Maryvale School District

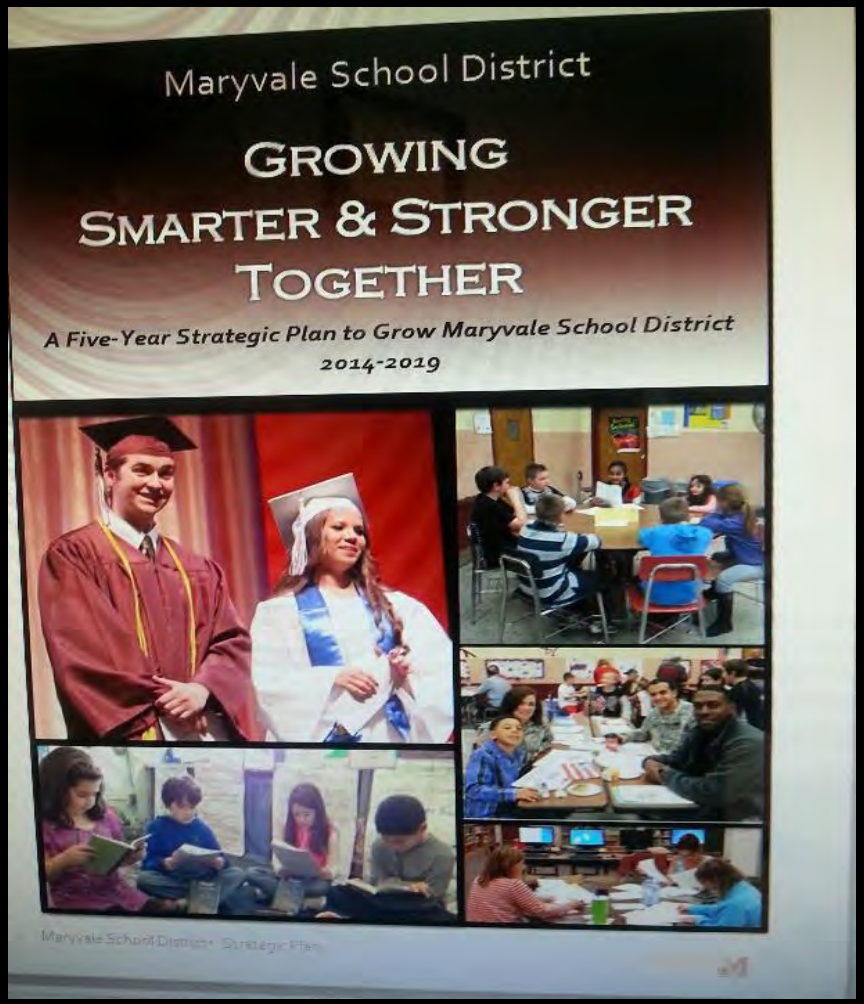
STLE Grants:
Student Growth & Sustainability

Comprehensive Systems and Career Ladders

Building Comprehensive Systems to Impact Student Achievement

A. New District Strategic Plan 2014-2019
B. Professional Learning Community Frameworks
C. Data Driven Inquiry and Instruction – 5 Phase Process
D. Positive Behavioral Support System
E. Curriculum Alignment to Common Core Standards

