



No More Trojan Horses

**Sebring Local Schools
Mahoning County ESC
SST 5**

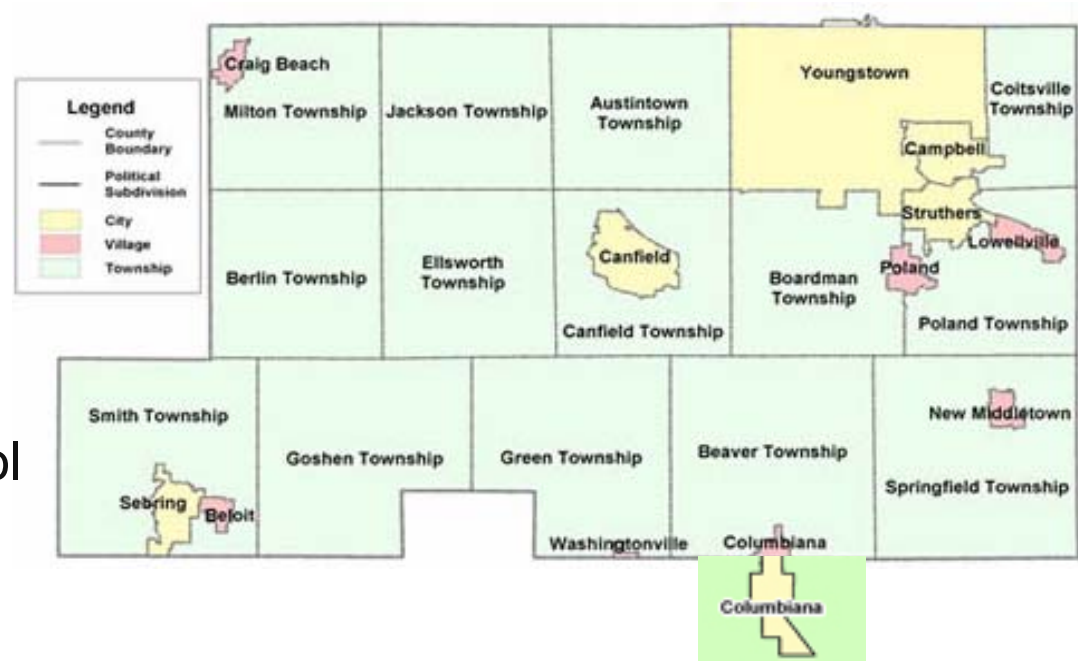


Welcome

Mr. Howard Friend,
Superintendent

Mahoning County ESC

- 11 local districts
- 2 city districts
- 1 exempted village district
- 3 community schools
- 1 career and technical school



State Support Team 5





Sebring Local Schools

- 1 square mile
- 647 students K-12
- 25.6% Students with Disabilities
- 50.7% Economically Disadvantaged
- 1 K-6 building and 1 7-12 building



