Claysburg Kimmel

Superintendent's Annual Report and State of the District

2018-2019

April 28, 2018

Dear Members of the Board of Education and Community:

I am pleased to present you with a copy of the *2018-2019 Superintendent's Annual Report and State of the District* for your review. I hope you find this information interesting and informative.

The Superintendent's Annual Report and State of the District serves to reflect on the many accomplishments and achievements of our students, administration, staff and our Board over the past school year.

As you review this document, please understand these goals are long-term and wide-ranging in nature and span multiple years as improvement is a never-ending process. I thank you for your leadership and support.

Sincerely,

Darren J. McLaurin

Darren J. McLaurin, Superintendent

Mission Statement

We inspire and empower individuals to excel each day in the learning choices they must make to be productive and responsible citizens.

A good teacher can inspire hope, ignite the imagination, and instill a love of learning. ...

Vision

Students will leave the Claysburg Kimmel School District prepared to become productive, responsible citizens. Interaction between the Claysburg Kimmel School District, parents, and community will be a priority that in ongoing and continuous.

Good teachers know how to bring out the best in students.

Our District

The **Claysburg-Kimmel School District** is a small rural public school district that spans portions of two counties in central Pennsylvania. In Bedford County it covers Kimmel Township. In Blair County it covers Greenfield Township. Claysburg-Kimmel School District encompasses approximately 56 square miles.

Our District

The District has two campuses in Greenfield Township, the High School (7-12) and the Elementary School (K-6).

The Claysburg Kimmel School District is one of 35 school districts and 5 career and technology centers serviced by Appalachia Intermediate Unit 08, that is headquartered in Altoona, Pennsylvania.

Appalachia Intermediate Unit 08 provides special education and professional development services to all associated districts.

The District is a member of the Greater Altoona Career and Technical Center.

"A student is never an interruption of our work ,......, he or she is the purpose of our work!"

Objective Performance Standard #1: Student Growth and Achievement

- The Superintendent, working in conjunction with building and district administrators and teacher leaders, **used multiple data sources to assess student success and growth as appropriate**, **as well as areas of academic deficiency within the district**. Data was used to identify root cause and develop curricular adjustments with the end goal of increased academic growth and/or performance as measured by various standardized assessment measures.

9.2 Objective Performance Standard #2: Organizational Leadership

- The Superintendent has worked collaboratively with the Board to develop goals for the district, displayed an ability to identify and rectify problems adversely affecting the district, worked collaboratively with district administration to ensure best practices for instruction, supervision, curriculum development, and management are being utilized, and worked to positively influence the climate and culture of the district.

2018-2019 District Goals

WHY?

We inspire and empower individuals to excel each day in the learning choices they must make to be productive and responsible citizens

SAFETY

RIGOR AND RELEVANCE

HOW?

CURRICULUM

TECHNOLOGY

9.3 Objective Performance Standard #3: District Operations and Financial Management

- The Superintendent worked closely with the District Business Manager to develop and present a responsible budget that provided resources needed to maintain a quality educational program while ensuring fiscal responsibility. **The Superintendent effectively supervised distribution of resources and looked for additional revenue sources** in support of district priorities and directed overall operational activities within the district.

9.4 Objective Performance Standard #4: Communication and Community Relations

- The Superintendent communicated with and effectively engages the staff, the Board of School Directors, and members of the community, clearly articulated district goals and priorities, addressed local and broader issues affecting the district, and built support for district initiatives, programs and short/long-range plans. **District Plan/End of Year Report will be posted on the district's web site.**

Claysburg-Kimmel HS

Select a set of measures to get started

Key for Progress Measures ▾

State Assessment Measures

Percent Proficient/Advanced in English Language Arts/Literature

All Student Group Meets Interim Goal/Improvement Target ○ ⬆ ○

Academic Growth Expectations in English Language Arts/Literatures

All Student Group Did Not Meet the Standard Demonstrating Growth ○ ○ ⬇

Percent Proficient/Advanced in Mathematics/Algebra 1

All Student Group Did Not Meet Interim Goal/Improvement Target ○ ○ ⬆

Academic Growth Expectations in Mathematics/Algebra 1

All Student Group Meets the Standard Demonstrating Growth ○ ⬇ ○

On-Track Measures

Percent English Language Proficiency

All Student Group ○ ○ ○

Percent Regular Attendance

All Student Group Meets Performance Standard ○ ● ○

College and Career Measures

Percent Career Standards Benchmark

All Student Group Exceeds Performance Standard ● ○ ○

Percent Four-Year Cohort Graduation

All Student Group Meets 2030 Statewide Goal ⬆ ○ ○

Claysburg-Kimmel HS

531 Bedford St
Claysburg, PA 16625
814-239-5141

School Website

Percent Enrollment by Race/Ethnicity

American Indian/Alaskan Native	0.0%
Asian	0.0%
Black	1.3%
Native Hawaiian or other Pacific Islander	0.0%
Hispanic	1.3%
White	97.0%
2 or More Races	0.5%

Percent Enrollment by Student Groups

Economically Disadvantaged	54.0%
English Language Learner	0.0%
Special Education	14.1%
Foster Care	Coming Soon!
Homeless	Coming Soon!
Military Connected	Coming Soon!

Grades Offered
7, 8, 9, 10, 11, 12

Title I School
No

School Enrollment
398

Percent of Gifted Students
1.3%

Supporting Intermediate Unit (IU)
Appalachia IU 8

Percent Enrollment by Gender

Male	51.8%
Female	48.2%

13

Claysburg-Kimmel El Sch

Select a set of measures to get started

Key for Progress Measures ⌄

State Assessment Measures

Percent Proficient/Advanced in English Language Arts/Literature

All Student Group Did Not Meet Interim Goal/Improvement Target ◯ ◯ ↓

Academic Growth Expectations in English Language Arts/Literatures

All Student Group Did Not Meet the Standard Demonstrating Growth ◯ ◯ ↓

Percent Proficient/Advanced in Mathematics/Algebra 1

All Student Group Meets Interim Goal/Improvement Target ◯ ↑ ◯

Academic Growth Expectations in Mathematics/Algebra 1

All Student Group Did Not Meet the Standard Demonstrating Growth ◯ ◯ ↓

On-Track Measures

Percent English Language Proficiency

All Student Group ◯ ◯ ◯

Percent Regular Attendance

All Student Group Meets Performance Standard ◯ ● ◯

College and Career Measures

Percent Career Standards Benchmark

All Student Group Exceeds Performance Standard ● ◯ ◯

Percent Four-Year Cohort Graduation

All Student Group ◯ ◯ ◯

14

Claysburg-Kimmel El Sch

240 CK Elementary Drive
Claysburg, PA 16625
814-239-5144

School Website

Percent Enrollment by Race/Ethnicity

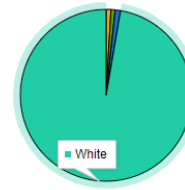|	
● American Indian/Alaskan Native	0.0%
● Asian	0.0%
● Black	0.5%
● Native Hawaiian or other Pacific Islander	0.0%
● Hispanic	0.2%
● White	97.8%
● 2 or More Races	1.5%

Percent Enrollment by Student Groups

Economically Disadvantaged 60.7%

English Language Learner 0.0%

Special Education 16.5%

Foster Care   Coming Soon!

Homeless   Coming Soon!

Military Connected   Coming Soon!

Grades Offered
K5F, 1, 2, 3, 4, 5, 6

Title I School
Yes

School Enrollment
405

Percent of Gifted Students
1.0%

Supporting Intermediate Unit (IU)
Appalachia IU 8

Percent Enrollment by Gender

Male 51.8%

Female 48.2%

15

Claysburg-Kimmel SD

531 Bedford St
Claysburg, PA 16625
814-239-5141

District Website

Percent Enrollment by Student Groups

Economically Disadvantaged	57.4%
English Language Learner	0.0%
Special Education	15.3%
Foster Care	Coming Soon!
Homeless	Coming Soon!
Military Connected	Coming Soon!

Percent Enrollment by Gender

Male	51.8%
Female	48.2%

Percent Enrollment by Race/Ethnicity

White

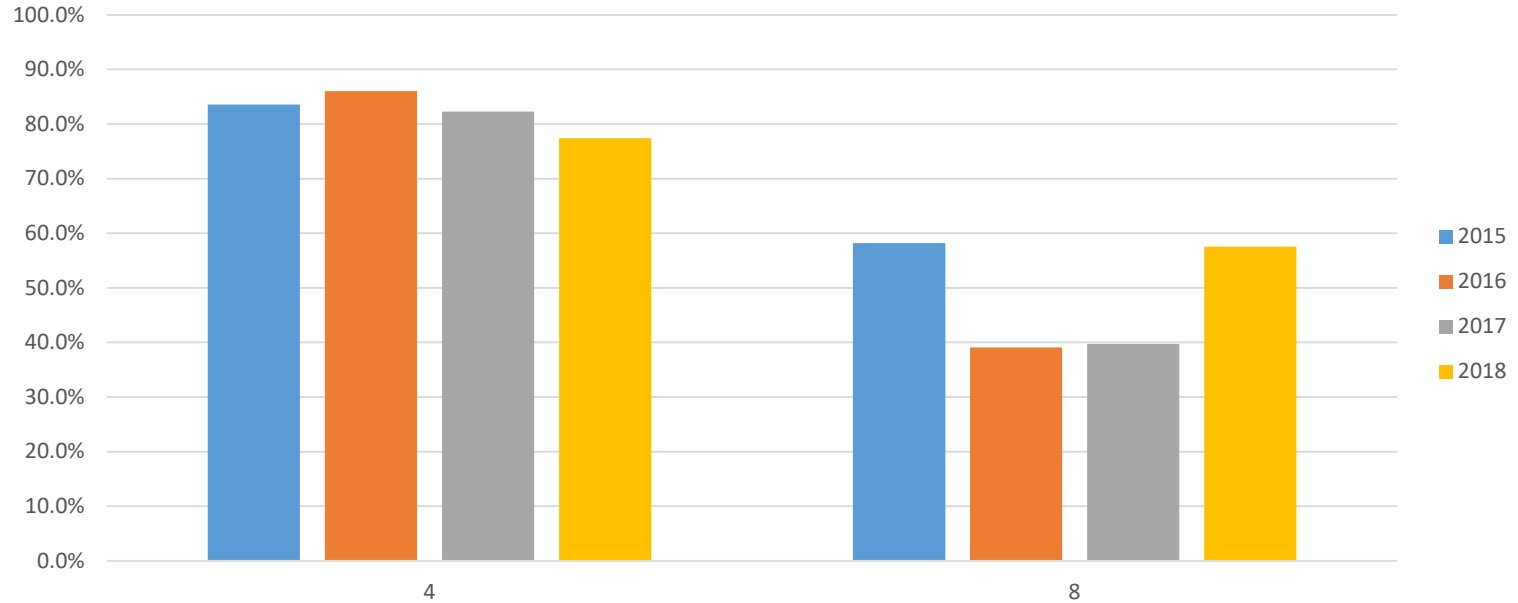|	
American Indian/Alaskan Native	0.0%
Asian	0.0%
Black	0.9%
Native Hawaiian or other Pacific Islander	0.0%
Hispanic	0.8%
White	97.4%
2 or More Races	1.0%