A. District Strategic Plan 2014-2019



Mission and Vision

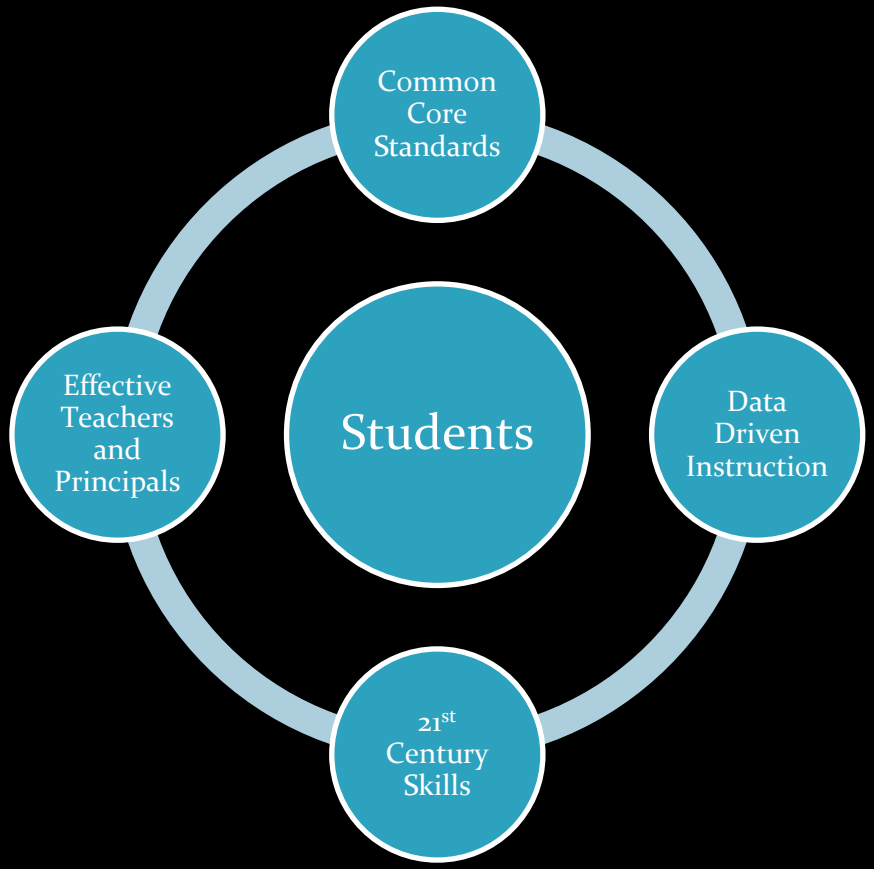
The Maryvale School District

will grow, develop and prepare students

for the opportunities and challenges

of college, careers and citizenship.

