

## **GATEWAY SD**

9000 Gateway Campus Boulevard

Comprehensive Plan | 2021 - 2024

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### **MISSION STATEMENT**

Gateway School District - Mission Statement The mission of the Gateway School District, in cooperation with parents and other members of the community, is to provide quality educational opportunities for all students, to promote academic excellence in a safe and caring environment, to enhance self-confidence through personal responsibility, and to develop life-long learners who will be productive citizens in a diverse and changing world.

### **VISION STATEMENT**

Gateway School District - Vision Statement Gateway School District will provide each graduate an equitable, inclusive and academically challenging curriculum that appropriately prepares all learners for college or career readiness. Career and/or post-secondary school options will have been selected in consultation with the student, counselors, teachers, and family. Each graduate will have developed a deep understanding of the natural connections among the Sciences, Technology, Engineering, and the Arts and Math, while establishing the confidence to problem solve all challenges in the school setting in preparation for a competitive market. In addition, each graduate will have participated fully and frequently in various group activities which have resulted in teamwork and communication skills necessary to compete in a global economic world.

## **EDUCATIONAL VALUE STATEMENTS**

### **STUDENTS**

Gateway School District - Students Gateway School District students will become college and career ready. In completing their respective goals, students will collaborate in a diverse educational setting that fosters collaboration and continuous improvement for all. Gateway students will also be responsible for a safe, supportive and maintained educational environment while supporting one another. In addition, Gateway students will benefit from a strong extra-curricular program that includes performance arts, clubs and athletics that will enhance their social, emotional and physical well being.

### **STAFF**

Gateway School District - Staff Gateway School District staff will provide a safe and nurturing learning environment for students, providing appropriate, meaningful and rigorous lessons, that are culturally responsive for students, while encouraging families to engage in their child's education. Gateway staff will also assess students by encouraging innovation, risk taking and individualizing the needs of a diverse student population. In addition, Gateway staff will encourage students by providing information related to student's progress, and providing a consistent communication pathway that allows for trust between the teacher, parent, and student.

### **ADMINISTRATION**

Gateway School District - Administration Gateway School District Administrators will create a student-centered environment that provides students with a variety of learning experiences and academic rigor that prepares them for college and career readiness. Additionally, administration will maintain operations in ensuring a safe and secure school setting. while engaging in collaboration and shared decision making. Administrators will also embrace exemplary moral and ethical standards that support the best interest of children. Finally, administrators in the Gateway School District will promote innovation and learning development with staff to ensure lifelong success.

### **PARENTS**

Gateway School District - Parent/Families Gateway School District parents/families will help to attain the mission and the vision of the district.

In doing so, parents/families must support the district by monitoring and supporting their child's social, emotional and educational growth. Parents will also encourage participation in extracurricular activities to ensure a well rounded educational experience.

## **COMMUNITY**

Gateway School District - Community Gateway School District community is a suburban, economically diverse community with a strong sense of support, commitment, and pride focused on the success of its children. The district communities of Monroeville and Pitcairn embrace and celebrate it's diverse learning environment that provides a multitude of academic, artistic, and athletic programs. The community is supported by an established rotary, ministerium and governmental agencies that support varies educational and extracurricular events.

## **OTHER (OPTIONAL)**

# ESTABLISHED PRIORITIES

Priority Statement	Outcome Category
A priority will be given to "ALL: students identifying grade level competence. *Remediation efforts will include an increase in instructional time, proportional with need. In addition, resources will be available to student and families to ensure tutoring needs are met.	Essential Practices 1: Focus on Continuous Improvement of Instruction
All assessed grade level teachers will identify through the PVAAS site, students who are predicted to score advanced and develop enrichment strategies quarterly.	Essential Practices 4: Implement Data-Driven Human Capital Strategies
Educational specialist in middle level math & science will professionally develop staff on instructional practices designed to engage students. A clear identification of the standards at grade level, along with the eligible content will be highlighted and verified within lesson plans.	Essential Practices 1: Focus on Continuous Improvement of Instruction