16
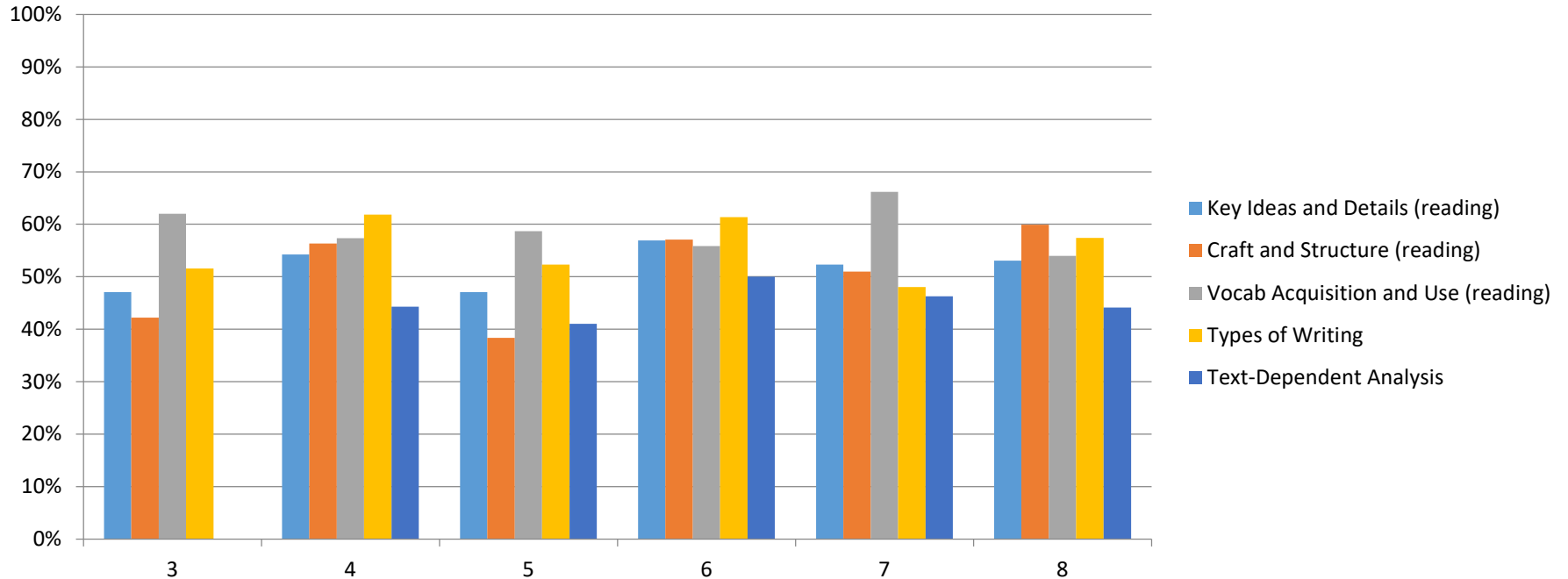
ELA Scores
2015-18
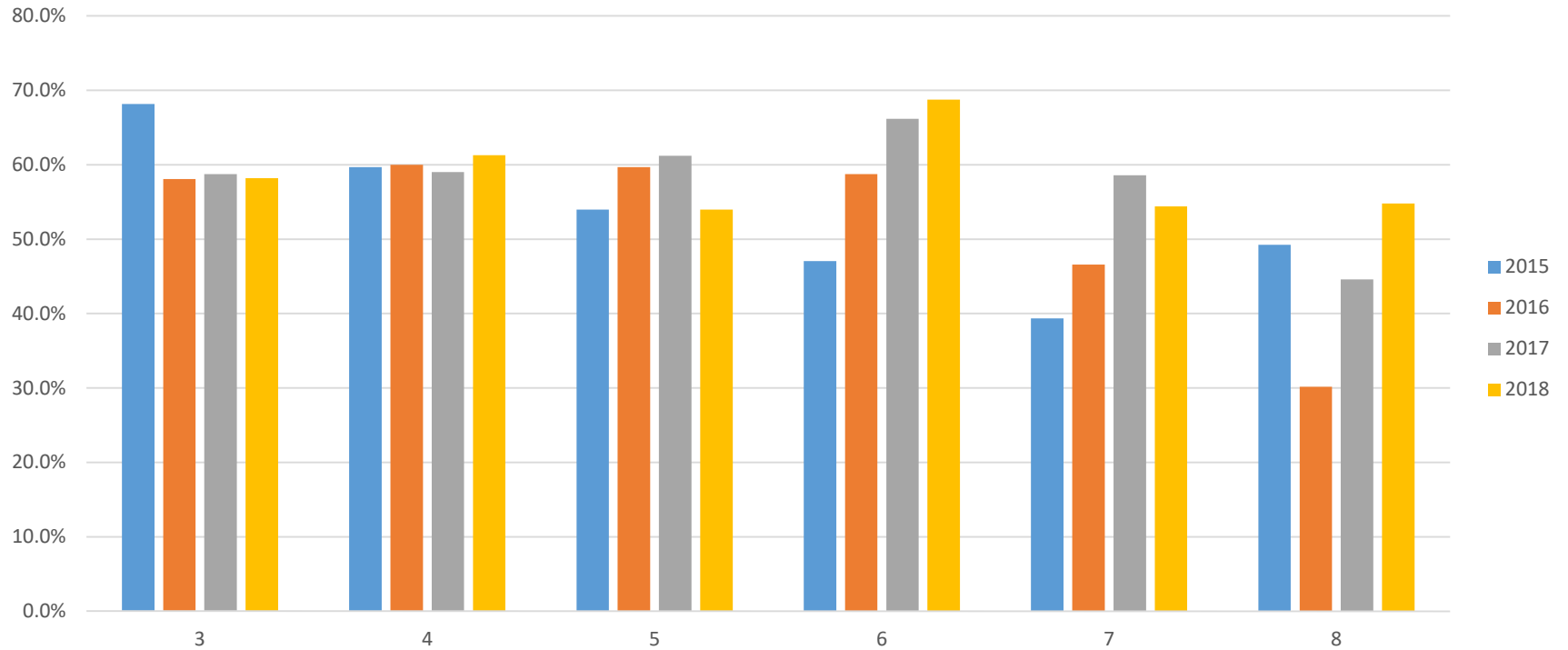
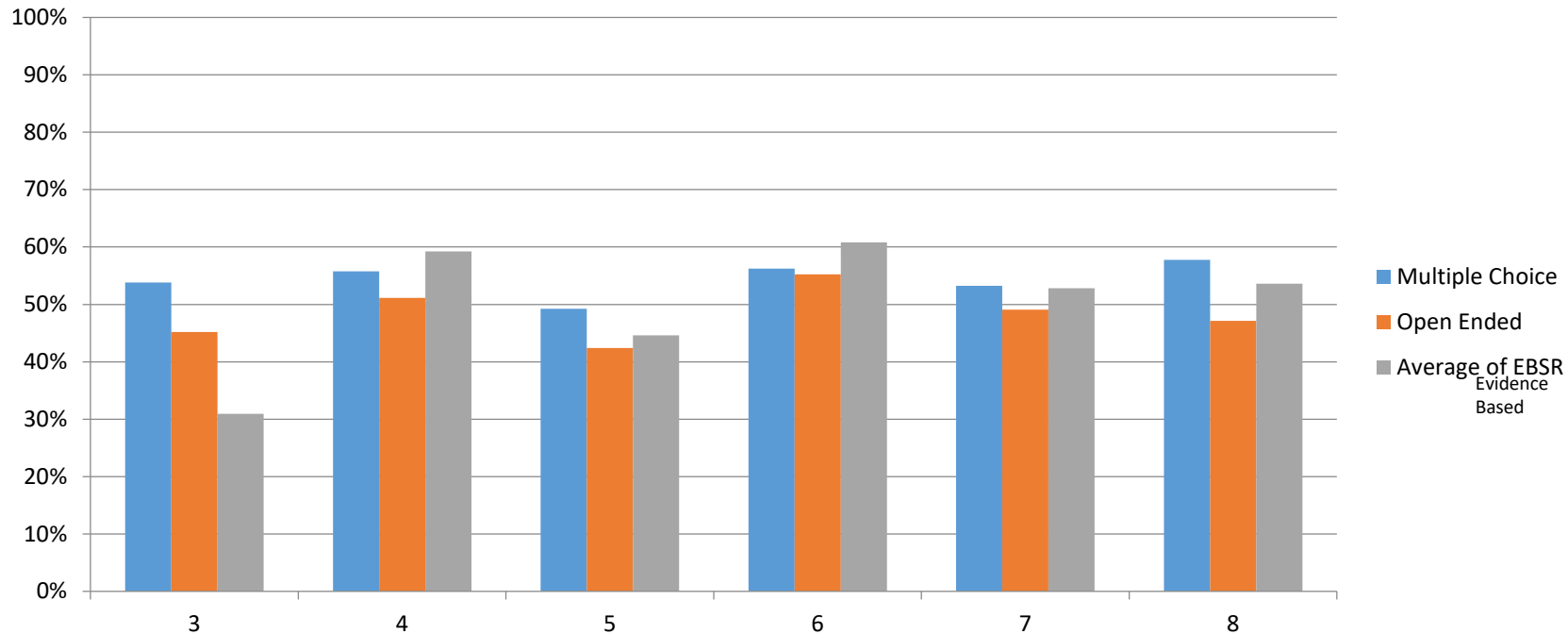# Math Scores
2015-18
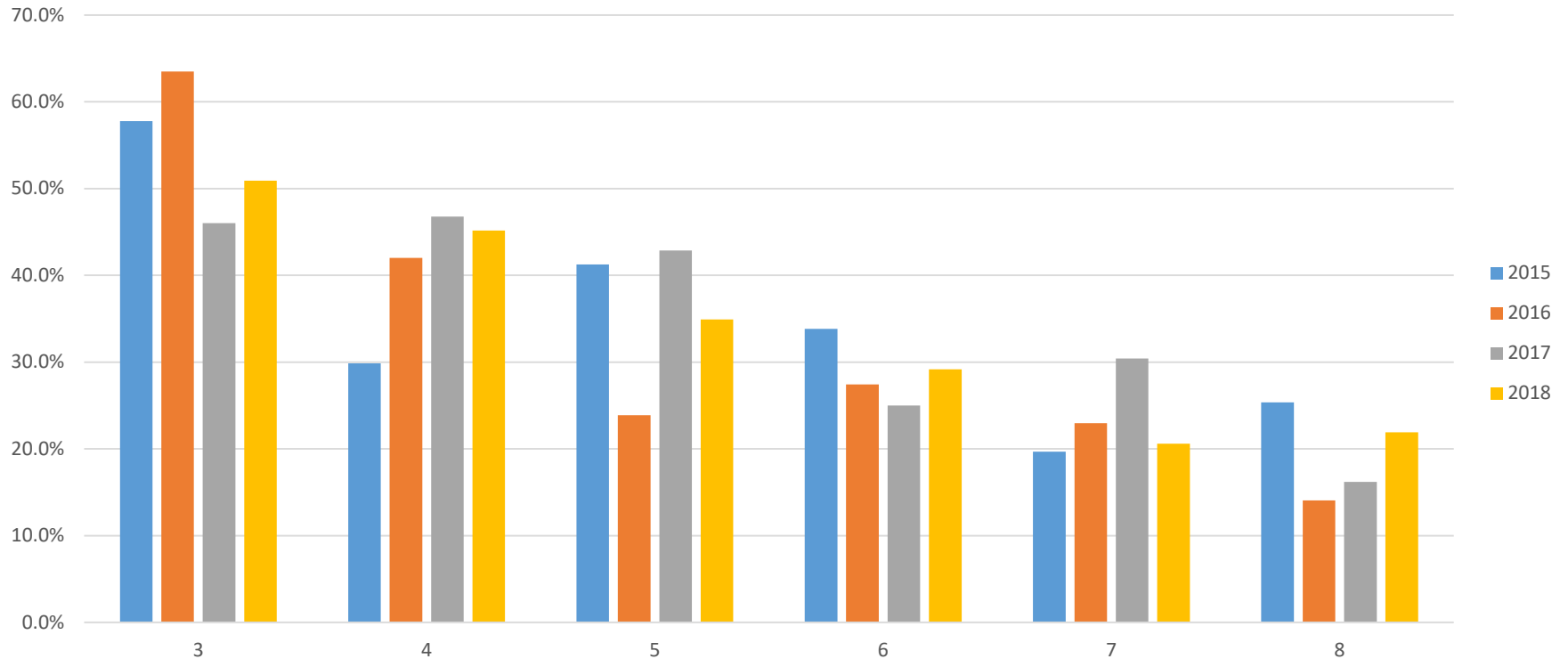
Science Scores
2015-18

ELA -2018 Grades 3-8
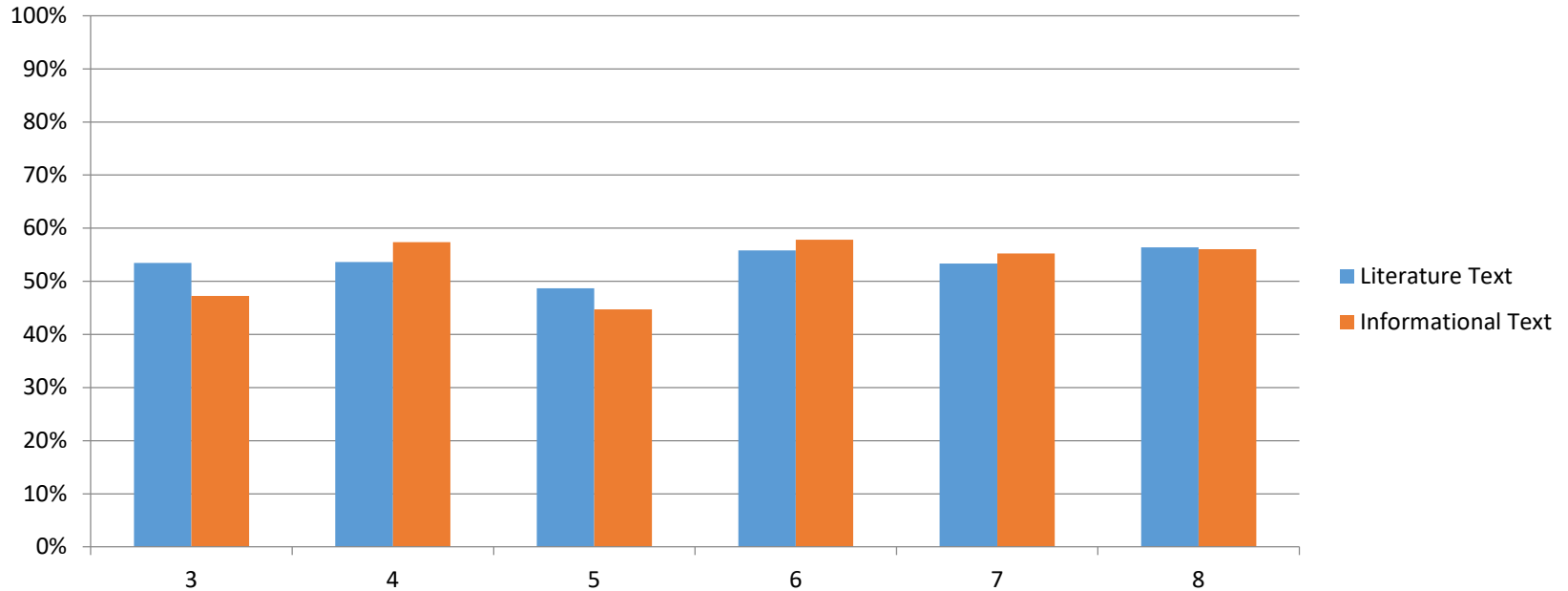
English LA Categories Raw Score %

ELA -2018 Grades 3-8
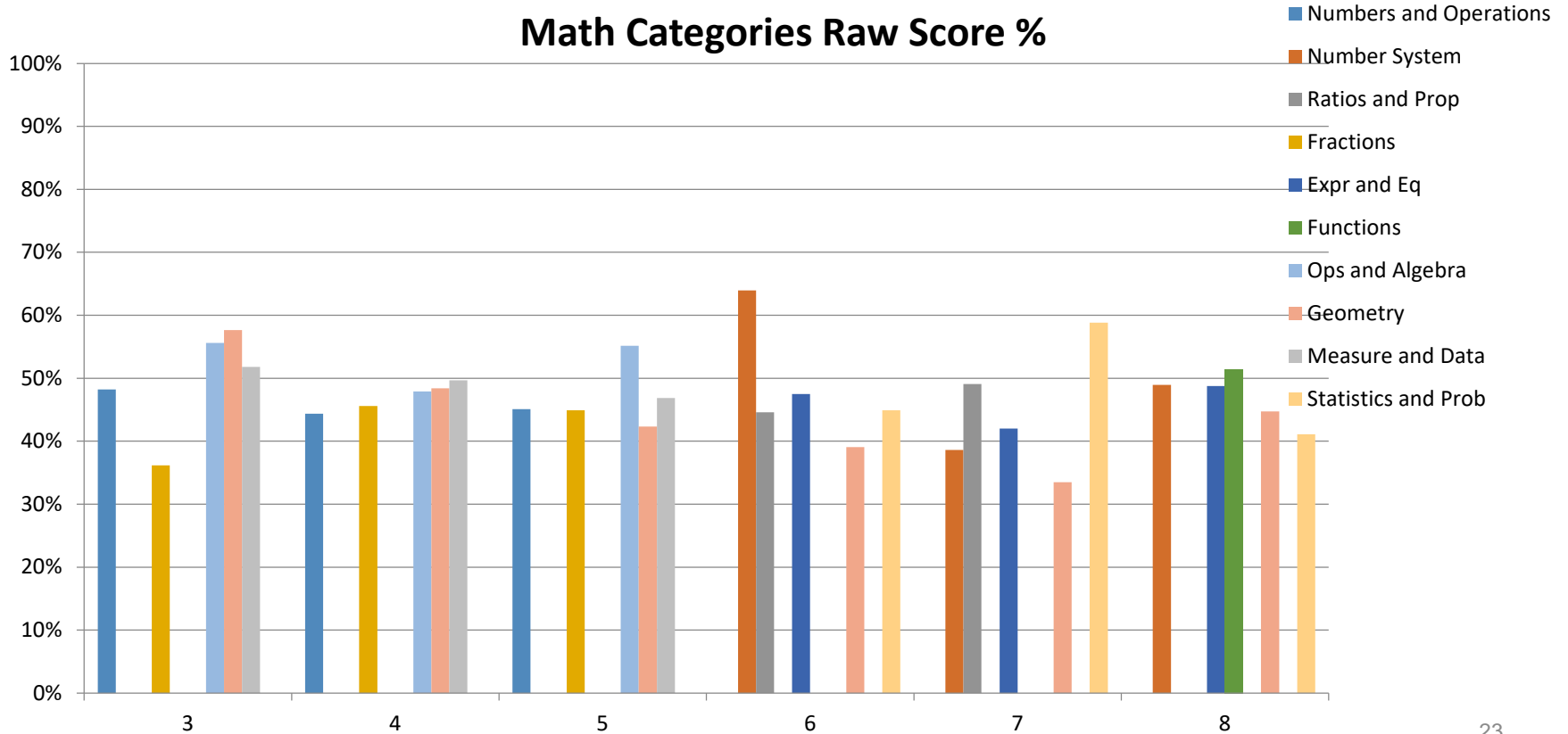
Question Type - English LA

