

WEEK ENDING OCTOBER 13, 2017

Dr. Ford's Return and the Naglieri

Dr. Donna Ford will be returning to CSD on November 28 to continue her work with us around our gifted identification protocols and procedures. A key result of her work with us will be an updated gifted identification protocol. As a result, we will be postponing the 3rd grade universal screening tool, the [Naglieri Nonverbal Abilities Test \(NNAT\)](#), for the first or second week of December. Second grade students will take the NNAT in the spring as they normally would.

Dr. Ford is Professor of Education and Human Development in the Special Education Department of the Peabody School of Education at Vanderbilt University. Her research in the field of gifted education focuses on the recruitment and retention of culturally different students, multicultural and urban education, closing the achievement gap, minority student achievement and underachievement, and the role of family involvement.

She is a prodigious researcher with over 200 scholarly articles, is a two-time board member of the National Association for Gifted Children, and she is a regular editor of academic papers in her fields of expertise. She works regularly with school districts across the country to evaluate their systems and methods for gifted identification and helps support the work of equity access nationwide. We are excited to bring Dr. Ford to CSD to help support the goals of the strategic plan.

A short video introduction of Dr. Ford can be found below: <https://www.youtube.com/watch?v=WB-iUIQz5uo>
For a broader view of her accomplishments see below: <http://peabody.vanderbilt.edu/bio/donna-ford>

This work is aligned with our [Strategic Plan Pathway 3: Professional Learning](#).

Sustainability

[Dr. Lajara](#), Director of Elementary Education met with [Dr. Bavi](#), Director of Facilities and [Mr. Brown](#), Supervisor of buildings and Grounds to discuss ways to promote recycling efforts at our K-4 buildings. New age appropriate bins promoting recycling will be purchased and plans to install new water fountains in order to reduce the use of plastic bottles are underway.

Social Studies Courses

[Ms. Collins](#), Director of Secondary Education met with [Mark Hoff](#), Social Studies Department Chair at the high school to discuss possible new courses of study for next school year and to brainstorm the possible introduction of an Advanced Youth Court class for the 18-19 school year.

This work is aligned with our [Strategic Plan Pathway 1: Curriculum and Instruction](#).



ADMINISTRATIVE DEPARTMENT UPDATES FROM THE CENTRAL OFFICE

Middle School Science

[Dr. Reilly](#), Supervisor of Science, Technology, Engineering and Math (STEM) met with both the 7th grade and 8th grade teams to discuss an upcoming pilot with [Amplify](#). Teachers will begin to review Amplify materials at our next professional development day on November 7 and begin familiarizing themselves with the kit.

This work is aligned with our [Strategic Plan Pathway 1: Curriculum and Instruction](#)

Social Skills -- Special Education

Skillstreaming the Adolescent: A Guide for Teaching Prosocial Skills, Third Edition is a social skills curriculum to be implemented for students at the Middle School. Skillstreaming the Adolescent employs a four-part training approach—modeling, role-playing, performance feedback, and generalization—to teach essential prosocial skills to adolescents. This book provides a complete description of the Skillstreaming program, with instructions for teaching 50 prosocial skills. The curriculum selected provides evidence based instruction to students who have been identified with a need for increasing social skills in the school environment.

This work is aligned to our [Strategic Plan Pathway 1: Curriculum and Instruction & Pathway 2: Student Achievement](#)

Gifted

Elkins Park teachers have selected several units of the M2/M3 Project program which they will begin to utilize as part of the Challenge Program experience at Elkins Park. *Project M2: Mentoring Young Mathematicians* is a series of curriculum units designed for grades K-6 to foster inquiry and engage students in critical thinking, problem solving and communication activities. *Project M3: Mentoring Mathematical Minds* is a series of curriculum units developed to motivate and challenge mathematically talented students at the elementary level. The M2/M3 Project is the same program that is used as part of the W.I.N. period for students who work with Challenge Consultants in our K-4 schools. As a result, students will be very familiar with the nature of this program, and this will aid in the implementation process.

