

Katonah-Lewisboro Schools for Tomorrow

Rethinking Our Schools

A Long Range Plan Overview School Years 2010-2015

Presented to the Board of Education

By:

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District Goal

- **By June 30, 2010, the administration will present the Board of Education with a recommended long-range education plan.**



Background

Leadership Retreats

- **Administrators**
- **Board of Education**

District Mission Statement

District Strategic Plan

New National and State Educational Leadership

Students Prepared to Live in a Global Society

- **By traditional standards, Katonah-Lewisboro schools are excellent.**
- **There exists, however, compelling evidence that those standards which previously indicated success may be outdated and may fall short of international demands. We live in a rapidly changing world, one that is different than 50, 25, or even 10 years ago. It is time to rethink the kinds of schools we want for our students.**



The Proposed Plan

- **A Work In Progress**
- **Structured Participation**
 - **Teachers**
 - **Students**
 - **Parents**
 - **Community**
- **Administration's "Best Thinking"**

Administration's Moral Purpose

- **We believe that it is our ethical responsibility to create a nurturing, respectful, inclusive environment in which students are able to learn about themselves, others, and the world around them in order to become ethical, nurturing, respectful and inclusive individuals prepared to live, contribute, and lead within a global society.**
- **The Long-Range Plan is presented and guided by this purpose.**

Understandings

- **Financial Implications: Concept Paper at this time**
- **Contractual Conflicts: If identified, will need to be addressed.**
- **Opportunities for structured participation by various groups.**
- **Plan may change subject to review and discussions with constituencies.**
- **The recommended plan will be presented to the Board of Education in the spring of 2010.**
- **The final plan will extend from July 1, 2010 to June 2015 – or longer.**
 - **Annual Goals**
 - **Annual Cost Analysis**

Rethinking our Schools

Concept Paper: A Collaborative Effort

**Introduction of Administrative Contributors and
Presenters:**

Alice Cronin, Assistant Superintendent

Ellen Doherty, High School Principal

Rich Leprine, Middle School Principal

Kerry Ford, Elementary School Principal

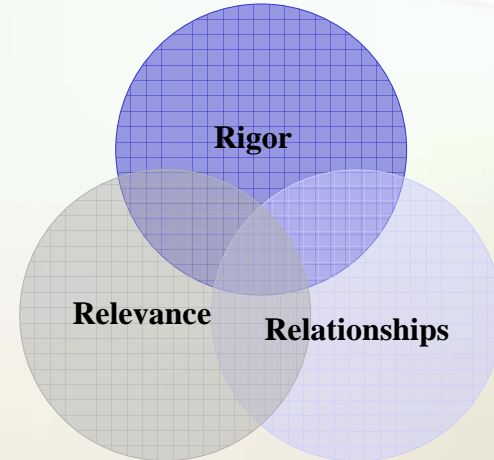
Gil Cass, Middle School Assistant Principal



Framework

- **The New 3 R's:**

- **Rigor**
- **Relevance**
- **Relationships**

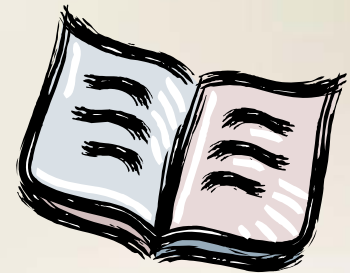


Dr. Tony Wagner
(The Global Achievement Gap)

Student Survival Skills:

(The Global Achievement Gap by Tony Wagner)

- In addition to the acquisition of content knowledge, students attending the Katonah-Lewisboro Schools can expect educational experiences at all levels to include the following:
 - Critical thinking and problem solving
 - Collaboration across networks and leading by influence
 - Agility and adaptability
 - Initiative and entrepreneurship
 - Effective oral and written communication
 - Accessing and analyzing information
 - Curiosity and imagination



Elementary Schools

- **Project-based, experiential learning**
- **Development of multiple intelligences**
- **Participation in world language programs**
- **Opportunities to conduct age appropriate research**
- **Student reflection and goal setting**
- **Implementation of sustainability curriculum and practices**

Project-Based, Experiential Learning

- **K-12 students will participate in project-based, experiential learning.**

Opportunities emphasize:

- **Student to teacher and student to student collaboration**
- **Independent projects and presentations**
- **Student and community partnerships**
- **High school internships**

Health and Wellness



- **Create and review programs and instructional practices related to physical, emotional, and mental health.**
- **Educate students on how to plan and manage time effectively in order to create balance in their lives.**

Structures that Support Innovation

- **Student Day**

- **Revisit the feasibility of changing student “start” times at each level to be consistent with research.**
- **Investigate staggered student and staff days to allow flexible scheduling for students to accommodate athletics, extra-curricular activities, internships, and work experiences.**
- **Explore scheduling flexible blocks at each level.**

Elementary School Structure

- **Implement full day kindergarten for all students.**
- **Review advantages and disadvantages of a grade K-4 elementary school in terms of instructional opportunities and developmental stages.**



Extended Time with Teachers - - K-8



- **We will explore the feasibility of “looping” teachers or having multi-age classrooms K-8.**

Faculty Team Planning Time

- **Establish a task force of administrators and elementary teachers to explore ways in which at least one period weekly can be used for team planning.**



Middle School

- **Planning for all courses will reflect knowledge of multiple intelligences.**
- **Coursework will provide opportunities for students to develop digital portfolios and receive instruction around positive digital citizenship.**
- **A sustainability curriculum will be implemented and concepts of sustainability will be integrated into school-wide practices.**



Middle School

- **Grade 8 students will take Regents level math and science courses. The majority of those students will be expected to take and pass the Regents exams.**
- **Middle school students will have the opportunity to take classes offered at the high school.**
- **As students who have participated in the FLES program reach the middle school level, we will consider additional Western languages, non-Western languages, and American Sign Language.**

Middle School Configuration



- **A study will be conducted to determine if it is feasible to have a Grade 5-8 middle school.**

Extended Time with Guidance Counselors

- To support students through grade 8-9 transition, we will explore the value of “looping” guidance counselors.