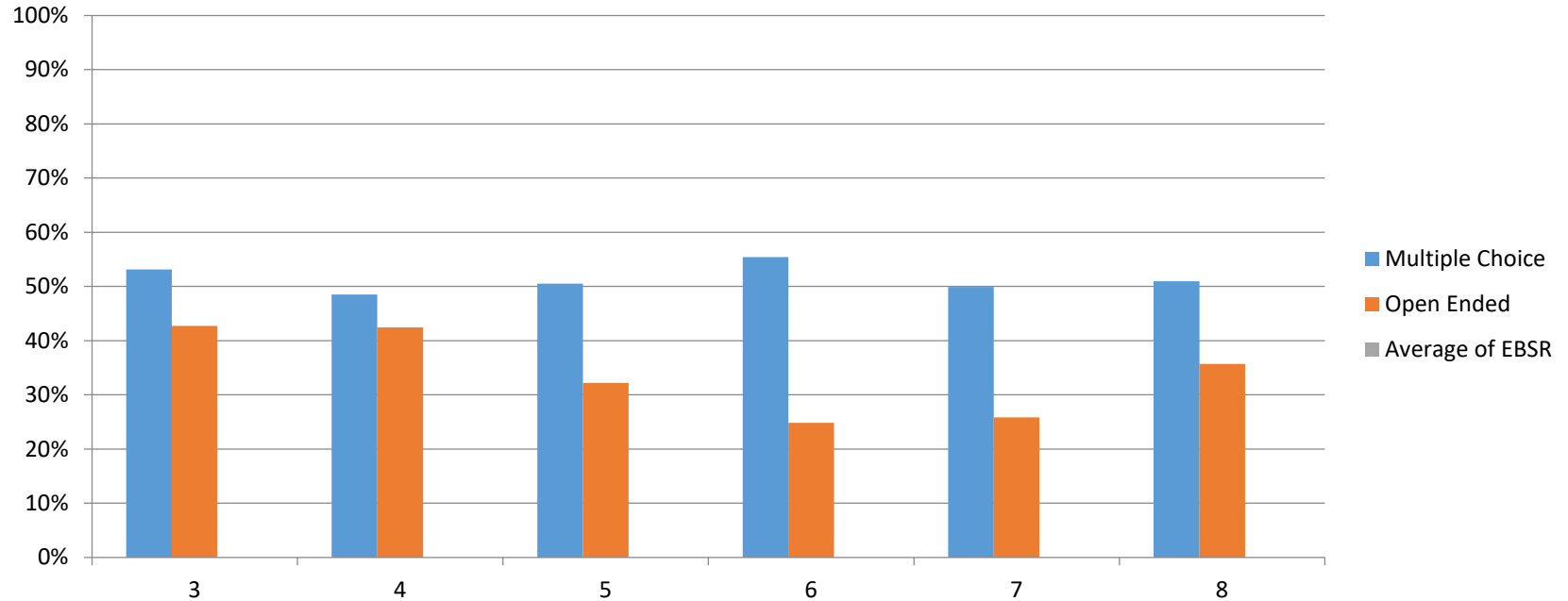# Reading -2018 Grades 3-8

Reading Categories Raw Score %
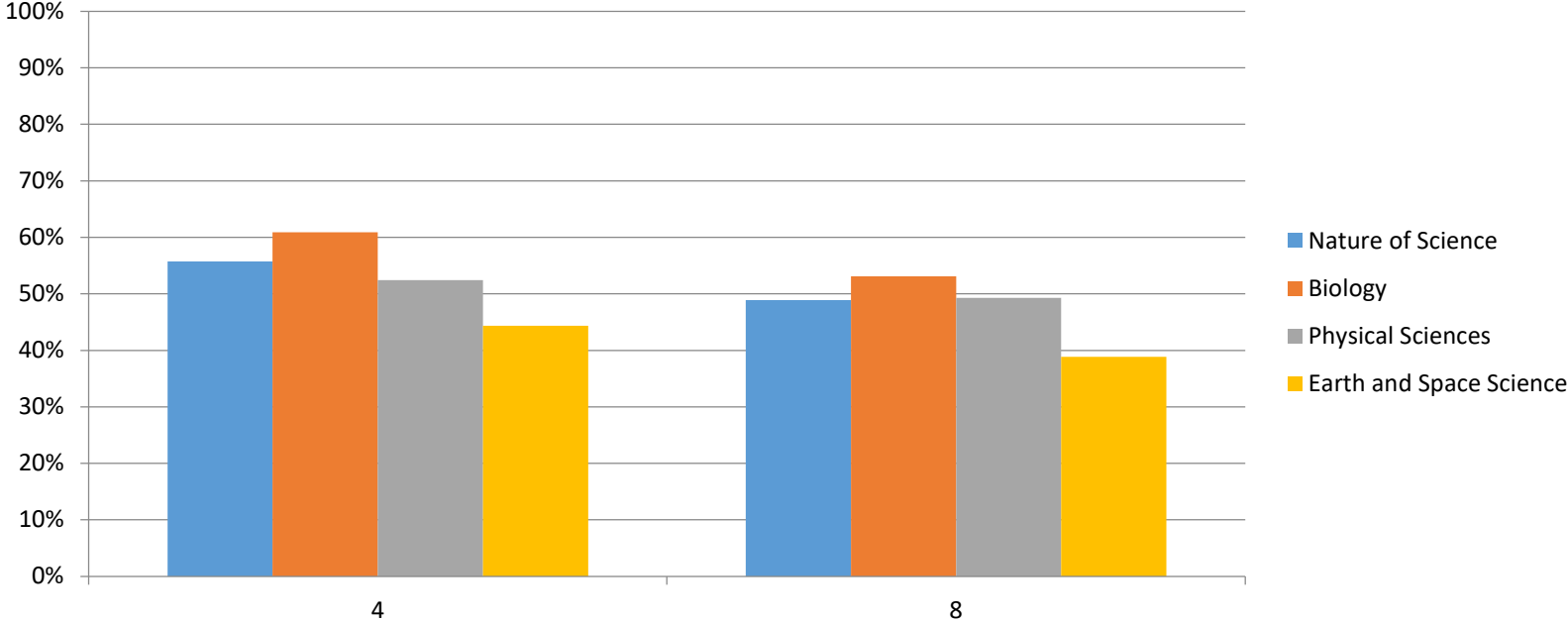
Math -2018 Grades 3-8

Math Categories Raw Score %
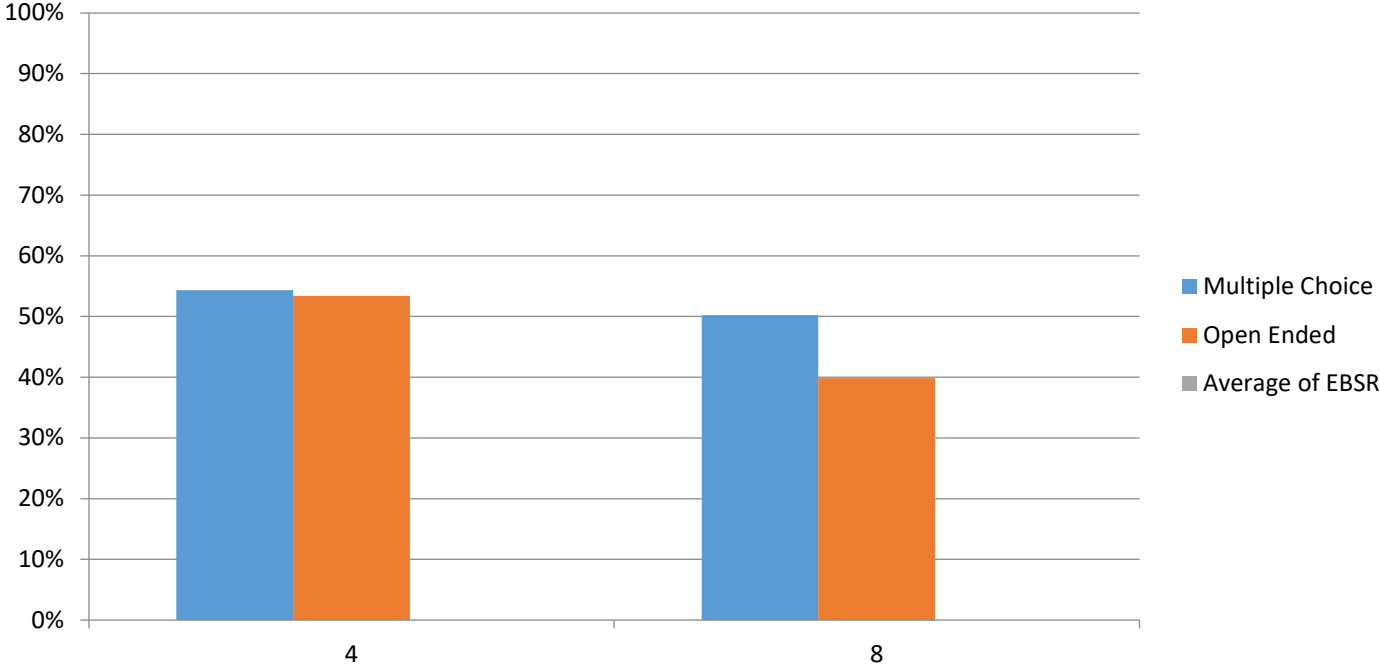
23

Math -2018 Grades 3-8

Question Type - Math

Science-2018 Grades 4 & 8

Science Categories Raw Score %

Science-2018 Grades 4 & 8

Question Type - Science

2018 Keystones

- State Ave 65%
- A1: Prof 61%, Non Prof 39%
- State Ave 64%
- BIO: Prof 41%, Non Prof 59%
- State Ave 72%
- LIT: Prof 68%, Non Prof 32%

Legend: ■ Prof ■ Non Prof

2017 Keystones

Literature Anchors - Raw Score %

Legend: Reading Fiction, Analyze Fiction, Reading Nonfiction, Analyze Nonfiction

2018 Keystones

Literature Anchors - Raw Score %

Legend: Reading Fiction, Analyze Fiction, Reading Nonfiction, Analyze Nonfiction

2017 Keystones

2018 Keystones

Algebra 1 Anchors - Raw Score %

Algebra 1 Anchors - Raw Score %
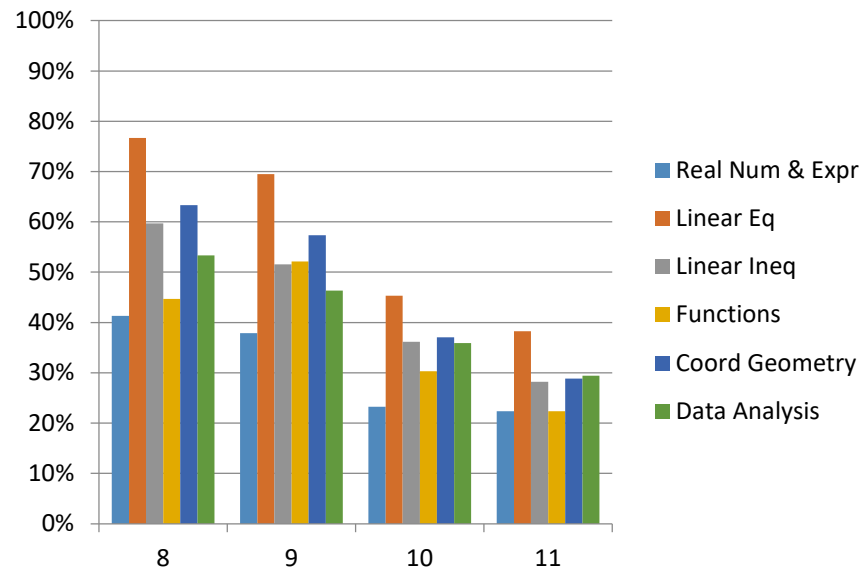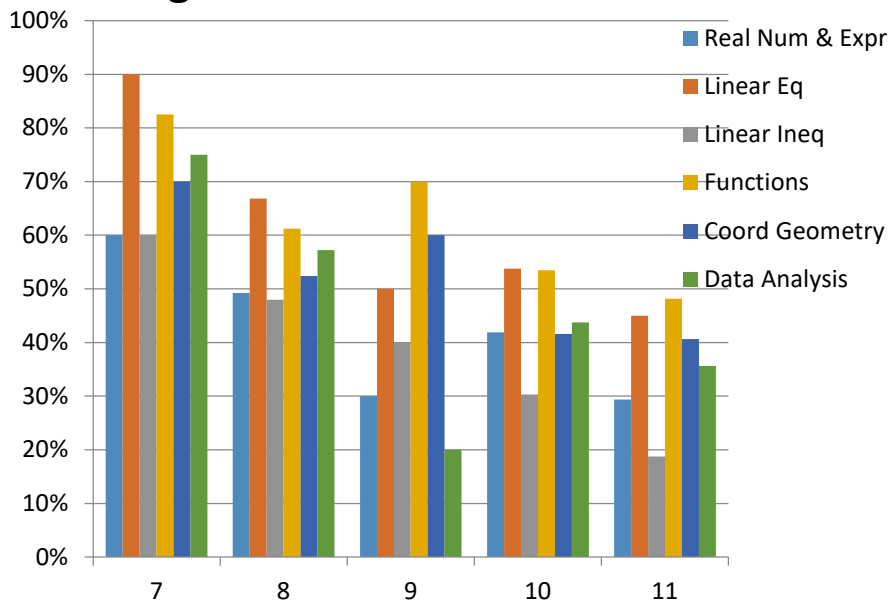
2017
Keystones

Biology Anchors - Raw Score %
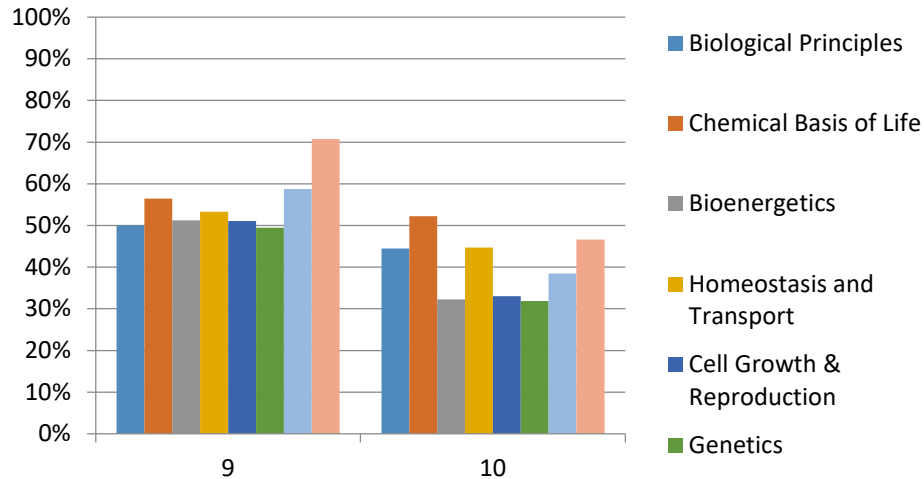
2018
Keystones

