



WEST CHESTER AREA SCHOOL DISTRICT
Education Committee Meeting
February 8, 2021
6:30 p.m.
Virtual Meeting

AGENDA

★	Approval of the January 11, 2021 Education Committee Meeting Minutes (see attached)	S. Tiernan
★	Approval of Revised Board Policy 122 Extracurricular Activities (see attached)	R. Sokolowski
★	Approval of Revised Board Policy 123 Interscholastic Athletics (see attached)	R. Sokolowski
★	Approval of Revised Board Policy 123.2 Sudden Cardiac Arrest (see attached)	R. Sokolowski
•	Review of Elementary Achievement Report (see attached)	S. Missett T. Florio S. Werner D. Whitmire I. Kerr
•	Review of K-12 Summer Programming for 2021 (see attached)	S. Missett R. Sokolowski

★ Committee Voting Item

Members of the public wishing to provide comments on committee agenda items may submit them electronically using the google form link until 12 noon on the day of the meeting. The link is live once the committee packet has been posted publicly. Please limit your comments to two (2) minutes. Comments duly submitted will be noted and (as practical) read or summarized during the meeting.



**WEST CHESTER AREA SCHOOL DISTRICT
Education Committee**

**January 11, 2021
Virtual Meeting
Start: 6:33 PM – Finish: 7:58 PM**

Attending Committee Members:

Sue Tiernan (Chair), Joyce Chester, Daryl Durnell, Kate Shaw

Other Board Members:

Gary Bevilacqua, Brian Gallen, Karen Herrmann, Chris McCune,
 Randell Spackman

Administration:

Jim Scanlon, Robert Sokolowski, Sara Missett, Tammi Florio, Michael
Wagman, Leigh Ann Ranieri, Kristen Barnello, Steven Werner, Deb Whitmire,
 Rich Mitchell, Chrissy Eagles, Paul Joyce, Ian Kerr

Items on Agenda-

- Approval of the November 9, 2020 Education Committee Meeting Minutes
- Curriculum Proposal Requests for 2021-2022
- December 2020 Effectiveness Measures Update

**January Education Committee Agenda Item actions/outcomes to be placed on January 25
Agenda for Board Approval:**

Agenda Item	Vote
Approval of the Education Committee Meeting Minutes – November 9, 2020 (see attached)	4 - 0
	Vote

January Board Consent Agenda Items:

- Approval to Establish - None
- Approval to Terminate - None
- Approval of the following Study/Excursion Trip: None

D. Items to be discussed at a later date: None

Book	Policy Manual
Section	100 Programs
Title	Extracurricular Activities
Code	122
Status	Review
Adopted	August 1, 2015
Last Reviewed	June 22, 2015

Purpose

The Board recognizes the educational values inherent in student participation in extracurricular activities and supports the concept of student organizations for such purposes as building social relationships, developing interests in a specific area, and gaining an understanding of the elements and responsibilities of good citizenship.

Definitions

For purposes of this policy, **extracurricular activities** shall be those programs that are sponsored or approved by the Board and are conducted wholly or partly outside the regular school day; are marked by student participation in the processes of initiation, planning, organizing, and execution; and are equally available to all students who voluntarily elect to participate. The term includes both curriculum and non-curriculum related extracurricular activities.[1]

For purposes of this policy, an **athletic activity** shall mean all of the following:

1. An athletic contest or competition, other than interscholastic athletics.
2. Noncompetitive cheerleading that is sponsored by or associated with the school.
3. Practices, interschool practices, and scrimmages for all athletic activities.

Authority

The Board shall make school facilities, supplies and equipment available, and shall assign staff members for the support of extracurricular activities for students. Such availability and assignment shall be in accordance with the Equal Access Act.[2][3][4][5]

The Board shall establish and collect student activity fees for participation in extracurricular activities in accordance with Board policy.[6]

The Board directs that no student may participate in extracurricular activities who has not:[3]

1. Met the requirements for academic eligibility.
2. Complied with the requirements of the Extracurricular Code of Conduct (122-AG-2) and applicable Board policies and administrative regulations related to student discipline.