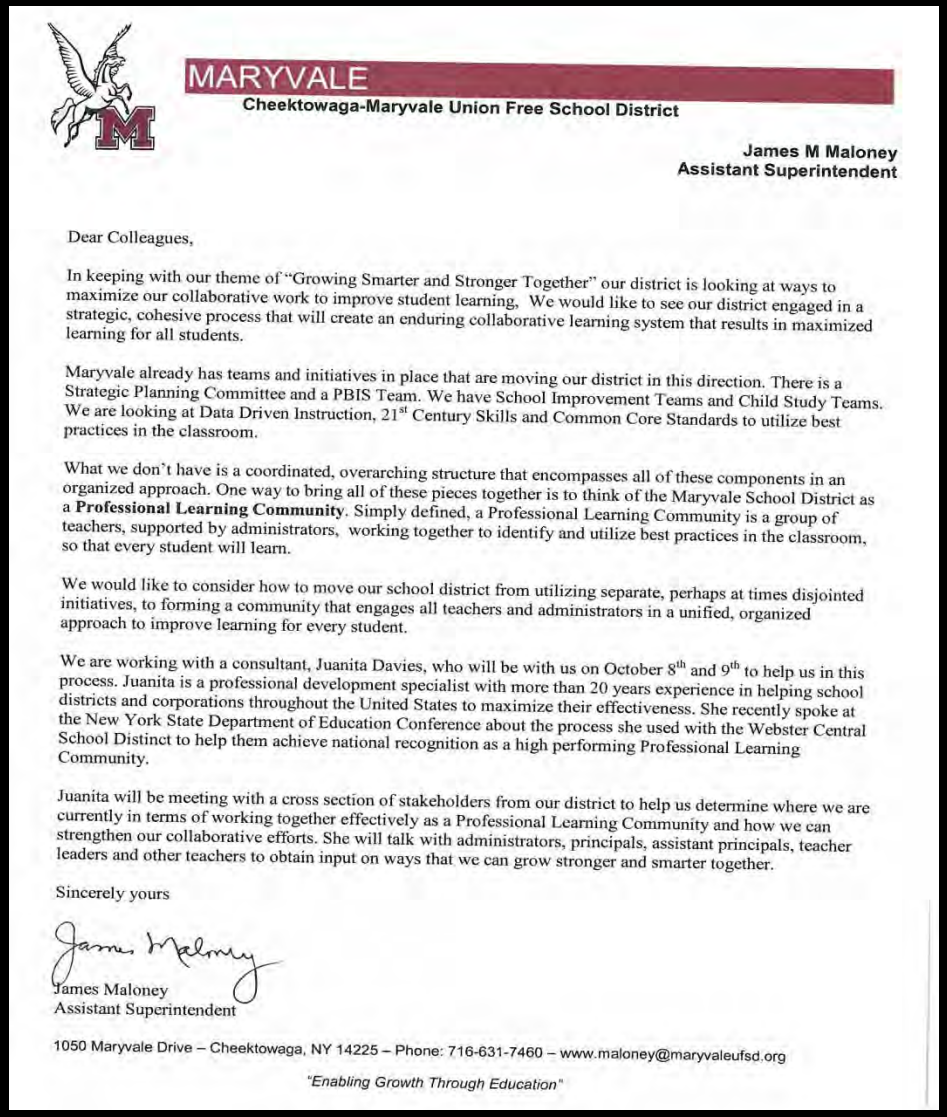
District Initiatives



Goals:

- 1. Accelerate Academic Achievement
- 2. Grow Professional Capacity
- 3. Prepare students for the opportunities and challenges of the 21st Century
- 4. Create quality management systems and plans
- 5. Develop comprehensive and effective communication systems

B. Professional Learning Community Frameworks



MARYVALE
Cheektowaga-Maryvale Union Free School District

James M Maloney
Assistant Superintendent

Dear Colleagues,

In keeping with our theme of "Growing Smarter and Stronger Together" our district is looking at ways to maximize our collaborative work to improve student learning, We would like to see our district engaged in a strategic, cohesive process that will create an enduring collaborative learning system that results in maximized learning for all students.

Maryvale already has teams and initiatives in place that are moving our district in this direction. There is a Strategic Planning Committee and a PBIS Team. We have School Improvement Teams and Child Study Teams. We are looking at Data Driven Instruction, 21st Century Skills and Common Core Standards to utilize best practices in the classroom.

What we don't have is a coordinated, overarching structure that encompasses all of these components in an organized approach. One way to bring all of these pieces together is to think of the Maryvale School District as a **Professional Learning Community**. Simply defined, a Professional Learning Community is a group of teachers, supported by administrators, working together to identify and utilize best practices in the classroom, so that every student will learn.

We would like to consider how to move our school district from utilizing separate, perhaps at times disjointed initiatives, to forming a community that engages all teachers and administrators in a unified, organized approach to improve learning for every student.

We are working with a consultant, Juanita Davies, who will be with us on October 8th and 9th to help us in this process. Juanita is a professional development specialist with more than 20 years experience in helping school districts and corporations throughout the United States to maximize their effectiveness. She recently spoke at the New York State Department of Education Conference about the process she used with the Webster Central School Distinct to help them achieve national recognition as a high performing Professional Learning Community.

Juanita will be meeting with a cross section of stakeholders from our district to help us determine where we are currently in terms of working together effectively as a Professional Learning Community and how we can strengthen our collaborative efforts. She will talk with administrators, principals, assistant principals, teacher leaders and other teachers to obtain input on ways that we can grow stronger and smarter together.

