

## **LAMPETER-STRASBURG SCHOOL DISTRICT**

Lampeter, Pennsylvania 17537

Academic Committee Meeting Minutes

May 2, 2022

Administration Building

Mr. Parido called the meeting to order at 6:30 p.m.

**PRESENT:** Board Members, Mr. Matthew E. Parido, Mrs. Melisa S. Herr, Mr. David J. Beiler, Mr. James H. Byrnes, Mrs. Suzanne S. Knowles, Mrs. Audra R. Spahn, Mr. Andrew L. Welk; Superintendent, Dr. Kevin S. Peart; Assistant Superintendent, Dr. Andrew M. Godfrey; Business Manager, Mr. Keith A. Stoltzfus; Community Representatives, Mrs. Kari Steinbacher, Mr. Steve McClune; Lampeter-Strasburg Instructional Coaches, Mrs. Joan Johnson and Ms. Amanda Kinert.

### ACADEMIC COMMITTEE ITEMS FOR DISCUSSION:

#### 1. Agreement for Services: IU13 Instructional Audit

Dr. Godfrey presented a contract for Professional Services with IU13 to conduct an Instructional Program Review across all District buildings. The goal of this agreement is to evaluate the core instructional delivery of content to students as it relates to the comprehensive plan goal to ensure the consistent implementation of effective instructional practices and provide equitable learning opportunities for all students.

The scope of work included consultation, research and development of an observational data collection tool, classrooms observations in all District buildings, a behavioral health/school climate assessment (survey of staff and classroom observation), data analysis and the final report of analyzed data from the process with glows, grows, and recommendations for future professional development and instructional planning.

The Committee asked several questions related to deliverables throughout the process. Dr. Godfrey will gather additional information from IU13 and then present the agreement for further discussion and a recommendation for approval at the May 16 Board Workshop meeting.

#### 2. Before/After School Program Report

Dr. Godfrey, Mrs. Johnson, and Ms. Kinert provided the Committee with an overview of the recent before/after school program. The attached information was shared with the Committee.

#### 3. Curriculum Overview Series: How a Standard Becomes Curriculum

As a result of timing, this item was tabled until the September 2022, meeting.

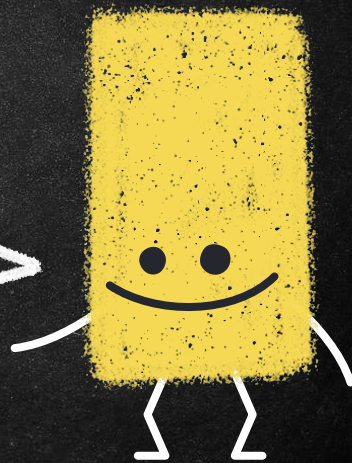
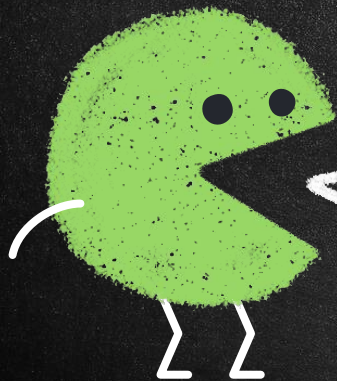
### ITEMS FROM THE GROUP

There were no items from the Committee.

### ADJOURNMENT

The meeting was adjourned at 7:29 p.m.

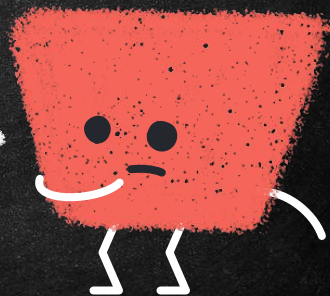
SPRING 2022  
BEFORE/AFTER  
SCHOOL  
PROGRAM





