**Needs Assessment**

**Record School Patterns**

**Question:**
After reviewing school level accomplishments and systemic challenges, what patterns can you identify among your schools?

What other information do you still need to assess?

**Answer:**
Accomplishments
Our students are exceeding state averages for PSSA and Keystone proficiency levels on standardized scores at all grade levels. Students have exceeding PVAAS growth predictors at all grad levels.

Attendance for all grade levels are above 93 percent.

Systemic Challenges
PSSA Reading scores are stagnant and need to move to higher proficiency levels.

Writing PSSA scores need to improve drastically.

Alignment to the Pennsylvania Core Standards needs to be addressed

Standardized Writing initiative needs to be addressed

Assessment audit for local assessments needs to be addressed

**District Accomplishments**

**Accomplishment #1:**
Our students are exceeding state averages for PSSA and Keystone proficiency levels on standardized scores at all grade levels. Students have exceeding PVAAS growth predictors at all grad levels.

The district invested the last two years of professional development aligning curriculum to CCSS's and PCS's. DOK and Lexile levels were analyzed and adjustments were made to ensure students were being provided with the tools and skills to be successful on state assessments. Data analysis has created learning opportunities outside of the traditional classroom to provide those students who are not at proficiency levels with the tools and skills to show proficiency.

**Accomplishment #2:**
Attendance for all grade levels is above 93 percent.
Attendance policies for the district have recently been revised to ensure student attendance is a priority at each building levels.

**Accomplishment #3:**
Teacher effectiveness training for professional staff.

The district spent two years training all professional staff on the teacher effectiveness model in preparation of the newly established ESEA.

**Accomplishment #4:**
Differentiated Supervision Plan

The district spent the 13-14 school year assembling a group of teachers and administrators to revamped the supervision plan to meet the criteria of the ESEA initiative. Full implementation of the plan is the 14-15 school year.

**District Concerns**

**Concern #1:**
Need for a K-12 writing initiative.

**Concern #2:**
Need for K-12 assessment audit for district designed assessments.

**Concern #3:**
Vertical alignment for K-12 core curriculum.

**Concern #4:**
ELA curriculum analysis.

**Concern #5:**
Technology systems for both professional staff and students.

**Concern #6:**
Technology to support district initiatives.

**Concern #7:**
To continue to provide administrators and teachers with relevant opportunities to grow professionally.

**Concern #8:**
To continue to provide students with the skills and tools necessary to experience success throughout their educational experience.

**Prioritized Systemic Challenges**

**Systemic Challenge #1 (Guiding Question #4)** Establish a district system that fully ensures high quality curricular assets (e.g. model curricula, learning progressions, units, lesson plans, and content resources) aligned with state standards and fully accessible to teachers and students.

**Aligned Concerns:**

- Need for a K-12 writing initiative.
- Vertical alignment for K-12 core curriculum.
- ELA curriculum analysis.
- Technology systems for both professional staff and students.
- Technology to support district initiatives.

To continue to provide administrators and teachers with relevant opportunities to grow professionally.

**Systemic Challenge #2 (Guiding Question #3)** Establish a district system that fully ensures staff members in every school use standards aligned assessments to monitor student achievement and adjust instructional practices.

**Aligned Concerns:**

- Need for K-12 assessment audit for district designed assessments.

**Systemic Challenge #3 (Guiding Question #1)** Establish a district system that fully ensures consistent implementation of standards aligned curricula across all schools for all students.
**Aligned Concerns:**
Vertical alignment for K-12 core curriculum.

ELA curriculum analysis.

**Systemic Challenge #4 (Guiding Question #5)** Establish a district system that fully ensures barriers to student learning are addressed in order to increase student achievement and graduation rates.

**Aligned Concerns:**
To continue to provide students with the skills and tools necessary to experience success throughout their educational experience.
District Level Plan

Action Plans

**Goal #1:** Establish a district system that fully ensures high quality curricular assets (e.g. model curricula, learning progressions, units, lesson plans, and content resources) aligned with state standards and fully accessible to teachers and students.

**Related Challenges:**

- Establish a district system that fully ensures barriers to student learning are addressed in order to increase student achievement and graduation rates.
- Establish a district system that fully ensures staff members in every school use standards aligned assessments to monitor student achievement and adjust instructional practices.
- Establish a district system that fully ensures consistent implementation of standards aligned curricula across all schools for all students.