Sincerely yours

James Maloney
Assistant Superintendent

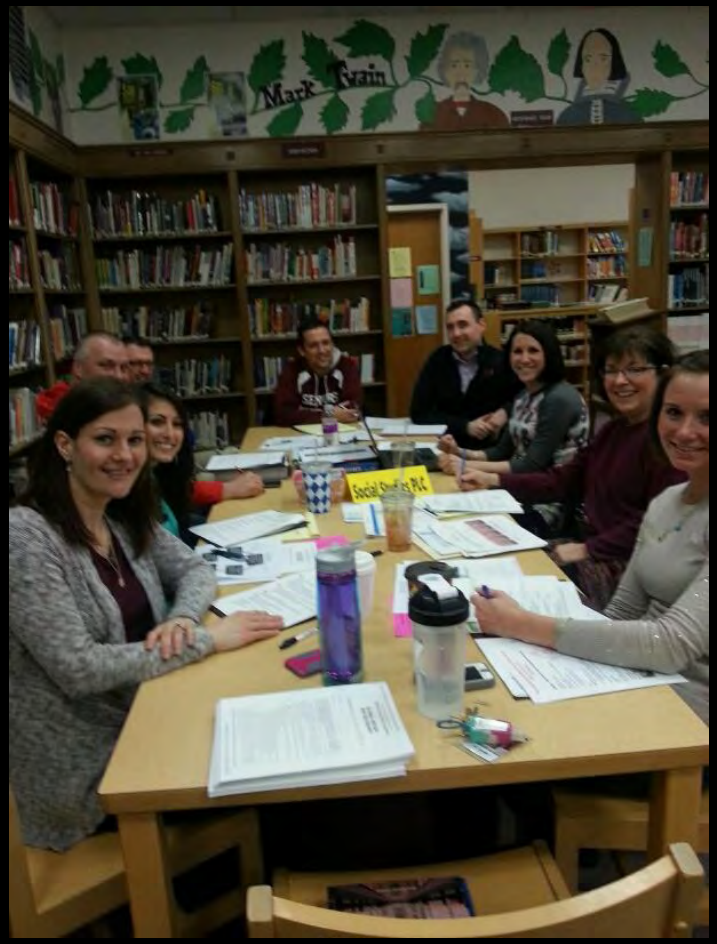
1050 Maryvale Drive – Cheektowaga, NY 14225 – Phone: 716-631-7460 – www.maloney@maryvaleufsd.org

"Enabling Growth Through Education"

Beginning the process:

