

North Allegheny School District

# Superintendent's Parent Liaison Committee (SPLC)

October 6, 2021

*Preparing all students for success in a  
changing world*



# Agenda

- Welcome and Introductions
- COVID Updates
- Mental Health Support and Social and Emotional Learning - Dr. Dowell
- Monitoring Students Academic Progress - Exact Path - Dr. Bichsel
- Important Upcoming Dates



# COVID Updates

- [2021-2022 NASD COVID Tracker](#)



# **Monitoring Students' Mental Health - Mental Health Support**

---

# Mental Health Support for Students

- Student Assistance Program (MAPS)
- Well-Check at the Elementary Level
- Pupil Personnel Team (PPT)
- School Counselors - 26 across the District
- School Based Mental Health - 3 across the District
- Re:SOLVE Crisis Services



# Social Emotional Learning

SEL is the process through which all young people and adults acquire and apply the knowledge, skills, and attitudes to develop healthy identities, manage emotions and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions.



# Social Emotional Learning

## Implementation Process

- All Principals and professional staff going through training on the CASEL framework
- By Spring 2022, staff will have a clear understanding of both the CASEL and PDE framework
- In Spring of 2022, the Committee will investigate various SEL curriculums for implementation in the 2022-23 school year



# Positive Behavior Interventions and Supports

## Definition of Positive Behavior Support

Positive Behavior Support (PBS) is a set of research-based strategies used to increase the quality of life and decrease problem behavior by teaching new skills and making changes in a person's environment.





# Positive Behavior Interventions and Supports

Four elementary schools are piloting a PBIS program this year

- Hosack, McKnight, Peebles, Franklin
  - All four building committees participated in training this summer with the Allegheny Intermediate Unit
  - Each school has created its own PBIS program, but all programs have the same foundations
  - Data team created to assess the effectiveness of the programs
  - Goal is to add 4 more schools each year for the next two years



# School Based Mental Health Services

## Glade Run Lutheran Services

- School-Based Therapists work within our middle and high schools, helping students overcome behavioral, emotional, and/or social problems that interfere with success at school and at home. We are in the process of starting an elementary program this year.
- School-Based Mental Health partnerships fall under the outpatient program and regulations in Pennsylvania.
  - This means that a child can receive therapy at their school, reducing barriers such as transportation issues or parent work schedules.



Our next Community Connections Meeting will be  
Thursday, October 21 from 6:30-8:00 p.m. in the NAI  
Auditorium

MAPS

Glade Run

Rusty Hewitt, Allegheny County Office of Behavioral Health



# **Monitoring Students' Academic Progress - Exact Path**

---

**edmentum**<sup>TM</sup>

---

## Exact Path

K-12 adaptive diagnostic assessments and individualized learning paths

## Exact Path: Assessment-driven instruction for K-12 reading, language arts, and math

1

**Diagnose** learning needs with our valid adaptive assessment, or leverage your data from our partners, NWEA and Renaissance

2

**Instruct** K-12 students with competency-based curriculum and automatic remediation at the discrete skill level

3

**Target** unique learner needs and plan your next move with teacher notifications and digital assignments.

4

**Analyze** growth, progress, and usage via aggregated data views and specific student reports





## Think about the last time you went to see the Optometrist?

Could you prepare or study for the Eye Exam? Why?

Should someone else take the exam for you? Why?

What is the value of you taking the exam on a regular basis?

What is the end result for the examinee?



## Creating a Positive Test Environment

Do's	Don'ts
Separate the test into 2 days (max) if necessary with as little time between test day	Guess at the number of questions which will vary from student to student
Tell students some questions will be very hard and others will be very easy	Encourage blind or random guessing
Explain this is a different type of test; it is not based on the number of questions correctly answered, but to give their best effort	Tell students this is part of their grade
Remind students to take their time; thoughtful guessing is OK	
Enable audio for students with an IEP or who need accommodations	





# Exact Path

Diagnostic results







# Exact Path

Learning Path





## Perfect for students K-12

Whether students are working on skills below or above grade level, they can expect to find an age-appropriate interface and corresponding curriculum.