**Indicators of Effectiveness:**

- **Type:** Interim
- **Data Source:** Technology inventory.
- **Vertical alignment.**
- **Specific Targets:** Relevance of existing technology needs addressed.
- **Vertical alignment of curriculum is needed.**

**Strategies:**

*Technology Infrastructure Enhancement/Technology Access and Training Increase*

**Description:** The International Society for Technology in Education cites research that indicates an increase in access to technology has a positive effect on student achievement. (Source: [http://www.k12hsn.org/files/research/Technology/ISTE_policy_brief_student_achievement.pdf](http://www.k12hsn.org/files/research/Technology/ISTE_policy_brief_student_achievement.pdf))

**SAS Alignment:** Instruction, Materials & Resources
To continue to provide administrators and teachers with relevant opportunities to grow professionally.

**Description:**

Student achievement will be realized with appropriate professional development. Professional development will focus on curriculum audit, assessment audit, pedagogical strategies, technology, and differentiated supervision. The district will utilize Teachscape Learn software to provide "video learning communities" for teachers. Teachscape Learn will allow teachers to record exemplary lessons incorporating LFS strategies for colleagues to view during professional development time.

**SAS Alignment:** Instruction, Materials & Resources

**Writing Across the Curriculum**

**Description:**

The district will implement a K-12 writing framework. The district researched numerous writing frameworks and chose the Collins Writing Across the Curriculum framework to implement.

**SAS Alignment:** Curriculum Framework

**Vertical Gap Analysis**

**Description:**

Create opportunities for district faculty to meet during professional development days to conduct a vertical gap analysis amongst the district’s buildings. Curriculum leaders across the district will brainstorm practical opportunities for K-12 content leaders to get together and discuss vertical alignment strategies. Focus will be on written, taught, and learned curriculum between elementary and intermediate levels, intermediate and middle levels, and middle and high school levels.

**SAS Alignment:** Standards

**Analyze ELA, Mathematics, and Science Curriculums**

**Description:**

District ELA, math, and science faculty will go through a curriculum audit. The curriculum audit will utilize SAS Elements to align curriculum. ELA,
math, and science curriculum leaders will utilize summer curriculum hours to analyze the written, taught, and learned curriculum. DOL levels, lexile levels, gap analysis, and vertical alignment will be the focus of the audit.

**SAS Alignment:** Standards

**Implementation Steps:**

**Technology Upgrade**

**Description:**

Technology proposal for sustainability of professional staff systems

- 283 professional staff in the district with systems that are approximately 4-7 years old
- Currently spending $100000.00 per year on new “stuff” for the buildings
- $300000.00 to purchase new laptops for professional staff ($1000.00 per unit)
- Create a 5 year cycle – 57 professional staff each year
- $60000.00 each year for 5 years
- Dell Latitude - $1000.00
- Apple Mac - $1100.00
- Decision needs to be made on how to choose which 56 per year – could be by building (lottery system or grant proposal for buildings over 56) or district lottery or grant proposal
- NOHS - 81 faculty, 3 administrators, 3 office, 2 guidance, 1 AD - 90
- NOMS – 38 faculty, 2 administrators, 2 office - 42
- CVIS – 55 faculty, 2 administrators, 2 office - 59
- NOE – 38 faculty, 2 administrators, 2 office - 42
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- District Office - 4 administrators, 3 directors, 8 support staff - 15
- NOE and CTE Faculty – 70
- CVIS - 59
- NOMS – 42 + NOE & CTE Admin and office staff – 7 = 49
- NOHS and District Office – 105 over 2 years

Professional staff systems to be distributed at the student level

**Start Date:** 7/21/2014    **End Date:** 7/23/2018

**Program Area(s):** Educational Technology

**Supported Strategies:**
Professional Development

Description:
Student achievement will be realized with appropriate professional development. Professional development will focus on curriculum audit, assessment audit, pedagogical strategies, technology, and differentiated supervision. The district will utilize Teachscape Learn software to provide "video learning communities" for teachers. Teachscape Learn will allow teachers to record exemplary lessons incorporating LFS strategies for colleagues to view during professional development time.