3. Been in attendance on the day of the extracurricular event or practice for the hours required.

Off-Campus Activities

This policy shall also apply to student conduct that occurs off school property and would otherwise violate the Code of Student Conduct/Disciplinary Action Schedule if any of the following circumstances exist:[7]

1. The conduct occurs during the time the student is traveling to and from school, or traveling to and from school-sponsored activities, whether or not via school district furnished transportation.
2. The student is a member of an extracurricular activity and has been notified that particular off-campus conduct could result in exclusion from such activities.
3. Student expression or conduct materially and substantially disrupts the operations of the school, or the administration reasonably anticipates that the expression or conduct is likely to materially and substantially disrupt the operations of the school.
4. The conduct has a direct nexus to attendance at school or a school-sponsored activity, for example, a transaction conducted outside of school pursuant to an agreement made in school, that would violate the Code of Student Conduct/Disciplinary Action Schedule if conducted in school.
5. The conduct involves the theft or vandalism of school property.
6. There is otherwise a nexus between the proximity or timing of the conduct in relation to the student's attendance at school or school-sponsored activities.

Delegation of Responsibility

Each school year, prior to participation in an athletic activity, every student athlete and ~~his/her~~ **their** parent/guardian shall sign and return the acknowledgement of receipt and review of the following:
[8][9][10][11]

1. Concussion and Traumatic Brain Injury Information Sheet.
2. Sudden Cardiac Arrest Symptoms and Warning Signs Information Sheet.

The Superintendent or his/her designee shall develop administrative regulations to implement the extracurricular activities program. All student groups shall adhere to Board policy and administrative regulations.

Guidelines

Guidelines shall ensure that the program of extracurricular activities:

1. Assesses the needs and interests of and is responsive to district students.
2. Ensures provision of competent guidance and supervision by staff.
3. Guards against exploitation of students.
4. Provides a variety of experiences and diversity of organizational models.
5. Provides for continuing evaluation of the program and its components.
6. Ensures that all extracurricular activities are open to all students and that all students are fully informed of the opportunities available to them.[1][12]

Equal Access Act

The district shall provide secondary students the opportunity for non-curriculum-related student groups to meet on the school premises during noninstructional time for the purpose of conducting a meeting within the limited open forum on the basis of religious, political, philosophical, or other content of the speech at such meetings. Such meetings must be voluntary, student-initiated, and not sponsored in any way by the school, its agents, or employees.[2]

Non-curriculum related student groups shall be initiated by application of the students, which shall be filed with the building principal.

Noninstructional time is the time set aside by the school before actual classroom instruction begins, after actual classroom instruction ends, or during the lunch hour.

The meetings of student groups cannot materially and substantially interfere with the orderly conduct of the educational activities in the school.

Extracurricular Trips

Extracurricular trips shall be conducted in accordance with Board policy.[13]

Recognized Athletic Groups

Recognized athletic groups shall be governed by 123AG2.

Reservation of Right to Terminate

The Board reserves the right at any time, and without notice, and for any or no reason, to immediately terminate any non-curriculum related club or activities or recognized athletic groups.

Faculty Sponsor

A **faculty sponsor** shall be a district administrator, professional personnel, nonprofessional personnel (approved by the Superintendent or his/her designee), and student teachers (approved by the Superintendent or his/her designee). A faculty sponsor may be from another building in the district.

