
Pennsylvania Department of Education



Commonwealth of Pennsylvania
Department of Education
333 Market Street
Harrisburg, PA 17126-0333

Academic Standards and Assessment Report

Friday, January 29, 2010

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Educational Community

The Greencastle-Antrim School District covers 72 square miles of Franklin County and includes Greencastle Borough and Antrim township. It is affiliated with six neighboring districts in a cooperative Technology and Career Center and a Learning Center for severely handicapped children. The district is a member of the Lincoln Intermediate Unit 12. Transportation is provided to over 90% of more than 2,800 students enrolled in grades K-12.

All of the school districts buildings are situated on a 120 acre campus. The primary school, dedicated in 1994, houses kindergarten and grades 1 and 2. The elementary school was built in 1981 and renovated in 2004, it serves grades 3, 4, and 5. The middle school was built in 1967 and serves grades 6, 7, and 8. It was renovated in 1996. The high school was built in 1960 and renovated in 1994, includes grade 9 through 12. Tayamentasachta, the school environmental center is also part of the Greencastle Antrim school district complex.

The central office consists of a Superintendent, a Director of Curriculum and Instruction, a Business Manager, a Director of Accountability and Data Management, Director of Special Education and the Director of Reading and Title Programs and four support supervisors. The district buildings consist of the following:

<u>Building</u>	<u>Grades</u>	<u>Enrollment</u> <u>10-1-07</u>	<u>Administration</u>	<u>Guidance</u>	<u>IST</u>
Primary	K-2	604	1 Principal	.5 Guidance	.5 IST
Elementary	3-5	671	1 Principal	1 Guidance	1 IST
Middle	6-8	701	1 Principal 2 Assistant Principals	1 Guidance	
High	9-12	928	1 Principal 3 Assistant Principals	2 Guidance	

Mission

To create and provide opportunities for students to become lifelong learners and productive citizens.

Vision

Children First

Shared Values

Commitment

An intrinsic personal and corporate persistence, devotion and investment in the pursuit of an objective to an end

Respect

An honest, unconditional honoring of each person, regardless of the situation or personal differences

Integrity

The adoption of an unwavering personal and corporate path based upon the tenets of thinking and doing the right thing at all times regardless of the cost or circumstances

Standards

The establishing of challenging yet attainable goals, that demand quality, raises expectations and provides opportunity for everyone's personal achievement

Goals

The Greencastle-Antrim School District will:

Meet the Pennsylvania State targets and requirements for reading, writing and math on the Pennsylvania System of School Assessment as specified each year.

Increase the Pennsylvania System of School Assessment scores for the Individualized Education Program student subgroup and the Economically Disadvantaged subgroup.

Train staff in specific exemplary practices in order to increase and sustain student achievement following the Learning-Focused School Improvement Model to better meet the learning needs of all students.

Improve evaluation of assessment data for teacher use and ease of access and interpretation.

Select a benchmark assessment to assist teachers to better prepare students for the Pennsylvania State School Assessment.

Goal: LEARNING-FOCUSED SCHOOLS MODEL PROJECT

Description: Greencastle-Antrim School District is committed to improving teacher instruction. By improving instruction that is research based, pervasive and consistent, the scores of all students on the PSSA will improve.

Goal: MATHEMATICS

Description: At least 56% of all students will be proficient in Mathematics, as measured by the annual state-wide PSSA assessments from 2008 to 2010

At least 67% of all students will be proficient in Mathematics, as measured by the annual state-wide PSSA assessments in 2011

At least 78% of all students will be proficient or advanced in Mathematics, as measured by the annual state-wide PSSA assessments in 2012

At least 89% of all students will be proficient or advanced in Mathematics, as measured by the annual state-wide PSSA assessments in 2013

At least 100% of all students will be proficient or advanced in Mathematics, as measured by the annual state-wide PSSA assessments in 2014

Goal: READING

Description: At least 63% of all students will be proficient in Reading, as measured by the annual state-wide PSSA assessments from 2008 to 2010.

At least 72% of all students will be proficient in Reading as measured by the annual state-wide PSSA assessments in 2011.

At least 81% of all students will be proficient in Reading as measured by the annual state-wide PSSA assessments in 2012.

At least 91% of all students will be proficient in Reading as measured by the annual state-wide PSSA assessments in 2013.

At least 100% of all students will be proficient in Reading as measured by the annual state-wide PSSA assessments in 2014.

Academic Standards

The academic standards for student achievement in the Greencastle-Antrim School District is consistent with those in section 4.12 of 22 PA Code. The standards were written to "provide parents and community members with information about what students should know and be able to do as they progress through the educational program and at graduation". When they were written they were written for grades three, five, eighth and eleven. Since that

time grades 3,4,5,6,7,8, and 11 are given the Pennsylvania State System of Assessment (PSSA) to assess their progress with the state standards.

