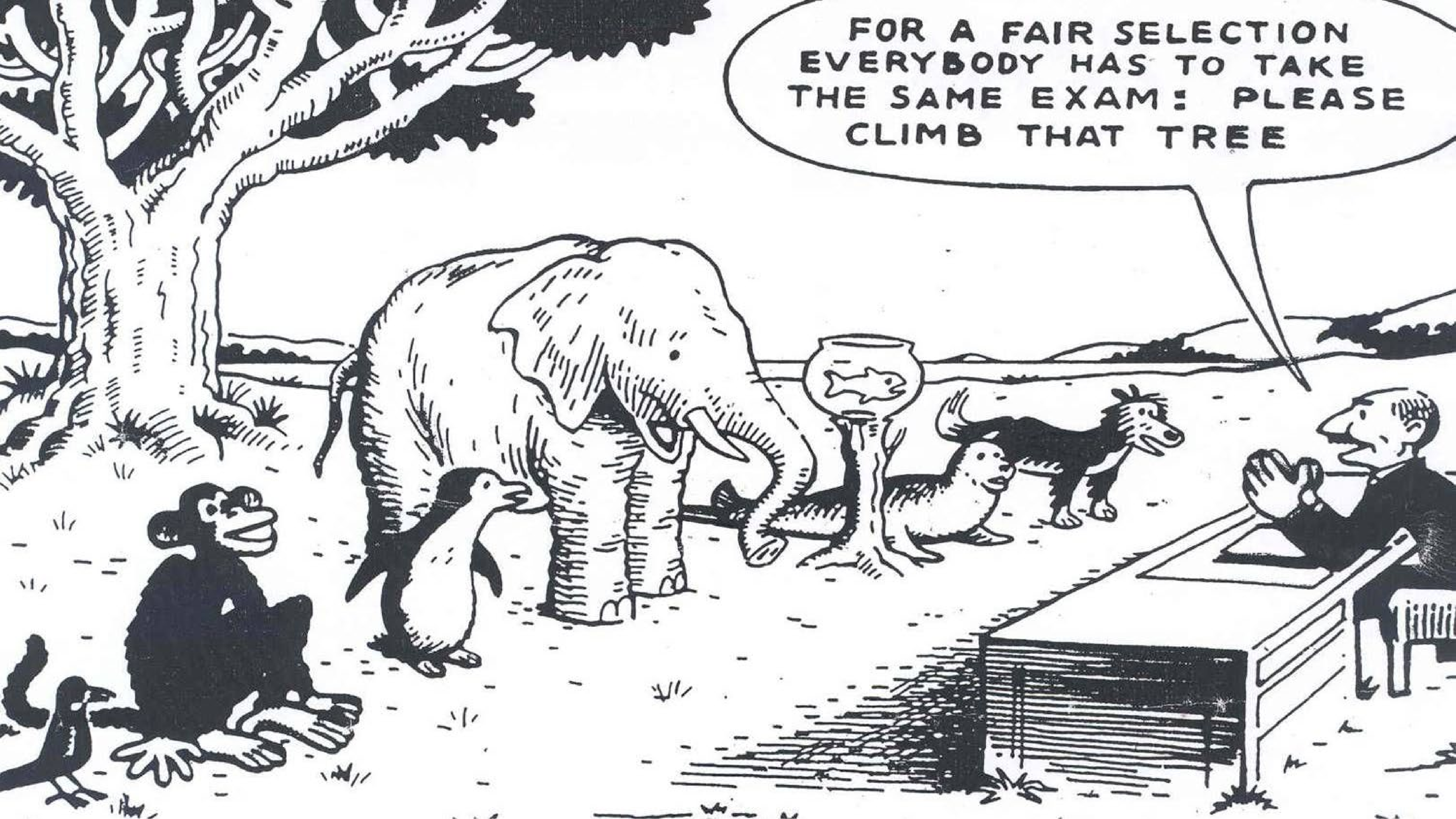
Dr. Tamara Willis, Superintendent

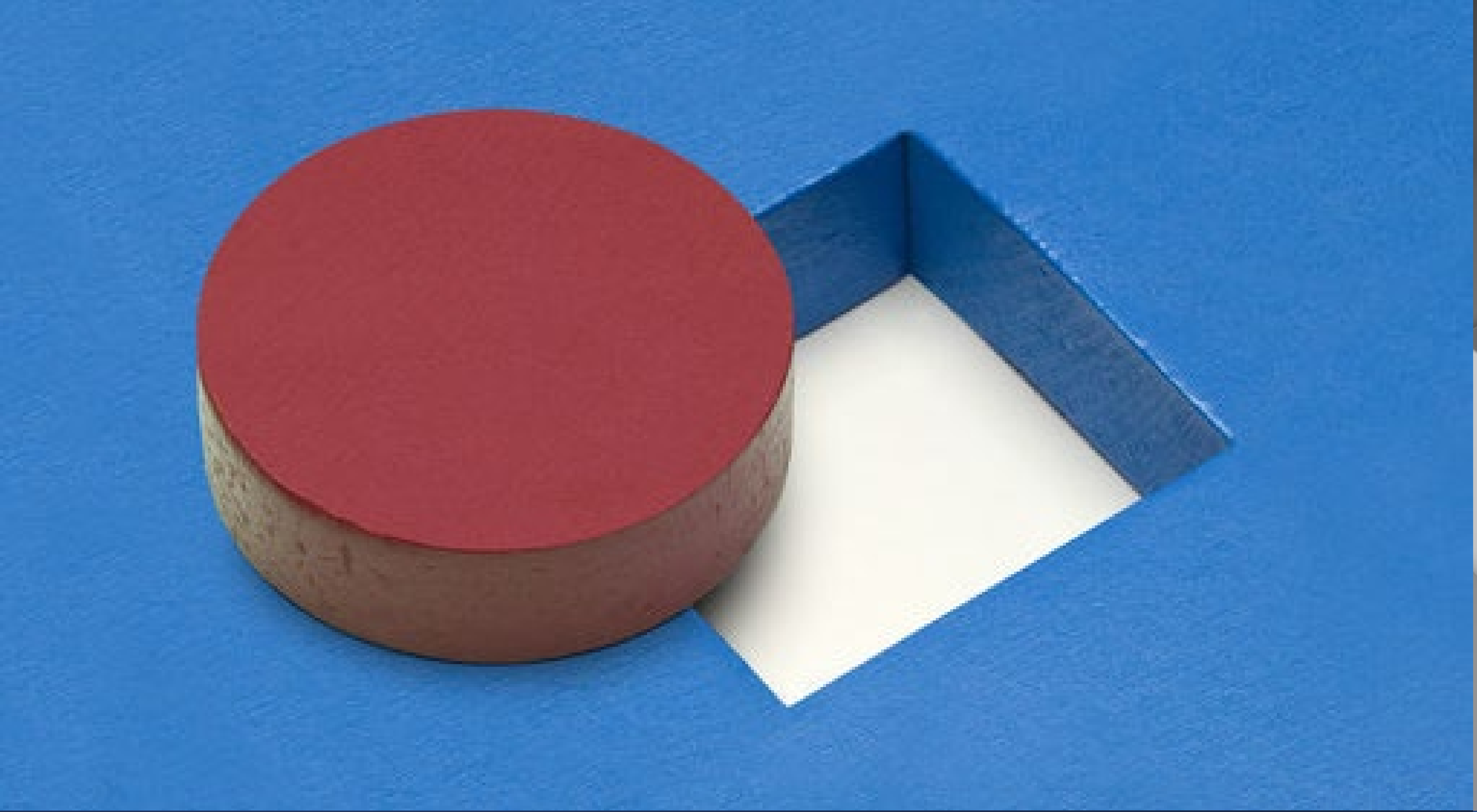
December 6, 2023

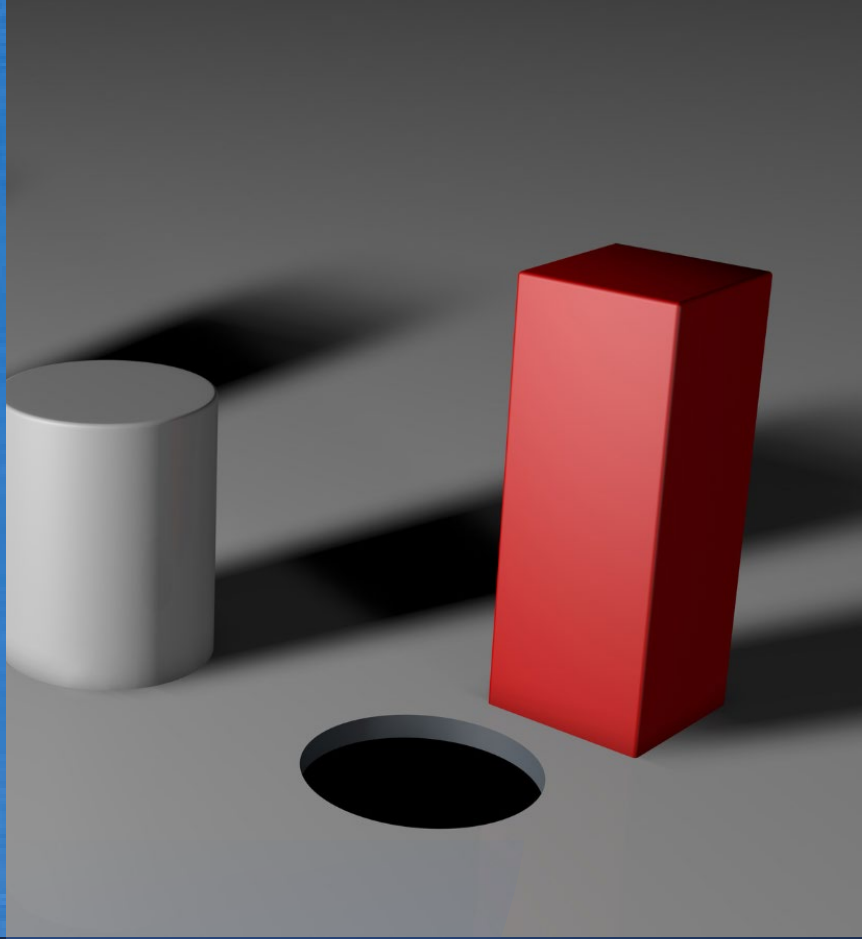
SUSQUEHANNA TOWNSHIP SCHOOL DISTRICT

Meeting Objectives

1. Share the origin of our journey to improve learner outcomes
2. Provide overview of our K-8 instructional model
3. Explain what this means for parents & families
4. Address questions from our audience


FOR A FAIR SELECTION EVERYBODY HAS TO TAKE THE SAME EXAM: PLEASE CLIMB THAT TREE





One Size Fits All?

One Size Fits All?


One Size Fits All?

One Size Fits All?

