

Work Session/Regular Meeting  
Dr. Thomas J. Duffy, Superintendent  
April 15, 2024

*Thomas J. Duffy* 4/15/24

### **Education Updates**

Agendas for the April 8 Act 80 Day Inservice included mandatory PSSA administration training for faculty and staff in grades 3-8. The District Assessment Coordinator (SIMS administrator) and School Assessment Coordinators (principals) presented PDE prepared training material including test materials handling protocols. The PSSA administration window begins on April 22. School specific testing schedules will be released from each school. PSSAs are delivered in English Language Arts and Math in grades 3-8 and Science in grades 4 and 8.

Dallas High School Juniors will participate in Junior Achievement's Inspire Career Discovery Experience at the Mohegan Conference Center on April 16. In addition to general sessions for students, breakout rooms will include workshops regarding entrepreneurship, career readiness, a mock trial, and a competition to create an "elevator speech." (Attached.)

Our continued preparation for the implementation of the Science, Technology, Engineering, Environmental Literacy and Sustainability Standards (STEELS Standards) continues in the context of the field test and pilot of materials from OpenSciEd in grades 3-8 and exploration at the K-2 and 9-12 levels. Planning is being finalized for expanding the pilot with OpenSciEd materials and resources to all of grade 7 and additional modules being utilized with the intermediate and middle school levels.

Our Department Chairs, Associate Department Chairs, and Subject Area Coordinators are currently participating in our April curriculum review and evaluation process. Each October and April, teacher leaders review and evaluate current written curriculum in the context of a criterion based rubric and update the District Curriculum Drive as needed. The April update would include any updates made since the October review and the analysis will support upcoming professional development planning.

### **Safety Updates**

On Tuesday, April 2, the District hosted our annual Law Enforcement and First Responder Walkthrough. Members of local, county, and state law enforcement, EMA, fire and emergency services visited the campus to tour our facilities. Representatives from Luzerne County inspected 911 communication tools during the visit. This annual exercise serves not only as an opportunity to gain safety related insight from our partners in the field, but it also allows them to gain familiarity with our campus in the event of responding to an emergency situation.

Annual School Climate Surveys will be released this week and will seek to collect data regarding stakeholders experiences as an additional input regarding the school calendar, Flexible Instructional Days, and Act 80 Days.

# Breakout Rooms

## Ready for the Real World Rooms:

### **Entrepreneurship**

#### **Jacobi Capital Management - Room Sponsor**

Different entrepreneurs will speak throughout the day in our Entrepreneur room

### **Career Readiness**

#### **LCCC - Room Sponsor**

Sessions on resume writing, interviewing, soft skills throughout the day

### **Legal Learning & Mock Trial Presentation**

#### **Fellerman & Ciarimboli- Room Sponsor**

Various presentations. Students will meet attorneys and ask questions about law, law school, and opportunities in the field

### **Pitch Perfect**

#### **Dempsey Uniform and Linen Supply - Room Sponsor**

Students will create their own elevator pitch about themselves to present for the chance to win a prize

### **What's Your Dream Job?**

Students will meet:

Good Morning America News Producer

Philadelphia Eagles Photographer

Geisinger Chief of Cardiology

Paralympic Ski Team Bronze Medalist

Political Figures

NEPA Beauty & Fashion Influencer

Hollywood Costume Designer

### **Vision Wall**

**Sponsored by American 250**



# JA Inspire Career Discovery Experience 2024



## **EXHIBITORS:**

### **Architecture, Engineering, Construction & Trades**

#### **Mericle Commercial Real Estate Services – Presenting Sponsor**

Power Engineering Corporation  
ED Pons & Associates Inc.  
Fancy Parsley Architecture  
Iron Workers Local 404  
Sheet Metal Workers Local 44  
Eastern Atlantic States Regional Council of Carpenters  
A Pickett Construction Inc.  
Hayden Power Group  
Lackawanna College Center for Technology  
Medico Construction Equipment Inc.  
Derman Associates

### **Hospitality, Tourism, Arts, Media, & Marketing**

#### **Discover NEPA – Presenting Sponsor**

Cumulus Media  
Times Leader Media Group  
WBRE/WYOU  
Luzerne County Visitors Bureau  
Metz Culinary Creations  
LCCC Culinary Students/Dept.  
Lackawanna College Culinary Students/Dept.  
Mohegan Sun Pennsylvania

### **Banking & Finance**

#### **M & T Bank – Industry Champion Sponsor**

Community Bank  
Choice One Credit Union  
Fidelity Bank  
FNCB Bank  
Wells Fargo  
NET Credit Union