All curriculums are written on at least a five year cyclical process with the purpose of reviewing and revising as needed to insure alignment with the state code. The Strategic Plan will focus on Mathematics and Reading Standards. With the states recent release of kindergarten, first and second grade state standard guidelines, it has made it much easier to develop a curriculum that is progressive.

The Reading Writing, Speaking and Listening Standards are found in the Language Arts Curriculum but are also essential for success in all academic areas. The Mathematics Standards are designed to be progressive.

Reading, Writing, Speaking and Listening Standards:

- 1.1. Learning to Read Independently
- 1.2. Reading Critically in All Content Areas
- 1.3. Reading, Analyzing and Interpreting Literature
- 1.4. Types of Writing
- 1.5. Quality of Writing
- 1.6. Speaking and Listening
- 1.7. Characteristics and Function of the English Language
- 1.8. Research

Mathematics

- 2.1. Numbers, Number Systems and Number Relationships
- 2.2. Computation and Estimation
- 2.3. Measurement and Estimation
- 2.4. Mathematical Reasoning and Connections
- 2.5. Mathematical Problem Solving and Communication
- 2.6. Statistics and Data Analysis
- 2.7. Probability and Predictions
- 2.8. Algebra and Functions
- 2.9. Geometry
- 2.10. Trigonometry
- 2.11. Concepts of Calculus

Graduation Requirements

GRADUATION REQUIREMENTS

All students must successfully complete the existing graduation requirements outlined below in order to be eligible for graduation. The student must successfully complete all the planned courses listed, complete a comprehensive graduation project and complete 30 hours of community service as well as a career pathway component .

The Greencastle-Antrim High School requirements are:

- 4 planned courses in English
 - 4 planned courses in Social Studies (3 planned courses for Class of 2010 and beyond)
 - 3 planned courses in Science
 - 3 planned courses in Math (4 planned courses for Class of 2010 and beyond)
 - 1 planned course in Wellness per year for 4 years
 - *1 planned course sequence in Family and Consumer Science, Art and Technology
 - *1 planned course in World Language
 - *Career Seminar
 - 8 planned elective courses (3 must be in Arts & Humanities)
- (Students will have completed planned courses in Music, Computers and Research in the Middle

School.)

* Signifies a ninth grade course

Graduation Requisites:

- a. Schedule progressively more difficult course selections within any particular course sequence each successive academic year.

- b. Successfully present an integrated curriculum project designed to demonstrate accumulated skills and abilities. (See p. 10.)
- c. Successfully complete a pre-approved, committee-monitored, community service project.
- d. Successfully complete all career path experiences.

Career Path Experiences:

Grade 9

Career Seminar (COIN)
Workshop
FCCTC Tour (Open House)
College Tour
Scheduling Conference

Grade 11

Job Shadowing
Career Expo
Scheduling Conference
College Reps (Optional)
Internship (Optional)

Other (Optional): College Visits; Career and College Web Site Searches;
College Planning Night; Financial Aid Night; College Fairs

Grade 10

Interview/Application/Resume
COIN Follow-up
Higher Education Panel
Career Expo
Family Academic Planning Conference
Scheduling Conference

Grade 12

Senior Exit Conference
Career Expo (Optional)
Job Shadowing (Optional)
College Reps (Optional)
Internship (Optional)

Additional Graduation Requirements

These graduation requirements are tiered, allowing for more than one combination for graduation eligibility.

Tier 1: Student satisfactorily completes all the current Greencastle-Antrim School District graduation requirements and scores at or above the “proficiency” level on his/her junior year math, reading, and writing Pennsylvania System of School Assessment (PSSA) tests. Currently those cutoff scores are 1310, 1290, and 1236 respectively.

Tier 2: Student successfully completes all the current Greencastle-Antrim School District graduation requirements and scores a combined score of 3536 on his/her junior year math, reading, and writing PSSA assessments.

Tier 3: Student completes all the current Greencastle-Antrim School District graduation requirements and scores below the “proficiency” level on any of his/her junior year math, reading, and writing PSSA assessments and does not have a combined score of 3536. The student must do the following, dependent upon which PSSA cutoff score was not reached:

Math:

- The student must earn at least a letter grade of C (74% or above) on the final exam in either his/her high school Algebra, Geometry or Integrated Math course.

Reading:

- The student must earn at least a letter grade of C (74% or above) on the final exam in either his/her 11th or 12th grade English course.

Writing:

- The student must earn at least a letter grade of C (74% or above) on the final exam in either his/her 11th or 12th grade English course.

Note: Students who score below the proficiency level in the PSSA assessments take them again in the fall of their senior year.

**Students who fail to achieve Greencastle-Antrim School District graduation requirements must earn at least an 80% on the District operated Blended Schools Program final exam in addition to all other graduation requirements.

Graduation requirement change:

Beginning with the **Class of 2010**, students will be required to complete four planned courses in math and three planned courses in social studies. It will be highly recommended that every graduating senior complete at least one virtual course (blended school course) during their high school experience.