Biology Anchors - Raw Score %
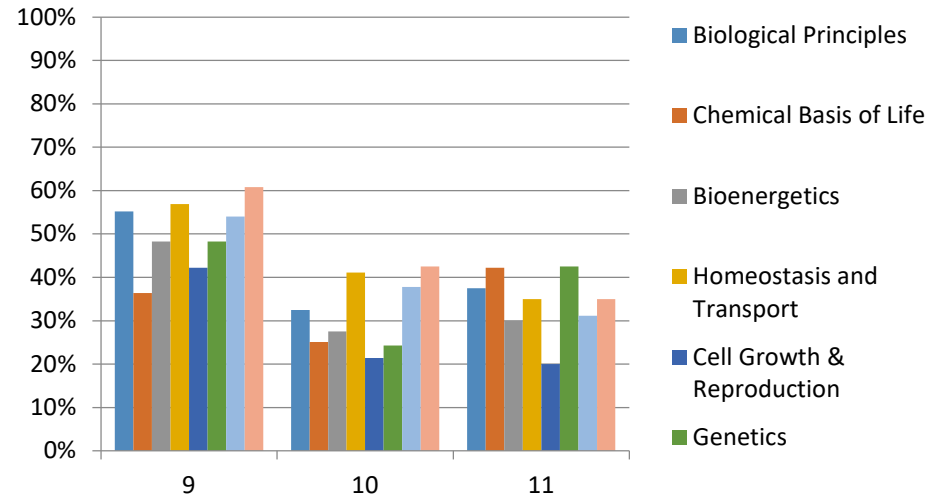
Claysburg Kimmel Safety

2018-19

Summer 2018

- District Safety Plan Created and Entered into Navigate Prepared
- District Safety Plan Distributed to:
  - Blair County 911 Center
  - Greenfield Twp Police
  - Claysburg Fire Department

August/September 2018

- Active Shooter Training with Trooper McGarvey from PSP

- Mandatory Bus Evacuation

- School Resource Officer Grant Received $38,000

October 2018

- Safe2Say Something Kickoff Event
- Red Ribbon Week
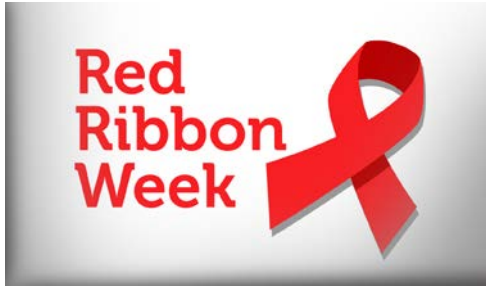
November 2018

- 2018 Region 6 Safe Schools Symposium
- PSBA Act 44 Safety Exchange
- Vaping Dangers Assembly
- School Resource Officer Hired

PA SCHOOL SAFETY & SECURITY EXCHANGE

December 2018

- Safe2Say Something Regional Training at UPJ
- SWPBIS Day
- PSP Walk Thru

January 2019

- Rachael's Challenge Presentation
- $25,000 Safety Grant Received
- Tough Talk Series via Blair County Drug & Alcohol

January 2019

- Responding to Tips Training
- Safe2Say Goes Live
- Safe2Say Student Training

January 2019

- Teacher Run-Hide-Fight Training
- Incident Command System 200 Training

February 2019

- Video Wall Upgrades
- Video Courses Using SafeSchools
- YOJO Anti-Bullying Assembly
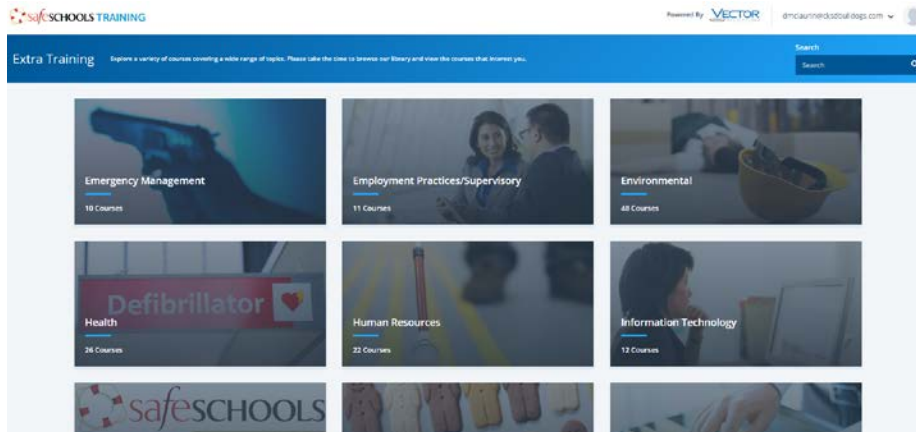
March 2019

- Bus Evacuation Drill 2
- Office Staff Training on Safety and Security

April 2019

- Student Run-Hide-Fight Training

Monthly Safety Activities

- Fire Drills Using Navigate Prepared
- Monthly Safety Meeting in each Building

New Technology/Equipment

- Knox Box
- Portable Metal Detectors
- Secure Vestibules
- Video Walls
- Driver's License Scanners

Planned

- Fire Dept. Walkthrough
- Radio Upgrades
- Camera Server Upgrades
- "Realistic" Drills
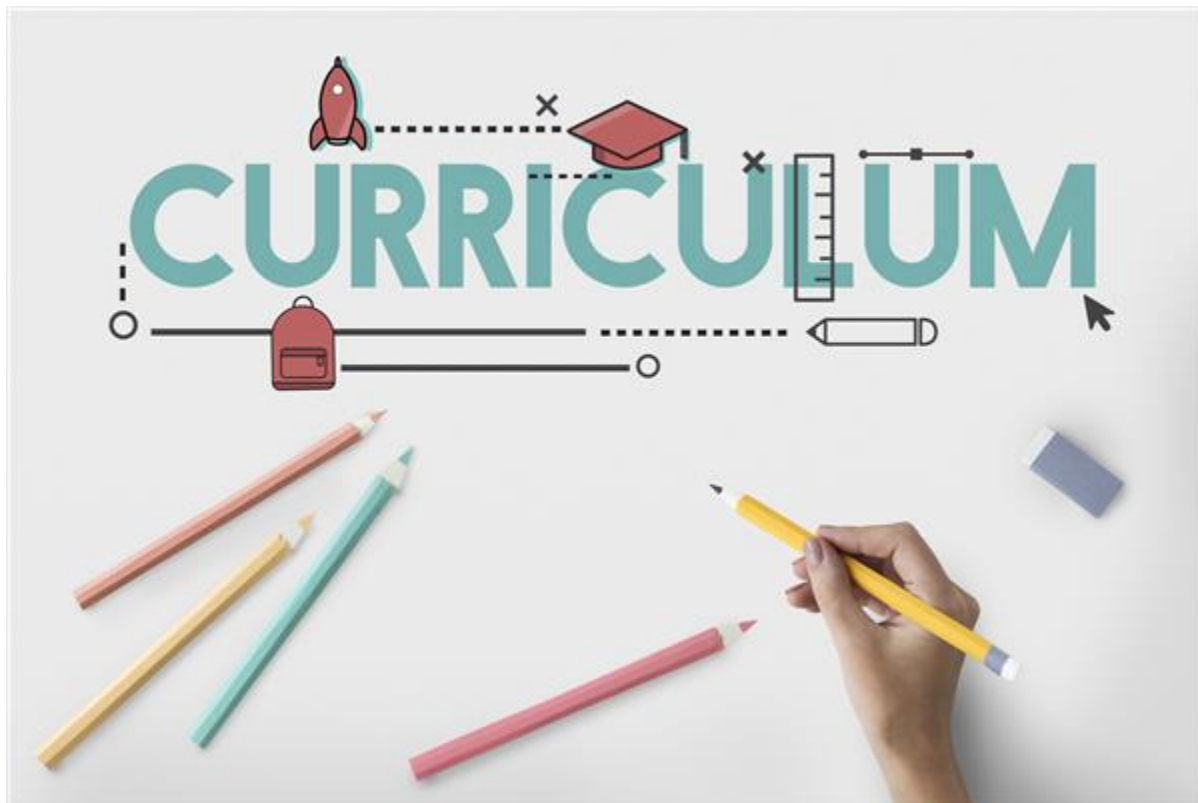
Curriculum

Implementing a new literacy curriculum K-6 that includes the following:

Consultation with IU-08's literacy specialist.

LETRS training for elementary staff

DIBELS Implementation

Phonics Training for grades 1 & 2.

Visits and meetings with Hollidaysburg SD to review their new literacy program

Lexia Core 5 Personalized learning implementation.

Curriculum

Personalized IXL Math Program for students in grades K-8.

Data Review with IU 8 for Grades 7-12 Tested Subject Teachers.

Next Day Data implementation to review district data to identify strengths and weaknesses

Curriculum

Visit to Cambria Heights to review their middle level and high school ELA curriculum.

Staff Curriculum Writing training with Dr. Doran from the University of Pittsburgh.

Eligible Content Checklist provided to all tested content staff.

E-List Remediation and Parental Contact Protocol

Flexible Schedule to allow for Remediation and Jr/Sr Seminar
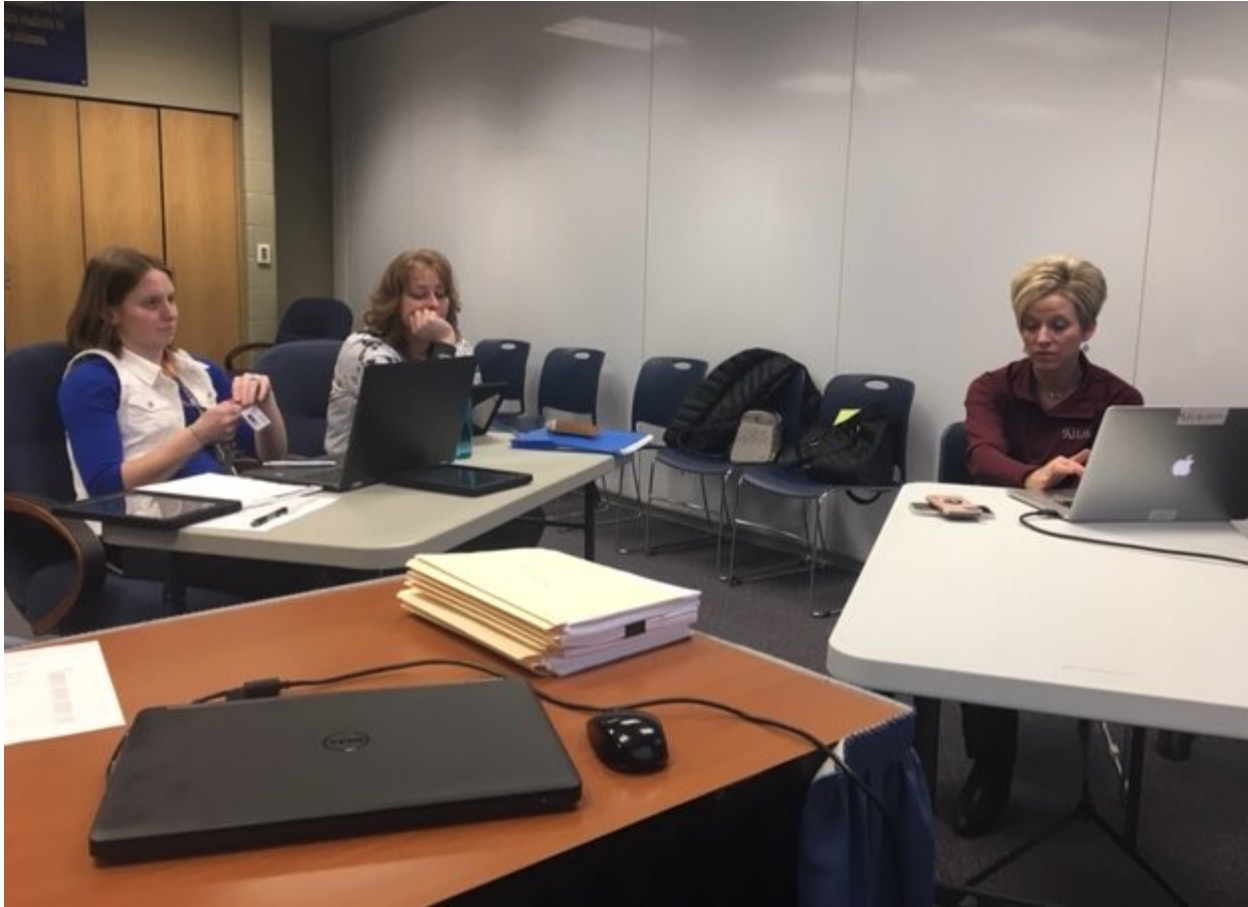
Strategies to Teach
TEXT DEPENDENT ANALYSIS

Thanks to a generous donation from NPC, a group of CK teachers participated in a professional development day at Barneywood on Monday.Jenn Herncace from IU 8 presented on Text Dependent Analysis(TDA) and Depth of Knowledge.
Text Dependent Analysis ask questions that force students to synthesize answers based on specific evidence within a reading passage and demonstrate their ability to interpret the meaning behind that evidence.

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Depth of Knowledge refers to the depth of understanding required to answer or explain an assessment-related item or a classroom activity
DOK has 4 levels.

Level 1 DOK is recall and recognition.

Level 2 DOK – is about using a skill or a concept, i.e. Paraphrase. Conceptual understanding generally refers to the integration and application of concepts and other ideas within a content area.

Level 3 DOK requires strategic thinking. Analysis and other examples are given here. Non-routine problem solving like in reading and determining author's purpose is Level 3.

Level 4 DOK requires extended thinking usually requires work over a period of time, including gathering information, analyzing findings, preparing reports, and presenting findings.

LETRS® is a professional development course that bridges deep, meaningful research into practical classroom success. *LETRS* provides educators with the background, depth of knowledge, and tools to teach language and literacy skills to every student. *LETRS* can be used regardless of the literacy program in use.