# GENERAL INFORMATION

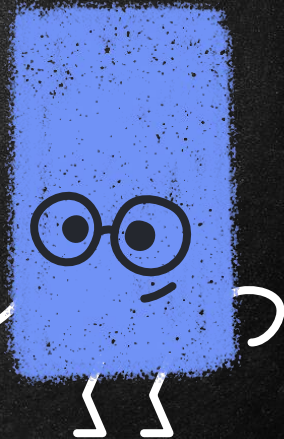
- 5 Weeks: March 7 - April 8
- Grades 1st - 8th
- Math and ELA
- After-School Until 4:30pm
- Before-School 8:00-8:45am
- Busing Provided After School
- Snacks Provided
- 125 Students
- 25 Teachers/Reading and Math Assistants





# ELA CONTENT


- Acadience and CDT data used to identify students
- Curriculum, instruction & assessment was meant to support classroom work.
- Primary program objectives based on:
  - opinion writing standards
  - the writing process standard
- Teachers received:
  - Students Learning Goals
  - Scope and Sequence
  - Materials



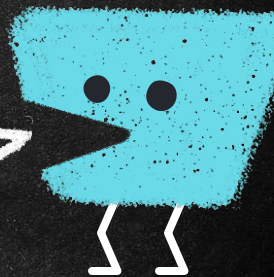


GRADE 2- TUES. & WED. 8:00-8:40AM

4

A yellow, round, textured character with two black dots for eyes and a simple curved line for a smile. It has two thin, stick-like legs.

THIS FIRST SAMPLE  
IS FROM KAWHI. AT  
THE BEGINNING OF  
THE PROGRAM,  
KAWHI SAID THAT  
HE DIDN'T LIKE TO  
WRITE BECAUSE OF  
HOW HIS WRITING  
LOOKED.

A blue, angular, textured character with two black dots for eyes. It has a wide, open mouth and two thin, stick-like legs.

KAWHI ALSO HAD A  
HARD TIME  
READING HIS  
WRITING.



If I had superpower I would  
 want I like to have to  
 Antman's power I can  
 shrink to ~~escape~~ <sup>escape</sup> to  
 go to get ~~places~~ <sup>(places)</sup>  
 fast. If my mom  
 I can't go to a  
 party with it it's night

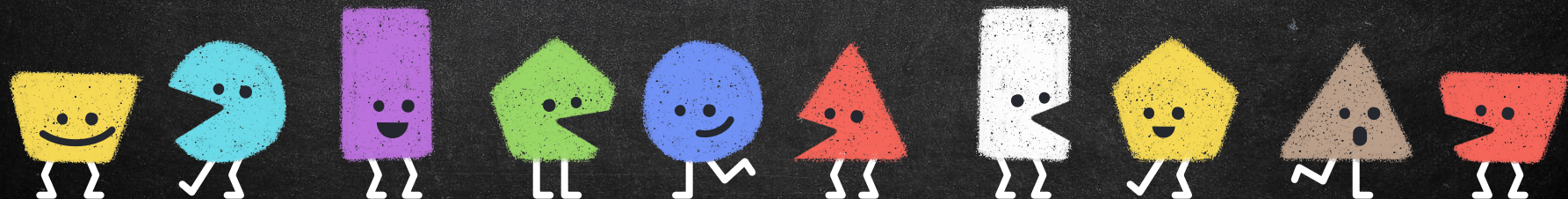




Kawhi started being more intentional  
about his letter formation.

His grandma picked up on it and  
started helping him at home.

Kawhi became more confident in just a few weeks.