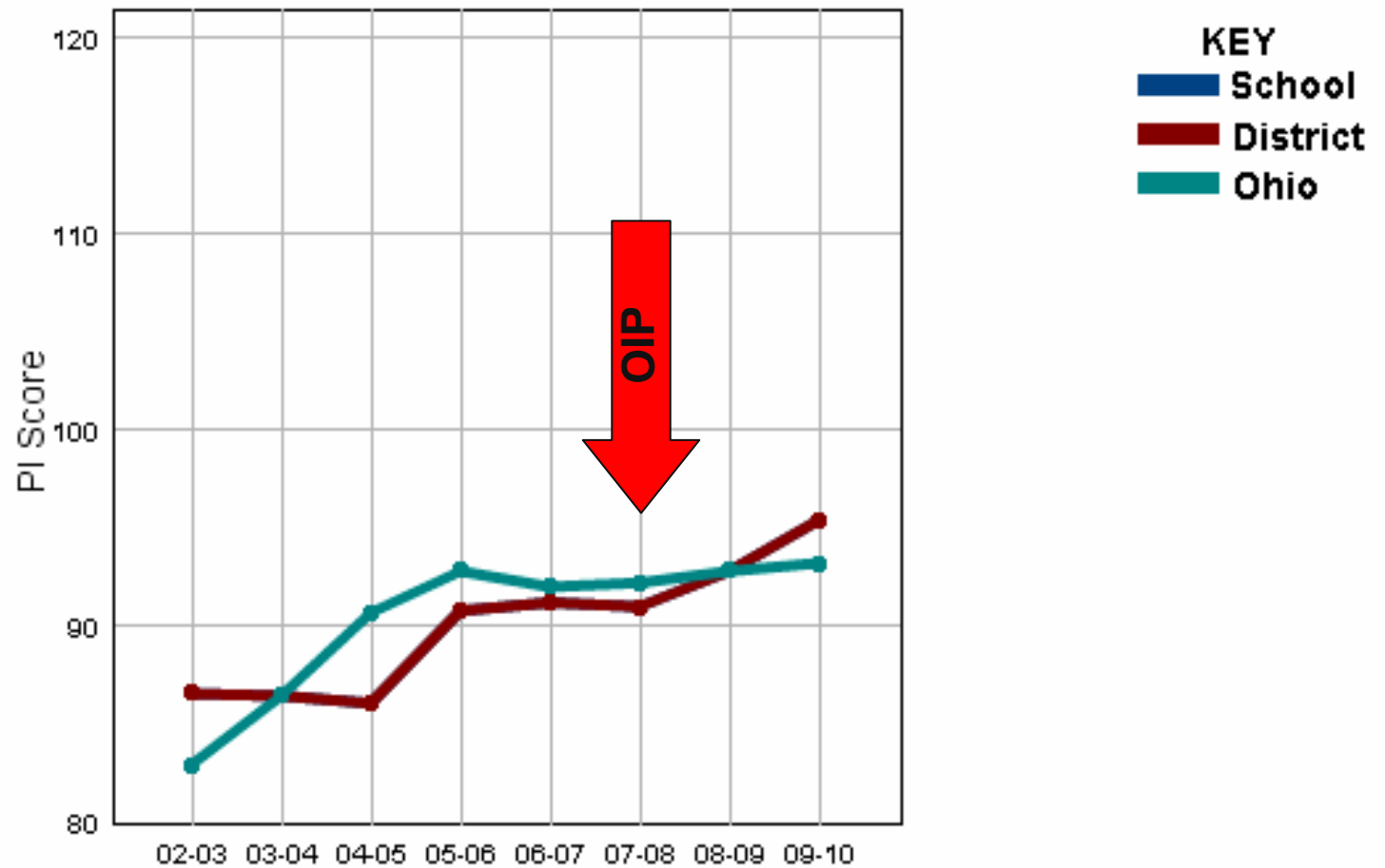


Local Report Card

Year	District	BL Miller	McKinley HS
2009-2010	Effective	Excellent	Effective
2008-2009	Effective	Effective	Effective
2007-2008	Effective	Effective	Continuous Improvement
2006-2007	Effective	Effective	Continuous Improvement
2005-2006	Effective	Effective	Effective

Performance Index

PI Scores

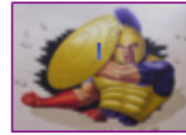




Adequate Yearly Progress

2009-2010	Met	OK	HS BL Miller	Met Met	Delay Delay
2008-2009	Not Met	At Risk	HS BL Miller	Not Met Not Met	School Improvement Year 2 School Improvement Year 1
2007-2008	Not Met	At Risk	HS	Not Met	School Improvement Year 1
2006-2007	Not Met	At Risk			
2005-2006	Not Met	At Risk			

District Leadership Team



Spring DLT Meeting Agenda for May 25, 2010 12:00 - 3:00 pm

12:00 to 12:10	Welcome/Ground Rules/Objectives for the Day <ul style="list-style-type: none">• Ground Rules/Meeting Processes• Work of the DLTs - Principals and Members• Climate Goal Update - Survey Implementation• Walk Through Discussion and Development• The OIP Plan - Accomplished - Next Steps - Communication• Reflection, Planning and Meeting Dates
12:10 to 12:15	Roles/Assignments/Processes <ul style="list-style-type: none">• Meeting Evaluation• Parking Lot / Plan-Do-Act Cycle• Process Observer• Timekeeper
12:15 to 12:30	Updates on the Work of the DLT and Meetings
12:35 to 12:50	Survey Implementation Update
12:50 to 1:10	Walk Through Presentation
1:10 to 1:20	Break
1:20 to 2:15	Walk Through Discussion and Development
2:15 to 2:45	The OIP Plan <ul style="list-style-type: none">• Accomplished Steps• Steps to be Accomplished• Communication of the Work
2:45 to 3:00	Reflection and Planning <ul style="list-style-type: none">• DLT Meeting Schedule for 2010-2011• Summary Task To Be Completed by DLT Members• Process Observation• Meeting Evaluation Completion Time

Have a Great Summer!