### Grades K-2

Easy login option, simplified and automated learning path experience in an underwater world



### Grades 3-5

Additional navigation and student choice while soaring above the clouds in a hot air balloon



### Grades 6-12

Mature user interface that appeals to middle and high school learners

# What's in a learning path?

For every skill a student receives, there are three key components.



## Practice

Scaffolded practice includes immediate feedback and encouragement.

START

## Quiz

Short, 5-question quizzes assess one skill at a time. Responses are scored for educator review.



## Lesson

Animated tutorials introduce and model a new skill.





Following an assessment, students begin the first four skills they are ready to learn.



### Skill 1

- Lesson
- Practice
- Quiz



### Skill 2

- Lesson
- Practice
- Quiz



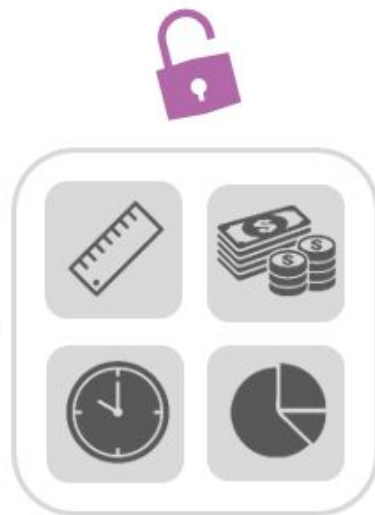
### Skill 3

- Lesson
- Practice
- Quiz



### Skill 4

- Lesson
- Practice
- Quiz

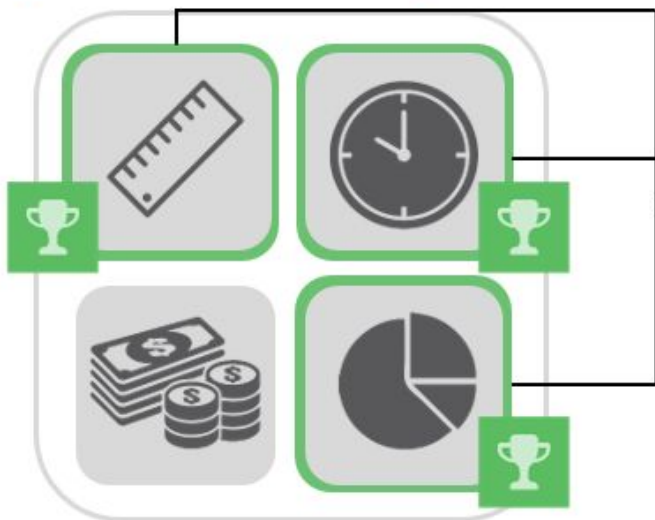


### Progress Check



# Unpacking the Learning Path

A Progress Check features five questions for each skill being assessed.



Progress Check

Scored  $\geq 80\%$

Skills Mastered!



At least 4/5 questions (or 80%) were answered correctly for each of these 3 skills on the Progress Check, so the student earned three trophies!



# Unpacking the Learning Path

A Progress Check features five questions for each skill being assessed.

Retaking original skill with alternate lesson



Building Block lesson focused on a prerequisite skill to remediate



Scored < 80%

Scored  $\geq$  80%

Progress Check

If the student is successful, they're able to move back to the original skill.