2nd (w)

Title: \_\_\_\_\_

Date: \_\_\_\_\_

By: \_\_\_\_\_

Kawhi

I Would rather than

(would)

Lots of Brothers and

Sisters. I Would

(would)

have fun with me

Brothers and Sisters. It

Will be hard to get

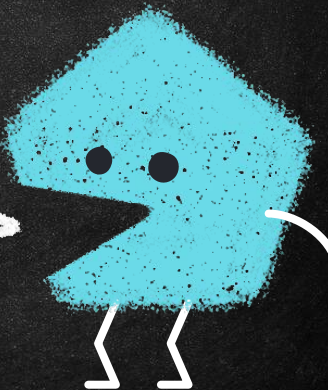
KAWHI HARVEST  
2ND GRADE

Ant man Power

by: Kawhi

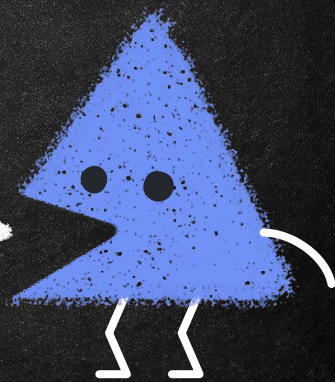
The superpower I would  
most like to have is  
Ant man power. If my  
Mom says I can't  
go to a party when  
it is night time. Then  
I can shrink to escape.  
Next I can turn  
large and get to the

FINAL  
PIECE





KAWHI  
READING  
HIS  
FINAL  
PIECE





# GRADE 8 MONDAY- THURSDAY

## 2:45PM-4:30PM

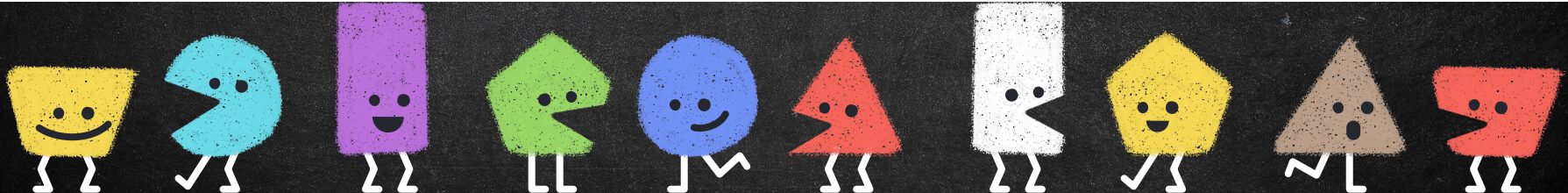
9

**From:** Student Samples  
**To:** Student Samples  
**Subject:** Student samples  
**Date:** Monday, March 7, 2022 4:11:39 PM

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Luda: What Challenge do Students Face?

I feel that the biggest problem that students face today is pressure. Whether it's from other students, parents, teachers or sports coaches. All students face some kind of pressure. Some pressure themselves because they want to do great things in life and others get pressured by others or stereotypes because they might not want to do a "normal" job.





## Writing #2 - Draft 1 - Luda

### How Social Media Affect Beauty Standards

Social media is a very large part of the current beauty standards. Now some people may say that we have always had beauty standards and that things change with the times. Although many teenagers have a certain way they want to look and dress based on what actors they like or what peers they have, many of these beauty standards are unachievable and unrealistic for the average student.

Students shouldn't have to worry about whether or not they can afford the expensive designer jeans that all female students have or if they can buy that new pair of shoes all their friends will forget next month. Female students should be able to worry about wearing clothes that do 2 things. Functional - which means that they are appropriate for the weather and school activities. Fashionable - which means that the students feels comfortable and confident in what they are wearing.

Secondly, social media platforms make it very easy for viewers to alter and filter pictures or videos. With the simple click of a button, you could be in Paris or even have on makeup. These websites and companies are trying to prey on young, moldable teenagers who don't know any better.

Ludanine Lozada

Mr. Fisher

After School Program

23 March 2022

### Why Martin Meylin Middle School Should Have Uniforms

At Martin Meylin Middle School, many students like to wear short shorts, inappropriate tops, and shirts with un-professional images and slogans to school. When students are allowed to wear clothing such as these, the informal dress gives students a laid-back feel to school and creates an environment where learning isn't their first priority. Although some students and parents may disagree with the uniforms, the uniforms will help the students succeed, keep them organized, and use time wisely because they are the generation of the future.