# ACTION PLAN AND STEPS

Evidence-based Strategy
Curriculum, Instruction and Assessment (SAS) Framework
Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Focus on Continuous Improvement for middle level Math and Science.	Teachers, staff and students will develop a clear understanding of Pennsylvania Standards for Math and Science at the middle school level years, (Grades 5 6,7,8). Specifically, teachers will be inserviced by educational specialist from the Allegheny Intermediate Unit #3, and Gateway School District Administrators. Beginning in August of 2021, teachers will highlight standards and eligible content within lesson plans and meet quarterly to review yearlong plans and instructional strategies. Students will also understand Pennsylvania standards and related eligible content. Incremental achievement and growth through the PA-Future Ready website data will be used as defined benchmarks for a measurable goal for each grade level.
Continuous Improvement of Instruction for Targeted Accelerated Growth.	A Targeted Accelerated Growth model of instructional intervention will be developed and implemented with fidelity with students identified as needing Tier 2, or 3 remediation as defined by NWEA/MAP data. Benchmark and diagnostic data will be used as a baseline for the 2021-22 school year. Proportional increases in incremental time will be allocated to students based on "need". Remediation time, exclusive of regular class time will be accurately monitored. Diagnostic assessments will be done quarterly to assess effectiveness of programming. Goal of one year "catch up growth" will be measured for each child.
Data-Driven Human Capital Strategies for PVAAS advanced students.	All students in the advanced quintile of PVAAS related data will receive specific enrichment strategies from teachers of assessed areas to increase growth. Measurable growth on PSSA and Keystone data will be used to determine outcome. Specifically, the 2022 PVAAS predictability data will be used to determine effectiveness of intervention. Grade level PVAAS - Proficient, (green) or Advanced, (blue) will be analyzed for comparison.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Review of current PA-Future Ready assessment data. Planned professional development calendar dedicated to goals and strategies.	2021-08-01 - 0024-07-30	Superintendent - Dr. William Short	none

**Anticipated Outcome**

Yearly data driven assessment results, highlighting PA- Future Ready Comprehensive Plan.

**Monitoring/Evaluation**

Building level Principals will provide monthly reviews to the Assistant Superintendents. This evaluation and monitoring step will provide evidence of artifacts for verification.

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## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>A Targeted Accelerated Growth model of instructional intervention will be developed and implemented with fidelity with students identified as needing Tier 2, or 3 remediation as defined by NWEA/MAP data. Benchmark and diagnostic data will be used as a baseline for the 2021-22 school year. Proportional increases in incremental time will be allocated to students based on "need". Remediation time, exclusive of regular class time will be accurately monitored. Diagnostic assessments will be done quarterly to assess effectiveness of programming. Goal of one year "catch up growth" will be measured for each child. (Continuous Improvement of Instruction for Targeted Accelerated Growth.)</p> <p>Teachers, staff and students will develop a clear understanding of Pennsylvania Standards for Math and Science at the middle school level years, (Grades 5 6,7,8). Specifically, teachers will be inserviced by educational specialist from the Allegheny Intermediate Unit #3, and Gateway School District Administrators. Beginning in August of 2021, teachers will highlight standards and eligible content within lesson plans and meet quarterly to review yearlong plans and instructional strategies. Students will also understand Pennsylvania standards and related eligible content. Incremental achievement and growth through the PA-Future Ready website data will be used as defined benchmarks for a measurable goal for each grade level. (Focus on Continuous Improvement for middle level Math and Science.)</p> <p>All students in the advanced quintile of PVAAS related data will receive specific</p>	Curriculum, Instruction and Assessment (SAS) Framework	Review of current PA-Future Ready assessment data. Planned professional development calendar dedicated to goals and strategies.	08/01/2021 - 07/30/0024

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enrichment strategies from teachers of assessed areas to increase growth. Measurable growth on PSSA and Keystone data will be used to determine outcome. Specifically, the 2022 PVAAS predictability data will be used to determine effectiveness of intervention. Grade level PVAAS - Proficient, (green) or Advanced, (blue) will be analyzed for comparison. (Data-Driven Human Capital Strategies for PVAAS advanced students.)			