In the event there is an unexpected vacancy in a faculty sponsor position, the Superintendent or his/her designee may fill the vacancy on an interim basis with a non-faculty sponsor until such time as a faculty sponsor may be secured. Preference for non-faculty sponsors shall be given to teachers from other school districts, private schools and/or charter schools, retired teachers, and education majors in their senior year who are eligible to become student teachers. All non-faculty sponsors shall be required to obtain child abuse clearances, state and federal criminal background checks, and such other background checks as may be required by the state or the district, at their own expense, and to understand and comply with all district policies and regulations and federal and state laws, and such other rules and regulations that the district may develop from time to time. All non-faculty sponsors shall be volunteers and in no event be considered to be employees of the district.[14][15]

Legal

1. 22 PA Code 12.1
2. 20 U.S.C. 4071 et seq
3. 24 P.S. 511
4. Pol. 103
5. Pol. 103.1
6. Pol. 122.1
7. Pol. 218
8. 24 P.S. 5323
9. 24 P.S. 5333
10. Pol. 123.1
11. Pol. 123.2
12. 22 PA Code 12.4
13. Pol. 121
14. 23 Pa. C.S.A. 6344
15. 24 P.S. 111
- 23 Pa. C.S.A. 6301 et seq
- 24 P.S. 5321 et seq
- 24 P.S. 5331 et seq
- Pol. 000



Book	Policy Manual
Section	100 Programs
Title	Interscholastic Athletics
Code	123
Status	Review
Adopted	August 1, 2015
Last Reviewed	June 22, 2015

Purpose

The Board recognizes the value of a program of interscholastic athletics as an integral part of the total school experience for all district students and as a conduit for community involvement.

Definition

For purposes of this policy, the program of **interscholastic athletics** shall include all activities relating to competitive or exhibition sport contests, games, or events involving individual students or teams of students when such events occur between schools within this district or outside this district. Intramural sports shall be governed by Policy 122, as athletic activities. Recognized athletic groups shall be governed by 123-AG-2.[1]

Authority

It shall be the policy of the Board to offer opportunities for participation in interscholastic athletic programs to male and female students on an equal basis as is practicable and without discrimination, in accordance with law and regulations.[2][3][4][5][6]

The Board shall annually approve a program of interscholastic athletics.[7]

The Board shall determine the standards of eligibility to be met by all students participating in an interscholastic program. Such standards shall include, but not be limited to, requiring that each student, before participating in any interscholastic activity, be covered by student accident insurance; be free of injury; and undergo a physical examination by a licensed physician.[7]

The Board adopts those eligibility standards set by the Constitution of the Pennsylvania Interscholastic Athletic Association (PIAA). The PIAA bylaws that pertain to age, awards, attendance, health, transfers and residence participation, representation, curriculum, and seasonal rules will be followed.

The PIAA bylaws will be followed by any district-sponsored interscholastic athletic program.

The Board further adopts the eligibility requirements set by the Chester-Montgomery County League (Ches-Mont) and shall review such standards periodically to ascertain that they continue to be in conformity with the objectives of the district.

The Board shall establish and collect student activity fees for participation in interscholastic athletics in accordance with Board policy.[8]

The Board directs that no student may participate in interscholastic athletics who has not: [7]

1. Maintained a record of academic proficiency.
2. Complied with the requirements of the Extracurricular Code of Conduct (123-AG-1) and applicable Board policies and administrative regulations related to student discipline.
3. Attended school regularly.[9]
4. Been in attendance on the day of the athletic event or practice for the hours required.
5. Returned all school athletic equipment previously used.

Off-Campus Activities

This policy shall also apply to student conduct that occurs off school property and would otherwise violate the Code of Student Conduct/Disciplinary Action Schedule if any of the following circumstances exist:[10]

1. The conduct occurs during the time the student is traveling to and from school or traveling to and from school-sponsored activities, whether or not via school district furnished transportation.
2. The student is a member of an extracurricular activity and has been notified that particular off-campus conduct could result in exclusion from such activities.
3. Student expression or conduct materially and substantially disrupts the operations of the school, or the administration reasonably anticipates that the expression or conduct is likely to materially and substantially disrupt the operations of the school.
4. The conduct has a direct nexus to attendance at school or a school-sponsored activity, for example, a transaction conducted outside of school pursuant to an agreement made in school, that would violate the Code of Student Conduct/Disciplinary Action Schedule if conducted in school.
5. The conduct involves the theft or vandalism of school property.
6. There is otherwise a nexus between the proximity or timing of the conduct in relation to the student's attendance at school or school-sponsored activities.