TEAM

TEAM (Teachers as Educational Advisors and Mentors) is our advisement program at the secondary level. The mission of TEAM is “To create a point of contact for every student that is a filter for student accountability and needs.” Teachers as TEAM leaders provide personalized attention, support and monitor progress. Teachers assist

students in planning an appropriate program of study and course selection. TEAM will address five skill areas: Self-knowledge, Life Skills, Educational Development, Work Ethics and Career Planning. The end result will be students successfully “bridging the gap”—making a smooth transition from school to post-secondary opportunities.

GRADUATION PROJECT

In order to serve student needs, interests, and abilities, as well as align the Graduation Project with the core beliefs of the Greencastle-Antrim School District, the following modifications have gone into effect:

1. All students will be required to take the Graduation Project course during their junior year. This course will teach the skills necessary to successfully complete the written and oral components of the Graduation Project.
2. Oral presentations will be evaluated by the course instructor, and/or community member, and/or an administrator.
3. Instead of a formal research paper, a three- to five-page “Reflection” comprises the written component of the project and is submitted on the day of the oral presentation along with a bibliography of sources researched. The reflective essay will consist of why the student chose to research the topic, what he/she learned, and how he/she put the project together.

COMMUNITY SERVICE

All GAHS students must complete 30 hours of Community Service for a non-profit organization as a graduation requirement. The purpose of this service is to provide opportunities for students to experience first-hand the benefits of voluntarism. Students can also use community service to explore a career interest and develop other skills to be successful in the workplace.

Requirements include:

- Students must receive pre-approval by filling out the community service project proposal.
- The service must be for a non-profit organization and students may not be paid for their service. At least 15 hours of the service must be completed outside the high school setting.
- Students need to complete a log entry, an evaluation form, write an essay and do an oral presentation with a PowerPoint.
- The service and the presentation must be complete by the spring of a student’s senior year.

DIPLOMA REQUIREMENTS

Each student must satisfy all graduation requirements to earn a high school diploma. Those students not satisfying the diploma requirements by the end of the senior year will receive a certificate of attendance. Students may return the following year to complete graduation requirements.

GRADING

In our school, 67% is the passing grade, the final average a student needs in order to receive credit for a subject. Final grades for each semester are computed by averaging the marking period grades with the final examination. The final examination counts 1/7 of the final grade or 1/2 the value of an individual marking period grade. The grading scale is as follows: A=92-100; B=83-91; C=74-82; D=67-73; F=66 and below.

Strategic Planning Process

The Greencastle-Antrim School District's planning process began with the Superintendent and Directors meeting. From that meeting the district administrators were asked to represent the core executive committee and to select volunteers to represent the following: teachers, parents, business owners, community members and students. The entire strategic planning committee was selected and the first meeting was held in the high school library on January 31, 2008. The facilitator for the meeting was Don Burkins, Director, Instructional Services from the Lincoln Intermediate Unit. At the meeting the overview of the strategic plan was discussed with time spent on the district's mission, purpose and core values and educational issues affecting our mission. Data was shared on our district's performance on the PSSA.

The executive committee members were each assigned a section to lead with other committee members from the volunteer list. A letter went home to every parent and teacher asking them to participate in a brief survey as a means of gathering information about their experiences and perceptions.

Due to administrative reassignment the core responsibility was given to the Director of Accountability and Data Management to complete the process. All information that had been generated by the various executive

committee members and other district staff was utilized to complete the plan.

Strategic Planning Committee

Name	Affiliation	Membership Category	Appointed By
Alex Miller	Greencastle-Antrim Elementary	Elementary School Teacher	Teachers
Alison McKissick	Greencastle-Antrim Elementary	Elementary School Teacher	Teachers
Bob Crider	Greencastle-Antrim School District	Administrator	Administrator
Brenda DeYoung	School District	Parent	Administrator
Brittany Paci	School District	Parent	Administrator
Daniel Bitner	Student	Other	Administrator
Daniel Fisher	Board Member	Business Representative	Greencastle Board of School Directors
Garon Gembe	Local Business	Business Representative	Greencastle Board of School Directors
Jeff Shank	Community Representative	Community Representative	Greencastle Board of School Directors
Jill Thompson	Greencastle-Antrim High School	Secondary School Teacher	Teachers
Karrie Hefner	Greencastle-Antrim High School	Secondary School Teacher	Teachers
Kathy Hamilton	Greencastle-Antrim School District	Ed Specialist - School Nurse	Educational Specialist
Katie Johnson	Student	Other	Administrator
Mark Herman	Greencastle-Antrim Middle School	Administrator	Administrator
Paul Politis	Board Member	Community Representative	Greencastle Board of School Directors
Tom Dracz	Greencastle-Antrim High School	Ed Specialist - School Counselor	Educational Specialists

Goals, Strategies and Activities

Goal: LEARNING-FOCUSED SCHOOLS MODEL PROJECT

Description: Greencastle-Antrim School District is committed to improving teacher instruction. By improving instruction that is research based, pervasive and consistent, the scores of all students on the PSSA will improve.