Uniforms are a necessary addition to school life because they will help students succeed. According to College of Education researcher Jafeth Sanchez, "If a simple change in attire can positively influence more than 30 percent, or even 25 percent of a school's student population, then perhaps administrators, teachers, students, and community members find it worth the effort" (Nevada Today). These students are the generation of the future: they are going to school to create new jobs, technologies, and medical fields, so they should dress the part. Another reason students should have uniforms is that school-issued clothing will keep students organized, which will help them in and out of school. Maintaining order is also a skill that is used in adult life and many different jobs. Uniforms may help students spend less time picking out the next day's outfit when they should or could be spending that time on

schoolwork or extracurricular activities. Not spending as much time picking out tomorrow's outfit will help students discover skillsets and different interests that can help the students find passions to follow towards college, jobs, or experiences.



# IN STUDENTS' OWN WORDS: WHAT DO YOU THINK HELPED YOUR WRITING TO BECOME BETTER?



I think vocab help me improv my writing. And going there help me to!

- Evelyn (3rd Gd)

acually trying to make it better- Thomas (4th Gd.)



using transtions and grammer- Addie (5th Gd).



revising, and organizing

- Sarah (6th Gd)

my writing has gotten better, and i got to fully understand the writing process

- Willow (7th Gd)



They helped me get all of the messy thoughts on paper and then refine them into a clean body paragraph.

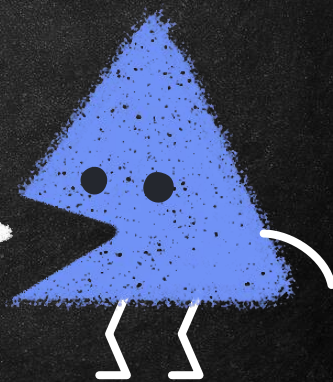
- Luda (8th Gd)





## TEACHER REFLECTION:

"I'm flip flopping my opinion on this. Before today I had wished we would have incorporated more games or quick and fun activities that would still develop skills but also help students find an ease and enjoyment in the writing process. However after today, watching them take pride in their accomplishments being pushed, I'm glad we challenged them. I have some new ideas for "warm ups" that might be better in including vocabulary AND some writing ideas at the same time I'd do in the future. But overall, I'd love to see this type of structure spread out into more classrooms."



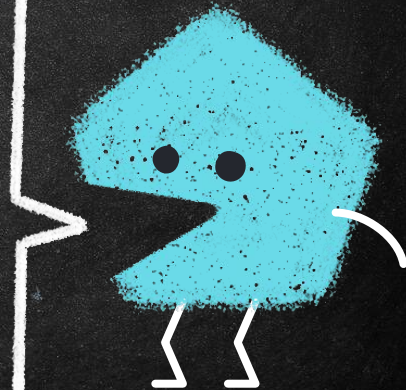
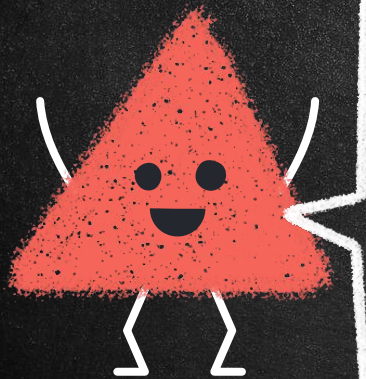


# MATH CONTENT

Number sense activities/discussions

Math fact fluency practice

Support current classroom instruction



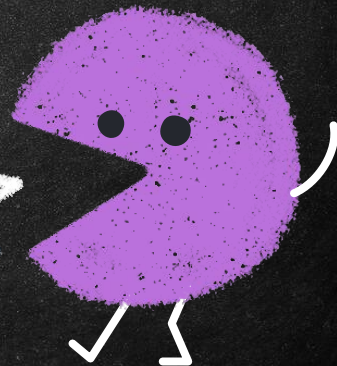


## WHO WAS INVITED?

Lampeter: Title 1 math students

Hans Herr: Students not in Title 1 who were not yet in a “red” range on CDT data and recommended by teacher; or in Title 1, but not receiving full math services due to music program