# Exact Path

Knowledge Map  
And Reports



# Teacher Experience: Learning Path/Reports Current Learning Activities vs. Knowledge Map



This screenshot shows the Learning Path interface for four students. Each student's row contains a grid of skill status indicators. The indicators are color-coded and labeled with skill names. For example, the first student has indicators for 'Addition and Subtraction' (Assessed Above), 'Counting' (Assessed Above), 'Two and Two Dimensional Shapes' (Assessed Above), 'Area by Counting' (Assessed Above), 'Number Lines' (Assessed Above), 'Counting Objects' (Assessed Above), 'Counting Numbers' (Assessed Above), and 'Addition and Subtraction' (Assessed Above). The second student has indicators for 'Area' (Assessed Above), 'Addition and Subtraction' (Assessed Above), 'Counting Objects' (Assessed Above), 'Number Lines' (Assessed Above), 'Number Lines' (Assessed Above), 'Counting Numbers' (Assessed Above), 'Counting Numbers' (Assessed Above), and 'Counting Numbers' (Assessed Above). The third student has indicators for 'Number Lines' (Assessed Above), 'Counting Numbers' (Assessed Above), 'Counting Numbers' (Assessed Above), 'Counting Numbers' (Assessed Above), 'Counting Numbers' (Assessed Above), 'Counting Numbers' (Assessed Above), 'Counting Numbers' (Assessed Above), and 'Counting Numbers' (Assessed Above). The fourth student has indicators for 'Counting Numbers' (Assessed Above), 'Counting Numbers' (Assessed Above), 'Counting Numbers' (Assessed Above), 'Counting Numbers' (Assessed Above), 'Counting Numbers' (Assessed Above), 'Counting Numbers' (Assessed Above), 'Counting Numbers' (Assessed Above), and 'Counting Numbers' (Assessed Above).



This screenshot shows the Knowledge Map interface for five students. The interface includes a Skill Status Legend and a grid of skill status indicators. The Skill Status Legend includes: Assessed Above (Green), Placed Above (Grey), Failed Once (Red), Failed Twice (Red), Struggling (Orange), Not Taken (Grey), Mastered (Green), Practicing (Blue), Retaking (Blue), and Skill Omitted (Grey). The grid shows skill status for five students across various skills. The skills listed are: Kindergarten, Number Number Names up to 20, Writing Count to 100, Count Objects to 20, Compare Quantities up to 20, Add and Subtract within 10, Break Apart Numbers to 10, Make a 10, Numbers 11-19 as 10 Ones and More Ones, Describe Measurement and Compare, Counting Objects, Name, Draw and Produce, Combine Objects, 1st Grade, and Read Number.

STUDENT	K	1	2	3	4	5	6	7	8	9	10	11	12	1	2
Atledge, Arina	Assessed Above	Assessed Above	Assessed Above	Assessed Above	Assessed Above	Assessed Above	Assessed Above	Assessed Above	Assessed Above	Assessed Above	Assessed Above	Failed Once	Practicing	Practicing	Practicing
Connell, Ruby-May	Assessed Above	Assessed Above	Assessed Above	Assessed Above	Assessed Above	Assessed Above	Assessed Above	Assessed Above	Assessed Above	Assessed Above	Assessed Above	Assessed Above	Assessed Above	Assessed Above	Assessed Above
Drummond, Zana	Assessed Above	Assessed Above	Assessed Above	Assessed Above	Assessed Above	Assessed Above	Assessed Above	Assessed Above	Assessed Above	Assessed Above	Assessed Above	Assessed Above	Assessed Above	Assessed Above	Assessed Above
Edwards, Eliza	Assessed Above	Assessed Above	Assessed Above	Assessed Above	Assessed Above	Assessed Above	Assessed Above	Assessed Above	Assessed Above	Assessed Above	Assessed Above	Assessed Above	Assessed Above	Assessed Above	Assessed Above
Fountain, Alberto	Assessed Above	Assessed Above	Assessed Above	Assessed Above	Assessed Above	Assessed Above	Assessed Above	Assessed Above	Assessed Above	Assessed Above	Assessed Above	Assessed Above	Assessed Above	Assessed Above	Assessed Above
Garcia Schormann, Nairo	Assessed Above	Assessed Above	Assessed Above	Assessed Above	Assessed Above	Assessed Above	Assessed Above	Assessed Above	Assessed Above	Assessed Above	Assessed Above	Assessed Above	Assessed Above	Assessed Above	Assessed Above



# Learning Path Reporting

edmentum January 31, 2017 - 10:33 AM PST

**Skills Performance**

Academic Year: **Academic Year 2016-2017**    Test: **Diagnostic 3**  
Subject: **Mathematics**    Grade: **3**  
Schools: **All Locations**

