

ACADEMIC STANDARDS AND ASSESSMENT REPORT

Overall progress as of January 2009

Goal: 1.) Improvement of Student Achievement

Description: A) All students enrolled in the Gateway School District will demonstrate academic proficiency in all curricular areas as prescribed by assessment measures aligned with state and national standards.

B) All students in the Gateway School District will attain the level of proficient or advanced in reading and math or meet the state growth standard in each of the aforementioned content areas.

Strategy: Implement a Standards Aligned System

Description: Through a standards-aligned system where curriculum, instruction, and assessment work in concert and are standards-based and data informed, all students will attain the level of proficient or advanced in reading and math or meet the state growth standard in each of the aforementioned content areas.

Activities:

Activity	Description	
Assessment Alignment/Revision in All Areas K-12	Align/revise assessment (i.e., diagnostic, formative, summative, and benchmark) in all areas K-12 with state and national standards	
Person Responsible	Timeline for Implementation	Resources
Central Administration Building Administrators Department Chairs	Start:4/1/2008 Finish: 6/1/2009	\$5,000.00

- **Benchmark, summative, and formative assessments have been aligned to state standards in Reading K-6, Math K-8, and English 7-12.**
- **Benchmark, summative, and formative assessments will be aligned in the Spring 2009 for Reading in Grades 7-8.**
- **Benchmark, summative, and formative assessment alignment for Science and Social Studies are underway with the goal of completion by the end of the 2009-10 school year.**

Activity	Description	
Curriculum Alignment/Revision in All Areas K-12	Align/revise curriculum in all areas K-12 with state and national standards	
Person Responsible	Timeline for Implementation	Resources
Central Administration Building Administrators Department Chairs	Start:4/1/2008 Finish: 6/1/2009	\$300,000.00

- **Curriculum has been revised in the following areas:**

- | | |
|-----------------------------|---------------------------|
| ▪ Math | K-12 |
| ▪ Reading | K-8 |
| ▪ English | 7-12 (in progress) |
| ▪ Science | K-12 |
| ▪ Social Studies | K-12 (in progress) |
| ▪ Art | K-12 (in progress) |
| ▪ Health | K-12 |
| ▪ Physical Education | K-12 |

- **Family and Consumer Science** 7-12
- **Business Education** 7-12
- **Technical Education** 7-12
- **Music** K-12
- **World Languages** 7-12

- **Consultants from the Arts Education Collaborative are currently working with the Art Department to revise/reform curriculum and programs.**

Activity	Description	
Data Analysis	Review and analyze assessment data (summative, benchmark, and value-added) on a regular basis	
Person Responsible	Timeline for Implementation	Resources
Central Administration Building Administrators Coordinator of Data Management	Ongoing	\$0.00

- **Benchmark assessment data (4Sight and DIBELS) is being reviewed and analyzed on a regular basis by administrators and teachers.**
- **Value-added data from PVAAS in reading and math was reviewed and analyzed by administrators during the Fall of 2008.**
- **Value-added data from PVAAS in Science and writing was recently released. The review and analysis of this data is in progress.**
- **Procedures and a standard process for reviewing/analyzing MAP benchmark assessment data in Grades 7-10 are currently being developed.**
- **Summative assessment data is being reviewed regularly at the building level primarily in the areas of math and reading.**

Activity	Description	
Organizing and Disseminating Data, Information, and Materials	District administrative team will organize and disseminate student achievement data to staff members. This assessment data will be analyzed in an effort to identify and conduct staff development needs.	
Person Responsible	Timeline for Implementation	Resources
Central Administration Building Administrators Coordinator of Data Management	Start:4/1/2008 Finish: 6/1/2009	\$0.00

- **Central office administration continues to share benchmark assessment data with building level administrators on a regular basis.**
- **Building level administrators share benchmark assessment data with teachers, students, and parents according to district benchmark assessment flow charts.**
 - **For DIBELS and 4Sight, this is a continuation of the process that was developed over the last three years.**
 - **For the MAP assessment, this process is being developed this school year.**

Activity	Description	
Professional Development	Provide comprehensive and ongoing professional development to administrators and teachers that supports and promotes differentiated instruction	
Person Responsible	Timeline for Implementation	Resources
Central Administration Building Administrators Consultants	Ongoing	\$50,000.00

- The district continues to provide comprehensive and ongoing professional development to administrators and teachers.
 - To support the growth of gifted/advanced learners, a cohort of teachers received advanced training in Differentiated Instruction by Sara Lampe (ASCD consultant) in September with follow-up/ongoing training taking place in December.
 - Leadership training in Differentiated Instruction is provided K-6 on an ongoing basis for administrators by the Assistant Superintendent, Dr. Joseph Petrella.
 - Literacy training has been provided for all staff members 7-12 by Nancy Dean (National Literacy Project consultant). Various trainings have taken place this summer and fall with follow-up/ongoing training being provided this winter/spring.
 - With the implementation of the MAP benchmark assessment (Grades 7-10) for the first time this school year, several training sessions have been offered for administrators and reading, math and special education teachers. Consultants from NWEA as well as administrators, department chairs, and team leaders have facilitated roll-out training for staff.
 - Reading teachers at Moss Side Middle School have received a series of training on the essentials of reading. Sari Brecosky from the AIU has provided this training.
 - To facilitate implementation of Tier II and Tier III programs, various consultants have provided select staff with extensive training on the following:
 - Read 180
 - SpellRead
 - Text Connections
 - REWARDS
 - Compass Learning
 - Academy of Reading and Math