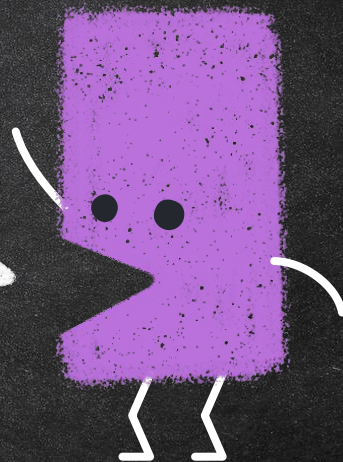
Martin Meylin: In specific “red” range on CDT data and recommended by teacher





“

*78 Students attended the  
before and after school  
math programs!*

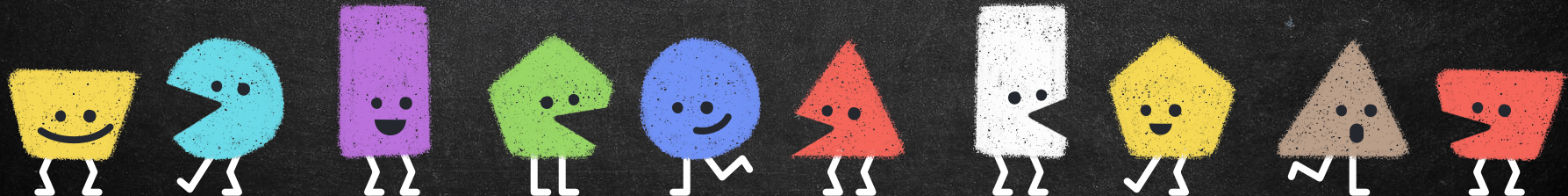




# Math Student Viewpoints

Forty-seven 3rd-8th grade students responded to a survey about the program:

- On a scale of 1 to 5, with 1 being “It was horrible every day” and 5 being “I actually had a lot of fun”, every student rated it 3 or higher, with 31 students rating the program a 5.
- 42 students got better on their math facts, one student stayed the same and 4 did not need to improve.
- 40 students gained confidence in their math skills.





## IN THEIR OWN WORDS:

"I will miss coming here. :( "

"It's really fun and I hope others and me can continue and do more."

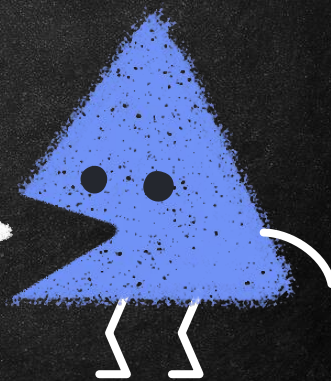
"It was really fun for the whole experience it flew by so I wish it was a little bit longer."

"It helped me become more confident in math class and math skills."

"It was  
SOOOOOOOOOOOOOOOOOOOOOOOOO  
OOOOOOOOOOO fun!"

"I really like it and I made a lot of friends during the program."

## STUDENT SURVEY COMMENTS





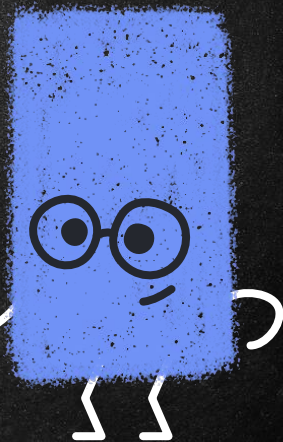
# MATH TEACHER FEEDBACK

"I was in math class with several students. They started volunteering in class. One of them was raising his hand for almost everything. Their frustration level decreased."

"I noticed when we did small groups at centers that math facts were improving."

"I assessed students on math facts for progress reports, and students that were in the morning math did very well on the addition facts in both first and second grade."

Morning Math students would make a connection to a strategy practiced during morning math... "I used doubles plus 1 to solve that!"







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