Strategy: Balanced Achievement

Description: The Learning Focused Schools Project is based on balanced achievement which asks what new or expanded competence do our teachers and administrators need in order to implement exemplary practice.

Activity: Essential Questions

Description: Overview of Exemplary Practice
 Power Curriculum
 Research-Based Instruction
 Integrated Literacy
 Acceleration/ Previewing
 Benchmark Assessment
 Accountability

Person Responsible	Timeline for Implementation	Resources
Bob Crider	Start: 8/5/2008 Finish: 10/20/2009	\$40,000.00

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
6.00	20	30
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Learning-Focused Schools Project Dr. Max Thompson	<ul style="list-style-type: none"> • Intermediate Unit • Company 	Approved

Knowledge and Skills

Teacher will gain the following:
 Understanding of balanced achievement
 Prioritizing student learning
 Knowledge of Research Based Instruction
 Seven tested Integrated Literacy Strategies
 How acceleration is different than remediation
 Scaffolding
 Benchmark Assessments
 Accountability

Research and Best Practices

The strategies in Learning-Focus Schools are based on "Exemplary Practice" and the Learning-Focused School Improvement Model

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

- Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.
- Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.

For school and district administrators, and other educators seeking leadership roles:

- Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.
- Provides leaders with the ability to access and use appropriate data to inform decision-making.
- Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.
- Instructs the leader in managing resources for effective results.

Educator Groups Which Will Participate in this Activity

Role	Grade Level	Subject Area
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- Classroom teachers
- Principals / asst. principals
- Other educational specialists

- Early childhood (preK-grade 3)
- Middle (grades 6-8)
- Elementary (grades 2-5)
- High school (grades 9-12)

- Reading, Writing, Speaking & Listening
- Mathematics

Follow-up Activities

- Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers
- Analysis of student work, with administrator and/or peers
- Peer-to-peer lesson discussions
- Lesson modeling with mentoring
- Walk abouts

Evaluation Methods

- Student PSSA data
- Review of participant lesson plans
- Reflection Conferenc
- Monitoring for Achie

Status: Not Started — Overdue

Goal: MATHEMATICS

Description: At least 56% of all students will be proficient in Mathematics, as measured by the annual state-wide PSSA assessments from 2008 to 2010

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At least 89% of all students will be proficient or advanced in Mathematics, as measured by the annual state-wide PSSA assessments in 2013

At least 100% of all students will be proficient or advanced in Mathematics, as measured by the annual state-wide PSSA assessments in 2014

Strategy: Benchmark Assessment

Description: The district recognizes the need for a benchmark assessment that will provided teachers with reliable standards based information on their students to lead their instruction. The district will pilot the Measures of Academic Progress(MAP) from the Northwestern Evaluation Association (NWEA) in grades 1, 4, 6, and 10 for the 2008-2009 school year and then grades kindergarten through 11 in 2009-2010

Activity: Benchmark Assessment

Description: Measures of Academic Assessment will be piloted during the 2008-2009 school year for grades 1, 4, 6, and 10. Teachers will be trained in administration and data utilization. In 2009-2010 grades K through 11 will be trained on giving and utilizing the assessment.

Person Responsible	Timeline for Implementation	Resources
Mary Frey	Start: 8/28/2008 Finish: 10/10/2008	\$51,000.00

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
7.00	2	40
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Northwestern Evaluation Association (NWEA) Greencastle-Antrim School District	<ul style="list-style-type: none"> School Entity Non-profit organization 	Approved

Knowledge and Skills

The teachers will learn how to administer the Measures of Academic Progress (MAP) and interpret the data to develop instruction that is based on state standards and differentiated for each student

Research and Best Practices

The Northwestern Education Association's Measures of Academic Progress is based on national normative data. Information may be found on their website at www.nwea.org

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

- Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.

For school and district administrators, and other educators seeking leadership roles:

- Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.
- Provides leaders with the ability to access and use appropriate data to inform decision-making.

Educator Groups Which Will Participate in this Activity

Role	Grade Level	Subject Area
<ul style="list-style-type: none"> Classroom teachers Principals / asst. principals Superintendent / asst. superintendents Other educational specialists 	<ul style="list-style-type: none"> Early childhood (preK-grade 3) Middle (grades 6-8) Elementary (grades 2-5) High school (grades 9-12) 	<ul style="list-style-type: none"> Reading, Writing, Speaking & Listening Mathematics

Follow-up Activities

- Creating lessons to meet varied student learning styles
- Data analysis

Evaluation Methods

- Student PSSA data
- Standardized student assessment data other than the PSSA
- Participant survey

Status: Not Started — Overdue

Strategy: IEP and ED subgroups

Description: The Greencastle-Antrim School District will focus attention on improving the performance of subgroups on the PSSA.