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## COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
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Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
defined benchmarks for a measurable goal for each grade level. (Focus on Continuous Improvement for middle level Math and Science.)			
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## APPROVALS & SIGNATURES

### Assurance of Quality and Accountability

As Chief School Administrator, I affirm that this LEA Level Plan was developed in accordance, and will comply with the applicable provisions of 22 Pa. Code, Chapters 4, 12, 14, 16 and 49. I also affirm that the governing board reviewed the LEA Level Plan, as indicated in the attached official Board minutes and the contents of the plan are true and correct. Finally, I affirm that the plan was placed for public inspection and comment in the LEA offices and in the nearest public library before the next regularly scheduled meeting of the board and for a minimum of 28 days prior to approval by the board or governing body and submission to the Department.

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School Board Minutes or Affirmation Statement

2021-11-16

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### Signature (Entered Electronically and must have access to web application).

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Chief School Administrator

Dr. William Short

2021-10-20

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## ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

### Strengths

Well developed and synchronized Curriculum, Instruction and Assessment plan. English Language Arts, K-12 staff have been professionally developed with a (Standards Aligned System-SAS) of operational alignment. For example, data drives every decision around the curriculum and assessment pieces of teacher development. In depth anchor review of quarterly diagnostic assessments pinpoints individual needs for students in ELA.

Curriculum mapping is a joint effort in English language Arts. All levels, Elementary, Middle, and High School teachers ensure a fluid designed process of writing and selecting materials for a diverse set of learners.

All curriculum materials are reviewed for culturally/inclusive content by Administration, Staff and Parents/Families.

Year long plans are checked for best practice among English Language Arts, K-12 staff. Lesson plans are reviewed by building level administrators to ensure fidelity within grade levels.

Targeted Accelerated Growth model for instructional intervention. Students who are identified by data as being 1, 2, or 3 years

### Challenges

Maintaining the significant challenges of coming out of the COVID two year pandemic. Learning loss is significant and remediation efforts are impacting students who prior to the pandemic were at grade level, but now also need additional resources and time.

Inaccurate data does not reflect grades or achievement in courses by students who were online for extended lengths of time.

With an increase in enrollment throughout the district, an influx of new educators must be professionally developed within our Standards Aligned System of education. This becomes a challenge based on limited days of in service.

Tutoring and remediation. An after school program with transportation is challenging based on staff accessibility and busing issues.

Instructional delivery of content.

Utilization of a ninety minute period of time effectively to meet the needs of students.

## Strengths

behind grade level receive additional instructional time during the course of day.

Instructional materials and resources are consistent at all grade levels.

Standards Aligned System in place with significance on Eligible Content at all grade levels.

Data teams per building analyze and identify needs for all students.

Written curriculum has enabled staff to identify eligible content related to statewide assessments and deliver a robust standards driven lesson that is student focused.

PVAAS - growth data supports the system of high level analytical thinking that is embedded within teacher planning .

Consistent review of curriculum courses and use of technology drive these departments.

Consistent process for identifying strengths and weaknesses of students within classrooms based on data.

1. Seamless understanding of 339 Plan between all levels.- (Elementary, Middle & High).

## Challenges

Incorporating technology within math classes with emphasis on student led discovery.

Curriculum pacing and covering of content.

Focusing on having students take more challenging, (AP), (Honors) classes at the secondary level.

Providing more enrichment activities for children at the high end of PVAAS predictability scale in order to "grow" more students.

Providing additional time at lower level, - Elementary and Middle School schedules.