Delegation of Responsibility

All students shall be required to submit a completed physician's certificate and parent's certificate, in the form required by the PIAA, as well as any other medical or emergency information required by the district.

Each school year, prior to participation in an interscholastic athletic activity, every student athlete and his/her **their** parent/guardian shall sign and return the acknowledgement of receipt and review of the following: [11][12][13][14]

1. Concussion and Traumatic Brain Injury Information Sheet.
2. Sudden Cardiac Arrest Symptoms and Warning Signs Information Sheet.

The Superintendent or his/her designee shall annually prepare, approve, and present to the Board for its consideration a program of interscholastic athletics, which shall include a complete schedule of events.

S/He shall inform the Board of changes in that schedule as they occur.

The Superintendent or his/her designee shall disseminate rules for the conduct of students participating in interscholastic athletics. Such rules shall be in conformity with regulations of the State Board of Education, the PIAA and the school district.

All student participants in interscholastic athletics shall be bound by the Extracurricular Code of Conduct (123-AG-1), which may be amended from time to time.

The Superintendent shall ensure that interscholastic athletics are open to all eligible students and that all students are fully informed of the opportunities available to them.[\[15\]](#)[\[16\]](#)

Guidelines

Male/Female Athletic Opportunities Report

By October 15 of each year, on the designated disclosure form, the Superintendent or his/her designee shall report to the PA Department of Education the interscholastic athletic opportunities and treatment for male and female secondary school students for the preceding school year.[\[17\]](#)

By November 1 of each year, the completed disclosure form shall be made available for public inspection during regular business hours and posted on the district's website.[\[17\]](#)

The availability of the completed disclosure form shall be announced by posting a notice on school bulletin boards, in the school newspaper, on any electronic mailing list or list serve, and by any other reasonable means.[\[17\]](#)

Extracurricular Trips

Extracurricular trips shall be conducted in accordance with Board policy.[\[18\]](#)

Single Gender Sports Teams

The Board recognizes that it is appropriate to provide some athletic opportunities on a single-gender basis where separate teams in a sport are provided for each sex, and in "contact sports" where participation of the opposite gendered student on the team designated for a particular gender may provide the opposite gendered student with an unfair competitive advantage or present an increased risk of injury. Where the district provides a team for female students in a contact sport, and where participation of male students in the contests of that sport may present an unfair competitive advantage and/or an increased risk of injury, male students may be excluded from participation on the team(s) in that sport.

Legal

1. Pol. 122
2. 22 PA Code 4.27
3. 24 P.S. 1601-C et seq
4. 34 CFR 106.41
5. Pol. 103
6. Pol. 103.1
7. 24 P.S. 511
8. Pol. 122.1
9. Pol. 204
10. Pol. 218
11. 24 P.S. 5323
12. 24 P.S. 5333
13. Pol. 123.1
14. Pol. 123.2
15. 22 PA Code 12.1
16. 22 PA Code 12.4
17. 24 P.S. 1603-C
18. Pol. 121
- 24 P.S. 5321 et seq
- 24 P.S. 5331 et seq

Book	Policy Manual
Section	100 Programs
Title	Sudden Cardiac Arrest
Code	123.2
Status	Review
Adopted	August 1, 2015
Last Reviewed	November 24, 2014

Authority

The Board recognizes the importance of ensuring the safety of students participating in the district's athletic programs. This policy has been developed to provide guidance for prevention and recognition of sudden cardiac arrest in student athletes.[1]

Definition

Athletic activity shall mean all of the following:[2]

1. Interscholastic athletics.[3]
2. An athletic contest or competition, other than interscholastic athletics, that is sponsored by or associated with the **district school**, including cheerleading, club-sponsored sports activities and sports activities sponsored by school-affiliated organizations.[4]
3. Noncompetitive cheerleading that is sponsored by or associated with the **district school**. [4]
4. Practices, interschool practices and scrimmages for all athletic activities, **as defined above**. [3]
[4]