Activity	Description	
Providing Differentiated Staff Development Activities (Principals/Administrators)	Provide high quality professional development activities to all principals relating to standards, data analysis, differentiated instruction, and assessment to support each building's needs.	
Person Responsible	Timeline for Implementation	Resources
Central Administration	Start:4/1/2008 Finish: 6/1/2009	\$10,000.00

- Training for building administrators has been provided on the following:
 - Standards Aligned System
 - Data Analysis – 4Sight, DIBELS, MAP and PVAAS
 - Differentiated Instruction - leading for change, professional growth model, and supporting the growth of advanced learners
 - Chapter 14 revisions

Goal: 2.) Academic Responsiveness and Intervention for All Students

Description: All students in the Gateway School District will be monitored and given academic instruction that is responsive to their readiness, interest, and learning profile.

Strategy: Implement Differentiated Instruction and Evidence-Based Interventions, Meeting the Needs of All Learners.

Description: Design and implement data-informed effective/differentiated instruction and interventions that consider the readiness, interest, and learning profile of each student.

Activities:

Activity	Description	
Implement Benchmark Assessments at All Levels K-12	Continue to refine the implementation of benchmark assessments K-12 so that student achievement/growth can be monitored and students in need of additional interventions can be identified.	
Person Responsible	Timeline for Implementation	Resources
Central Administration Building Administrators Coordinator of Data Management	Ongoing	\$0.00

- **Benchmark assessments are being implemented K-12**
 - **DIBELS** **K-6**
 - **4Sight** **3-6 and 11**
 - **MAP** **7-10**

- **Another benchmark assessment for math is being investigated for implementation at the K-4 level. A representative from PATTAN is scheduled to come in January to show the assessment to administrators.**

Activity	Description	
Implement Evidence-Based Interventions	Within the framework of a response to intervention model, identify, secure and implement Tier I, Tier II, and Tier III interventions with fidelity	
Person Responsible	Timeline for Implementation	Resources
Central Administration Building Administrators Coordinator of Data Management	Ongoing	\$0.00

- **The following Tier II and Tier III programs are being implemented on a wide-scale basis:**
 - **Read 180** **Grades 7-11** **Special Education Students**
 - **SpellRead** **Grades 2-8** **Special Education and Title I Students**
 - **Compass Learning** **Grades 5-11** **Struggling Students**
 - **Academy of Reading/Math** **Grades 2-6** **Struggling Students**
 - **Text Connections** **Grade 9** **Struggling Students**
 - **REWARDS** **Grades 7-8** **Struggling Students**
 - **Study Island** **Grades 7-8** **Struggling Students**
 - **After School Tutoring** **Grades 3-11** **Struggling Students**

- **The following Tier II and Tier III programs are being implemented on a classroom by classroom basis or student by student basis depending upon the need:**
 - **PALS in Reading** **Grades K-6**
 - **Six-Minute Solution** **Grades K-8**
 - **Strategic Reading Intervention** **Grades K-6**
 - **First in Math** **Grades 1-4**
 - **Mastering Math Facts** **Grades 1-4**
 - **Mastering Numerals** **K**

Activity	Description	
Professional Development	Provide comprehensive and ongoing professional development on differentiated instruction and evidence-based interventions	
Person Responsible	Timeline for Implementation	Resources
Central Administration Building Administrators Consultants	Ongoing	\$50,000.00

- **To facilitate implementation of Tier II and Tier III programs, various consultants have provided select staff with extensive training on the following:**
 - **Read 180**
 - **SpellRead**
 - **Text Connections**
 - **REWARDS**
 - **Compass Learning**
 - **Academy of Reading and Math**

Goal: 3.) Social and Emotional Development to Ensure Successful District Integration

Description: All students in the Gateway School District will have the opportunity to be educated within a safe and accepting environment.

Strategy: Create, Reinforce and Extend Programs and Structures that Promote Safety and Acceptance Within Schools.

Description: All students will be educated in a safe and accepting environment within the Gateway School District.

Activities:

Activity	Description	
Diversity Training	Provide quality professional development opportunities (e.g., differentiated instruction, diversity, etc.) for staff that promotes safe and accepting learning environments.	
Person Responsible	Timeline for Implementation	Resources
Not Currently Assigned	Start:4/1/2008 Finish: 6/1/2009	\$10,000.00

- **Consultation and training is being provided this school year by Leaders in Learning. Topics include leadership and reform in Special Education.**
- **The district is in the process of applying for a Highmark Healthy High Five grant to promote self-esteem and improve student affect and acceptance in a diverse climate.**

Activity	Description	
Research	Research effective practices relating to safety, collaboration, diversity and leadership in schools.	
Person Responsible	Timeline for Implementation	Resources
Not Currently Assigned	Start:4/1/2008 Finish: 6/1/2009	\$0.00

- **The district is partnering with Family Design Resources (nonprofit training agency located in Harrisburg, PA) to provide training and consultation to school leadership teams on integration of cultural awareness concepts of Differentiated Instruction.**

Activity	Description	
Restructure	Identify, implement, monitor and adjust policies and structures that will create a safe environment that accepts and embraces the diversity of all students.	
Person Responsible	Timeline for Implementation	Resources
Not Currently Assigned	Start:4/1/2008 Finish: 6/1/2009	\$0.00

Goal: 4.) Communications

Description: Communication among all stakeholders will be efficient, effective, and respectful.