Providing more hands on project driven assessments.

1. Finding local businesses and companies willing to take on Job Shadowing students with the Pandemic.

2. Time requirements for school visits and local presentations from College or Universities.

3. Exposing our students to the benefits of a Vocational Technical School career or trade.

COVID learning loss and the need for clear, consistent and standards aligned remediation.

## Strengths

2. Exposure to multiple Colleges, Universities & Trade Schools. In addition, the Military and career/technical schools are highlighted by counselors to ensure exposure of all areas, including school to work programming.

3. Opportunities for Job Shadowing, both locally and through the local Vocational Technical School.

Consistent focus on Curriculum, Instruction & Assessment within all grade levels.

Creating a culture of data driven instruction. This systemic framework of operation embedded within the district identifies strengths and weaknesses that teachers & students build from both instruction and assessments.

Meeting the needs of a diverse student population through various forms responsive teaching.

Leveraging the business and community opportunities to promote the skills and education of our clients, (students). Monroeville and Pitcairn have a wealth of businesses that can assist in College and Career readiness, while supporting the district mission and vision.

Gateway School District creates a culture of data driven decision making that identifies areas of need for students who may be one, two or three years behind grade level. A Targeted Accelerated Growth model of instructional intervention is applied.

## Challenges

The need to identify and promote students into AP and Honors level course.

Continue to evaluate the middle level learner curriculum in Math and Science.

Continue to align and support the various needs of our learners with resources that assist the individual and family.

Algebra 1 student cohort groups remain a challenge. Staffing and scheduling issues are problematic with double instructional and remediation classes.

Declining black student achievement scores moving from Elementary School to Middle School.

## Strengths

All four K-4 Elementary buildings within the Gateway School District remain consistent with growth and achievement, along with meeting statewide long term goals for both ELA and Math.

## Most Notable Observations/Patterns

## Challenges

Maintaining the significant challenges of coming out of the COVID two year pandemic. Learning loss is significant and remediation efforts are impacting students who prior to the pandemic were at grade level, but now also need additional resources and time.

Inaccurate data does not reflect grades or achievement in courses by students who were online for extended lengths of time.

With an increase in enrollment throughout the district, an influx of new educators must be professionally developed within our Standards Aligned System of education. This becomes a challenge based on

## Discussion Point

The loss of significant in person instruction to "ALL" students, including those who are "Historically Underperforming" will remain a challenge for the next 3-4 years.

## Priority for Planning

Challenges	Discussion Point	Priority for Planning
limited days of in service.		
Tutoring and remediation. An after school program with transportation is challenging based on staff accessibility and busing issues.		
Instructional delivery of content.		
Utilization of a ninety minute period of time effectively to meet the needs of students.		
Focusing on having students take more challenging, (AP), (Honors) classes at the secondary level.		
Providing more enrichment activities for children at the high end of PVAAS predictability scale in order to "grow" more students.	Enrichment opportunities for PVAAS predicted Advanced students will be prioritized.	
Providing additional time at lower level, - Elementary and Middle School schedules.		
2. Time requirements for school visits and local presentations from College or Universities.		
3. Exposing our students to the benefits of a Vocational Technical School career or trade.		
COVID learning loss and the need for clear, consistent and standards aligned remediation.		

Challenges	Discussion Point	Priority for Planning
The need to identify and promote students into AP and Honors level course.		
Continue to evaluate the middle level learner curriculum in Math and Science.	A renewed focus on Curriculum, Instruction and Assessment at the middle level grades with emphasis on Math instruction.	
Continue to align and support the various needs of our learners with resources that assist the individual and family.		
Algebra 1 student cohort groups remain a challenge. Staffing and scheduling issues are problematic with double instructional and remediation classes.		
Declining black student achievement scores moving from Elementary School to Middle School.		