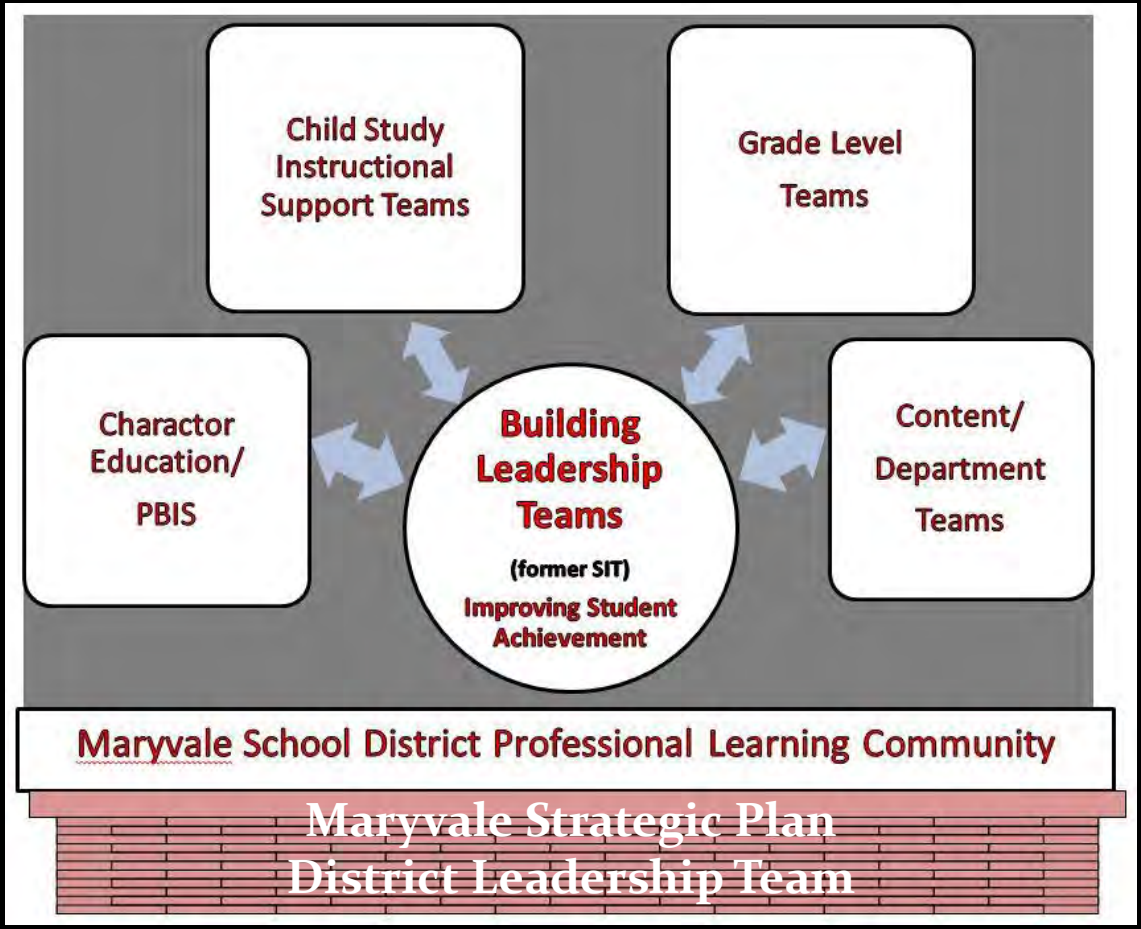
- needs assessment
- focus groups
- share results
- create school and teacher leader *Design Team*

Design Team



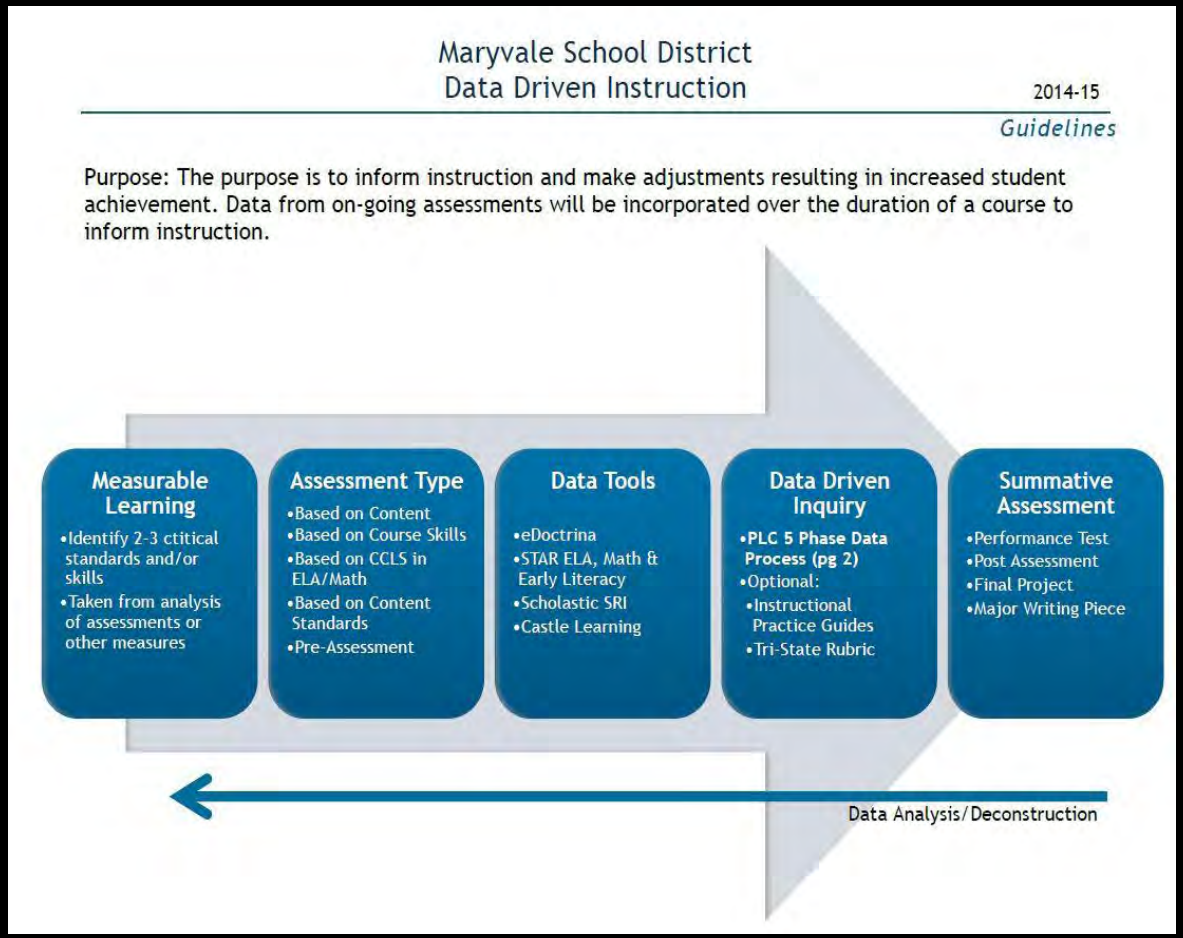
- School and teacher leader team developed to promote key strategic planning initiatives including the development of professional learning communities, PBIS Teams and data driven inquiry processes.