**Algebra & Expressions**

SKILL	NOT READY	FAILED OR STRUGGLING	MASTERCED	CURRENTLY PRACTICING	PLACED ABOVE
3.3 Model Multiplication and Division	100% (8)	0% (0)	0% (0)	0% (0)	0% (0)
3.4 Number Sentences	100% (8)	0% (0)	0% (0)	0% (0)	0% (0)
3.5 Multiplication and Division Properties	100% (8)	0% (0)	0% (0)	0% (0)	0% (0)
3.6 Multiplication and Division Facts	100% (8)	0% (0)	0% (0)	0% (0)	0% (0)
3.7 Real World Problems	100% (8)	0% (0)	0% (0)	0% (0)	0% (0)

Academy Middle School edmentum™ June 27, 2017 - 12:33 PM PST

**Learning Path Progress**

Academic Year: **Academic Year 2017-2018**    Subject: **All My Subjects**  
Schools: **All My Locations**    Grade: **All Grades**

STUDENT NAME	TOT LP CONTENT W/ PROGRESS CHECK	# OF ACTIVITIES COMPLETED	# OF SKILLS ATTEMPTED	# OF SKILLS MASTERED ATTEMPT 1/ ATTEMPT 2	SKILLS NOT MASTERED	TOTAL TIME ON SYSTEM
Austin, Billy	00:00:00	4	1	0 / 1	0	00:05:47
Charles, Michael	00:00:00	0	0	0 / 0	0	00:00:00
Brown, Chris	00:00:00	0	0	0 / 0	0	00:00:00
Jones, Liz	00:00:00	0	0	0 / 0	0	00:00:00
Thomas, Bobbi	00:00:00	16	4	4 / 0	0	00:20:41
Blaze, Daniel	00:00:00	0	0	0 / 0	0	00:00:00

# Notifications

Filter by Notification Type:

All Notifications (2)

Filter by Learning Path Status:

- Struggling (1)
- Failed Once (0)
- Failed Twice (0)
- Locked Quiz (1)

Filter by Teacher-Graded Activity Status:

- Ready To Assign (0)
- Ready To Score (0)

## Home

Class Quick Links  
[Create a New Class](#)  
[Create a Group](#)

Learning Path Quick Links  
[Review Current Activities](#)  
[Review Overall Progress](#)

### Notifications

Filter by Time Period:

This Week

Filter by Subject:

- All Subjects
- Math
- Reading
- Language Arts

This Week: March 30 - April 2, 2020

Struggling	Copeland, Misty	Struggling	Reading
Locked Quiz	Copeland, Misty	Not Ready	Reading

# Q&A

---



# Upcoming Important Dates

October 8, 5:40 p.m. : NASD Homecoming Parade and Game

October 9: NAI and NASH Homecoming Dance

## **NAI Fall Play Performance: Anne of Green Gables**

- October 13 - Free Senior Citizens' Performance - 3:30 p.m.
- October 14 - 7 p.m.
- October 16 - 2 p.m.
- October 16 - 7 p.m.

*October 26* - Elementary/Secondary Report Period Ends (end of 1st quarter)

*October 27* - No Classes (Professional Learning Day)

*October 29* - Elementary/Secondary Report Cards Available

*October 30* - NA Foundation Trick-or-Trot @ Marshall Campus



# Upcoming Important Dates

## **NASH Fall Performance: Mamma Mia**

- November 6 - 2 p.m.
- November 6 - 7 p.m.
- November 7 - 2 p.m.

*November 1* - No Classes (Professional Learning Day / Elementary Conference Day)

*November 2* - No Classes (Professional Learning Day / Elementary Conference Day)

## **Elementary Parent/Teacher Conferences will be held on:**

- Monday, November 1 from 12:00-7:45 p.m.
- Tuesday, November 2 from 8:00 a.m. - 3:45 p.m.



# SPLC Dates

**Virtual until further notice at 9:30 a.m.**

November 3

December 1

January 12

February 2 (Combined with EAC/SAC)

March 10

April 6

May 4 (Combined with EAC/SAC)





Question and Answers - Please put  
your questions in the chat feature.