10-23-08 Group Assignments

	Topic	Page	Group Members	Questions to Consider and Report
Example	Level 1: Student Performance Data by Subscale Performance	Page 15	Tim Flipovich Lynn Engleman	<p>What data is needed to complete this section of the Decision Framework?</p> <p>Is the data needed available or does it need to be collected?</p> <p>What are the possible sources of data?</p>
1	Math Level II A Area 1: Curriculum	Page 16	Ginnie Milliken Sue Hughes Debbie Weibush Susan Leone	
2	Math Level II A Area 2: Assessment	Page 17 & 18	Howard Friend Julie Naples Kristy Erb	
3	Math Level II A Area 3: Instructional Practice	Page 19	Micki Egli Sherry Umbs Fred Schrinier Regina Teutsch	
4	Math Level II C: Professional Development	Page 20	Vito Weeda Cindy Christani Jim Cannell Betty Washington	

The top name will be the recorder for your group. In addition, choose a facilitator and a reporter.





Sebring Local Schools Student Survey Grades 6-12

When I am at school, I feel:

I am in:

- △ Sixth Grade
- △ Seventh Grade
- △ Eighth Grade
- △ Ninth Grade
- △ Tenth Grade
- △ Eleventh Grade
- △ Twelfth Grade

I am:

	Most of the Time	Some of the Time	None of the Time
I belong	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am safe	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have fun learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I like this school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
This school is good	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have freedom in school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have choices in what I learn	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My teacher treats me with respect	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My teachers care about me	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My teachers think I will be successful	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My teachers listen to my ideas	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My principal cares about me	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My teachers are good teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My teachers believe I can learn	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am recognized for good work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am challenged by the work my teachers ask me to do	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The work I do in class makes me think	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I know what I am supposed to be learning in my classes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am a good student	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can be a better student	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Quality work is expected at my school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I behave well at school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students are treated fairly by teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students are treated fairly by administrators	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students at my school treat me with respect	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students at my school are friendly	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have friends	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have support for learning at home	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My family believes I can do well in school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My family wants me to do well in school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

DLT Reflections

- Board of Education Member –
Cindy Christiani
- Principals – Vito Weeda and
Ginnie Milliken
- Teachers – Sherry Umbs and Deb
Weibush



OIP Goals

- By 2014, the passage rate on the state assessments in reading will have increased at least 5% each year, with a reduction in the achievement gap in all subgroups by at least 10% each year.
- By 2014, the passage rate on the state assessments in mathematics will have increased at least 6% each year, with a reduction in the achievement gap in all subgroups by at least 10% each year.
- By 2011, 85% of district surveys returned will have expressed satisfaction with the degree of opportunity to receive/share information and participate in school sponsored academic events.



Ohio changes course!

- Ohio Improvement Process plans for Mahoning County school districts targeted curriculum alignment. Current plans for the revision of Ohio Academic Content Standards will influence the implementation of the OIP plans. Initial indications of the revision process have shown that the curriculum will be aligned both horizontally and vertically and that curriculum models will be written for each grade level.
- MCECSC consultants believe it would be beneficial to wait for the curriculum revisions. With that in mind, the following plan has been proposed for working with the Mahoning County OIP districts for the 2009-2010 school year.
- Districts can begin work on their climate goal including all processes involved in Stage 3.
- Once districts are able to view the proposed revision to the Ohio Academic Content Standards, the DLT can begin the process of “tasking out” the goals and strategies found in the OIP plans.
- In the interim, each district has identified steps in the curriculum process that can be attended to during the 2009-2010 school year. OIP facilitators and MCECSC consultants assigned to Austintown, Campbell, and Sebring have identified what those interim steps might be and will share those with the respective DLT’s.

Focused Intervention

Sebring - Grades 7 and 8 Intervention Rotation
2007-2008 School Year

January 7 thru 18, 2008	January 21 thru Feb. 1, 2008	February 3 thru 15, 2008	February 18 thru 29, 2008	March 3 thru 14, 2008
Bourne --- Garity's 8th Grade	Bourne --- Clark's 8th Grade	Bourne --- Naples' 7th Grade	Bourne --- Myers' 8th Grade	Bourne --- Bourne's 7th Grade
Naples --- Myers's 8th Grade	Naples --- Garrity's 8th Grade	Naples --- Clark's 8th Grade	Naples --- Bourne's 7th Grade	Naples --- Naples' 7th Grade
Clark --- Naples's 7th Grade	Clark --- Myers' 8th Grade	Clark --- Bourne's 7th Grade	Clark --- Garrity's 8th Grade	Clark --- Clark's 8th Grade
Myers --- Bourne 7th Grade	Myers --- Naples' 7th Grade	Myers --- Garrity's 8th Grade	Myers --- Clark's 8th Grade	Myers --- Myers' 8th Grade
Garrity --- Clark's 8th Grade	Garrity --- Bourne's 7th Grade	Garrity --- Myers' 8th Grade	Garrity --- Naples' 7th Grade	Garrity --- Garrity's 8th Grade

Our goal will be to target those students requiring more intensive intervention after the March Intervention Session prior to the OAT Testing Cycle.