Activity: Constructive Planning Time

Description: Teachers will be provided time to do data analysis

Person Responsible Timeline for Implementation Resources

Bob Crider	Start: 1/1/2009	\$16,000.00
	Finish: Ongoing	

Status: Not Started — Overdue

Activity: Improved Use of Assessment Results

Description: Using Data such as Achievement, PSSA, walk throughs, etc
Tie data to reporting categories from PSSA
Develop Strategies and Interventions
Provide Professional development where needed
Monitor evidence of progress
Evaluate progress
Report progress
Process is Ongoing

Person Responsible Timeline for Implementation Resources

Bob Crider	Start: 1/1/2009	-
	Finish: Ongoing	

Status: Not Started — Overdue

Goal: READING

Description: At least 63% of all students will be proficient in Reading, as measured by the annual state-wide PSSA assessments from 2008 to 2010.

At least 72% of all students will be proficient in Reading as measured by the annual state-wide PSSA assessments in 2011.

At least 81% of all students will be proficient in Reading as measured by the annual state-wide PSSA assessments in 2012.

At least 91% of all students will be proficient in Reading as measured by the annual state-wide PSSA assessments in 2013.

At least 100% of all students will be proficient in Reading as measured by the annual state-wide PSSA assessments in 2014.

Strategy: IEP and ED subgroups

Description: The Greencastle-Antrim School District will focus attention on improving the PSSA scores of students in the following subgroups: IEP and economically disadvantaged

Activity: Constructive Planning Time

Description: Teachers will be provided time to do data analysis

Person Responsible Timeline for Implementation Resources

Bob Crider	Start: 1/1/2009	-
	Finish: Ongoing	

Status: Not Started — Overdue

Activity: Improved Use of Assessment Results

Description: Use Data such as Achievement, PSSA, walk throughs, etc.
Tie data to reporting categories from PSSA
Develop Strategies and Interventions
Provide Professional development where needed
Monitor evidence of progress
Evaluate progress
Report progress
Process is Ongoing

Person Responsible Timeline for Implementation Resources

Bob Crider	Start: 1/1/2009	-
	Finish: Ongoing	

Status: Not Started — Overdue

Measurable Annual Improvement Targets

The Greencastle-Antrim School District will meet or exceed state required levels for proficiency on the Pennsylvania State System of Assessment (PSSA) in reading and math. Teachers will examine data from the PSSA and district assessments to lead appropriate instruction for the classroom and individual students while following the the Pennsylvania Academic Standards under Section 4.12 and 22 Pa. Code.

Subgroups that were identified as deficient in the current PSSA data will be targeted according to their specific needs using data and exemplary practices as identified by Learning-Focused Model Schools. Greencastle-Antrim will be training staff beginning in the summer of 2008 in Learning Focused practices.

All administrators will be trained in:

- Learning Focused Strategies
- Monitoring for Achievement and coaching.

All Teachers will be trained in Learning Focused Strategies:

- Learning-Focused lesson and unit structure when planning for instruction
- develop the use of essential questions to guide instruction and student thinking during lessons
- activate prior knowledge through discussion/ questioning and uses graphic organizers to involve students
- cognitive teaching strategies
- summarizing strategies
- extending/ refining higher level thinking skills as key components of their units
- vocabulary development
- reading comprehension
- writing to inform in content areas
- rubric assessment

Each school will have:

- multiple opportunities for below grade level students to be part of an acceleration time (lab or class)
- formative benchmark curriculum-based assessments to monitor student learning and to assist teachers in planning instruction
- district assessment data available in a single system via the internet for students, parents, teachers and administrators

Curriculum, Instruction and Instructional Materials

The Greencastle-Antrim School District is committed to providing the best educational opportunities to our students. The academic standards for student achievement are consistent with those in section 4.12 of Pa 22 Code (relating to academic standards). The process of curriculum writing is a five year cyclical process with the purpose of reviewing and revising as needed to insure alignment with the state code. The K-12 curriculum's main purpose is to construct the process by which students reach graduation and continue on to be lifelong learners. Below is the format currently used by the district; however, Greencastle-Antrim School District will begin training in the summer of 2008 to become a Learning-Focused Improvement Model School and will then use the Standards Driven Power Curriculum: The Learning Focused Model Curriculum.

Greencastle-Antrim Curriculum Template

Grade: _____

Course _____

PA Standards	Content (What the Student Will Know)	Performance (What the Student Will Do)	Activities/ Assessments	Activity Bank

Reading:

- Houghton Mifflin is the core Language Arts program
- Guided reading is an integral part of the Language Arts program and must occur everyday
- Intervention in reading does not replace classroom instruction, It is to enhance the classroom instruction.