LEXIA READING CORE5

Primary School Level Reading Instruction
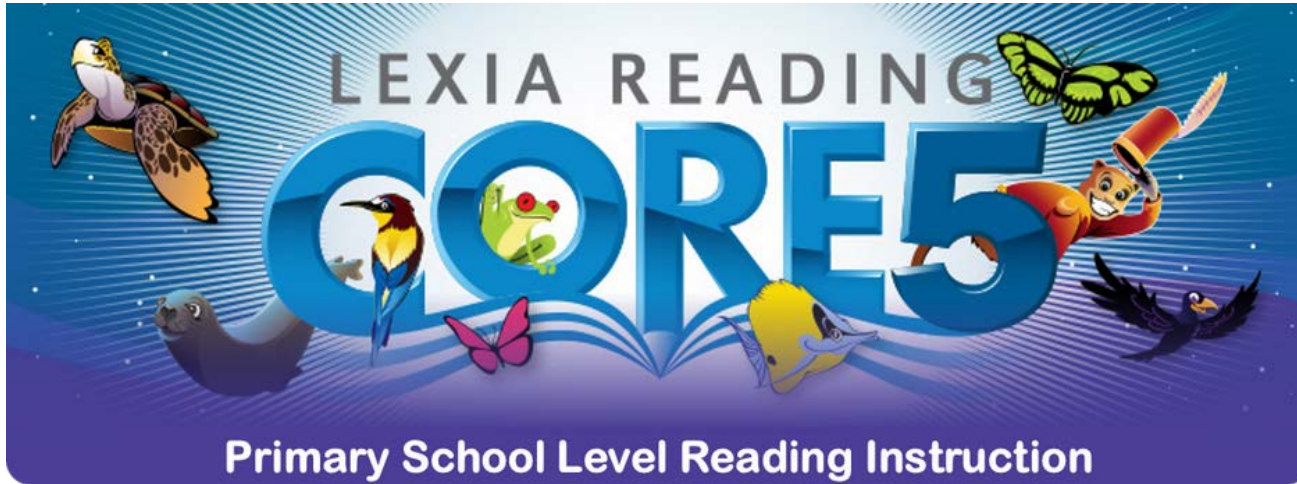
Lexia® Core5® Reading supports educators in providing differentiated literacy instruction for students of all abilities in grades pre-K–5. Lexia's research-proven program provides explicit, systematic, personalized learning in the six areas of reading instruction, targeting skill gaps as they emerge, and providing teachers with the data and student-specific resources they need for individual or small-group instruction.
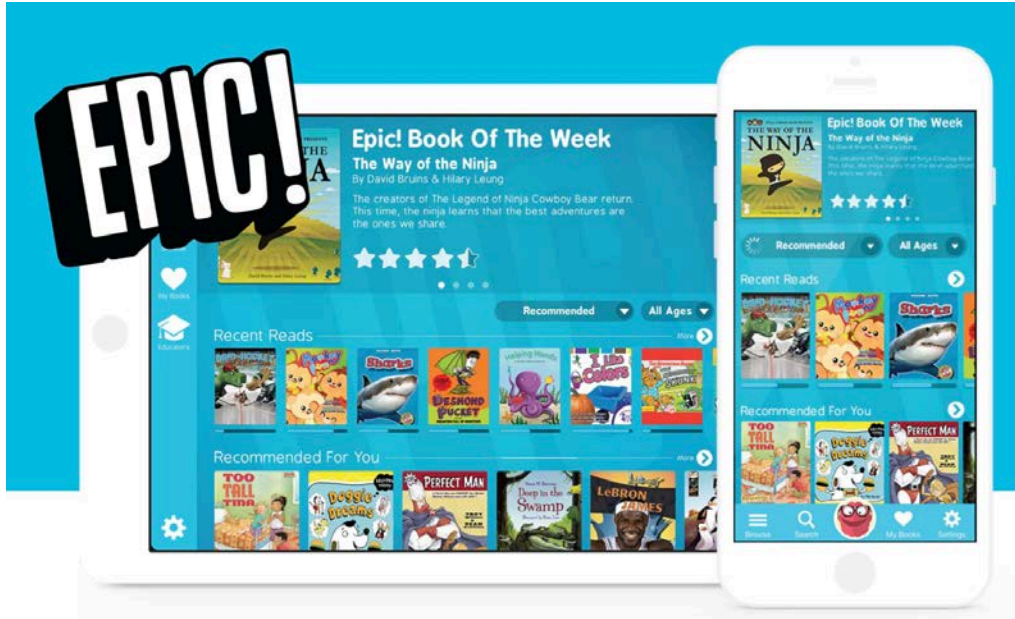
Epic! Books – Online Free Library

Congratulations!

Claysburg-Kimmel Elementary School

Is the **Pennsylvania**

Middle School Conference

2019 READBowl State Champion

Keep Reading!

Lexi Reading Levels
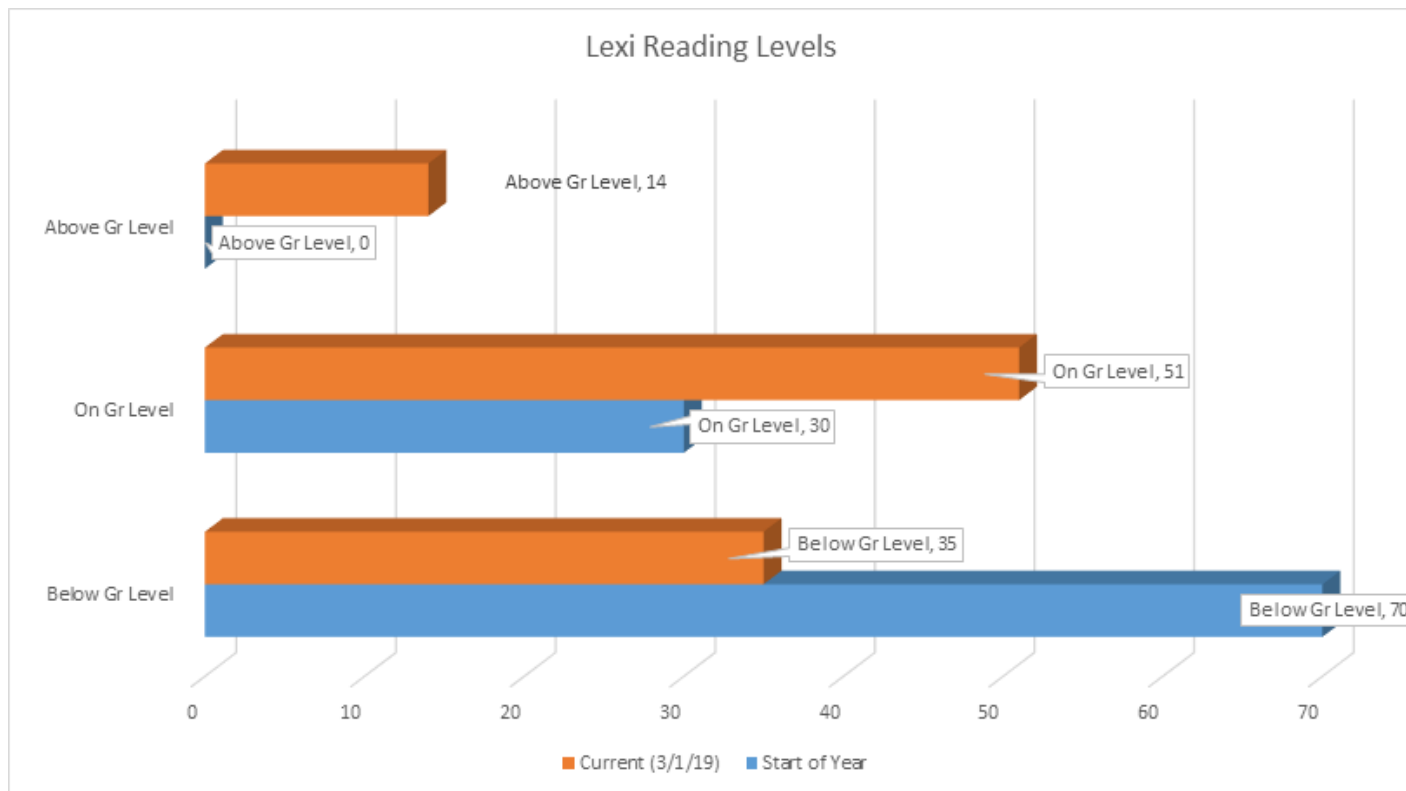
On IXL, math is more than just numbers. With unlimited questions, engaging item types, and real-world scenarios, IXL helps learners experience math at its most mesmerizing!

Claysburg-Kimmel SD
@CKBulldogs

Interactive math problem solving today in Mrs. Ritchey's room. #SchoolsThatTeach

12:57 PM - 18 Jan 2019

MATH | GRADE 7
PA Eligible Content

PA REPORTING CATEGORY: THE NUMBER SYSTEM

Pa Core Standards

CC.2.1.7.E.1 Apply and extend previous understandings of operations with fractions to operations with rational numbers.

ASSESSMENT ANCHOR AND CATEGORY	DESCRIPTOR	ELIGIBLE CONTENT	INSTRUCTIONAL NOTES	Date Taught	Date Taught	Date Taught
M07.A-N — The Number System	**M07.A-N.1.1** Solve real-world and mathematical problems involving the four operations with rational numbers.	**M07.A-N.1.1.1** Apply properties of operations to add and subtract rational numbers, including real-world contexts.				
		M07.A-N.1.1.2 Represent addition and subtraction on a horizontal or vertical number line.				
		M07.A-N.1.1.3 Apply properties of operations to multiply and divide rational numbers, including real-world contexts; demonstrate that the decimal form of a rational number terminates or eventually repeats.				

CC.2.1.7.D.1 Analyze proportional relationships and use them to model and solve real-world and mathematical problems.

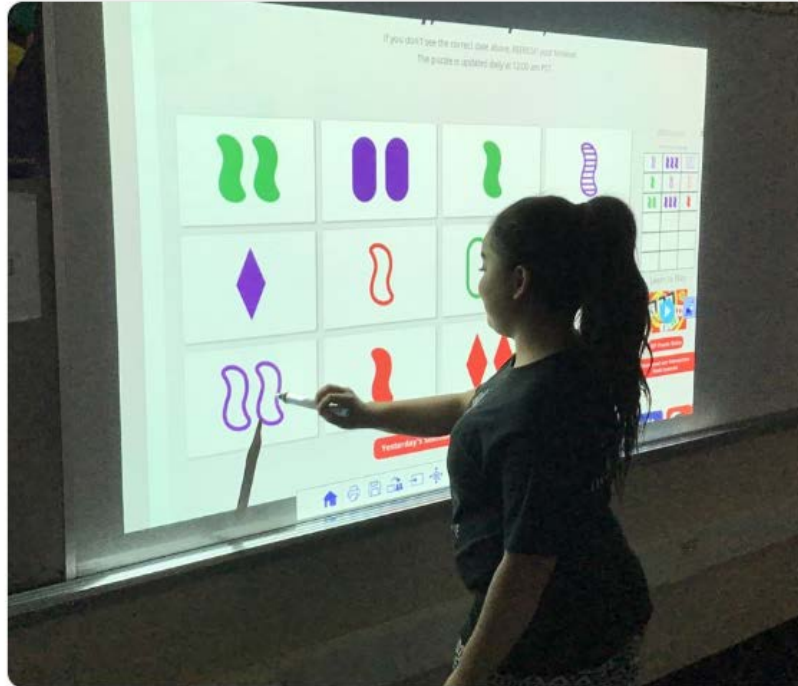| ASSESSMENT ANCHOR AND CATEGORY	DESCRIPTOR	ELIGIBLE CONTENT	INSTRUCTIONAL NOTES	Date Taught	Date Taught	Date Taught
M07.A-R — Ratios and Proportional Relationships	**M07.A-R.1.1** Analyze, recognize, and represent proportional relationships and use them to solve real-world and mathematical problems.	**M07.A-R.1.1.1** Compute unit rates associated with ratios of fractions, including ratios of lengths, areas, and other quantities measured in like or different units. Example: if a person walks 1/2 mile in each 1/4 hour, compute the unit rate as the complex fraction 1/2 / 1/4 miles per hour, equivalently 2 miles per hour.				
		M07.A-R.1.1.2 Determine whether two quantities are proportionally related (e.g., by testing for equivalent ratios in a table, graphing on a coordinate plane and observing whether the graph is a straight line through the origin).				
		M07.A-R.1.1.3 Identify the constant of proportionality (unit rate) in tables, graphs, equations, diagrams, and verbal descriptions of proportional relationships.				
		M07.A-R.1.1.4 Represent proportional relationships by equations. Example: If total cost t is proportional to the number n of items purchased at a constant price p, the relationship between the total cost and the number of items can be expressed as t = pn.				

SAMPLE CURRICULUM

CKSD Curriculum
ELA 8: Unit 3
Suggested Length of Unit – 15 Days

Unit title and short description
- Mythology: during this unit, the students will read, comprehend, and analyze literature revolving around the central idea of origin stories. While reading, the students will be studying the elements that are often found in mythology; they will use this knowledge to recognize allusions to myths in modern literature.

Major Academic Standards Addressed
- CC.1.3.8.A: Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.
- CC.1.3.8.B: Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text.
- CC.1.3.8.C: Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
- CC.1.3.8.H: Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths and traditional stories, including describing how the material is rendered new.
- CC.1.3.8.J: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Concepts – Content ——**What students should know**
- Elements of Mythology

PROFESSIONAL DEVELOPMENT

Claysburg-Kimmel SD
@CKBulldogs

Social Studies and Science teachers from @CKBulldogs participating in the @appalachiaIU8 Disciplinary Literacy Series by studying the importance of complex text and analytical thinking. #GreatthingshappeningatCK