Strategy: Develop and Implement a Comprehensive Communication Plan

Description: Develop and implement a communication plan that effectively informs all stakeholders while promoting collaboration and feedback.

Activities:

Activity	Description	
Administrative Tools	Administrators will use various tools to communicate with staff, parents and community members progress towards goals...Newsletters, website, district magazine, brochures, handouts, board notes and agenda, district calendar, etc.	
Person Responsible	Timeline for Implementation	Resources
Not Currently Assigned	Ongoing	\$10,000.00

- **On October 6, during a School Board Curriculum Meeting, a PSSA state of the union and comprehensive presentation regarding the status of Curriculum, Assessment, and Instruction was provided for school board and community members.**
- **District events and updates are provided via various district and community publications.**

Activity	Description	
Teacher Tools	Teachers will use various tools to communicate with students and parents/guardians progress toward goals...report cards, benchmark assessment reports, parent/teacher conferences, newsletters, brochures, handouts, etc.	
Person Responsible	Timeline for Implementation	Resources
Not Currently Assigned	Ongoing	\$10,000.00

- **Currently work is being done K-4 to revise the report card system to give more accurate depiction of student progress as it relates to state standards.**
- **Benchmark assessment information is sent home on a regular basis for DIBELS and 4Sight benchmark assessments.**
- **A standard process for sharing MAP assessment results with students and parents is being developed for the secondary level.**

Activity	Description	
Technological Tools	Identify, evaluate, revise and monitor existing communication systems	
Person Responsible	Timeline for Implementation	Resources
Not Currently Assigned	Start:4/1/2008 Finish: 6/1/2009	\$20,000.00

- In December, information regarding the revised Student Ledger function of CDA was shared with administrators. The Student Ledger function of CDA provides a snapshot of a student, including performance on various assessment measures (PSSA, Stanford Achievement Test, DIBELS, 4Sight, and MAP).
- This year the Special Education Department is implementing an IEP software writing tool. This tool is designed to enhance communication between parties by providing more uniformity, adherence to special education guidelines, and greater access to important documents.

Goal: 5.) Building Human Capacity

Description: The Gateway School District will actively recruit and seek to retain highly qualified individuals at all levels of the organization.

Strategy: Implement an Effective Recruitment Process that Secures Highly Qualified Individuals, Maintains Their Commitment to the Organization, and Promotes Their Individual and Professional Growth

Description: Design, implement, and refine internal structures and processes that aid the district in securing highly qualified individuals, maintaining their commitment to the organization, and promoting professional growth.

Activities:

Activity	Description	
Hiring Process	Design, implement, and refine an effective recruitment process	
Person Responsible	Timeline for Implementation	Resources
Not Currently Assigned	Start:4/1/2008 Finish: 6/1/2009	\$0.00

Activity	Description	
Leadership Training for Administrators	Identify and develop leadership training programs that promote the growth of every administrator	
Person Responsible	Timeline for Implementation	Resources
Not Currently Assigned	Ongoing	\$15,000.00

- K-6 district administrators are involved in ongoing training on Curriculum, Assessment, and Instruction and leading for systemic reform.
- Secondary administrators are completing PIL (PA Inspired Leadership program) trainings as a part of Act 48 compliance requirements.
- Secondary administrators are involved with the National Literacy Project and MAP assessment trainings with an emphasis on using data to inform instruction and improve student achievement.

Activity	Description	
Professional Development District-Wide	Design and implement intensive and ongoing professional development for all staff, including training in differentiated instruction, data analysis, curriculum development and alignment, and assessment (diagnostic, formative, summative, and benchmark)	
Person Responsible	Timeline for Implementation	Resources
Not Currently Assigned	Ongoing	\$50,000.00

- **During monthly morning and after school sessions, building principals are providing ongoing professional development to teachers, including training on differentiated instruction, data analysis, curriculum development and alignment, and assessment (diagnostic, formative, summative, and benchmark).**
- **The professional development committee, which was established during the fall of this year, is in the process of planning professional development opportunities for staff. The results from the professional development survey which was given to all staff in the fall are helping to prioritize areas of need.**

Activity	Description	
Teacher Induction	Implement formal induction programs that promote the growth of every teacher	
Person Responsible	Timeline for Implementation	Resources
Not Currently Assigned	Start:4/1/2008 Finish: 6/1/2009	\$15,000.00

- **Administration is currently examining strategies to be incorporated for upcoming induction cohorts.**