- An assessment plan in reading with a Developmental Reading Assessment, running record and comprehension check is required in grades 2-5. Assessments in kindergarten include the Developmental Reading Assessment, letter/sound identification, conventions of writing and developmental scale. The district will pilot the Measures of Academic Progress (MAP) tests which includes reading in grades 1, 4, 6, and 10 beginning in 2008 -2009 as a benchmark assessment to assist teachers as they plan individualized instruction.

Math:

- The district has rewritten the math curriculum to meet the state standards.
- During the 2008-2009 school year the elementary (K-5) will adopt a new math series for the 2009-2010 school year

Supplemental Materials

- Each classroom in grades K - 8 has access to the Odyssey Computer program and curriculum
- Study Island is utilized in the district in grades 3 through 8
- For the 2008-2009 school year the district will begin a partnership with Learning-Focused Schools Project to learn about exemplary instructional practices

Assessments and Public Reporting

The Greencastle-Antrim School District uses the Pennsylvania System of School Assessment in grades 3-8 and 11 as specified by the state. A benchmark assessment will be piloted during the 2008-2009 school year in grades 1 , 4, 6 and 10 to help supplement the PSSA performance scores across all groups. Better data access for teachers will also continue to be addressed. The district continues to strive for an individual student portfolio for direct teacher access to help lead instruction.

Other common assessments used are as follows:

Grade	Assessments
Kindergarten	Developmental Reading Assessment (DRA) Letter/Sound Identification Conventions of Writing Developmental Scale
First	DRA Running Record/Comprehension Check Measures of Academic Progress (MAP)
Second	DRA Running Record/Comprehension Check
Third	DRA Running Record/Comprehension Check
Fourth	DRA Running Record/Comprehension Check MAP
Fifth	DRA Running Record/Comprehension Check
Sixth	Narrative Writing Prompts Final Exams

	MAP
Seventh	Informative Writing Prompts Final Exams
Eight	Persuasive Writing Prompts Final Exams
Ninth	Final Exams
Tenth	MAP Final Exams
Eleventh	Final Exams
Twelfth	Final Exams

It is through these assessments that assist teachers in identifying students at risk. Interventions are determined on an individual basis with ongoing monitoring.

Each parent of a student that took the PSSA receives a report on the student's progress and ways to help. The state provides this every year. Last year the elementary school held an evening meeting for parents to explain the PSSA report and to answer individual questions. This will now be a yearly event. Parent-teacher conferences are highly attended in the district with approximately 94% attendance in grades K-5. It is at this time teachers report on individual student progress. This is done twice a year with early dismissals and evening meetings in the Fall and mid Winter at the elementary and Fall and Spring for the Secondary. Every six weeks report cards are sent home and staff maintain open communication for parent-teacher conferences as needed.

Students with IEPs are provided with a progress report along with their regular report card. The special education teachers utilize progress monitoring to assess student performance and growth. This information is shared with the parents each marking period and gives parents a good visible representation on how their child is progressing.

Targeted Assistance For Struggling Students

The Greencastle-Antrim School District utilizes three levels of screening activities to identify children in need of additional services and / or accommodations. Level I screening includes group-based data such as a review of cumulative records, enrollment records, health record, report cards, benchmarks and achievement testing. Level II screening includes hearing screening which is conducted in grades K, 1, 2, 3, 7 and 11. Vision screening is conducted in every grade each school year. Motor screening is accomplished through ongoing observations by the regular and physical education teachers. Speech/language screening is conducted during kindergarten registration and at teacher request. Level II includes the Instructional Support Team process to assure that students receive an effective instructional support program, as well as other school services that will meet their learning needs. The Instructional Support Team (IST) is very effective within the schools in helping struggling students improve by finding what works. A referral can be made for a full evaluation by the IST team if strategies do not provide the necessary progress. Special education services are available for those students found to be eligible and in need. The least restrictive environment is the first option considered when discussing student placements.

The Greencastle-Antrim School District offers a full range of services to it's students. The philosophy of doing whatever is necessary to provide educational opportunities for each child is evident in the planning that goes into the programs and facilities. With the commitment to Learning-Focus Improvement Model Schools, teachers will be better trained to address the different needs of students in the classroom and to address struggling learners before they are failing. The goal of the district is for each student to make progress each year and to perform on grade level.

The Greencastle-Antrim School District's programs for students, begins prior to entering school. Every attempt is made by the district to be proactive and preventative whenever possible. First Steps for Learning Program (birth to 5 years of age) provides parents with information on language development and early literacy skills so they can

help their children come to school ready to learn to read and write.

Full day kindergarten will begin for all kindergarten classes in 2008-2009. Title I services are available for students in Kdg through 2nd grade with Reading Recovery also provided in first grade. The elementary school utilizes a reading specialist and reading aides but will be hiring an additional reading specialist for 2008-2009. These individuals currently use the Soar to Success Program. This will provide the most at need students with a more qualified and highly trained teacher to work along side their classroom teacher to increase their performance.

The current facilities are designed to meet the needs of every child. All the buildings are environmentally controlled and completely handicapped accessible.