2:04 PM - 4 Feb 2019

Claysburg-Kimmel SD
@CKBulldogs

Emily Carper co-presenting SOLE teaching activity at @appalachiaIU8 PIIC Coaches Workshop today. #GreatthingshappeningatCK
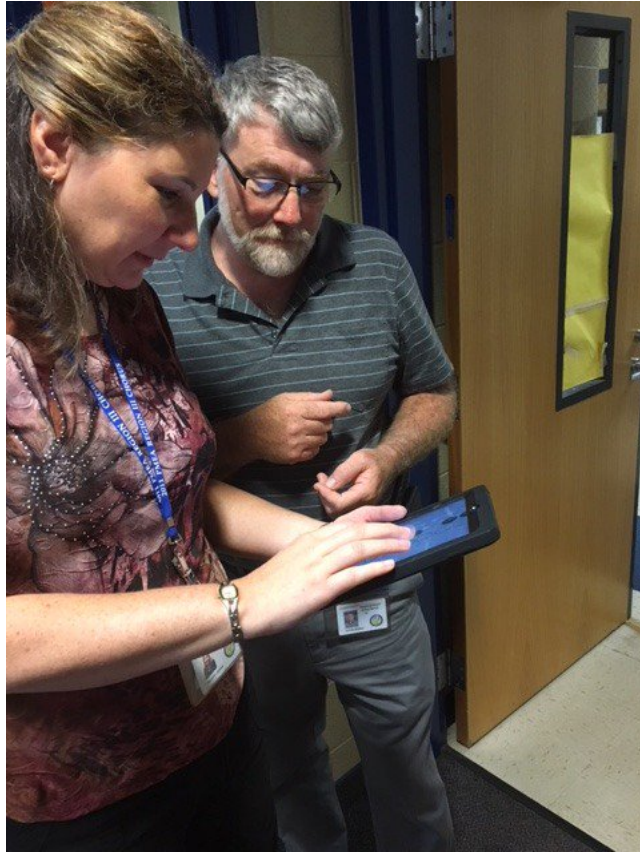
Claysburg-Kimmel SD @CKBulldogs · Mar 21
Green Screen Training today at CKES
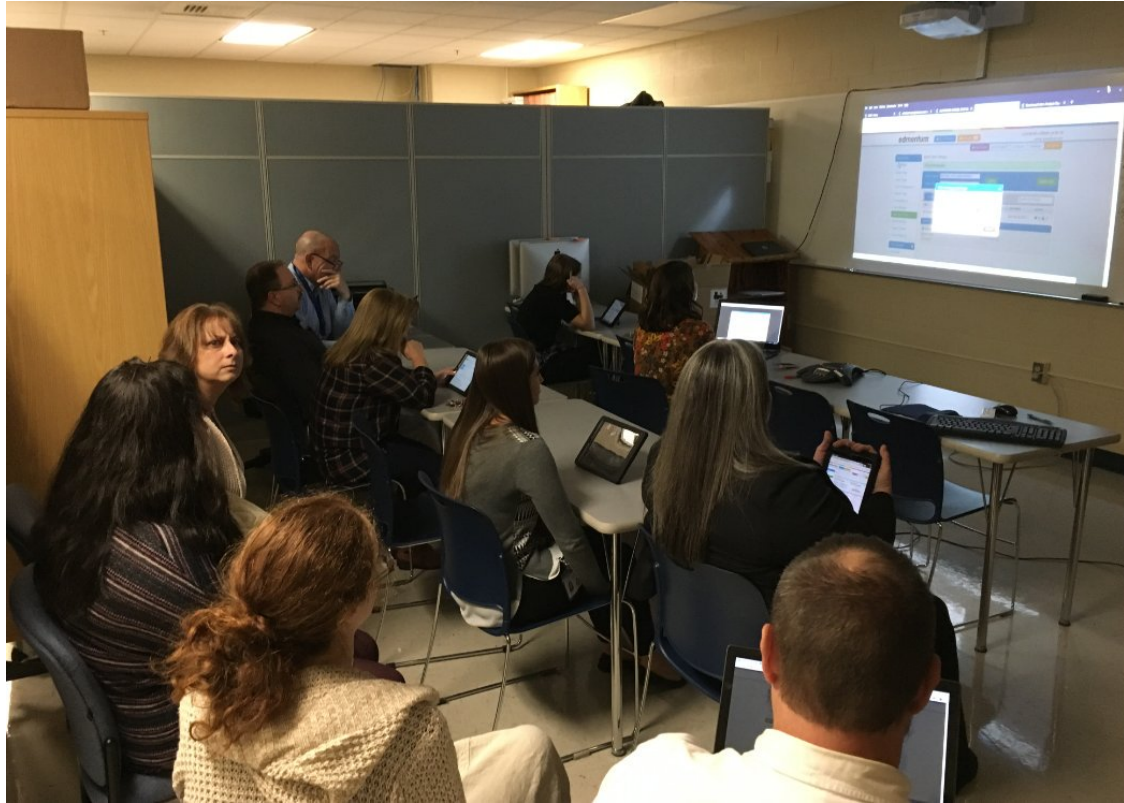
Claysburg-Kimmel SD @CKBulldogs · Mar 21
The Disciplinary (content area) Literacy Series yesterday @appalachiaIU8
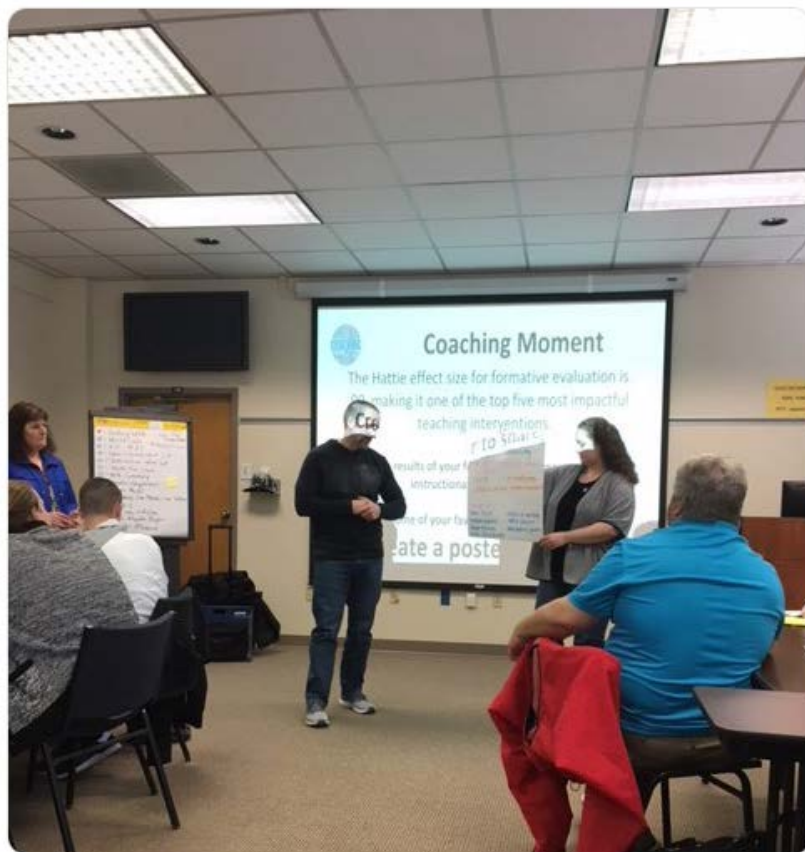
FLEXIBLE SCHEDULING

Another Flex Tuesday takeoff is our new Video Production Club brainstorming about a future video competition!
#GreatthingshappeningatCK

8:56 AM - 5 Mar 2019

Claysburg-Kimmel SD
@CKBulldogs

Great collaboration with Juniata Valley School District's Video Production team today as we work on developing our new live streaming program on Bulldog TV! #thankyouJV @PADeptofEd @pedroarivera2 @PSBA

12:03 PM - 14 Jan 2019

CPR training for seniors at CKHS.

Claysburg-Kimmel SD @CKBulldogs · Mar 19

CK Students participating today in the surgery viewing program at Allegheny General Hospital #GreatthingshappeningatCK @PADeptofEd @PSBA

Financial Literacy lessons from our friends at First Commonwealth Bank

Mr. Allison doing a Claysburg History Presentation for students.

CKES Secret Agents

- CKES's Secret Agents implementing a Rainy Day Mailbox as part of the @RachelsChalleng program to allow students to pick out a card or letter when they need just a little bit of extra encouragement.

Community Partnerships

Community Partnerships

Community Partnerships

Community Partnerships

339 Plan – College and Career Readiness

Claysburg-Kimmel El Sch
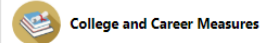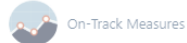
State Assessment Measures   On-Track Measures   **College and Career Measures**

Career Standards Benchmark ⓘ

Federal

Career Standards Benchmark
All Student Group Exceeds Performance Standard

Percent Career Standards Benchmark ⓘ	100.0%
Statewide Average	91.8%
Statewide Performance Standard	98.0%

Student Group Breakdown

100
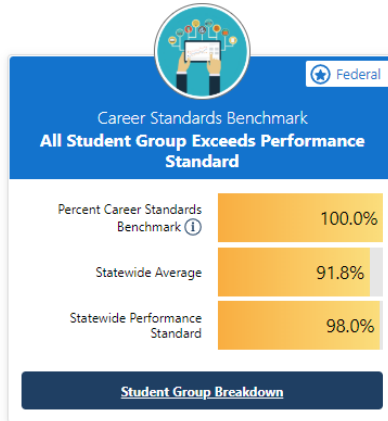
Claysburg-Kimmel HS

State Assessment Measures   On-Track Measures   College and Career Measures

Career Standards Benchmark ⓘ

Federal

Career Standards Benchmark

All Student Group Exceeds Performance Standard

Percent Career Standards Benchmark ⓘ	99.3%
Statewide Average	91.8%
Statewide Performance Standard	98.0%

Student Group Breakdown

High School Graduation Rate ⓘ

High School Graduation Rate ⓘ

Four-Year Cohort
⭐ Federal

All Student Group Meets 2030 Statewide Goal

Percent Graduation 4-Year Cohort	96%
Statewide Average	86.6%
Statewide 2030 Goal	92.4%

Student Group Breakdown

Five-Year Cohort
All Student Group

Percent Graduation 5-Year Cohort	93.6%
Statewide Average	89.3%

Student Group Breakdown

Industry-Based Learning ⓘ

Industry-Based Learning
All Student Group

Percent Industry-Based Learning	30.6%
Statewide Average	23.8%
Statewide Performance Standard	Coming Soon

Components of Indicator

Percent Scoring Competent or Advanced on NOCTI/NIMS — 30.6%

Percent Earned Industry-Recognized Credential — 14.3%

Percent Completed Work-Based Learning Experience — 2%
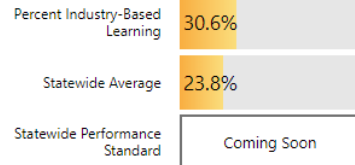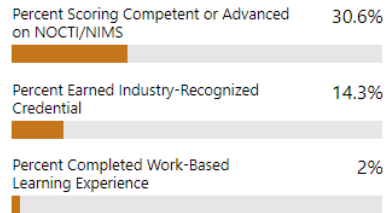
Advanced on Industry-Based Competency Assessment
All Student Group

Percent Advanced	18.4%
Statewide Average	5.7%
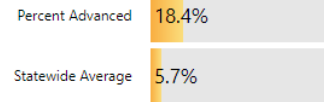
Student Group Breakdown

Rigorous Courses of Study ⓘ

Rigorous Courses of Study
All Student Group

Percent Rigorous Courses of Study	81.6%
Statewide Average	49.2%
Statewide Performance Standard	Coming Soon
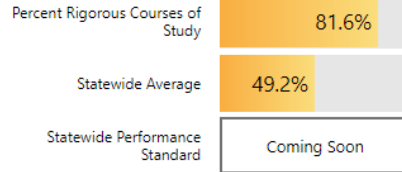
Components of Indicator

Percent AP/IB Participation — 0.0%

Percent College Course Enrollment — 57.1%

Percent CTE Program of Study Concentration — 32.7%

- Provided by CTC — 16
- Provided within LEA — IS

Number Unique Rigorous Courses — 4

Post Secondary Transition to School, Military, or Work ⓘ

Post Secondary Transition
All Student Group

Percent Graduates	76.7%
Statewide Average	83.6%

Components of Indicator

Post Secondary Education — 41.7%

Post Secondary Breakdown

Enlisted Military — 10.0%

Enlisted Military Breakdown

Entered PA Workforce — 25.0%

PA Workforce Breakdown ⓘ

Claysburg Kimmel Technology Plan

Technology Scope & Sequence K-6

Digital Literacy Categories		Skills	K	1	2	3	4	5	6
Demonstrate proficiency in the use of computers and applications as well as an understanding of the concepts underlying hardware, software, and connectivity	BASIC OPERATIONS	Turn on a computer/I-Pad and login	x	x	x				
		Use pointing device such as a mouse to manipulate shapes, icons; click on urls, radio buttons, check boxes; use scroll bar	x	x					
		Use desktop icons, windows and menus to open applications and documents.	x	x					
		File Mgt - Saving Documents					x	x	x
		Explain and use age-appropriate online tools and resources (e.g. tutorial, assessment, web browser)				x	x	x	x
		Keyboarding Use proper posture and ergonomics Locate and use letter and numbers keys with left and right hand placement. Locate and use correct finger, hand for space bar, return/enter and shift key Gain proficiency and speed in touch typing				x	x	x	x
	WORD PROCESSING	Use a word processing application to write, edit, print, and save simple assignments				x	x	x	x
		Use menu/tool bar functions (e.g. font/size/style/, line spacing, margins) to format, edit and print a document					x	x	x
		Highlight text, copy and paste text					x	x	x
		Copy and paste images within the document and from outside sources					x	x	x
		Insert and size a graphic in a document				x	x	x	x
		Proofread and edit writing using appropriate resources (e.g. dictionary, spell checker, grammar, and thesaurus).						x	x

I- Introduce   **R- Reinforce**   **M- Mastery**

Technology Scope & Sequence K-6

Digital Literacy Categories		Skills	K	1	2	3	4	5	6
Demonstrate proficiency in the use of computers and applications as well as an understanding of the concepts underlying hardware, software, and connectivity	Spreadsheet (Tables/Charts and Graphs)	Demonstrate an understanding of the spreadsheet as a tool to record, organize, and graphy information.						x	x
		Identify and explain terms and concepts related to spreadsheets (cell, column, row, chart, graph, etc..)						x	x
		Enter/edit data in spreadsheets and perform calculations using formulas.						x	x
		Use mathematical symbols (+, -, *,/)						x	x
		Use spreadsheets and other applications to make predictions, solve problems, and draw conclusions.							
	Multimedia and Presentation Tools	Create, edit, and format text on a slide				x	x	x	x
		Create a series of slides and oranize them to present research or convey an idea				x	x	x	x
		Copy and paste or import graphics; change their size and position on a slide				x	x	x	x
		Use painting and drawing tools/applications to create and edit work.						x	x
		Watch online videos and use play, pause, rewind, and forward buttons while taking notes.							x
I- Introduce	**R- Reinforce**	**M- Mastery**							

Technology Scope & Sequence K-6

Digital Literacy Categories		Skills	K	1	2	3	4	5	6
Demonstrate proficiency in the use of computers and applications as well as an understanding of the concepts underlying hardware, software, and connectivity	Acceptable Use, Copyright, and Plagiarism	Explain and demonstrate compliance with classroom and school rules (AUP) regarding responsible use of computers and networks.	x	x	x	x	x	x	x
		Explain responsible use and digital citizenship and describe possible consequences for inappropriate use				x	x	x	x
		Explain fair use guidelines for the use of copyrighted materials							
		Identify and explain the strategies for safe and efficient use of computers (passwords, virus protection, spam, popup blockers, etc..)					x	x	x
		Use spreadsheets and other applications to make predictions, solve problems, and draw conclusions.							
		Demonstrate safe emal practices and recognition of public exposure of email and appropriate etiquette						x	x
		Identify cyberbullying and describe strategies to deal with such a situation.				x	x	x	x
		Recognize and describe the potential risks and dangers associated with various forms of onine communications.				x	x	x	x
	Coding	Using Code.org to identify and explain basic coding operations (Sequencing, Algorithims, Events, Loops, and Debugging)				x	x	x	x
		Using Code.org to identify and explain basic coding operations (Conditionals, Variables, and Functions)				x	x	x	x
I- Introduce	**R- Reinforce**	**M- Mastery**							

Technology Scope & Sequence K-6

Digital Literacy Categories		Skills	K	1	2	3	4	5	6
Demonstrate proficiency in the use of computers and applications as well as an understanding of the concepts underlying hardware, software, and connectivity	Research and Gathering Information	Perform basic searches to locate information.				x	x	x	
		Evaluate Internet resources in terms of usefulness and factual information.						x	x
		Use Web 2.0 tools (Blogs.Wikis, etc..)							
		Use age appropriate drawing/painting programs.	x	x	x	x	x	x	x
	Communication and Collaboration	Work collaboratively online with other students.						x	x
		Share files with other students and teachers.						x	x
		Create a basic webpage to communicate ideas							
		Evaluate web and multimedia presentations for content, design, and appropriateness.							
	STEM	Complete STEM modules using the PLTW curriculum.	x	x	x	x	x	x	x
		Learn to problem solve and thing critically using technology.	x	x	x	x	x	x	x
I- Introduce	**R- Reinforce**	**M- Mastery**							

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Technology Scope & Sequence 7-12

Digital Literacy Categories		Skills	7	8	9	10	11	12
Demonstrate proficiency in the use of computers and applications as well as an understanding of the concepts underlying hardware, software, and connectivity	BASIC OPERATIONS	Identify successful troubleshooting strategies for minor hardware and software issues (eg. frozen screen)	X	X	X	X	X	X
		Independently operate peripheral equipment (eg. Scanner, digital camera, 3-D printer)			X	X	X	X
		Compress and expand large files					X	X
		Identify and use a variety of storage media (eg. DVD's, flash drives, servers, online and cloud storage spaces)	X	X	X	X	X	X
		Identify and assess the capabilities and limitations of emerging technologies				X	X	X
	WORD PROCESSING	Demonstrate use of intermediate features in word processing applications (tabs, indents, headers and footers, bullets, and numbering)	X	X	X	X	X	X
		Apply advanced formatting and page layout features in word processing applicatons (columns, templates, etc..) to improve the appearance of documents and materials	X	X	X	X	X	X
		Highlight text, copy and paste text	X	X	X	X	X	X
		Use the Comment function in Review for peer editing.					X	X
		Use the Track Changes feature in Review for peer editing.					X	X