Sebring Local Schools
Grade Five Reading SCAT Assessment
Fall Cycle



SCAT

Look down at your feet. What are you wearing on them? Odds are the answer is sneakers. Sneakers are everywhere. But how much do you know about this popular footwear? How were sneakers invented? What are they made of? And why are they called "sneakers" anyway?

Rooted in Rubber

The story of sneakers started about 500 years ago. That's when European explorers in Central and South America noticed Native Americans playing with an unusual ball. The ball was made from a milky, white liquid that oozed out of the *cahuchu* (ka OO choo) tree. The liquid, known today as latex (LAY tex), hardened as it dried.

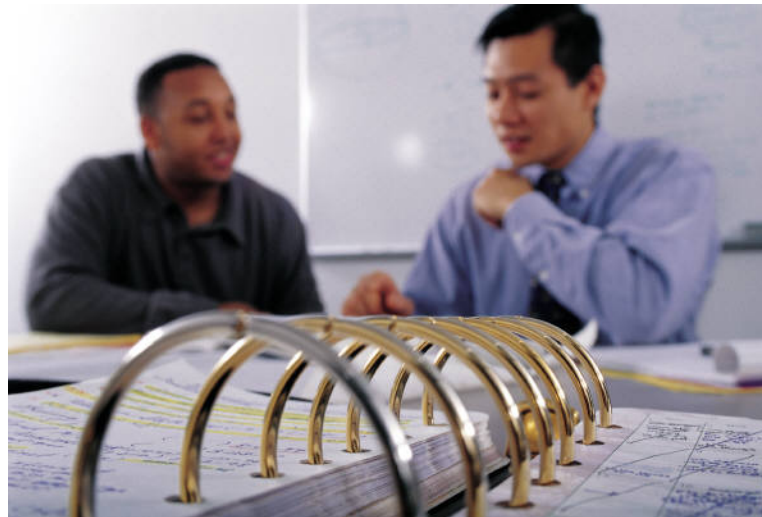
Question 1

Charles Goodyear accidentally discovered rubber. Which statement shows the cause of that accident?

- A. He added some raised notches and a waffle pattern.
- B. He poured hot rubber onto a waffle iron to harden.
- C. He let white liquid latex cool and harden as it dried.
- D. He dropped rubber mixed with sulfur on a hot stove.



Building Level Teams





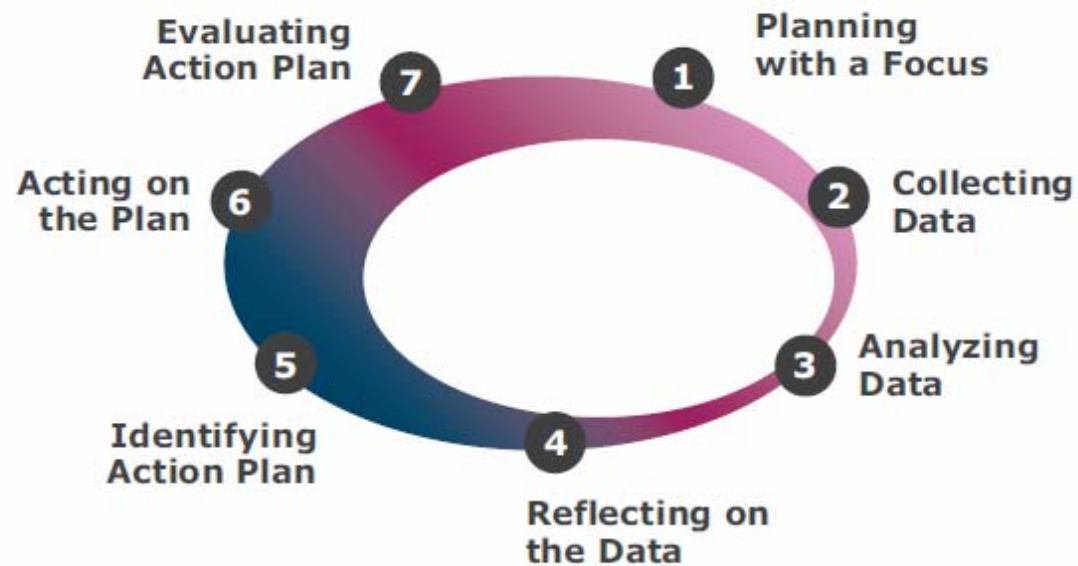
Special Education Audit

- Collaborative of SST 5, Mahoning County ESC, Sebring Local Schools
- Comprehensive Report