### **Business Management, Insurance, Sales & Service**

#### **MotorWorld – Industry Champion Sponsor**

Berkshire Hathaway GUARD  
State Farm  
McCarthy Tire  
Enterprise

### **Health Services**

#### **Geisinger – Industry Champion Sponsor**

Allied Services Integrated Health System  
Nataupsky Family Dentistry  
Lackawanna College Health Program  
LCCC Health Program  
Janerich Wellness/Janerich Pain Specialist  
Wilkes University Nesbitt School of Pharmacy  
The Wright Center

### **Education & Training**

#### **Building Blocks Learning Center – Industry Champion Sponsor**

Luzerne County Community College  
Penn State Wilkes-Barre/Hazleton/Scranton  
King's College  
Wilkes University  
Johnson College  
Lackawanna College  
Misericordia University

### **Energy, Utilities & Environment**

#### **UGI Utilities - Industry Champion Sponsor**

PA American Water  
PPL Electric Utilities  
Williams Natural Gas  
Earth Conservancy  
North Branch Land Trust  
EPCAMR  
PA Dept. of Conservation & Natural Resources

### **Government, Public Administration, & Public Safety**

#### **Highmark - Industry Champion Sponsor**

Army National Guard  
Navy Reserve  
Tobyhanna Army Depot  
PA State Police  
Plains Fire Dept./Ambulance/Police Dept.  
City of Wilkes-Barre Fire Dept./ Police Dept.  
Luzerne County  
Greater Wyoming Valley Chamber of Commerce  
Greater Pittston Chamber of Commerce  
Greater Scranton Chamber of Commerce

### **Manufacturing & Transportation**

#### **Procter & Gamble - Industry Champion Sponsor**

NEPIRC  
Career Link  
Gentex  
LCCC Applied Technology



### Dallas School District Curriculum Review

Every school year, each department chairperson, department associate chairperson, and elementary coordinator will review the curriculum documents for its specific subject area and grade levels. This is the schedule that will be followed for editing and revising curriculum.

	<b>Tasks to be Completed</b>
<b>October</b>	<ul style="list-style-type: none"> <li>● The department chairpersons, associate department chairpersons, and the elementary coordinators will review their respective grades and subject area curriculum.</li> <li>● In this review process, they will complete the Fall Curriculum Feedback Form (see Appendix A) and submit it to their building principal and the superintendent.</li> </ul>
<b>Throughout School Year</b>	<ul style="list-style-type: none"> <li>● Department chairpersons, associate department chairpersons, and elementary coordinators will complete the following:               <ul style="list-style-type: none"> <li>○ Work with the faculty of their department to make necessary changes to the written curriculum, curriculum summary sheets, and assessments, as needed.</li> <li>○ Any changes are to be reflected in the DSD K-12 Curriculum Folder on Google Drive for the respected grades and content subject area.</li> <li>○ Communicate to the building principal and faculty of your department of these changes.</li> </ul> </li> </ul>
<b>April</b>	<ul style="list-style-type: none"> <li>● Department chairpersons, associate department chairpersons, and elementary coordinators finalize any changes to the written curriculum and curriculum summary sheets.</li> <li>● Department chairpersons, associate department chairpersons, and elementary coordinators will complete the Spring Curriculum Feedback Form (see Appendix B) and submit it to their building principal and the superintendent.</li> </ul>
<b>Summer</b>	<ul style="list-style-type: none"> <li>● Based on responses on the Spring Curriculum Feedback Form, approved curriculum work, as needed, will take place.</li> <li>● After curriculum work has been completed, department chairpersons, associate department chairpersons, and elementary coordinators will complete the Summer Curriculum Feedback Form (see Appendix C) and submit it to their building principal and the superintendent.</li> </ul>