Fundamental Truths

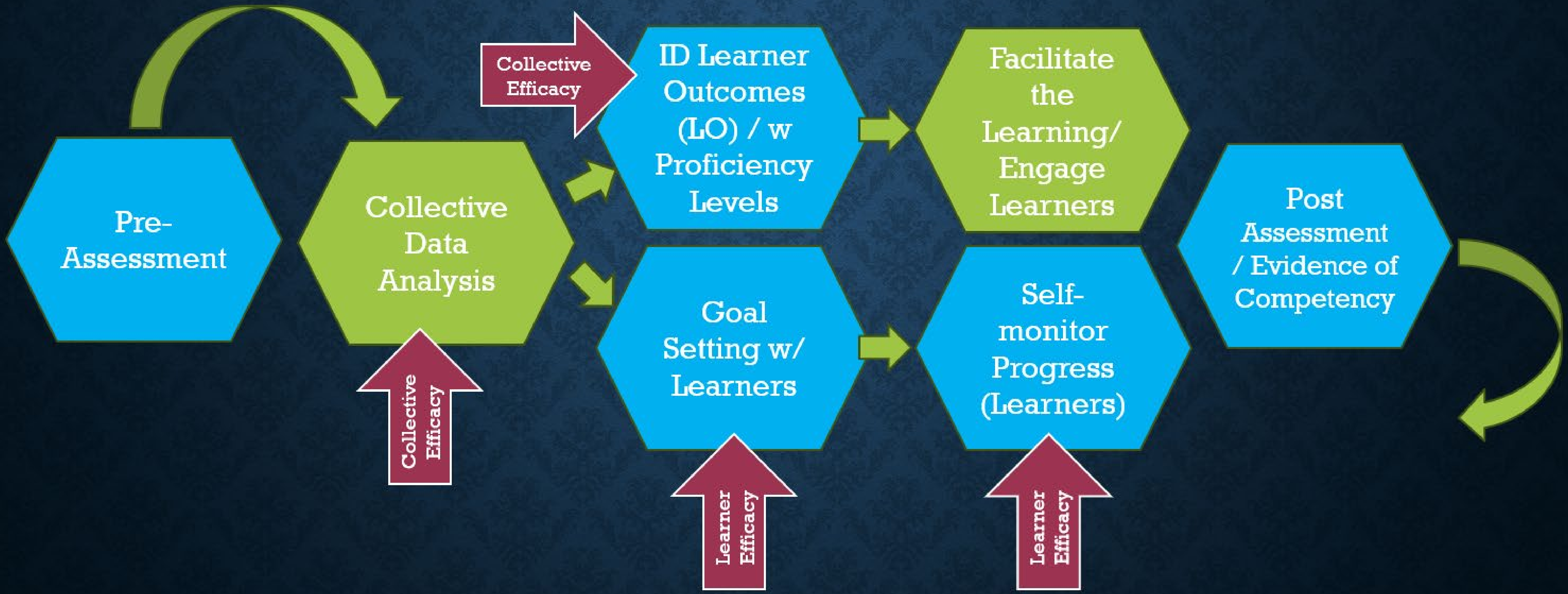
People learn in different ways

People learn at different rates

One Size **Does NOT** Fit All

Learner-centered Model

Data-driven Decisions: What does EACH Learner Need?



Multi-tiered System of Supports (MTSS):
High Quality Instruction in Every Classroom

Learner-centered Conversations

What knowledge, skills, and learning behaviors should learners gain as a result of this unit of instruction?

How will we know when **each** student has learned what we identified as essential?

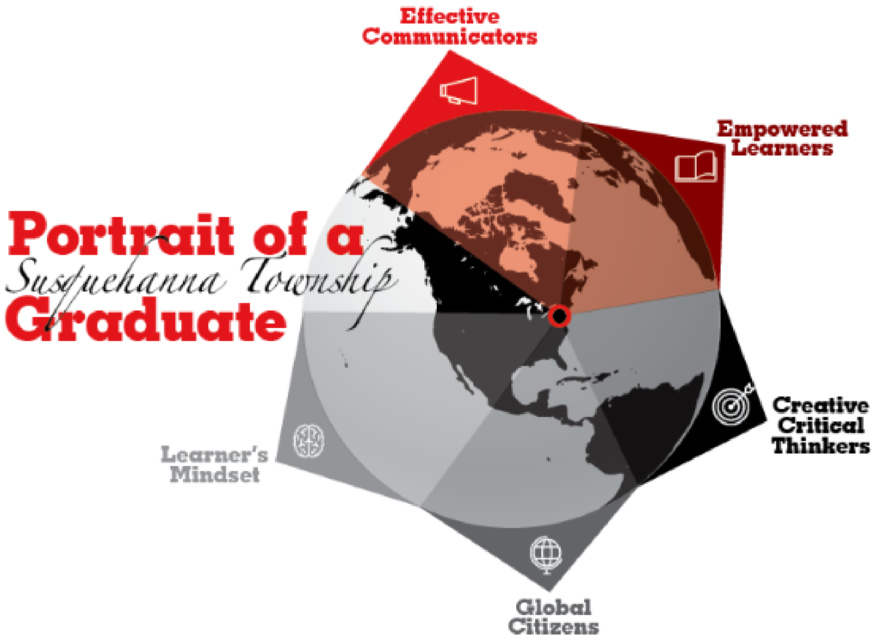
How will we respond if learners don’t learn essential knowledge, skills, and learner behaviors?