I- Introduce   **R- Reinforce**   **M- Mastery**

Technology Scope & Sequence 7-12

Digital Literacy Categories		Skills	7	8	9	10	11	12
Demonstrate proficiency in the use of computers and applications as well as an understanding of the concepts underlying hardware, software, and connectivity	Spreadsheet (Tables/Charts and Graphs)	Use spreadsheets to calculate, graph, organize, and present data in a variety of real world settings and choose the most appropriate type to represent given data.	X	X	X	X	X	X
		Enter formulas, functions; use the auto fill feature in a spreadsheet.	X	X	X	X	X	X
		Use functions of a spreadsheet (sort, filter, find)	X	X	X	X	X	X
		Use various number formats (percentage, exponents, etc..)			X	X	X	X
		Use advanced formatting features of a spreadsheet (reposition of rows and columns, adding sheets to a workbook, etc...)	X	X	X	X	X	X
		Differentiate between formulas with absolute and relative cell references.			X	X	X	X
		Import and export data to and from a spreadsheet.			X	X	X	X
	Multimedia and Presentation Tools	Use painting and drawing tools/applications to create and edit work	X	X				
		Explain the use of CAD and graphing calculators.						
		Experience simulation software and/or online programs.	X	X	X	X	X	X
		Create higher level web pages using various tools.						
		Use video production tools to create a basic video presentation					X	X

I- Introduce	R- Reinforce	M- Mastery

Technology Scope & Sequence 7-12

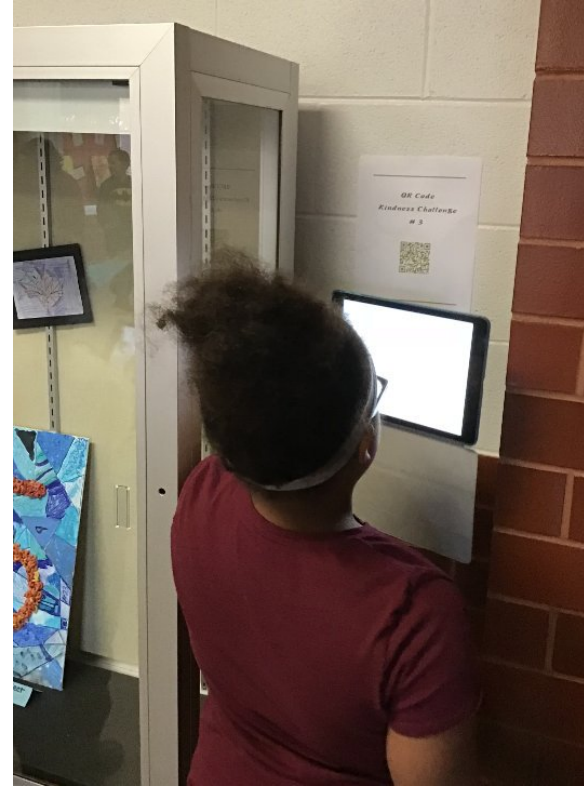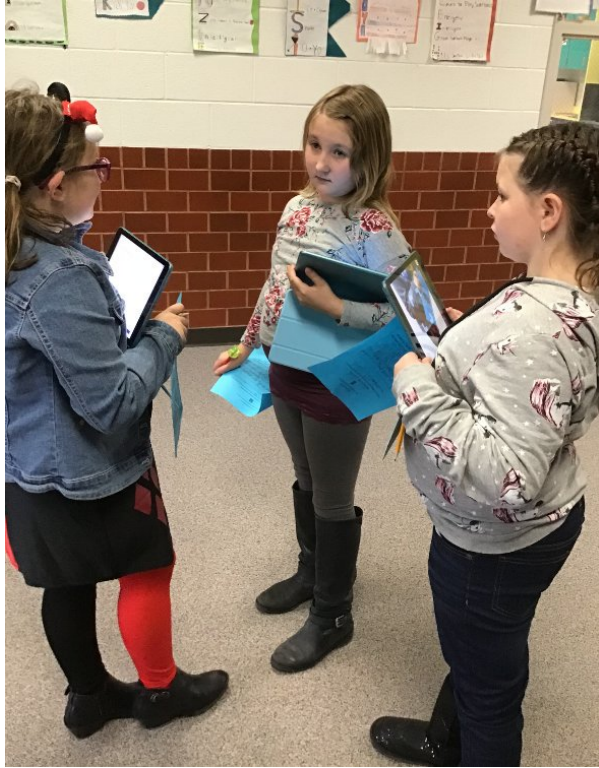| Digital Literacy Categories		Skills	7	8	9	10	11	12
Demonstrate proficiency in the use of computers and applications as well as an understanding of the concepts underlying hardware, software, and connectivity	Acceptable Use, Copyright, and Plagiarism	Comply with classroom and school rules (AUP) regarding responsible use of computers and networks.	X	X	X	X	X	X
		Explain responsible use and digital citizenship and describe possible consequences for inappropriate use	X	X	X	X	X	X
		Explain fair use guidelines for the use of copyrighted materials			X	X	X	X
		Analyze and explain how media and technology can be used to distort, exaggerate, and misrepresent information.				X	X	X
		Give examples of hardware and applications that enable people with disabilities to use technology.						
		Explain the potential risks with the use of networked digital environments (internet, mobile phones, LANs) and sharing personal information.	X	X	X	X	X	X
		Identify cyberbullying and describe strategies to deal with such a situation.	X	X	X	X	X	X
	Coding	Using Code.org to identify and explain basic coding operations (Sequencing, Algorithims, Events, Loops, and Debugging)	x	x				
		Using Code.org to identify and explain basic coding operations (Conditionals, Variables, and Functions)	x	x				
		Students will use online programs to create Apps and games including objects and characters that interact with each other.						
I- Introduce	**R- Reinforce**	**M- Mastery**						

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Technology Scope & Sequence 7-12

Digital Literacy Categories		Skills	7	8	9	10	11	12
Demonstrate proficiency in the use of computers and applications as well as an understanding of the concepts underlying hardware, software, and connectivity	Research and Gathering Information	Identify probably types of websites by domain names (.edu, .com, .gov)	X	X				
		Use of syntax and boolean logic when searching.	X	X				
		Use appropriate online language (thread, intranet, dropbox, cloud, password, userid, etc…)			X	X	X	X
		Use web browser to bookmark/favorite, print, open multiple tabs, etc…)	X	X	X	X	X	X
	Communication and Collaboration	Use approved Web 2.o tools to collaborate and communicate with peers and others.						X
		Plan and implement a collaborative project with students using multiple software and/or online tools.				X	X	X
		Evaluate web and multimedia presentations for content, design, and appropriateness.				X	X	X
	STEM	Complete STEM modules using the PLTW curriculum.	x	x				
		Learn to problem solve and thing critically using technology.	X	X	X	X	X	X

I- Introduce   **R- Reinforce**   **M- Mastery**

1 — CLAYSBURG-KIMMEL HIGH SCHOOL
DIGITAL VIDEO PRODUCTION
MAGGIE KNISELY, CORRYNE WEYANDT

1 — EMILY CLAAR
WHO'S WHO IN PA FBLA/WILLIAM SELDEN SCHOLARSHIPS
CLAYSBURG-KIMMEL HIGH SCHOOL

1 — CLAYSBURG-KIMMEL HIGH SCHOOL
INTRODUCTION TO BUSINESS PRESENTATION
REBEKAH CLAAR, JOSLYN FRAZIER, BAILEY GARVER

1 — CLAYSBURG-KIMMEL HIGH SCHOOL
BROADCAST JOURNALISM
JUSTINNA BROWN, MADISON FRYE

2 — CLAYSBURG-KIMMEL HIGH SCHOOL
BROADCAST JOURNALISM
MACKENZIE CLEMENS, KYLE GLASS, JOCELYN SHULTZ

2 — CLAYSBURG-KIMMEL HIGH SCHOOL
PUBLIC SPEAKING
MICHAEL BAKER

2 — CLAYSBURG-KIMMEL HIGH SCHOOL
PUBLICATION DESIGN
BRIELLE GERGELY, DANAE WEYANT

2 — CLAYSBURG-KIMMEL HIGH SCHOOL
COMMUNITY SERVICE PROJECT
EMILY CLAAR, MAGGIE KNISELY, MICHAEL BAKER

3
RICHELLE BROWN
WORD PROCESSING
CLAYSBURG-KIMMEL HIGH SCHOOL

4
CLAYSBURG-KIMMEL HIGH SCHOOL
BUSINESS FINANCIAL PLAN
CANAAN BURKET, HAYLEY JENKINS, BENJAMIN WEILAND

5
JAZMIN KENNEDY
WORD PROCESSING
CLAYSBURG-KIMMEL HIGH SCHOOL

5
EMILY CLAAR
JOB INTERVIEW
CLAYSBURG-KIMMEL HIGH SCHOOL

Middle Level

BUSINESS ETIQUETTE

1ST PLACE - CAMERON CLAYCOMB
CLAYSBURG-KIMMEL ML FBLA

2ND PLACE - REESE ANDERSON
JERSEY SHORE AREA ML FBLA

3RD PLACE - EMMA GILL
JERSEY SHORE AREA ML FBLA

Claysburg-Kimmel – Pennsylvania FBLA State Leadership Conference Results

<u>First Place</u>
Broadcast Journalism – Justinna Brown, Maddy Frye *(National Qualifiers)*
Digital Video Production – Maggie Knisely, Corryne Weyandt *(National Qualifiers)*
Introduction to Business Presentation – Rebekah Claar, Joslyn Frazier, Bailey Garver *(National Qualifiers)*
State Project Promotion Special Video Project – Maggie Knisely, Benjamin Weiland
Who's Who in PA FBLA – Emily Claar *(National Qualifier)*

<u>Second Place</u>
Broadcast Journalism – Mackenzie Clemens, Jocelyn Shultz, Kyle Glass *(National Qualifiers)*
Community Service Project – Emily Claar, Maggie Knisely, Michael Baker *(National Qualifiers)*
Public Speaking – Michael Baker *(National Qualifiers)*
Publication Design – Brielle Gergely, Danae Weyant *(National Qualifiers)*
Local Chapter Annual Business Report – Mackenzie Clemens, Michael Baker *(National Qualifiers)*

<u>Third Place</u>
Word Processing – Richelle Brown *(National Qualifier)*
William Selden Outstanding Chapter

<u>Fourth Place</u>
Business Financial Plan – Hayley Jenkins, Canaan Burket, Benjamin Weiland *(National Qualifiers)*
Most Chapter Community Service Hours – Claysburg-Kimmel
Most Individual Community Service Hours – Delaney Walter

Claysburg-Kimmel – Pennsylvania FBLA State Leadership Conference Results

Fifth Place
Job Interview – Emily Claar *(National Qualifier)*
Word Processing – Jazmin Kennedy

Seventh Place
Partnership With Business – Corryne Weyandt, Canaan Burket

Eight Place
Top Donating Schools Per Capita State Project – Claysburg-Kimmel

Ninth Place
Graphic Design – Aiden Barr, Ethan Diehl, Owen Bradley
Introduction to FBLA – Alyson Jenkins

Pennsylvania FBLA State Secretary
Michael Baker
National Business Honor Society
Justinna Brown
Hayley Jenkins
Corryne Weyandt
Mackenzie Clemens
Michael Baker
Keystone Leadership Award
Mackenzie Clemens
Michael Baker

National Qualifiers

Michael Baker
Justinna Brown
Richelle Brown
Canaan Burket
Emily Claar
Rebekah Claar
Mackenzie Clemens
Joslyn Frazier
Maddy Frye
Bailey Garver
Brielle Gergely
Kyle Glass
Hayley Jenkins
Maggie Knisely
Jocelyn Shultz
Ben Weiland
Corryne Weyandt
Danae Weyant
Cameron Claycomb - ML

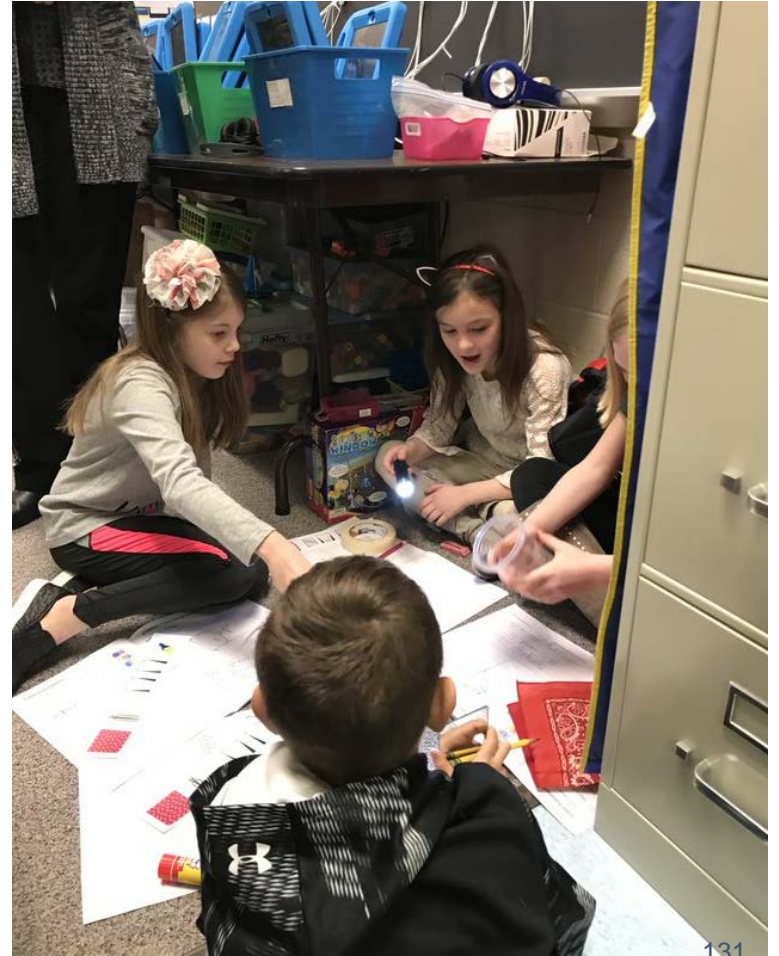San Antonio
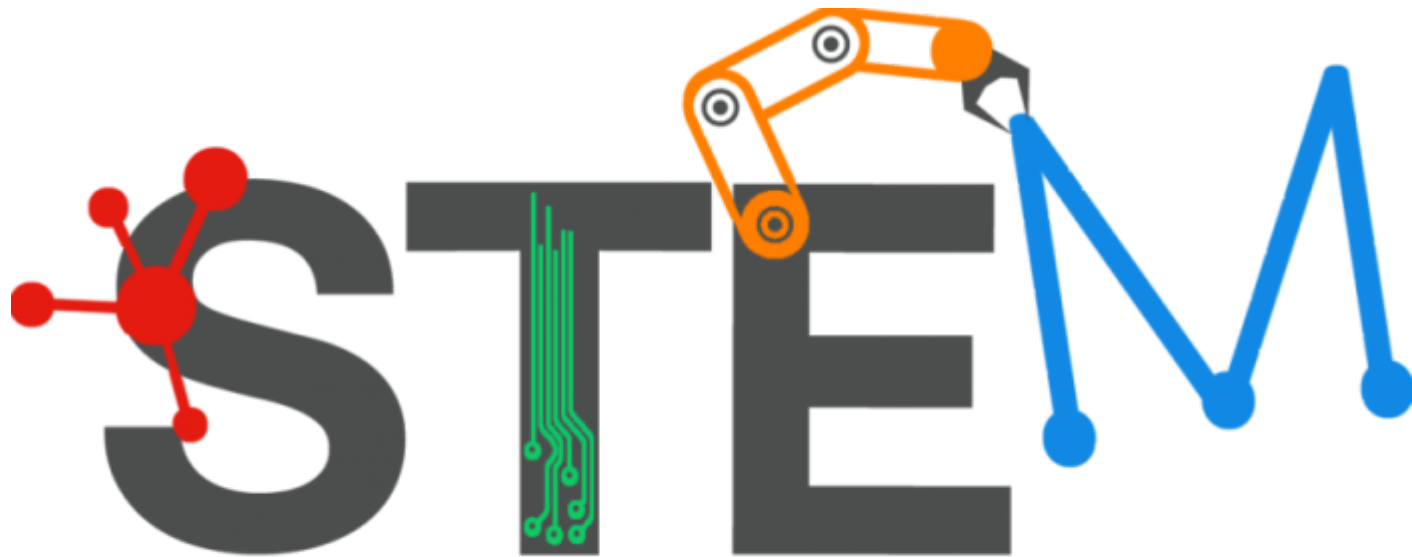
STEM