Start Date: 7/1/2015   End Date: 6/1/2018

Program Area(s): Professional Education

Supported Strategies:

• To continue to provide administrators and teachers with relevant opportunities to grow professionally.

Writing Across the Curriculum

Description:
The district provided training on the Writing Across the Curriculum framework during the 13-14 and 14-15 school years and will fully implement the framework during the 15-16 school year. All faculty members are to use the framework for any/all writing assignments.

Start Date: 7/1/2015   End Date: 6/30/2016

Program Area(s): Professional Education

Supported Strategies:

• Writing Across the Curriculum
Vertical Gap Analysis

Description:

Develop opportunities for teachers from third grade to meet with fourth grade teachers, Sixth grade teachers to meet with seventh grade teachers, and eighth grade teachers to meet with high school teachers.

Start Date: 7/1/2015   End Date: 6/30/2016

Program Area(s): Professional Education

Supported Strategies:

- Vertical Gap Analysis

Analyze ELA, Mathematics, and Science Curriculums

Description:

ELA, math, and science teachers will utilize summer curriculum hours to analyze curriculum to determine vertical and longitudinal gaps.

Start Date: 7/1/2014   End Date: 6/30/2016

Program Area(s): Professional Education

Supported Strategies:

- Analyze ELA, Mathematics, and Science Curriculums

Goal #2: Establish a district system that fully ensures staff members in every school use standards aligned assessments to monitor student achievement and adjust instructional practices.

Related Challenges:

- Establish a district system that fully ensures barriers to student learning are addressed in order to increase student achievement and graduation rates.
- Establish a district system that fully ensures consistent implementation of standards aligned curricula across all schools for all students.
**Indicators of Effectiveness:**

*Type: Interim*

*Data Source: High School student failure rate*

*Specific Targets: Number of student failures at the secondary level*

**Strategies:**

**Assessment Audit**

**Description:**

Develop an assessment audit for teachers to analyze district created common assessments.

*SAS Alignment: Assessment*

**Implementation Steps:**

**Assessment Audit**

**Description:**

Create an assessment audit process for teachers to follow. Assessment audit training will be designed by the assistant superintendent and five building assistant principals representing each grade level. The training will be prepared during the 14-15 school year in October which will include opportunities for staff to apply learned strategies directed towards district created common assessments. Teachers will be charged with utilizing a template created by the assessment audit team to audit all common assessments by the end of the 15-16 school year. The template being used will focus on assessment questions and their DOK levels, alignment with PA Core Standards, PA State Standards, and National Standards, and the question type.

**Start Date:** 10/13/2014    **End Date:** 7/1/2016

**Program Area(s):** Professional Education

**Supported Strategies:**
**Goal #3:** Establish a district system that fully ensures consistent implementation of standards aligned curricula across all schools for all students.

**Related Challenges:**

- Establish a district system that fully ensures barriers to student learning are addressed in order to increase student achievement and graduation rates.

**Indicators of Effectiveness:**

- **Type:** Annual
- **Data Source:** Vertical gap analysis
- **Specific Targets:** PSSA/Keystone proficiency numbers

**Strategies:**

**Vertical Gap Analysis**

**Description:**

Create opportunities for district faculty to meet during professional development days to conduct a vertical gap analysis amongst the district’s buildings. Curriculum leaders across the district will brainstorm practical opportunities for K-12 content leaders to get together and discuss vertical alignment strategies. Focus will be on written, taught, and learned curriculum between elementary and intermediate levels, intermediate and middle levels, and middle and high school levels.

**SAS Alignment:** Standards

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**Description:**

District ELA, math, and science faculty will go through a curriculum audit. The curriculum audit will utilize SAS Elements to align curriculum. ELA, math, and science curriculum leaders will utilize summer curriculum...
hours to analyze the written, taught, and learned curriculum. DOL levels, Lexile levels, gap analysis, and vertical alignment will be the focus of the audit.

SAS Alignment: Standards

**Implementation Steps:**

**Vertical Gap Analysis**

**Description:**

Develop opportunities for teachers from third grade to meet with fourth grade teachers, Sixth grade teachers to meet with seventh grade teachers, and eighth grade teachers to meet with high school teachers

**Start Date:** 7/1/2015  **End Date:** 5/27/2016

**Program Area(s):** Professional Education

**Supported Strategies:**

- Vertical Gap Analysis

**Analyze ELA, Mathematics, and Science Curriculums**

**Description:**

ELA, math, and science teachers will utilize summer curriculum hours to analyze curriculum to determine vertical and longitudinal gaps.