How will we extend learning for learners who are already proficient?

Learner-centered Conversations

What knowledge, skills, and learning behaviors should learners gain as a result of this unit of instruction?

pennsylvania
DEPARTMENT OF EDUCATION



Academic Standards for Mathematics

Grades Pre K – High School
March 1, 2014

Pennsylvania Department of Education

pennsylvania
DEPARTMENT OF EDUCATION

SAS
Standards Aligned System

Learner Outcomes
"I Can" Statements

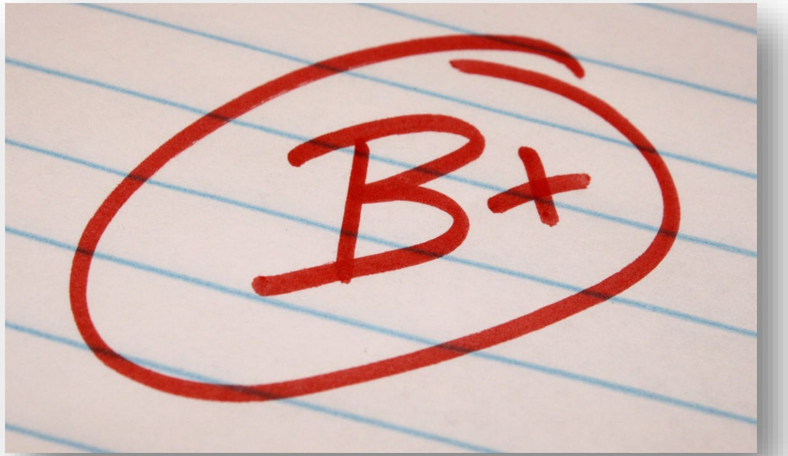
ID	Operations & Algebraic Thinking
M.OA.1	I can represent addition and subtraction with objects, drawings, and actions
M.OA.2	I can solve addition and subtraction word problems and add and subtract within 10
M.OA.3	I can fluently add and subtract within 5
M.OA.4	I can solve addition and subtraction word problems up to 20 in a way that makes sense to me
M.OA.5	I can write an equation using the correct symbols to solve word problems up to 20
M.OA.6	I can solve addition story problems with 3 numbers up to 20 using a symbol for the missing addend
M.OA.7	I can solve addition story problems with 3 numbers up to 20 using a box for the missing addend
M.OA.8	I can solve additions story problems with 3 numbers up to 20 using a letter for the missing addend
M.OA.9	I can add and subtract in ways that make sense to me
M.OA.10	I can add two numbers in any order to get the same sum
M.OA.11	I can use addition facts to subtract
M.OA.12	I can choose objects or draw a picture to show counting on as addition
M.OA.13	I can choose objects or draw a picture to show counting back as subtraction

Learner-centered Conversations

How will we know when **<u>each</u>** student has learned what we identified as essential?

Assessing Learner Competency (evidence)

What's in a Grade?