Delegation of Responsibility

Each school year, prior to participation in an athletic activity, every student athlete and **his/her their** parent/guardian shall sign and return the acknowledgement of receipt and review of the Sudden Cardiac Arrest Symptoms and Warning Signs Information Sheet **that includes information about electrocardiogram testing**. [5]

Guidelines

The school may hold an informational meeting prior to the start of each athletic season for all competitors regarding the symptoms and warning signs of sudden cardiac arrest **and information about electrocardiogram testing**. In addition to the student athletes, such meetings may include parents/guardians, coaches, other appropriate school officials, physicians, pediatric cardiologists, and athletic trainers. [5]

Removal From Play

A student who, as determined by a game official, coach from the student's team, certified athletic trainer, licensed physician, or other official designated by the district, exhibits signs or symptoms of sudden cardiac arrest while participating in an athletic activity shall be removed by the coach from participation at that time.[\[5\]](#)

Any student known to have exhibited signs or symptoms of sudden cardiac arrest prior to or following an athletic activity shall be prevented from participating in athletic activities.

Return to Play

The coach shall not return a student to participation until the student is evaluated and cleared for return to participation in writing by a licensed physician, certified registered nurse practitioner or cardiologist.[\[5\]](#)

Training

All coaches shall annually, prior to coaching an athletic activity, complete the sudden cardiac arrest training course offered by a provider approved by the PA Department of Health.[\[5\]](#)

Penalties

After July 29, 2014, a coach found in violation of the provisions of this policy related to removal from play and return to play shall be subject to the following **minimum** penalties:[\[5\]](#)

1. For a **first** violation, suspension from coaching any athletic activity for the remainder of the season.
2. For a **second** violation, suspension from coaching any athletic activity for the remainder of the season and for the next season.
3. For a **third** violation, permanent suspension from coaching any athletic activity.

Legal

1. 24 P.S. 5331 et seq
 2. 24 P.S. 5332
 3. Pol. 123
 4. Pol. 122
 5. 24 P.S. 5333
- Pol. 822



Elementary Achievement Report

February 8, 2021



We do this work *not* because it is easy, but because it is hard.

K-2

December Report Card

Grade K Trimester 1

Standard

% of students earning 2 compared to 19-20 (making progress toward meeting the standard)

% of students earning 3 compared to 19-20 (consistently meeting standard)

	Standard	% of students earning 2 compared to 19-20 (making progress toward meeting the standard)	% of students earning 3 compared to 19-20 (consistently meeting standard)
ELA	Demonstrates concepts of print	9.43% more	10.52% less
ELA	Demonstrates phonological awareness	7.94% more	5.35% less
ELA	Identifies characters, setting and major events in a story	14.77% more	11.00% less
Math	Reads numerals 0 to 20	7.28% more	7.75% less
Math	Uses objects to compare and order numbers 0 to 20	5.52% more	16.65% less

Grade 1 Trimester 1

Standard

% of students earning 2 compared to 19-20 (making progress toward meeting the standard)

% of students earning 3 compared to 19-20 (consistently meeting standard)

ELA

Applies grade level phonics and word analysis skills to decode words

6.38% more

4.26% less

ELA

Reads high frequency words

8.37% more

3.27% less

ELA

Retells stories in sequence

7.09% more

1.87% less

Math

Read and writes numerals to represent objects within 100

14.81% more

13.80% less

Math

Represents and solves problems involving addition within 10

10.51% more

12.27% less

Math

Represents and solves problems involving subtraction within 10

8.86% more

11.20% less

Grade 2 Trimester 1

Standard

% of students earning 2 compared to 19-20 (making progress toward meeting the standard)

% of students earning 3 compared to 19-20 (consistently meeting standard)