SCIENCE ⚙ TECHNOLOGY ⚙ ENGINEERING ⚙ MATH
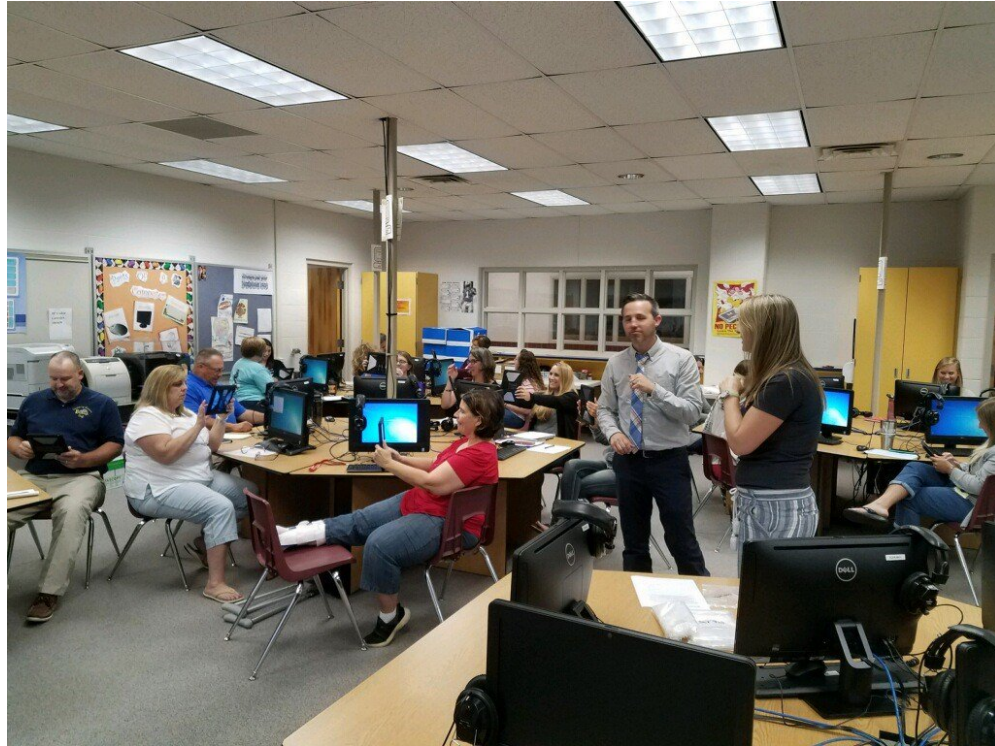
STEM PLAN

GRADES 7-12

Grade 7 PLTW Design and Modeling

- Students discover the design process and develop an understanding of the influence of creativity and innovation in their lives. They are then challenged and empowered to use and apply what they've learned throughout the unit to design a therapeutic toy for a child who has cerebral palsy.
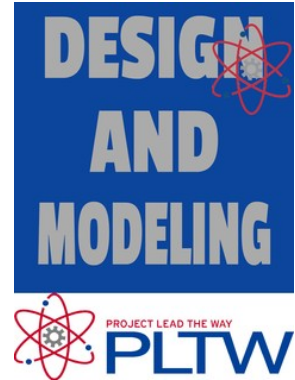
Grade 8   PLTW Medical Detectives

- Students play the role of real-life medical detectives as they collect and analyze medical data to diagnose disease. They solve medical mysteries through hands-on projects and labs, measure and interpret vital signs, dissect a sheep brain, investigate disease outbreaks, and explore how a breakdown within the human body can lead to dysfunction.

Grade 9   PLTW Rotation

- MakerSpace -9 weeks
- CNC/Laser MFR -9 weeks
- Entrepreneurship -9 weeks
- Data Analaysis with Excel

Grade 10-12 Stem Electives

- STEM Trends (Drones, Bionics, & App Design)
- InventionLand Entrepreneurship
- Flexible Tuesdays (CPR, Financial Literacy, Tech Days)
- Video Productions Club
- Everyone Can Code – Coding Integration

Grade 10-12 Stem Opportunities Off Site

- YEA – Blair Chamber
- PSU Altoona Bootcamp
- Mount Aloysius & NPC Cyber Security
- Greater Altoona Career and Technical Center
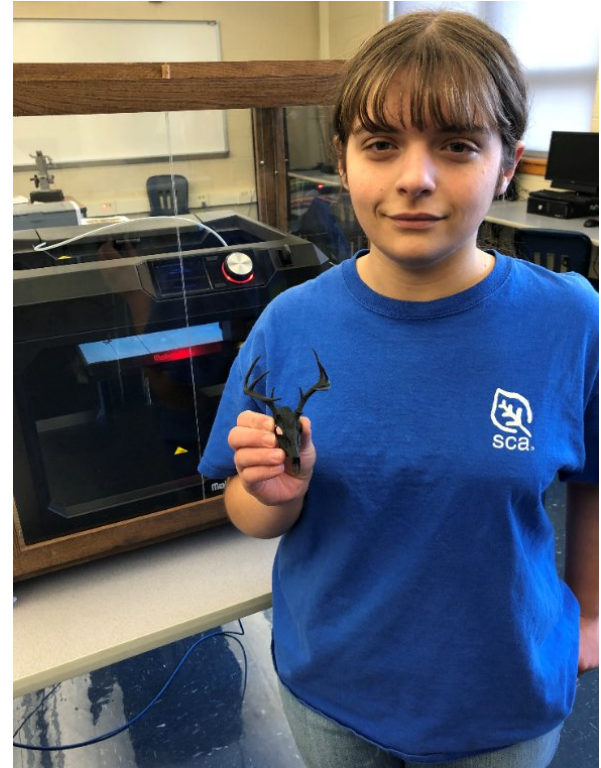- Greater Johnstown Career and Technical Center (welding)
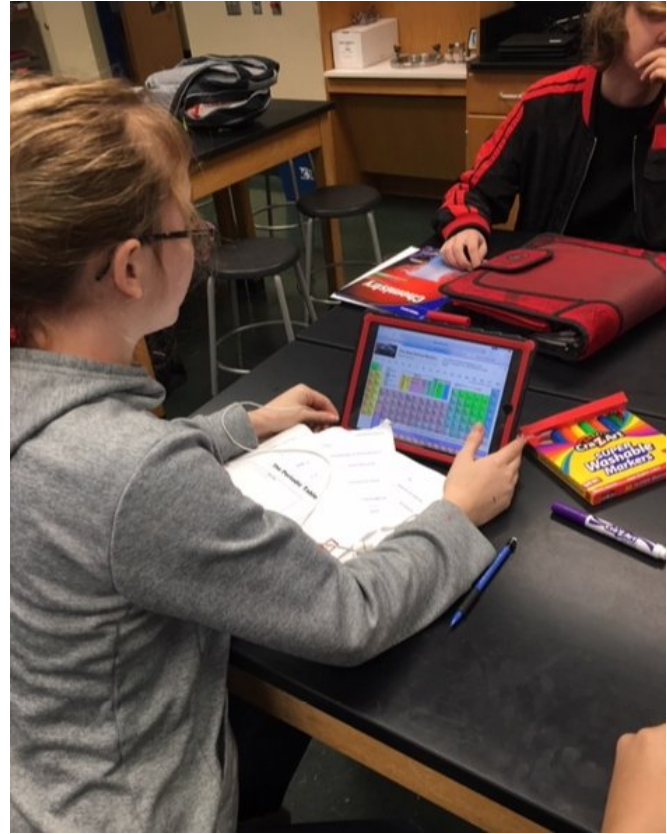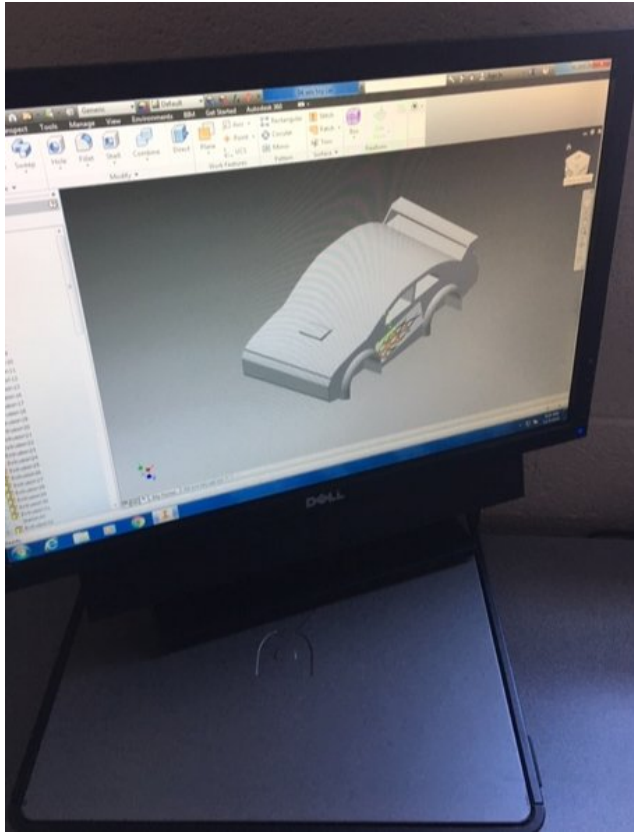
Mrs. Beers' students testing catapults.
Only allowable supplies: 5 big craft sticks, 3 popsicle sticks, 3 rubber bands, glue, tape, and scissors! @PADeptofEd @PLTWorg

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Grants Received 2018-19

- Safe Schools Equipment $25,000

- Safe Schools Resource Officer $34,000

- Title I Federal Grant $386,230

- Title II Federal Grant $48,497

- Title IV Federal Grant $28,094

- Computer Science Targeted $35,000

- Harbor Freight Tools $150

- PA School Breakfast Grant $10,000

Grants In-Process

- Safe Schools Equipment Part B $37,150

- Monsanto Grant $10,000

- Schneider Electric $90,000

Foundation Money Received 2018-19

- Inventionland $9,750

- Carnegie Science Lab $1,190

- IXL Math $5,520

- PLTW Training $9,500

- I-Pads $88,000

- Rachael's Challenge $6,500

- Video Production Equip $6,000

- Quaver's Music $1,900

Foundation Money Committed 2019-2020

- Summer STEM $20,000

- I-Pads Gr 7-8 Balance $22,500

- Leadership/ Entrepreneurship $17,500

- STEM + PLTW $30,000

2019 Claysburg's "Summer STEM and the Arts"
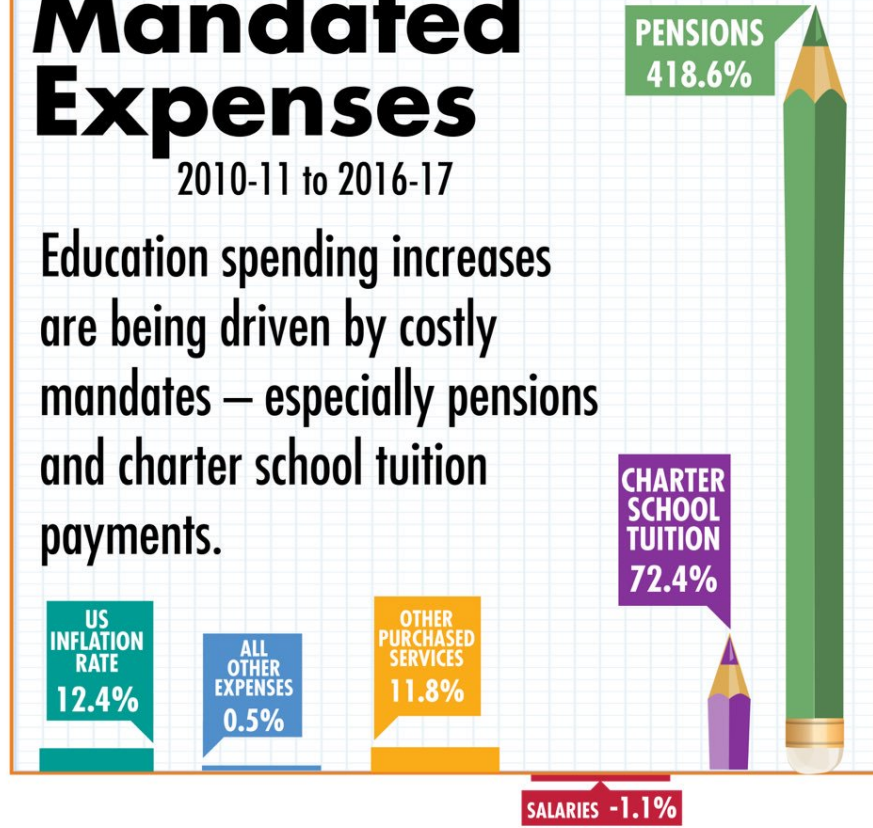Sponsored by the Claysburg Education Foundation

June 10th-13th
July 15th-18th
July 29th-Aug 1st

FOR STUDENTS ENTERING
5TH-12TH GRADE

VISIT: WWW.CLAYSBURGEDUCATIONFOUNDATION.ORG
FOR MORE DETAILS AND TO REGISTER

Join Us!

Mandated Expenses
2010-11 to 2016-17

Education spending increases are being driven by costly mandates — especially pensions and charter school tuition payments.

PENSIONS 418.6%

CHARTER SCHOOL TUITION 72.4%

US INFLATION RATE 12.4%

ALL OTHER EXPENSES 0.5%

OTHER PURCHASED SERVICES 11.8%

SALARIES -1.1%

2019 **State of Education report at www.psba.org**

TOP 5
ways schools will balance budgets

72% Raising local property taxes

71% Drawing from fund balance

38% Reducing staffing levels

35% Increasing class sizes

24% Reducing programs and services

2019 **State of Education report at www.psba.org**