

# LAKELAND SCHOOL DISTRICT

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*"Learning Today. Leading Tomorrow."*

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December 11, 2018

Dear Parents:

Re: Lakeland District Assessments 2018

Dear Parent/Guardian:

The Lakeland School District has been receiving the results of the spring 2018 PSSA Exams, Keystone Exams, SAT's, ACT, PVAAS, School Performance Profile (SPP) and the new Future PA Ready Index for our students in grades 3-12. We were excited to see some vast improvement at the elementary level, as the Mayfield Campus Building Level Academic SPP Score increased by 6.3 points to 73.8. The Scott Campus Building Level Academic SPP Score increased dramatically by 11.9 points to 85.8. The Lakeland Jr/Sr High School saw a slight decrease of .3 points in their SPP Building Level Academic Score which was 64.8. While we are excited about our increases, we acknowledge the hard challenges we face at the Jr/Sr High School level and we are prepared to address those challenges.

Under the federal Every Student Succeeds Act, states are required to designate schools for support and improvement based on both schoolwide (Comprehensive Support and Improvement) and student group (Additional Targeted Support and Improvement) performance on a range of academic and student success measures.

The Lakeland Jr/Sr High School is one of roughly 200 schools statewide designated for Additional Targeted Support and Improvement. This designation is based on data suggesting the need to prioritize additional supports for our Students with Disabilities in the following areas: academic proficiency on state assessments, academic growth, graduation rate and regular attendance. This designation will provide opportunities for our school to partner with stakeholders to identify our school community's most pressing needs, select strategies to support those needs, and work together to implement the selected strategies.

Several positive changes we have already made district-wide for the 2018-19 school year will help to address the challenges listed above and they include the following:

- We implemented a new Student Management System (SIS) this year called ***Infinite Campus***, which is much more robust and user friendly than the Sungard System that was used last school year. Many of you have already been accessing the parent Portal to view student grades and attendance.
- We added a new teacher evaluation program called ***PAETEP*** which is used in over 300 public schools in Pennsylvania and is completely aligned with the 4 Domains in the Danielson Framework for Effective Teaching. This online teacher evaluation system allows for administrators and teachers to communicate back and forth about walk-through observations and formal observations. The system also allows for

teacher self-reflection, as they work toward implementing various strategies to effectively teach and challenge children of all abilities.

Furthermore, we rolled out the following programs at various grade levels this 2018-19 school year, which we are finding to be quite effective. They include:

## **Grades K-6**

- **RTII-MTSS Implementation**

- We continue our practice of providing high quality core instruction, intervention, and enrichment to all students as needed. Teacher teams meet to review both benchmark and ongoing assessment data to inform instruction.
- Master schedules have been created that identify daily designated times per grade level for teacher teams to collaborate to provide Intervention/Enrichment (I/E Time) opportunities for students in addition to the ongoing differentiated instruction that occurs during the core.

- **Science/STEM**

- We added 3 new Foss kits to our Grades 5 & 6 Science Curriculum in order to strengthen the Physical Science strand of our grades 5-8 vertical sequence. A brief description of each kit is listed below.
  - **Grade 5 Mixtures & Solutions:** This module introduces students to the properties, behaviors, and changes in substances—fundamental ideas in chemistry. Students also develop models to explain how something works.
  - **Grade 6 Electromagnetic Force:** In this module, students will measure the force of invisible magnetic fields, learn to build a circuit, design an electromagnet, and explain the energy transfers that make it all possible. They manipulate equipment to collect data about magnetic fields and electricity. They construct explanations based on observable patterns and develop models that define the cause-and-effect relationships of the forces and interactions they are measuring.
  - **Grade 6 Chemical Interactions:** In this module, students conduct experiments to observe macroscopic matter transformations and apply kinetic particle theory to explain those transformations at the microscopic level. They also observe energy transfers associated with reactions and infer energy transfers associated with phase change. A diverse mix of empirical experiences and theoretical models helps students construct a solid basic understanding of the composition of their world and the interactions that maintain and transform it.

- **Standards-Based Report Cards K-4**

- We extended our standards-based report card to grade 4 this year. A standards-based report card provides students and families with accurate and consistent information regarding a child's progress in relation to end of year standard expectations. On our standards-based report card, ELA and Math are divided into a list of skills that students are responsible for learning by the end of the year, rather than lumping the skills together and providing a general grade. Throughout the marking period, teachers monitor progress through observation, work products, assessments, etc, and use it to inform instruction. At the end of the quarter all of the assessment information is reviewed and used to determine the student's highest level of consistent performance in relation to the end of year standard expectations.

- **Wit and Wisdom ELA Program for Grades 3-6**

- We adopted a new ELA program, Wit and Wisdom for grades 3-6. A third party review found this curriculum to be fully aligned to the Common Core standards, passing all review measures:

Text Quality and Alignment to Standards, Building Knowledge with Texts, Vocabulary and Tasks, and Instructional Supports and Usability. Texts included with these materials are of high quality, appropriately complex, and include opportunities to apply reading, writing, speaking, and listening skills across a variety of tasks designed to grow students' literacy skills over the course of the year.

- **PIIC- Pennsylvania Institute for Instructional Coaching**
  - We launched the availability of Instructional Coaches to support staff in providing high-quality instruction to students this year. Instructional coaches were identified last school year, and participated in a yearlong training through a partnership with NEIU 19 and the Annenberg Foundation. Master schedules were carefully created to provide opportunities for successful collaboration and coaching opportunities.

#### **The PIIC Approach:**

- Ongoing and job-embedded, PD recognizing that teachers want and need strategies for continuous improvement in their work.
- Linked to state standards, curriculum, and assessment, so that teachers build knowledge and skills directly related to what their students need to learn.
- Confidential and non-evaluative, so that teachers can work honestly and openly with their coaches and colleagues on self-improvement.
- Founded on evidence-based strategies for improving instruction, to offer teachers practical, classroom-focused assistance.

#### **Grades 7-12**

- **Common Core/Lesson Plan Alignment**
  - All students have been receiving high levels of instruction. This reduced the number of Honors designated courses beginning at the Middle Level. However, Honors Algebra I has remained and all students receive a Math Lab in grades 7 & 8.
- **Content Area Analysis**
  - Middle Level ELA course with the purpose of acquainting students with pedagogies that use literacy to support student learning in various secondary content areas.
- **Student Mentor Program**
  - The Student Mentor Program connects students with an upper level high school student who has shown that they possess the qualities of a positive role model both academically and socially. Student mentors were chosen based on similar interests, specific student-centered goals, and schedules that permit resourceful time. Meeting times include study hall, I-time, lunch, and prior to dismissal to prepare necessary materials to be brought home. Mentors also meet monthly with program directors to ensure constructive relationships and positive outcomes.

These are just a few of the many changes that are happening within the Lakeland School District. We plan to continue those programs that have shown evidence of being effective and replace programs that are less effective. We will continue to work collaboratively with PDE on any improvements identified by them through the new federal Every Student Succeeds Act (ESSA) designation.

Sincerely,

*William F. King*

William F. King  
Superintendent