

Race to the Top

W.Y.H.S. & Rosemore Representatives Attend SREB National Conference



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Both our high school and middle school are affiliated with High Schools that Work (HSTW) and Making Middle Grades Work (MMGW). Both programs are key components to our first and second commitments to RttT. These programs provide a framework to focus professional development and common planning time on key practices which instrumentally benefit student instruction.

In all, a combination of twenty teachers & administrators attended PD that provided crucial information about a wide variety of topics relative to educational improvement. A few sessions included grading practices, subject specific topics, differentiation, and discipline.

Those attending the conference were also able to see what we are accomplishing in Whitehall. A pair of teachers from both the high school and the middle school

presented during the conference.

Sarah Narsavage and Michelle Patrick presented about how to use HSTW data to use student assessments and then taking action to provide meaningful feedback, how to identify areas of academic concern and strengths to impact instruction.

From Rosemore, Sarah Danner & Alisha Wilson, provided examples of their watch list process, contact logs, meeting expectations amongst other topics in their discussion about how to focus staff and student conversations. Both schools emphasized the importance of increasing rigor for students and staff!

Conference attendees are also bringing back what they learned to each of our schools. Information is being shared and implemented through staff, grade level, and content area meetings.

Professional Development Pays off at Beechwood

We are experiencing many new and exciting developments at Beechwood! With only one year under her belt as principal at Beechwood, Dr. Cheryl Spain has utilized our work with RttT to help her teachers to capitalize on their teaching strengths and embrace our in-house PD to address areas of needed improvement. Currently, we are learning how to better differentiate our teaching to meet the needs of students, with an

emphasis on high yield strategies for maximum learning. This hard work and dedication of all Beechwood staff and students was reinforced by achieving Adequate Yearly Progress for 2010-2011.

Beechwood families also came together on August 31st to celebrate our 2nd Parent Pledge Night. Our community clearly pledged their commitment to student learning and social growth.

Each issue will highlight what is happening in our buildings to support both our OIP goals and the RttT Initiatives.

The mission of the Whitehall City School district is to continuously increase the achievement of all!

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The "Extra Scoop" from Kae Avenue

Kae Avenue Elementary has used the first six weeks of school to address the RttT initiatives with individualized student interventions. Our 5th grade teachers are diving into the value add data to determine exactly who needs specific interventions. We are well into our Teacher Based Teams process, providing daily intervention, or "an extra scoop" as we like to call it, for ALL students. Our support staff, along with teacher input, have diligently collected data from Academy of Reading and Literacy Collaborative to select our Tier 2 and Tier 3 Response to Intervention students. These students will receive yet another "extra scoop" during our 30 minute power block of math and reading interventions. We are on our way to a very successful year!

TRANSFORMATION TEAM

Judyth Dobbert Meloy

Susie Carr

Andy Riggle

Juliet Peoples

Carl Svagerko

Mark Trace

Alisha Wilson

Amy Back

Carole Bricker

Lindsey Apel

Trish Van Sant

Lisa Christy

Etna's Survival Guide

At Etna Road, to help with initiatives for the OIP and RttT, the staff was given a "survival guide" to help them with many of the processes that have been initiated in the district. Inside the survival guide were copies of Blooms charts that are used for walk-throughs and unit plans. Teachers were also provided with sample unit plans, grade level TBT forms, and guides for collecting data when referring a student to the intervention team. Information about intervention plans and the Intervention Assistance Team was also included. Goal setting forms were distributed to help with data collection for both behavior and academics. We believe that this guide will help staff in the use and completion of these processes this school year.