Rating	Score
Proficient	P-3
Working	W-2
Not Yet	NY-1
Not Introduced	Blank

ID	Operations & Algebraic Thinking
M.OA.1	I can represent addition and subtraction with objects, drawings, and actions
M.OA.2	I can solve addition and subtraction word problems and add and subtract within 10
M.OA.3	I can fluently add and subtract within 5
M.OA.4	I can solve addition and subtraction word problems up to 20 in a way that makes sense to me
M.OA.5	I can write an equation using the correct symbols to solve word problems up to 20
M.OA.6	I can solve addition story problems with 3 numbers up to 20 using a symbol for the missing addend
M.OA.7	I can solve addition story problems with 3 numbers up to 20 using a box for the missing addend
M.OA.8	I can solve additions story problems with 3 numbers up to 20 using a letter for the missing addend

Learner-centered Conversations

How will we respond if learners **<u>don't</u>** learn essential knowledge, skills, and learner behaviors?

Data-driven Decision Making w/ Flexible Grouping

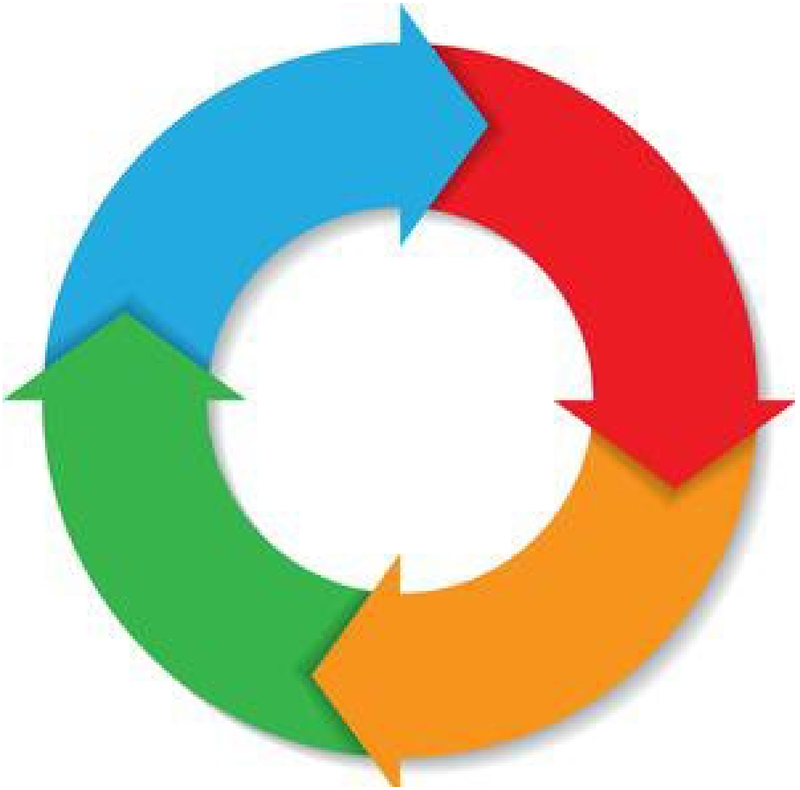
Learner-centered Conversations

How will we extend learning for learners who are already proficient?