PLC Framework



Maryvale PLC Definition and PD

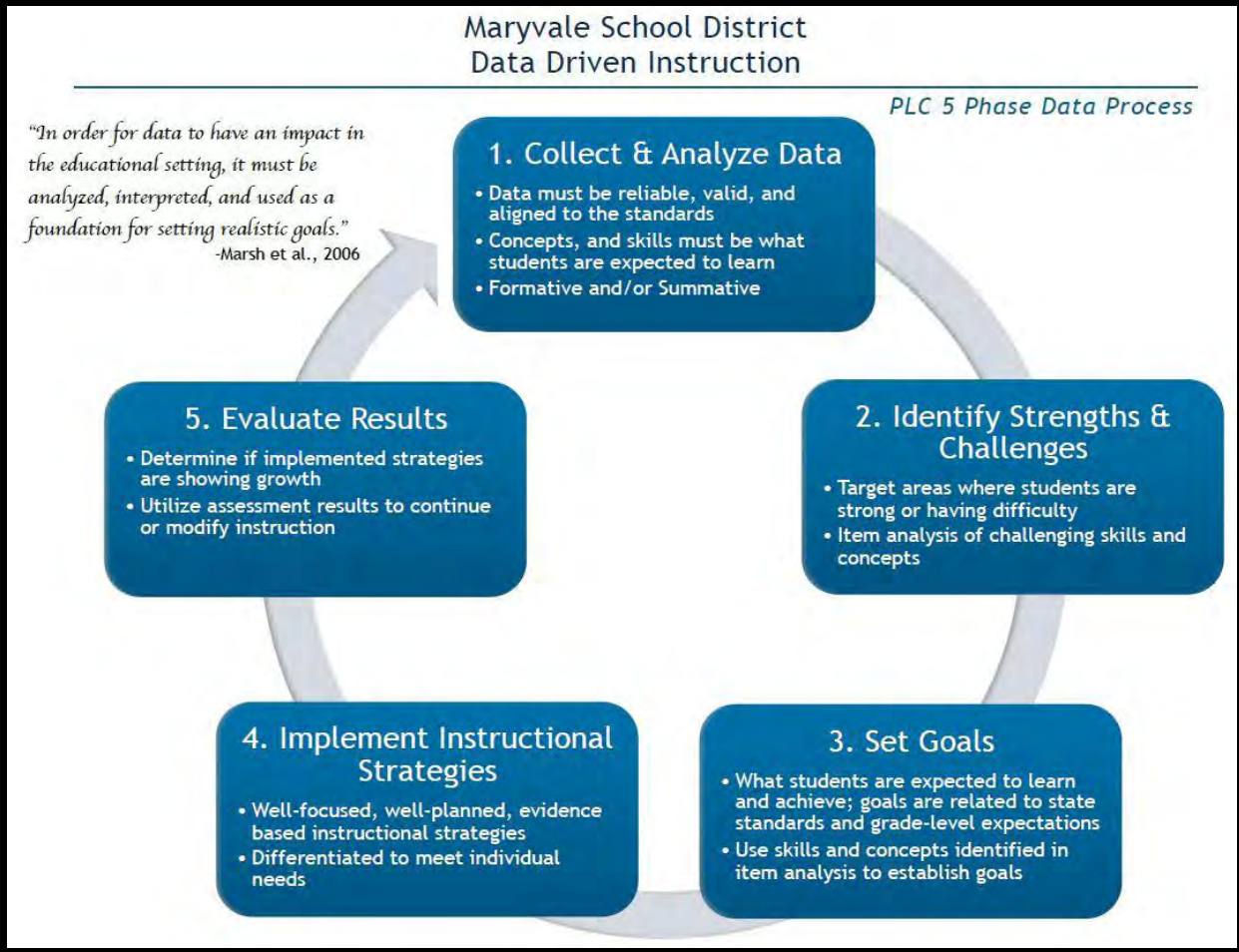
C. Data Driven Inquiry & Instruction



- Allowed all faculty to be trained with a consistent framework for collecting, reviewing and analyzing data.

C. Data Driven Inquiry & Instruction

- Process used by PLC Teams to inform instruction and respond to student needs.



DDI - SMAART Goal Development

Maryvale School District
Data Driven Instruction

SMAART Goals

SMAART goals help improve student achievement. A SMAART goal clarifies exactly what is expected and the measures used to determine if the goal is achieved and successfully completed.

A SMAART goal is:

Specific – detailed outcome criteria
The goal should state the exact level of performance expected.

Measurable – measurement criteria
To achieve objectives, educators must be able to observe and measure student progress.

Attainable – realistic criteria
Goals should challenge students to do their best, but they also need to be achievable.

Action – action oriented
Goals are stated in terms of action being taken.

Relevant – significance criteria
Goals need to pertain directly to the standard being measured and related to strategic plan.

Timeframe – answers "by when?" criteria
Deadlines establish consistent measurement time frames, allowing revisions to be made at specific points.

D. Positive Behavioral Support Systems

PBIS: Maryvale SOARS

When Flyers
SOAR…
We ACHIEVE!!!

What is
PBIS & SOAR?

PBIS is a proactive approach to establishing the behavioral supports and social culture needed for all students to achieve social, emotional and academic success.

SOAR is Maryvale High School's implementation of PBIS, which includes the recognition of positive behaviors.

Student expectations are clearly explained and posted throughout the school.

The Maryvale Union Free School District *is a welcoming community that provides opportunities to grow as responsible, productive and involved citizens who possess self-motivation, a love of learning and respect for self and others.*

For more information
www.maryvale.wnyric.org
or call
631-7481

Maryvale
High School
Cheektowaga, New York

PBIS

Positive
Behavioral
Interventions
Supports

A proactive systems approach to preventing, promoting and teaching positive behaviors in the school environment.