High School Course Offerings

- **Online Courses**
- **Partnerships with area high schools**
- **Investigate Cambridge Pre-University Program**



High School Student Schedule

- **Create non-traditional high school course schedules**
- **Create time for campus wide advisory periods**
- **Examine scheduling opportunities to include but not be limited to:**
 - **Block scheduling options**
 - **“Semestering” courses**

High School Practices

- **Workshop model**
- **Constructivist approaches**
- **Authentic, hands-on student engagement**
- **Digital portfolios**

Student Assessments

- **Reduce Regents examinations to only those required**
- **Alternative assessments will replace non-required assessments**



College Level Courses



- **Increase in the development of college level courses**
- **Corresponding decrease in Advanced Placement courses**

College and Work Readiness Assessment (CWRA) - - Value Added

- **The high school will begin administering the CWRA on an annual basis in both grades 9 and 12. The CWRA is an assessment designed to measure higher order skills (critical thinking, problem solving, etc.)**
- **Using the CWRA, freshman students are tested in the fall and seniors in the spring. This assessment provides at the end of the first year a measure of change between freshmen and senior years and by following the freshmen for the remaining three years, schools may track the progress of each successive freshman class. Most importantly, the CWRA allows you to compare the value-added results from your school to results at other, similar institutions and to college freshmen in our national sample of colleges and universities.**
- **The CWRA can be conducted with all the students in a small school or with representative samples in larger schools and allows you to gauge where and when the greatest gains are occurring, both taking a cross-sectional look at the relative performance of different grades that year and tracking the performance of individual students over time. (Extracted from Council for Aid to Educations: www.cae.org/content/pro_collegework.htm.)**

Small Schools - - High School

- **The high school principal and faculty will examine ways in which a structure can be created to enable “small schools” to exist within the high school.**

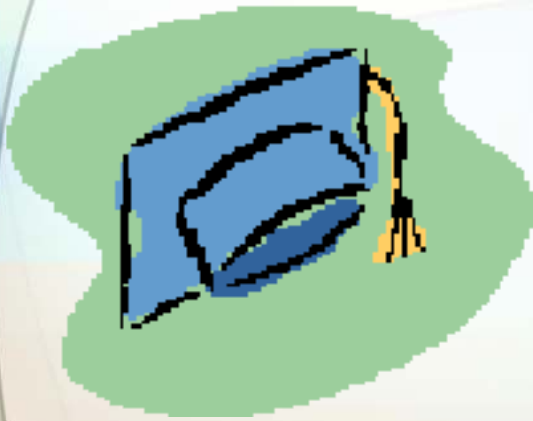


Teacher/Student Advisory - - Secondary Schools

- **Study the feasibility of establishing a student advisory system in grades 7-12.**



High School Graduation



- **Successfully passing required New York State Regents Exams**
- **Completion of 22 credits**
- **Additional course requirements – in mathematics, science, and/or humanities (determined by student interests)**
- **One semester of internship**

Technology

- **When the plan is in place, what will a technology-ready graduate be like?**
 - **Fluent use of multi-media**
 - **Evidence of skilled technology-based research and analysis**
 - **Wide experience in the digital context**
 - **Understanding of computer programming and engineering**
 - **Aptitude to participate in electronic learning**
 - **Prepared to adapt and apply their skills in a Global Economy**

- **When the plan is in place, what might KLSD graduates be immediately capable of doing?**
 - **Smooth transition to work place or college**
 - **Innovation and entrepreneurship**
 - **Knowing how to use technologies to enhance their communication, collaboration and critical thinking within the context of emerging technologies**
 - **Skills for continued life long learning and research**

Curriculum Development

- **Concerted focus on the skills alters curriculum**
- **Sustainability as a prevailing theme**
- **How the new curricula will look in classrooms**
- **What new student opportunities will new curriculum bring?**

Professional Development

- **The Long-Range Plan will drive professional development**
 - **Sustainability**
 - **Survival Skills**
 - **Learning Structures**
 - **Technology**
 - **Engaging Students**
 - **Leadership Development**

Quality Instruction: What is it? How is it promoted?



- **Know your subject**
- **Know your student**
- **Engage your student**
- **Engage your colleagues**

Katonah-Lewisboro Union Free School District

**Public Schools for Tomorrow
Comments from a Critical Friend**

“Wow! That’s an ambitious and well-integrated plan. I do think you are moving your district in the direction of a PSFT school...”

**Marya R. Levenson
Professor of the Practice in Education
The Harry S. Levitan Director of the Education
Program Brandeis University
and
Vice President, Public Schools for Tomorrow**

Rethinking our Schools

An Evolving Plan



**It is Time for the
Structured Participation to Begin**

Questions/Comments