**Start Date:** 7/1/2015  **End Date:** 6/30/2016

**Program Area(s):** Professional Education

**Supported Strategies:**

- Analyze ELA, Mathematics, and Science Curriculums
**Goal #4:** Establish a district system that fully ensures barriers to student learning are addressed in order to increase student achievement and graduation rates.

**Indicators of Effectiveness:**

Type: Annual

Data Source: Benchmark assessments, standardized assessments, common assessments, and intervention statistics.

Specific Targets: PSSA and Keystone scores.

**Strategies:**

**Character and Social Skill Building Programs**

**Description:** WWC has identified programs for which there is evidence of the programs having a positive effect on character and social skill building. (Sources: [http://www.positiveaction.net/content/PDFs/Character-education-topic-report.pdf](http://www.positiveaction.net/content/PDFs/Character-education-topic-report.pdf) and WWC/IES Practice Guide: Reducing Behavior Problems in the Elementary School Classroom: [http://ies.ed.gov/ncee/wwc/pdf/practice_guides/behavior_pg_092308.pdf](http://ies.ed.gov/ncee/wwc/pdf/practice_guides/behavior_pg_092308.pdf))

**SAS Alignment:** Safe and Supportive Schools

**Differentiating Instruction**


**SAS Alignment:** Instruction
Implementation Steps:

School Wide Positive Behavior Support Plans

Description:
Each building will go through SWPBS training and implement plans.

Start Date: 7/1/2015   End Date: 6/30/2016

Program Area(s): Student Services

Supported Strategies:

• Character and Social Skill Building Programs

Differentiating Instruction

Description:
The district will analyze Data utilizing PSSA, Keystone Exam, Benchmark Assessments, Diagnostic Assessments, and Common Assessment data to make instructional practice decisions. The district will also continue to use the Learning Focused Schools framework to differentiate instruction.

Start Date: 7/1/2015   End Date: 6/30/2018

Program Area(s): Professional Education

Supported Strategies:

• Differentiating Instruction
## Appendix: Professional Development Implementation Step Details

### LEA Goals Addressed:
#1 Establish a district system that fully ensures high quality curricular assets (e.g. model curricula, learning progressions, units, lesson plans, and content resources) aligned with state standards and fully accessible to teachers and students.

### Strategy #1: Technology Infrastructure Enhancement/Technology Access and Training Increase

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<thead>
<tr>
<th>Start</th>
<th>End</th>
<th>Title</th>
<th>Description</th>
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<tbody>
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• NOE and CTE Faculty - 70
• CVIS - 59
• NOMS – 42 + NOE & CTE Admin and office staff – 7 = 49
• NOHS and District Office – 105 over 2 years

Professional staff systems to be distributed at the student level

<table>
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<tr>
<th>Person Responsible</th>
<th>SH</th>
<th>S</th>
<th>EP</th>
<th>Provider</th>
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</thead>
<tbody>
<tr>
<td>Assistant Superintendent and Technology Director</td>
<td>2</td>
<td>1</td>
<td>260</td>
<td>Conewago Valley School District</td>
</tr>
</tbody>
</table>

Knowledge

Teacher system upgrades and proper utilization of educational software. 
Supportive Research
Utilizing educational software as a viable pedagogical tool to assist with content mastery and growth.

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:

Instructs the leader in managing resources for effective results.

Training Format

School  Whole Group Presentation

<table>
<thead>
<tr>
<th>Participant Roles</th>
<th>Grade Levels</th>
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<tbody>
<tr>
<td>Classroom teachers</td>
<td>Elementary - Primary (preK - grade 1)</td>
</tr>
<tr>
<td>Principals / Asst. Principals</td>
<td>Elementary - Intermediate (grades 2-5)</td>
</tr>
<tr>
<td>School counselors</td>
<td>Middle (grades 6-8)</td>
</tr>
<tr>
<td>New Staff</td>
<td>High (grades 9-12)</td>
</tr>
</tbody>
</table>

Follow-up Activities

Journaling and reflecting

Evaluation Methods

Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.

Data collection to analyze resources utilized.