The dream of a seamless K-12 system that meets the needs of each individual through an electronic portfolio is getting closer. Each teacher will soon be able to get data necessary to make decisions regarding each child's instruction.

Support for Struggling Schools

The Greencastle-Antrim Elementary School was on School Improvement I for 2006-2007 and Making Progress on School Improvement I for 2007-2008.

To address this issue in 2006-2007 a school improvement plan was developed and submitted as required by the state. At that time Educationally Disadvantaged students were identified as not making adequate progress and therefore were targeted within the plan more heavily. However, it was the IEP subgroup that affected the 2007-2008 scores. The school was able to achieve Making Progress by a formula that added the exited IEP students. Upon further review, it was found that the exited students were speech/language students. The District does not feel this is a true measure of making progress; therefore, a new plan will be developed with a larger emphasis on the IEP student. The Economically Disadvantaged population will continue to be addressed.

Qualified, Effective Teachers and Capable Instructional Leaders

The Greencastle-Antrim School District strives to hire highly qualified teachers through the interview process. The goal of hiring only highly qualified teachers is met by reviewing applications and qualifications. This is done at the Human Resources office prior to files being sent to building principals for additional review. After a thorough interview process and references checked, a teacher is recommended to the Board of Directors for hiring. If hired the new teacher is assigned a mentor teacher as prescribed by the Induction Plan.

Teachers are lifelong learners along with their students. New teachers are part of the one year Intermediate Unit 12 induction and an additional two year district induction process and regular yearly inservice programs and building/district focus with all other staff members. They also take part in a sixth year district induction meeting to bring the group back together for review of the district's mission and goals.

Greencastle-Antrim School District believes that professional development is the cornerstone in improving student achievement. After the first three years of induction each teacher is placed on a cyclical professional assessment plan.

GREENCASTLE-ANTRIM SCHOOL DISTRICT Professional Assessment Schedule

Month	Year #1	Year #2	Year #3
September		Video	Self Reflection
October	Visit (out)	Lesson Plan	Student Evaluation
November	Peer (in)		Peer (in)
January	Video	Self Reflection	

February	Lesson Plan	Student Evaluation	Visit (out)
March	Self Reflection	Peer (in)	Video
May	Student Evaluation	Visit (out)	Lesson Plan

- Teacher belief statements are to written year #1 and given to your building administrator by the end of October.
- Administrative observations, walkthroughs and conferences will be held each year.
- PDE 426 conferences will be held in the fall and spring of each year.
- Each professional assessment activity is to be completed in a timely manner and appropriate documentation should be turned into your building administrator at the completion of the activity.
- Copies of all professional assessment documentation, as well as additional materials should be kept by you and placed in a professional portfolio.
- Portfolios should be updated and brought to each 426 conference.

These activities are completed with in the district and are not necessarily part of the Franklin County Induction 1st year induction program

Parent and Community Participation

The Greencastle-Antrim School District has a strong community partnership as seen by the number of parents that volunteer in the schools, attend parent-teacher conferences, the PTO support that has recently grown to include the middle school and high school, community groups, agency support, businesses and institutions of higher education. The District believes that the more the community and parents are involved in the education of the students, the better prepared they will be for the outside world.

The district uses various forms of communication:

- Website
- Building Newsletters
- School Calendar
- Parent Teacher Organization
- PSSA Reports on Individual student performance to each parent

- PSSA Report Card in local newspapers
- Newspaper reporters at School Board Meetings provide coverage
- Brochures (IST, First Steps to Learning, Special Education, Child Find, IU Services)

Pre-Kindergarten Transition

No Pre-K Offered

Utilization of Resources and Coordination of Services

Service/Resource	Description	Type
After school tutoring(4-5 and 6-8)	The elementary school implemented an after school program for the 2007-2008 school year to target the economically disadvantaged students (subgroup targeted by the PSSA) The middle school implements an after school tutoring program for homework help for any student that requests help.	Student Services
Anchor Period (6-8)	Time provided at the middle school for enrichment and remediation by faculty	Student Services
Assessment Portfolio (K-12)	The dream of seamless K-12 system that meets the needs of each individual through an electronic portfolio is getting closer. Each teacher will soon be able to get data necessary to make on decisions regarding each child's instruction.	Student Services
Blended Schools	The Greencastle-Antrim School Distirct is part of a Blended School Consortium where cyber instruction and direct school connection is made to provide students with an alternative to education.	Student Services
English as a Second Language Program (K-12)	Any student entering the district as an English Language Learner will be assessed to determine their need for assistance in the English as a Second Language Program.	Student Services
First Steps (birth to 5 years of age)	The Greencastle-Antrim School District's programs for students begins prior to them entering school. Every attempt is made by the district to be proactive an preventative wherever possible.	Student Services
Framework for considering the full range of supplementary aids and services.	First Steps for Learning Program (birth to 5years of age) provides parents with information on language development eand early literacy skills so they can help their children come to school ready to learn to read and write. Examples of collaborative, include but not limited to: -scheduled time for co-planning and team meetings -instructional arrangements that support collaboration,ie., co- teaching, paraeducator support -professional development related to collaboration -coaching and guided support for team members in the use of assistive technology for an individual student. -Scheduled opportunities for parental collaboration -All school personnel collaborate in the development and delivery of SAS.	Special Education
Collaborative- adults working together to support students		
Instructional- development and delivery of instruction that addresses diverse learning needs.	Examples of instructional- to include but not limited to: -provide modified curricular goals. -provide alternate ways for students to demonstrate learning. -provide test modification. -providing alternate materials and/or assistive technology (eg., materials on tape, transcribe text into Braille, large print, alternate computer access).	
Physical-adaptations and modifications of the physical environment.	-providing instruction on functional skills in the context of the typical routines in the regular class. -changing method of presentation.	
Social-behavioral- supports and services to increase appropriate	-using reader services. -providing research based supplementary matrials. -providing instructional adaptations (eg.,pre-teaching, repeating directions,	

