

## STUDENT SERVICES 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	
Instruction of Organization and Study Skills in Levels K-8	The teaching of school-based organizational skills and study strategies within classrooms and individually in order to develop necessary academic development skills.	
Person Responsible	Timeline for Implementation	Resources
Nancy Kish	Ongoing	\$0.00

Activity	Description	
Pre-Referral Monitoring and Intervention	Implement pre-referral academic and behavioral monitoring process across grade levels.	
Person Responsible	Timeline for Implementation	Resources
Nancy Kish	Start:4/1/2008 Finish: 6/1/2009	\$0.00

***Pre-Referral Monitoring and Intervention begins with teachers monitoring student performance based on grade level expectations. Once a child is identified as experiencing academic or behavior difficulties, the Student Support Team provides consultative services to the classroom teacher. This process is consistent with a Response to Intervention (Rtl) model. Those students who are not performing at expected levels either academically or behaviorally are referred to the Student Support Team for review and consultation. The classroom teacher is provided additional supports and the student is provided empirically-based interventions to increase performance and achievement. The students who demonstrate progress in problem areas continue receiving the interventions and supports that have been helpful. Students who do not respond to initial interventions are provided additional interventions. Parents are included as part of the Student Support Team and are kept informed of interventions and progress of the student. Some students receive screening assessments that evaluate academic skill deficits that may be hindering their learning. Students who do not respond to further interventions are considered for Multi-Disciplinary Evaluation to determine the presence or absence of an educational disability. The Student Support Team meets at least twice per month in grades K-6.***

Activity	Description	
Professional Development	School psychologist and building principals will provide ongoing professional development to faculty and staff in areas of universal screening, interventions and positive behavioral support.	
Person Responsible	Timeline for Implementation	Resources
Nancy Kish	Ongoing	\$0.00

- **All K-6 buildings have consistent school rules (5 of them) posted in classrooms and halls.**
- **Strategies and interventions are used to support positive student behavior. Each year, the principal, classroom teachers, and guidance counselors present and review the District-Wide School Rules and Matrix with the students to inform them of what is expected with regard to behavior. The matrix allows students to “see” what proper behavior looks like in each area of the school: classroom, hallways, bathrooms, playground, cafeteria and buses. Students are held to these expectations and, in the event that students do not adhere to these rules, consequences are administered. If a student is having great difficulty with behavior, the Student Support Team (principal, teacher, guidance counselor, and school psychologist) meets with the parents and a plan for improvement is created to provide more structured support for the student. Classroom teachers also create a list of classroom rules that focus on specific behaviors and expectations for the students at each grade level.**

Activity	Description	
Universal Academic and Behavioral Screening	Implement universal academic and behavioral screening process to identify at-risk students.	
Person Responsible	Timeline for Implementation	Resources
Nancy Kish	Ongoing	\$0.00

**Universal academic screenings are completed throughout the school year. However the first screenings, DIBELS (K-4), 4Sight (Grades 3 & 4) and CPAA (Grades K, 1, 2), are administered at the beginning of September in order to identify students’ academic strengths and weaknesses in reading, language arts and math and the results are utilized to plan and implement instruction. The data that is gathered from these assessments provide a blueprint for differentiated instruction in the classroom, and teachers collaborate to form intervention blocks based on specific, individual student needs. It is during these intervention blocks that flexible grouping occurs and instruction is provided to meet the academic needs of students.**

**Grades K-6 administer DIBELS, 4Sight, CPAA, as universal academic screenings. Grades 1-9 are administered the Stanford Achievement Test annually. The district does not utilize universal behavioral screening.**

**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 considers the readiness, interest, and learning profile of each student

*Activities:*

<b>Activity</b>	<b>Description</b>	
Keys to Work	Implement a vocational preparation program to assess student interest and aptitude for careers.	
<b>Person Responsible</b>	<b>Timeline for Implementation</b>	<b>Resources</b>
Nancy Kish	Ongoing	\$0.00