Monitoring the Progress

Classroom Walkthrough Process



Mahoning County Districts

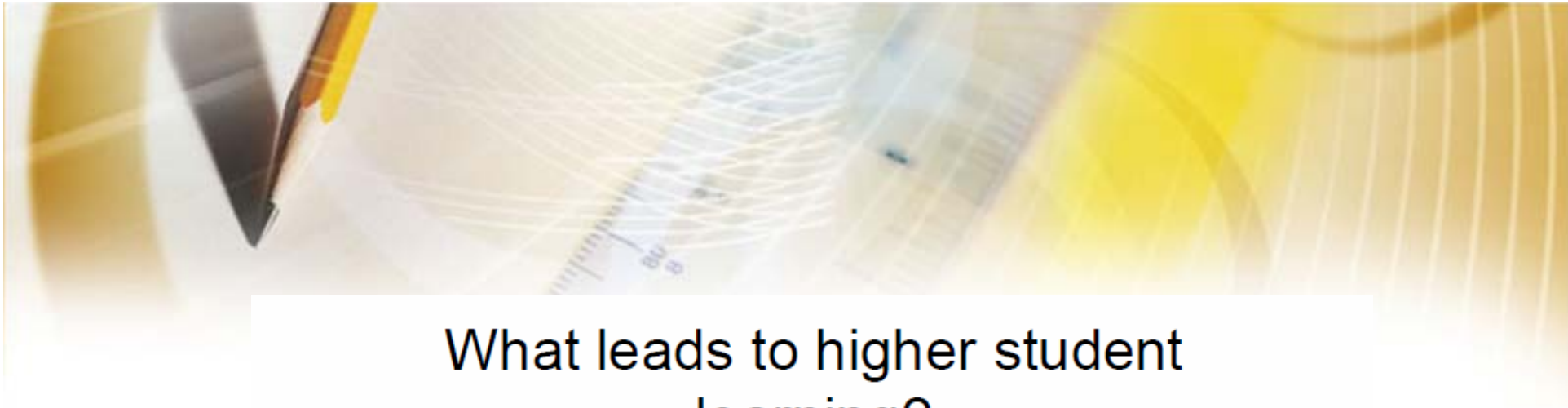
Districts

- Excellent with Distinction – 2 districts
- Excellent – 10 districts
- Effective – 2 districts



Community Schools

- Excellent – 1 school
- Continuous Improvement – 2 schools



What leads to higher student learning?

Based on the work of Doug Reeves, The Leadership and Learning Framework

Achievement Results	LUCKY High results, low understanding of antecedents Replication of success unlikely	LEADING High results, high understanding of antecedents Replication of success likely
	LOSING Low results, low understanding of antecedents Replication of failure likely	LEARNING Low results, high understanding of antecedents Replication of failure unlikely

• **Antecedents of Excellence**

Mahoning County Principal Meetings



Professional Development

SUMMER 2010

PAGE 2

Formative Assessment

Intended audience: **All PreK-12 Educators**

This workshop is a study in how curriculum alignment and quality assessment can impact student achievement. Participants will examine the following essential questions.

Essential Questions:

- *What makes assessment high quality?*
- *What is the difference between formative and summative assessment?*
- *How can formative assessment increase student involvement and motivation?*
- *How can accurate formative assessment information be used to shape instructional process?*
- *Why does formative assessment matter?*

When: June 16-18, 2010 **or**
June 29-July 1, 2010 **or**
August 3-5, 2010

Contact hours: 18 hours

Time: 8:00 AM-3:00 PM (Registration: 7:45 AM)

Where: Mahoning County Career and Technical Center,
Joyce Brooks Conference Center

7300 N. Palmyra Rd. Canfield, OH

For more information contact: Gail Sudol (330-965-7828)

- **These are repeating sessions and participants should register for one session only.**

Assessment
Register at: www.mahoningesc.org




1 semester hour





Fifth First: *Ohio's Race to the Top Strategy*



Final Thoughts



Questions and Answers