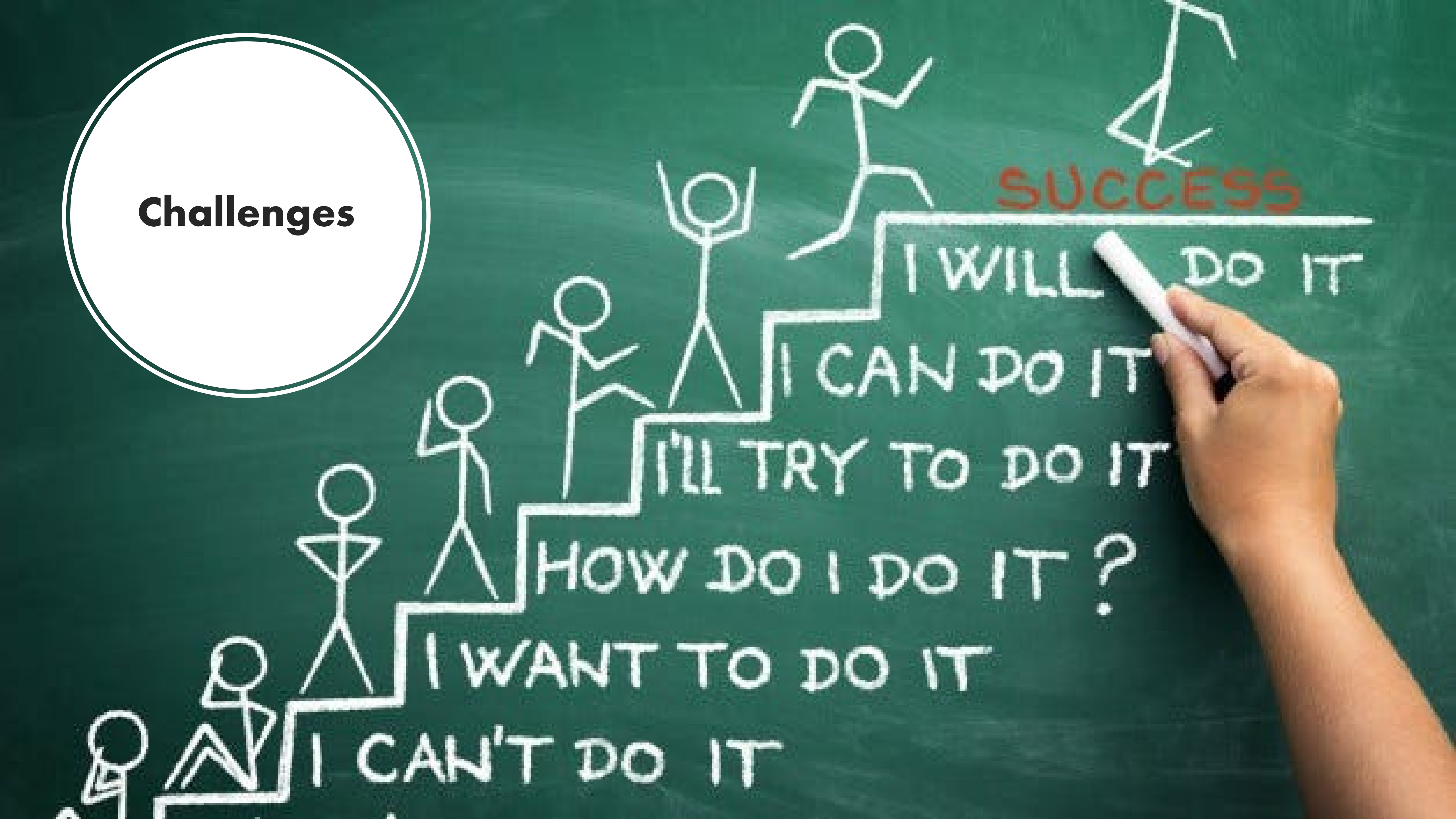
Data-driven Decision Making w/ Flexible Grouping

Learner-centered Conversations

- What knowledge, skills, and learning behaviors should learners gain as a result of this unit of instruction?
- How will we know when **<u>each</u>** student has learned what we identified as essential?
- How will we respond if learners don't learn essential knowledge, skills, and learner behaviors?
- How will we extend learning for learners who are already proficient?



Challenges


SUCCESS
I WILL DO IT
I CAN DO IT
I'LL TRY TO DO IT
HOW DO I DO IT ?
I WANT TO DO IT
I CAN'T DO IT

Challenges

A New Way of Teaching

- Time to analyze student data
- Resources for learners who are advanced or need additional support
- Time for Learner-driven Flexible Grouping