ELA

Reads high frequency words

12.32% more

4.08% less

ELA

Retells stories in sequence using key details

6.54% more

6.00% less

Math

Reads, writes, and skip counts numbers to 1000 using place value concepts

3.94% more

8.30% less

Math

Represents and solves problems involving addition within 1000

7.94% more

3.40% less

K-2 Focus Areas

K-1 Students:

- Need more work on phonological awareness and phonics
- Writing has been difficult to teach/assess in remote/hybrid

Gr 1-2 Students:

- Need more work with high frequency words
- Need more work with addition

K-2 Students:

- Need more work on story elements
- Need more work with reading/writing numbers and skip counting

Positive Trends

2nd Grade Areas Without Regression:

- Applies grade level phonics/word analysis skills (FDK and Foundations)
- Writes using a logical organization
- Compares three digit numbers using place value concepts
- Represents and solves problems involving subtraction within 1000.

The number of K-2 students scoring 1/well below standard has not increased.

We still have the opportunity to catch students up!

Grade 3-5

December Report Card

READING Percent Passing

	2019-2020	2020-2021
District	99.15%	97.06%
Female	99.31%	97.44%
Male	99.01%	96.70%
Black/Hispanic	98.13%	89.22%
Identified	97.23%	96.96%
Free/Reduced	97.79%	89.33%

WRITING Percent Passing

	2019-2020	2020-2021
District	99.63%	98.09%
Female	99.61%	97.99%
Male	99.64%	98.20%
Black/Hispanic	98.67%	92.45%
Identified	99.31%	97.47%
Free/Reduced	99.12%	92.81%

MATH Percent Passing

	2019-2020	2020-2021
District	98.63%	96.95%
Female	98.84%	97.21%
Male	98.44%	96.70%
Black/Hispanic	95.73%	89.49%
Identified	96.54%	96.20%
Free/Reduced	95.80%	89.10%

K-5

January READING
Assessments

Kindergarten DIBELS

	January 2020 ALL STUDENTS	January 2021 ALL STUDENTS
First Sound Fluency (identify the first sound in spoken words)	Mean Score: 46.4 National Percentile: 70	Mean Score: 32.8 National Percentile: 34
Letter Naming Fluency (identify upper and lower case letters)	Mean Score: 47.5 National Percentile: 69	Mean Score: 38.2 National Percentile: 45
Phoneme Segmentation Fluency (identify all sounds in spoken words)	Mean Score: 44.2 National Percentile: 63	Mean Score: 32.1 National Percentile: 41
Nonsense Word Fluency (identify letter sounds in printed nonsense words)	Mean Score: 33.6 National Percentile: 76	Mean Score: 27.2 National Percentile: 63

Grade 1 Running Record

	January 2021 - DRA In person assessment ALL BGL/UGL STUDENTS	January 2021 - DRA In person assessment BLACK/BROWN
Below Grade Level	374 students = 54%	62 students = 72%
On Grade Level	166 students = 24%	6 students = 7%
Above Grade Level	150 students = 22%	18 students = 21%
On or Above Level	316 Ss = 46% (higher benchmark) May 2019 = 75%	24 Ss = 28% (higher benchmark)

Grade 2 Running Record

	January 2021 - DRA In person assessment ALL BGL/OGL STUDENTS	January 2021 - DRA In person assessment BGL/OGL BLACK/BROWN STUDENTS
Below Grade Level	234 students = 40%	58 students = 68%
On Grade Level	146 students = 25%	14 students = 17%
Above Grade Level	202 students = 35%	13 students = 15%
On or Above Level	380 students = 60% (higher benchmark) May 2019 = 86%	27 students = 32%

Grade 3 Reading

January 2021 - Schoolwide Nonfiction In person, group assessment ALL STUDENTS	January 2021 - Schoolwide Nonfiction In person, group assessment BLACK/BROWN STUDENTS
269 students = 34% (scored below 70)	51 students = 58% (scored below 70)
350 students = 44% (scored between 70-89)	30 students = 34% (scored between 70-89)
171 students = 22% (scored between 90-100)	7 students = 8% (scored between 90-100)
521 students = 66% (scored between 70-100) Jan 2020 = 516 students = 67%	37 students = 42% (scored between 70-100) Jan 2020 = 38 students = 45%