ADDENDUM B: ACTION PLAN

Action Plan: Curriculum, Instruction and Assessment (SAS) Framework

Action Steps	Anticipated Start/Completion Date
Review of current PA-Future Ready assessment data. Planned professional development calendar dedicated to goals and strategies.	08/01/2021 - 07/30/0024

Monitoring/Evaluation	Anticipated Output
Building level Principals will provide monthly reviews to the Assistant Superintendents. This evaluation and monitoring step will provide evidence of artifacts for verification.	Yearly data driven assessment results, highlighting PA- Future Ready Comprehensive Plan.

Material/Resources/Supports Needed	PD Step	Comm Step
none	yes	yes

## ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
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# PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev
Gateway Model - Standards Aligned System, (SAS) Framework	All K-12 Teachers, Students and Administrators	PDE-Standards and Eligible content. Curriculum mapping and development of Year Long Plans, In addition, Educational Specialist from the Allegheny Intermediate unit will inservice staff on Instructional pedagogy strategies. Also, content specialist related to resources will Professionally develop staff.
Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Verification of evidence will be collected through lesson plans, unit assessments, and review of year long plans through curriculum coordinators for pacing.	08/01/2021 - 07/30/2024	Assistant Superintendent - Elementary & Secondary
Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:	
	Teaching Diverse Learners in an Inclusive Setting	

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## ADDENDUM D: ACTION PLAN COMMUNICATION

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
<p>A Targeted Accelerated Growth model of instructional intervention will be developed and implemented with fidelity with students identified as needing Tier 2, or 3 remediation as defined by NWEA/MAP data. Benchmark and diagnostic data will be used as a baseline for the 2021-22 school year. Proportional increases in incremental time will be allocated to students based on "need". Remediation time, exclusive of regular class time will be accurately monitored. Diagnostic assessments will be done quarterly to assess effectiveness of programming. Goal of one year "catch up growth" will be measured for each child. (Continuous Improvement of Instruction for Targeted Accelerated Growth.)</p> <p>Teachers, staff and students will develop a clear understanding of Pennsylvania Standards for Math and Science at the middle school level years, (Grades 5 6,7,8). Specifically, teachers will be inserviced by educational specialist from the Allegheny Intermediate Unit #3, and Gateway School District Administrators. Beginning in August of 2021, teachers will highlight standards and eligible content within lesson plans and meet quarterly to review yearlong plans and instructional strategies. Students will also understand Pennsylvania standards and related eligible content. Incremental achievement and growth through the PA-Future Ready website data will be used as defined benchmarks for a measurable goal for each grade level. (Focus on Continuous Improvement for middle level Math and Science.)</p> <p>All students in the advanced quintile of PVAAS related data will receive specific</p>	Curriculum, Instruction and Assessment (SAS) Framework	Review of current PA-Future Ready assessment data. Planned professional development calendar dedicated to goals and strategies.	2021-08-01 - 0024-07-30

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# COMMUNICATIONS PLAN

Communication Step	Audience	Topics/Message of Communication
Gateway Model - Standards Aligned System, (SAS) Framework	All K-12, Teachers, Administrators and Students	Deep dive of PA- Future Ready Index for achievement and growth data. This information will include historical trends over a three year period.
Anticipated Timeframe	Frequency	Delivery Method
08/01/2021 - 07/30/2024	once per year	Presentation
Lead Person/Position		
Superintendent - Dr. William Short		

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## ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS

Communication Step	Topics of Message	Mode	Audience	Anticipated Timeline
Bi-annual presentation on PA-FRCPP Goals and Action Items. These presentations will be completed by the Superintendent or designee. In addition, these presentations will made available on the district website and archived for future viewing.	Topics will include goals and action items from the PA FUTURE READY COMPREHENSIVE PLANNING PORTAL. In addition, the annual progress monitoring of data related to goals.	In person presentation. Google slide presentation.	All Gateway School District constituents .	August - 2022 and January - 2023

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