Learner Agency

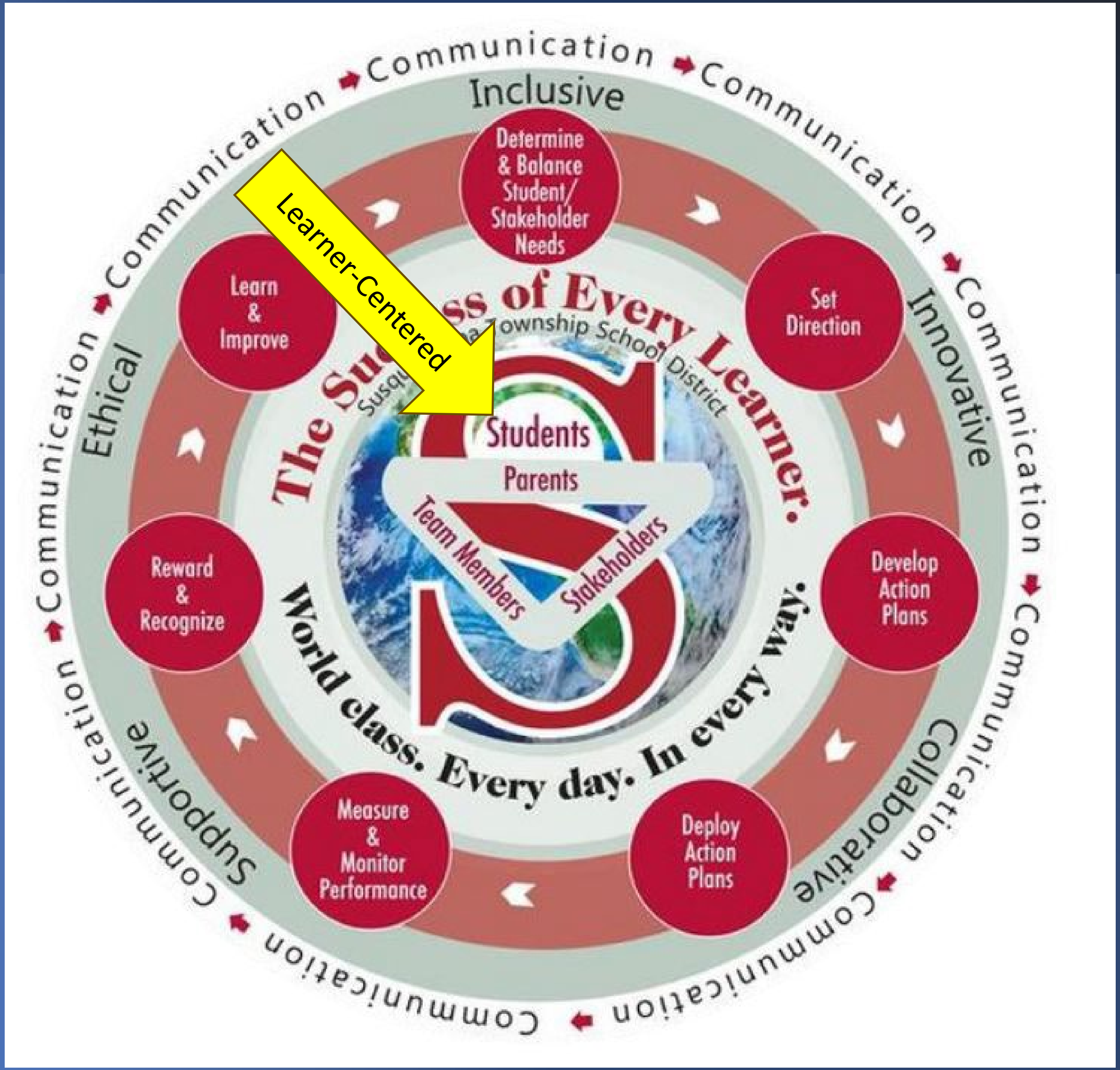
- Learner-centered Goal Setting
- Learner Ownership for Progress
- Learner Accountability for Demonstrating Competency (“I Can”)

Challenges

Parent Communication

- Traditional Letter Grades
- Reporting Learner Progress: Progressing vs. “On Grade Level”
- Multiple Teachers
- Learning Management System (LMS)
  - Empower (2021-2023)
  - Canvas (2023-2024)

STSD Leadership Improvement Model



Questions