Grade 4 Reading

January 2021 - Schoolwide Nonfiction In person, group assessment ALL STUDENTS	January 2021 - Schoolwide Nonfiction In person, group assessment BLACK/BROWN STUDENTS
227 students = 34% (scored below 70)	44 students = 55% (scored below 70)
321 students = 47% (scored between 70-89)	33 students = 41% (scored between 70-89)
127 students = 19% (scored between 90-100)	3 students = 4% (scored between 90-100)
448 students = 66% (scored between 70-100) Jan 2020 = 542 students = 72%	36 students = 45% (scored between 70-100) Jan 2020 = 46 students = 38%

Grade 5 Reading





January 2021 - Schoolwide Nonfiction In person, group assessment ALL STUDENTS (710)	January 2021 - Schoolwide Nonfiction In person, group assessment BLACK/BROWN STUDENTS
205 students = 29% (scored below 70)	56 students = 56% (scored below 70)
306 students = 43% (scored between 70-89)	37 students = 37% (scored between 70-89)
198 students = 28% (scored between 90-100)	7 students = 7% (scored between 90-100)
504 students = 71% (scored between 70-100) Jan 2020 = 654 students = 73%	44 students = 44% (scored between 70-100) Jan 2020 = 47 students = 47%

K-5

January MATH
Assessments





STAR Math

20-21 Nationally Normed Percentiles

Grade	 Urgent Intervention	 Intervention	 On Watch	 At/Above
1	4%	5%	7%	84%
2	5%	10%	11%	74%
3	6%	6%	7%	82%
4	4%	8%	6%	82%
5	6%	9%	10%	75%

STAR Math

20-21 Nationally Normed Percentiles

Grade	 Urgent Intervention	 Intervention	 On Watch	 At/Above
3	6%	6%	7%	82%
4	4%	8%	6%	82%
5	6%	9%	10%	75%

Grade 1 Math

	Fall (%-ile)	Winter (%-ile)
All Students	77th	77th
Female	75th	72nd
Male	79th	80th
Black/Hispanic	84th	82nd

Grade 1 Math

Focus Areas

- Use place value concepts and properties of operations to add and subtract within 100.
- Use place value concepts to represent amounts of tens and ones and to compare two digit numbers.

Grade 2 Math

	Fall (%-ile)	Winter (%-ile)
All Students	68th	69th
Female	63rd	64th
Male	73rd	72nd
Black/Hispanic	64th	68th

Grade 2 Math

Focus Areas

- Use place value understanding and properties of operations to add and subtract within 1000.

Grade 3 Math

	Fall (%-ile)	Winter (%-ile)
All Students	73rd	75th
Female	70th	70th
Male	76th	79th
Black/Hispanic	72nd	76th

Grade 3 Math

Focus Areas

- Explore and develop an understanding of fractions as numbers.
- Solve problems involving the four operations, and identify and explain patterns in arithmetic.

Grade 4 Math

	Fall (%-ile)	Winter (%-ile)
All Students	68th	72nd
Female	66th	68th
Male	71st	76th
Black/Hispanic	66th	72nd

Grade 4 Math

Focus Areas

- Extend the understanding of fractions to show equivalence and ordering.
- Develop and/or apply number theory concepts to find factors and multiples.

Grade 5 Math

	Fall (%-ile)	Winter (%-ile)
All Students	67th	67th
Female	63rd	61st
Male	71st	72nd
Black/Hispanic	66th	62nd

Grade 5 Math

Focus Areas

- Apply and extend previous understandings of multiplication and division to multiply and divide fractions.
- Use the understanding of equivalency to add and subtract fractions.

Summary

Grade 3-5 students have not experienced the same level of learning loss as younger students.