behavior and reduce disruptive or interfering behavior.	<p>extra examples and non-examples)</p> <p>Examples of physical- includes but not limited to:</p> <ul style="list-style-type: none"> -furniture arrangement in the environment. -specific seating arrangements. -individualized desk, chair, etc. -adaptive equipment. -adjustments to sensory input (eg.,light, sound, etc.). -environmental aids (eg., classroom acoustics, heating, ventilation). -structural aids (eg., wheelchair accessibility, trays, grab bars). <p>Examples of social-behavioral- includes but not limited to:</p> <ul style="list-style-type: none"> -social skills instruction. -counseling supports. -peer supports (eg., facilitating friendships). -individualized behavior support plans. -modification of rules and expectations. -cooperative learning strategies. 	
Gifted Education	Gifted services are provided to students found eligible and in need when evaluated by a school psychologist.	Student Services
Health Services (K-12)	Registered and professionally certified nurses are employed by the school district to render and monitor health services within the schools. Health screenings are completed on a set schedule for vision and hearing. Body Mass Index is checked annually. A floride program is available for all students as requested by parents. Medications are dispensed as prescribed by a physician	Student Services
High School TEAM		Student Services
Homebound Instruction (K-12)	Children who will be absent from school for a prolonged period becuse of accident or illness may recieve this service free of charge after proper certification by a physician.	Student Services
Individual improvement plan (k-12)	A plan written and implemented for students who are having academic difficulties. Students must be evaluated and found to be eligible and demonstrate a need before and IEP can be offered to the parents or guardians of a student.	Student Services
Odyssey Computer Program (K-8)	Computer program tied to the state standards that provides additional practice in reading and math for students.	Student Services
Peer tutoring (9-12)	The high school has a peer tutoring program. It has been found that some students are more comfortable getting help from another peer than a teacher.	Student Services
Reading Recovery (First Grade only)	A First grade one on one daily 30 minute reading program based on a research based reading intervention.	Student Services
Reading Specialist (3-5)	Highly trained reading teachers in the elementary school to provide intervention services and strategies to struggling readers.	Student Services
SAP (K-12)	Provde student support and collaboration with community agencies (MHMR, Children's Aide Society, ect)	Student Services
Screening and IST	The Greencastle-Antrim School District utilizes three levels of screening activities to identify children in need of additional services and or accomodations. Level I screening includes group-based data such as a review of cumulative records, enrollment records, health record, report cards, benchmarks and achievement testing. Level II screening includes hearing screening which is conducted in grades K, 1, 2, 3, 7 and 11. Vision screening is conducted in every grade each school year. Motor screening is accomplished through ongoing observations by the regular and physical education teachers. Speech/language screening is conducted during kindergarten registration and at teacher request. Level II includes the Instructional Support Team process to assure that students receive an effective instructional support program, as well as other school services that	Student Services

	will meet their learning needs.	
Special Education K-12	The Greencastle-Antrim School District offers a full range of services to its students. The philosophy of doing whatever is necessary to provide educational opportunities for each child is evident in the planning that goes into the programs and facilities. The district is already prepared for additional growth with the purchase of land for future building. This will also maintain the campus format which has worked well for the district. The current facilities are designed to meet the needs of every child. All the buildings are environmentally controlled and completely handicapped accessible.	Student Services
Student Internships (Must be age 16)	Students who want to take their career goals for a test drive may apply for an internship with a local business. Specific criteria must be met to qualify for the program.	Student Services
Study Island Math (3-8)	This is a computer based standard based program that is used for students that need additional support in specific areas of math.	Student Services
Third Semester/ Summer school courses (9-12)	Students are able to take courses in the summer for remediation as well as acceleration.	Student Services
Title I (K-2)	Reading support provided by highly trained reading specialist for struggling students in the Primary School which is targeted as a Title I school.	Student Services