CHS Challenge Consultants have begun the roll out of our new GIEP language which includes the addition of regular education teachers providing differentiation for the needs of gifted learners. The English and math departments have collaborated to create rubrics which reach toward the higher levels of [Bloom's Taxonomy](#) which will be required for one major assignment per report period. The higher-level requirements of the rubric will not have any effect on the student's grade, positively or negatively, but will act as a progress monitoring tool when assessing the needs of the student in relationship to their needs as gifted learners.

Instant Decision Days

As part of our commitment to increasing college and career readiness experiences for CHS students, we are hosting a series of Instant Decision Days (IDD) for our 12th grade students. On Tuesday, October 10th, 10 students were accepted to Kutztown University.

This work is aligned with our [Strategic Plan Pathway 2: Student Achievement](#).

Safe Schools Reporting Meeting

A meeting was convened with Cheltenham Police Department 's Lt. John Slavin, Mr. Steve Beck, Montgomery County Safe Schools Coordinator, and our principals on Tuesday, October 10th to review incident reporting proto-



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col for the annual Safe Schools Report and incidents received to date by the Cheltenham Police Department. We plan to conduct such meetings on a monthly basis to minimize discrepancies in incident reporting.

High School Absentee Automated Phone Calls

October 2nd, 2017, we began automated unexcused absentee phone calls to parents of high school students. Automated attendance calls help return students to the classroom earlier, turning absences into tardies and act as a security measure for parents who may not know their child is absent.

WEEK ENDING OCTOBER 20, 2017

PA Career Readiness Mini-grant Experiences

On Wednesday, October 18th, 45 CHS students participated in part one of the three-part Pennsylvania Career Readiness Mini-grant sessions. The grant sponsored by the Pennsylvania Department of Labor and Industry is designed to support activities associated with the school districts' K-12 school counseling and career services plans, as required under state regulation [Chapter 339](#). Our students engaged in hands-on, computer programming lessons at the Microsoft Store in King of Prussia. The second part of this grant will enable students to visit the University of Pennsylvania and Drexel University in November.

This work is aligned with our [Strategic Plan Pathway 2: Student Achievement](#).

Full Day of Professional Learning

On Monday, October 16th, 2017, all teachers participated in district wide professional learning. Half of the day was devoted to a prolific keynote speaker, [George Couros](#), an expert on the use of innovation and technology in the classroom and author of *The Innovator's Mindset: Empower Learning, Unleash Talent, and Lead a Culture of Creativity*. This experience was very well received and survey data supports that over 97% of teachers rated the experience positively.

The other half of the PL day was devoted to sessions centered on the theme of Race, Equity and School Culture. We have partnered with [Dr. Howard Stevenson](#), [Dr. Ali Michael](#), [Dr. Barbara Moore Williams](#), [Dr. Rosalie Guzofsky](#) and [Ms. Gwendolyn Miller](#). These sessions began during the August PL day, and will continue with the same groups of teachers throughout the year.

This work is aligned to our [Strategic Plan Pathway 3: Professional Learning](#)

Innovation Video Series

[Mr. Lutz](#), Supervisor of Instructional Technology and Data Analysis worked with Lisa Rock to create the 5th and 6th installment of our video series.

[5th Video Series](#)

[6th Video Series](#)

This work is aligned to our [Strategic Plan Pathway 5: Communication and Engagement](#)

2. Elementary Education Department

a. Makerspace Training



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Dr. Reilly, Supervisor of STEM, coordinated training for the [MakerSpace](#) team at Cheltenham Elementary. Dr. Reilly, Brook Mulartrick (MCIU), David Emery (Rokenbok Education), [Mr. Perez](#) (CE) and [Mr. Aungst](#) (CE) have arranged for training on [Rokenbok Education's](#) mobile STEM Lab and the STEM-Maker Curriculum on November 2. Mr. Aungst is leading the MakerSpace team at Cheltenham Elementary.