A significant effort must be placed on K-2 to strengthen their learning foundation.

It has been very difficult to assess students during the pandemic.

We conducted assessments earlier than usual so to identify which students need our support in specific areas.

How are we helping all students achieve?

1. School teams are creating individualized intervention plans.
2. Instructional Coaches are meeting with teachers about student data.
3. Caseworkers and counselors are helping with outreach to families.
4. We are bringing in more students to attend 4-days a week.
5. We communicate via Talking Points/Seesaw/Text to send messages to students and/or families.
6. Teachers set reminders on iPads to alert students to join class time.

How are we helping all students achieve?

7. We are teaching the priority standards.
8. Grade levels collaborate to share strategies and interventions.
9. Teachers are re-teaching and re-assessing for student mastery.
10. We assist students with outstanding assignments and provide additional instruction and support.
11. We utilize Title III grant money to pay teachers to tutor ELD students via zoom after school hours.
12. We will offer multiple opportunities to continue essential learning through the summer: reading, writing, numeracy .



Summer 2021 Programming

FEBRUARY 8, 2021



Elementary Options

- 1. Summer Academy**
- 2. Small Group Tutoring**
- 3. Online Book Clubs**
- 4. Asynchronous Learning**





Elementary Options

Summer Academy:

- ◆ Student day: 8:30 am - 11:30 am
- ◆ Transportation is provided

Small Group Tutoring Sessions:

- ◆ 12:30, 1:30, and 2:30
- ◆ Student transportation needed

Dates:

- ◆ June 28 - July 30 (Mon-Thu)





Elementary Options

Online Book Clubs:

- ★ Teacher facilitated
- ★ Five, two-week sessions through the summer
- ★ Twice a week zooms to discuss books read

Asynchronous Anytime Learning:

- ★ Parent facilitated
- ★ WCASD digital content





Elementary Afternoon Programs

MORNING - Summer Academy

- East Goshen
- Hillsdale
- Starkweather

AFTERNOON

- Extended School Year at EB, EG
- Jump Start at HD
- ACP at SW





Middle Level Options

- 1. Theme-Based Learning Camps**
- 2. Preview Learning Courses**
- 3. Pre-6th Grade**
- 4. Remediation Classes**





Theme-Based Learning Camps

STEM and Humanities

In-Person Learning

Multiple Options

**West Chester Teachers
(create and teach)**





Preview Learning Courses

- **ELA, Math, Science, and World Languages**
 - **On-line Learning**
 - **Modified Cyber Curriculum**
 - **West Chester Teachers**
 - **Tutoring Support (in-person and online)**





Pre-6th Grade Program

- ★ **Rising 6th Graders**
- ★ **Targeting ELA and Math Support Students**
- ★ **In-Person**
- ★ **Includes Orientation Activities**





Remediation Program

- ❖ **Rising 7th, 8th and 9th Grade Students**
- ❖ **ELA, Math and Science-Person Learning**
- ❖ **In-Person**
- ❖ **Small Class Sizes**





High School Options

- 1. Original Credit Courses**
- 2. Preview Learning Courses**
- 3. Recovery Credit Program**





Original Credit

**Geometry, Intro Programming,
Health Fitness 9, Health 10,
Government**

On-line Learning

**Cyber
Curriculum**

**In-person and
online tutoring**





Preview Learning Courses

- ❖ English, Math, Science, World Languages
- ❖ On-line Learning
- ❖ Modified Cyber Curriculum
- ❖ West Chester Teachers
- ❖ Tutoring Support (in-person and online)





Recovery Credit

- **Core Courses**
- **On-line Learning**
- **Essential Learning Targets via Cyber Curriculum**
- **Tutoring Support (in-person and online)**





Pupil Services Summer Programs

Special Education Extended School Year:

- East Bradford ES
- East Goshen ES
- Stetson MS

English Language Development Jump Start:

- Hillsdale ES
- Fugett MS/East HS