Behavioral Rubric - Data

S O A R

	Classroom	Study Hall/Aud	Hallway/Stairwell	Cafeteria	Bus	Lavatory	Building Grounds
Safe S	• Keep hands, feet, and objects to yourself • Remain seated during instruction • Remain in classroom until dismissed • Use class materials appropriately	• Keep hands, feet, and objects to yourself • Stay seated until dismissed • Use appropriate aisle ways to find seat	• Keep hands, feet, and objects to yourself • Stay to the right, keep moving, do not block traffic • Maintain awareness of surroundings when using personal electronic devices	• Keep hands, feet, and objects to yourself • Maintain awareness of surroundings when using personal electronic devices • Discard garbage appropriately • Report spills to a staff member	• Keep hands, feet, and objects to yourself • Remain seated when bus is moving • Maintain awareness of surroundings when using personal electronic devices • Follow driver's safety procedures	• Use lavatory for its intended purpose • Wash hands and use proper hygiene	• Listen & follow emergency procedures • Maintain awareness of surroundings when using personal electronic devices • Help maintain security and safety of the building • Drive safely on campus
Ownership O	• Arrive to class on time and prepared • Clean up after yourself • See teachers for missed assignments • Actively engage in your own learning • Set high expectations for your learning	• Clean up after yourself • Be a productive participant	• Go directly to your destination • Follow all staff directions/requests • Be a positive example for others • Keep building clean and litter free	• Clean up after yourself • Carry your student ID • Follow all staff directions/requests • Report potential conflicts to a staff member	• Keep hands, feet and objects to yourself • Keep bus clean and litter free • Report potential conflicts to bus driver	• Keep lavatory clean and litter free • Report vandalism and maintenance problems to staff member	• Be a positive example for others • Keep building clean and litter free • Report potential conflicts to a staff member • Take pride in your school
Appropriate Actions A	• Complete your own assignments • Meet deadlines • Speak to others using respectful language, volume and tone • Maintain focus on learning • Collaborate with peers	• Be a productive participant • Maintain focus on learning • Speak to others using respectful language, volume and tone • Use appropriate public displays of affection	• Understand and support the needs of others • Speak to others using respectful language, volume and tone • Use appropriate public displays of affection	• Speak to others using respectful language, volume and tone • Report any problems to an adult • Be patient and orderly in line • Demonstrate appropriate table manners	• Assist others who need help • Speak to others using respectful language, volume and tone • Set a good example for other students	• Take care of your needs and return promptly to your class • Speak to others using respectful language, volume and tone	• Speak to others using respectful language, volume and tone • Come prepared to actively participate in all educational events
Respect R	• Follow teacher requests and classroom rules • Respect physical space of others • Contribute to a positive learning environment • Listen to and support the needs and ideas of others	• Follow staff requests and procedures • Respect physical space of others • Contribute to a positive learning environment	• Follow staff requests and procedures • Respect physical space of others	• Follow staff requests and procedures • Respect physical space of others • Respect cafeteria and custodial staff	• Follow bus driver requests and procedures • Respect physical space of others • Respect bus driver	• Honor the privacy of others • Respect physical space of others	• Follow staff requests and procedures • Respect physical space of others • Demonstrate good sportsmanship

E. Curriculum Alignment to Common Core Standards

- Teaching Is The Core Consortium Grant – development of formative assessments
- NYS Network Team Institute – ELA & Math
- Grant Wiggins: Understanding by Design
- LeAnn Nicholsen: Deeper Learning
- Teachers College: Writing Institute
- 95% Group ESL Literacy Training
- Strategic Instruction Model training

Building Capacity through Strengthening Teachers and Leaders

A. Principal Leadership
B. Teacher Leaders

Principal Leaders

Leadership Development:

- Niagara University Course: Transformational Leadership with a Lens on Poverty
- DiSC Profile: Group Dynamics
- Steven Covey: Leader In Me training

Dissemination of Best Practices:

- Consortium Google Community (Depew, Clarence and Maryvale Districts)
- District Mentoring/Sharing

Teacher Leader Career Ladders

- Teacher Leaders/ Coordinators
- Data Team Leaders
- Design Team Members
- Teachers on Special Assignment
- Instructional Coaches

Looking Forward

The STLE Grants have given Maryvale School District the opportunity to begin to build comprehensive systems while developing effective school and teacher leaders …

to impact student growth and achievement!