**Dallas School District Curriculum Evaluation Tool**

	<b>Ideal</b>	<b>Effective</b>	<b>Minimally Effective</b>	<b>Requires Substantial Revision</b>
<p><b>Key Feature 1</b> The district's curriculum documents are clear about what must be taught and reflect what is actually being taught in the classroom for each subject and grade level.</p>	<p>The curriculum guidance provided to teachers clearly describes what needs to be taught and what current materials are being used—and the depth of knowledge students are expected to demonstrate—at each grade level.</p>	<p>The curriculum guidance provided to teachers describes what needs to be taught and what current materials are being used—and what students are expected to demonstrate—at each grade level.</p>	<p>The curriculum guidance provided to teachers identifies what needs to be taught at each grade level, but does not sufficiently address the depth of knowledge students are expected to develop in these areas at various grade levels. Moreover, this guidance may not reflect current materials or cover all standards.</p>	<p>The district curriculum provides a list of standards for each grade level, with no explanation of how to interpret these standards, does not include current materials, and there is no indication of the depth of knowledge students are expected to demonstrate at various grade levels.</p>
<p><b>Key Feature 2</b> The district's curriculum reflects the district's beliefs and vision about student learning and achievement.</p>	<p>The curriculum directly references the district's instructional vision and beliefs about how students learn best and what they are capable of achieving. These beliefs are reflected throughout the central document and all accompanying resources.</p>	<p>The curriculum somewhat references the district's instructional vision and beliefs about how students learn best and what they are capable of achieving. These beliefs are reflected throughout the central document and accompanying resources.</p>	<p>The curriculum references the district's instructional vision and beliefs about how students learn best and what they are capable of achieving. However, this instructional vision is not consistently reflected throughout the central document and accompanying resources.</p>	<p>The district has not developed or has not effectively communicated an instructional vision or beliefs about how students learn best and what they are capable of achieving.</p>
<p><b>Key Feature 3</b> The district's curriculum builds instructional coherence within and across grade levels consistent with the current state standards and assessment anchors (where applicable).</p>	<p>The curriculum guidance clearly lays out the progression of concepts, knowledge, and skills within and across grade levels. This includes identifying what students have learned in previous grades, how that learning should advance over the course of a school year, and how it will serve as a foundation for learning in subsequent grade levels.</p>	<p>The curriculum guidance clearly lays out the progression of concepts, knowledge, and skills within and across grade levels. This includes identifying what students have learned in the previous grade, how that learning should advance over the course of a school year, and how it connects to the next grade level.</p>	<p>The curriculum guidance provides a cursory description of how concepts, knowledge, and skills should progress within a particular grade. It may reference learning from previous grade levels, but there is little clarity around how specific concepts and skills lay the foundation for learning in later grade levels.</p>	<p>The curriculum lists district college- and career-readiness standards for each grade level. It does not address what was taught in the previous grade or how specific concepts, knowledge, or skills will serve as a foundation for learning in later grades.</p>
<p><b>Key Feature 4</b> The district's curriculum explicitly articulates standards-aligned expectations for student performance during the school year.</p>	<p>The curriculum explicitly identifies the level of proficiency students are expected to demonstrate in their classroom work, tasks, and assignments—as well as the complexity of the texts they are expected to be reading—at different points throughout the school year in order to be on track to meet grade-level college- and career-readiness standards.</p>	<p>The curriculum identifies the level of proficiency students are expected to demonstrate in their classroom work, tasks, and assignments—at different points throughout the school year in order to be on track to meet grade-level college- and career-readiness standards.</p>	<p>The curriculum is not clear enough in articulating the district's expectations for the level of proficiency students are expected to demonstrate in their classroom work and assignments—or the complexity of the texts they are expected to be reading—at different points throughout the school year in order to be on track to meet grade-level college- and career-readiness standards.</p>	<p>The curriculum does not provide any guidance to teachers or administrators on the level of proficiency students are expected to demonstrate in their classroom work and assignments—or the complexity of the texts they are expected to be reading—at different points throughout the school year in order to be on track to meet grade-level college- and career-readiness standards.</p>
<p><b>Key Feature 5</b> The district's curriculum incorporates researched-based best practices by content area and grade level.</p>	<p>The curriculum guidance clearly articulates what research-based best practices should be incorporated into daily instruction.</p>	<p>The curriculum guidance indicates what research-based best practices should be incorporated into daily instruction.</p>	<p>The curriculum guidance may indicate some research-based best practices that should be incorporated into daily instruction.</p>	<p>The curriculum guidance does not include research-based best practices that should be incorporated into daily instruction.</p>
<p><b>Key Feature 6</b> The district's curriculum contains scaffolds or other supports that addresses the needs of ELL students and students with disabilities to ensure broad-based student attainment of grade level standards.</p>	<p>The curriculum clearly articulates how Tier 1 classroom instruction should serve a diverse array of learners, and provides scaffolds and other supports for addressing gaps in student knowledge and for helping ELLs and students with disabilities access grade-level standards.</p>	<p>The curriculum indicates how Tier 1 classroom instruction should serve a diverse array of learners, and provides scaffolds and other supports for addressing gaps in student knowledge and for helping ELLs and students with disabilities access grade-level standards.</p>	<p>The curriculum includes language stating that Tier 1 classroom instruction is designed to serve a diverse array of learners, and provides a list of scaffolds and other supports for the instruction of ELLs and students with disabilities.</p>	<p>The curriculum does not communicate the message that Tier 1 classroom instruction is designed to serve the needs of diverse learners, nor does it provide scaffolds or supports to teachers in helping ELLs and students with disabilities access grade-level standards.</p>