<b>Activity</b>	<b>Description</b>	
Pre-Referral Monitoring and Intervention	Implement pre-referral academic and behavioral monitoring process across grade levels; coordinate need for Tier 1, 2, and 3 interventions within.	
<b>Person Responsible</b>	<b>Timeline for Implementation</b>	<b>Resources</b>
Nancy Kish	Ongoing	\$0.00

<b>Activity</b>	<b>Description</b>	
Professional Development	School psychologist and building principals will provide ongoing professional development to faculty and staff in areas of universal screening, interventions and positive behavioral support.	
<b>Person Responsible</b>	<b>Timeline for Implementation</b>	<b>Resources</b>
Nancy Kish	Ongoing	\$0.00

<b>Activity</b>	<b>Description</b>	
Universal Academic and Behavioral Screening	Implement universal academic and behavioral screening process to identify at-risk students.	
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Nancy Kish	Ongoing	\$0.00

**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:*

<b>Activity</b>	<b>Description</b>	
Anti-Bullying Initiative	Continued implementation of anti-bullying initiatives in order to provide a safe and secure learning environment including individual and group instruction and interventions.	
<b>Person Responsible</b>	<b>Timeline for Implementation</b>	<b>Resources</b>
Nancy Kish	Ongoing	\$0.00

**As part of Gateway’s Anti-Bullying Initiative the following activities have been or are in the process of being implemented:**

- **Class presentations and lessons by the counselor**
- **School-wide assembly programs, as available**
- **School-wide banners, posters, etc. displayed throughout the building during the school year to foster a culture of cooperation and acceptance.**
- **Guidance counselor has presented programs to all students in grades 1-4 through groups, class lessons, and partnership with outside agencies.**
- **Teachers regularly identify behaviors that may be considered bullying and deliver anti-bullying strategies and replacement behaviors.**
- **Grades 7-12 are implementing Expect Respect which focuses on prevention of relationship violence.**

<b>Activity</b>	<b>Description</b>	
Cultural Sensitivity and Awareness	District administration, faculty and staff will continue to implement cultural and diversity awareness through instruction within classrooms and individual and small group lesson planning.	
<b>Person Responsible</b>	<b>Timeline for Implementation</b>	<b>Resources</b>
Nancy Kish	Ongoing	\$0.00

**Cultural and diversity awareness is achieved through a variety of ways. These include:**

- **Setting the goal of providing all students with an environment that provides comfort and welcome in the classroom which is reviewed with faculty and staff. The focus is on meeting the needs of all student populations in our district by learning about how to appreciate the differences among us.**
- **Review of “The Ten Things That Educators Can Do to Build Cultural Competence”**
- **Activities are planned and implemented throughout the school year that focus on the traditions and cultures of our students.**
- **Pennsylvania standards are utilized to guide instruction about diversity and fostering of a learning environment that appreciates special time frames during which celebration of holiday traditions, and historical aspects of culture such as black history and women in history are explored.**
- **Teachers engage family and community members in discussions about tradition and culture in the classroom by inviting them to speak to our students.**
- **Students are introduced to specifics about various cultures through stories, social studies, Gateway to the Arts presentations, and the fine arts that are integrated into the curriculum.**

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Professional Development	School psychologist and building principals will provide ongoing professional development to faculty and staff in areas of universal screening, interventions and positive behavioral support.	
<b>Person Responsible</b>	<b>Timeline for Implementation</b>	<b>Resources</b>
Nancy Kish	Ongoing	\$0.00

<b>Activity</b>	<b>Description</b>	
Professional Development	Administrators and staff will continue in professional development focused on expanding sensitivity and tolerance for differences among the district's student body and staff.	
<b>Person Responsible</b>	<b>Timeline for Implementation</b>	<b>Resources</b>
Nancy Kish	Ongoing	\$0.00

<b>Activity</b>	<b>Description</b>	
Universal Academic and Behavioral Screening	Implement universal academic and behavioral screening process to identify at-risk students.	
<b>Person Responsible</b>	<b>Timeline for Implementation</b>	<b>Resources</b>
Nancy Kish	Ongoing	\$0.00