This work is aligned to our [Strategic Plan Pathway 3: Professional Learning](#)

b. ELA/Math

[Dr. Lajara](#), Director of Elementary Education, has met with both Reading and Math specialists from the elementary schools to discuss the [WIN](#) period, the [assessment calendar](#), interventions, and any additional support needed from the schools. Dr. Lajara is also in the planning stages of conducting a book study with members of the [CIPD](#) team on how to support balanced literacy in all of the elementary schools.

This work is aligned to our [Strategic Plan Pathway 1: Curriculum and Instruction](#)

7-12 English Language Development (ELD) Program

[Ms. Collins](#), Director of Secondary Education met with [Cindy Brickman](#), ESL teacher at CBK and CHS, to review possible resources to support the [ELD program](#) at CBK and CHS. There is a great need to purchase instructional resources and assisted technology for students who speak English as a second language. Ms. Collins and Ms. Brickman also discussed the need to provide professional development to our teachers.

This work is aligned to our [Strategic Plan Pathway 1: Curriculum and Instruction](#)

MCIU STEM Illuminated Day

[Dr. Reilly](#), Supervisor of Science, Technology, Engineering and Math (STEM) delivered a presentation on Project Base Learning ([PBL](#)) at CHS to teachers and administrators from Montgomery County participating in the [MCIU STEM Illuminated Day](#) on October 12. Following the presentation, several districts shared their interest in the work that is taking place in CSD and asked for the opportunity to visit the program in action.

This work is aligned to our [Strategic Plan Pathway 5: Communications and Engagement](#)

Pennsylvania Alternative State Assessment (PASA)

[Ms. Lewis](#), Supervisor of Elementary Special Education, Christina Lewis, provided special education teachers with information regarding [Pennsylvania Alternative State Assessment](#) (PASA). The enrollment window for the Pennsylvania Alternative State Assessment (PASA) opened on October 2 for ELA, Math and Science. The Guide to Enrollment training module was provided to the assessors as some aspects of enrollment have changed.

Also, this year the student reports are available to assessors and coordinators to view score reports. Districts will no longer receive copies of the score report, however, copies for parents will be sent to the district for mailing to parents and guardians.

This work is aligned to our [Strategic Plan Pathway 2: Student Achievement](#)

Gifted

[Mr. Pimental](#), Supervisor of Professional Learning and Gifted Education, worked with the mathematics department



ADMINISTRATIVE DEPARTMENT UPDATES FROM THE CENTRAL OFFICE

at Cheltenham High School around the implementation of curriculum aligned gifted goals which will be written into all high school GIEPs during the school year. This addition will align GIEPs to the regular education curriculum in a way that will guarantee that differentiation is occurring to meet the needs of gifted learners.

This work is aligned to our [*Strategic Plan Pathway 1: Curriculum and Instruction*](#)

Homelessness Conference

Our Home and School Visitors, [Ms. Jennifer Mosher](#) and [Ms. Jessica Keene](#), attended a two-day conference in Harrisburg, PA, October 11th and 12th, entitled "Meeting the Challenge – Education for Children and Youth Experiencing Homelessness" sponsored by the Pennsylvania Department of Education. Topics covered at the conference included the McKinney-Vento and Every Student Succeeds Acts; the role of a school district's Homeless Liaison (Dr. Horsey serves as our Homeless Liaison.); early childhood services; higher education supports; human trafficking; Title I, trauma-informed care; unaccompanied youth; effective classroom strategies; educational stability for children in foster care and school climate and connectedness.

This work is aligned to our [*Strategic Plan Pathway 4: Holistic Experiences*](#)

Safe Harbor Meeting

[Dr. Realdine](#), Supervisor of Counseling, Holistic Supports and K-12 Testing, convened a meeting with representatives from the [Safe Harbor Program](#) on Wednesday, October 18th and our Mental Health and Wellness Counselors. The Safe Harbor Program provides peer group support to grieving children and teens on-site at its facility, which is located at the Abington Health Center in Willow Grove. Program representatives presented the opportunity for us to utilize their school outreach program, which entails Safe Harbor's staff members partnering with our school counselors to conduct an eight-week school-based peer support group with a curriculum designed to assist students with the grieving process.

This work is aligned to our [*Strategic Plan Pathway 4: Holistic Experiences*](#)

