
Pennsylvania Department of Education



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

Academic Standards and Assessment Midpoint Review

Tuesday, March 15, 2011

(Receipt Acknowledged: Thursday, November 04, 2010)

Entity: Westmont Hilltop SD

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Educational Community

ORGANIZATIONAL STRUCTURE

Located in the southwestern part of Cambria County's 692 square miles, the Westmont Hilltop School District services a fifteen square mile residential population. The Greater Johnstown area provides employment to many district residents, with a large segment of the district population employed in various professional capacities. With a median income above the county median, the community enjoys many "quality of life" indicators. Residents value the sense of safety and security characterizing community life. The proximity to several institutions of higher education and the accessibility of health care and recreational facilities prove to be appealing attributes that enhance the attractiveness of our community.

The Westmont Hilltop School District serves approximately 1,700-1,750 students in grades K-12. The structure of the school district includes grade levels clustered as primary, middle school, and high school. The grade level configuration for the three buildings comprising the district include Elementary, K-4, Middle School, 5-8, and High School, 9-12. The organization includes time allocations of 900 hours of instruction for elementary grade clusters, 990 hours for middle and secondary school grade levels, and arrangements for Vocational-Technical Education and Special Education. The relationship between the existing organizational structure and the mission, goals, and Academic Standards is outlined in the following Chart.

Organizational Structure Feature	Relationship to Mission and Goals	Relationship to Academic Standards
Organization of grade levels: Elementary K-4 Middle School 5-8 High School 9-12	The mission will be addressed at all levels within the existing organizational structure. Each goal will be addressed at all levels.	The Academic Standards and benchmarks defining expectations for grades 3, 4, 5, 6, 7, 8, and 11 apply to all students.
Time Allocation for Instruction: 180 instructional days 900 hours of instruction at the elementary level 990 hours of instruction at the middle school 990 hours at the high school within a 4-block structure	Our current structures are considered supportive of our mission and goals in several ways, including teacher collaboration time, redesigning curriculum for integration, and extended problem-solving time for students.	The Academic Standards can be adequately addressed within the time allocations. The school district has restructured time at the high school to a block schedule, providing time for intensive study and more flexibility in helping students achieve through access to teachers for individual help throughout the day. We have adjusted the block to a hybrid of the original 4x4 plan by adding year-long English and Mathematics sections.
Time Allocation for Professional Development	Whole-staff training is addressed during in-service days, summer workshops, and a variety of after-school and Saturday offerings and opportunities through which teachers may receive Act	With the contractual addition of two forty-five minute faculty meetings and common planning time, the allocation is supportive of our current initiatives. Currently, we

	48 credit.	are exploring ways to increase allocated time for professional development during the school day.
Differentiated Supervision Model	<p>A differentiated supervision model is in effect as approved by the Board of Directors.</p> <p>The mission and goals are a core element in the supervisory process, as all differentiated supervision initiatives are consistent with the organizational mission and goals.</p>	<p>The differentiated supervision model is an essential supportive structure and process in addressing Academic Standards.</p> <p>The process of Differentiated Supervision provides opportunities for teachers to become involved in a variety of organizational leadership roles to help address the mission, goals and Academic Standards.</p>
Student Grouping Patterns	<p>The mission and goals can be addressed within the present structure, which emphasizes appropriately differentiated instruction.</p> <p>The intent of the mission is recognition that all students learn with different rates and styles. The District commits to differentiated instructional practices in support of our mission and goals.</p>	<p>Academic standards are addressed through the current student grouping patterns, with an emphasis on appropriately differentiated instruction to meet students' varying needs.</p>
<p>Research, Library, Technology Facilities</p> <p>The high school, middle school, and elementary school libraries are equipped with updated computers and ACCESS PA software.</p>	<p>The mission and goals, especially in regard to preparing students for a changing and competitive global society, will be supported by, and accomplished through, the district's continued commitment to technology.</p> <p>The Strategic Plan provides for updating of the Planned Courses through which we will integrate technology into all subjects and update the scope and sequence of technology skills.</p>	<p>Academic Standards can be achieved with continued support for technology and library facilities. Students have formal instruction in basic use of research tools, technology integration, distance learning, and other options made possible through technology. The Action Plans for Curriculum and Technology make provisions for support of academic standards through technology integration and application.</p>
Physical Plant	<p>The mission and goals can be addressed at all levels.</p>	<p>The upgrading of grounds and facilities is current and ongoing.</p>

DESCRIPTION OF FACILITIES

The Westmont Hilltop School District operates all K-4 classrooms in one elementary building, 5-8 classrooms in one middle school building, and 9-12 classrooms in one high school building. While existing facilities adequately serve current needs as well as those derived from projected enrollment figures, a feasibility study has been underway in the district during the 2009/2010 school year to determine the future of the district's three building/campus alignment. The physical plants, while deemed adequate and sufficient to achieve the district's mission and goals and to support our plans for the accomplishment of the Academic Standards, do not provide the recommended classroom sizes and instructional areas of today's modern schools. A decision regarding any renovation or new building projects is expected within the next three to five year period.

Elementary

Originally constructed in 1953, renovation and major maintenance and improvement occurred in 1957, 1980, and 1994. In addition to the twenty-seven classrooms, building facilities provide the following:

1. Special rooms accommodate art, music, gym, speech, and library activities. A large group instruction room serves, when needed, as a small auditorium.

2. One computer lab

3. One library

4. Offices, including an administrative suite, nurse/health suite, guidance office, technology office, TV studio, Instructional Support office, and Title I office

5. A team planning resource room

6. Two faculty rooms

Middle School

Originally constructed in 1917, renovation and major maintenance and improvement occurred in 1925, 1939, 1951, 1975-1978, and 1994. In addition to the thirty-six classrooms, building facilities provide the following:

1. Special rooms to accommodate art, music, gym, speech, library, industrial arts, and an auditorium
2. Three computer labs
3. One library
4. One faculty room and two team planning rooms
5. Offices, including an administrative suite, nurse/health room, and guidance suite

High School

Originally constructed in 1961, major renovation of the high school took place in March of 1995 through August of 1996. The building contains thirty-two classrooms and the following:

1. Special rooms to accommodate art, physical education, an auxiliary gym, a music suite, a home economics suite, a technology education lab, and an auditorium
2. Five computer labs and three 30-computer portable labs
3. One library
4. One faculty room
5. Two group or IEP planning rooms
6. Offices, including an administrative suite, guidance suite, and nurse/health room suite

Note: Work was completed in 1994 to comply with the American Disabilities Act in all facilities. Because of needs resulting from the impact of technology advances, all three buildings have required major updating of wiring to accommodate and provide for a technological environment. During 1994, both elementary and middle school buildings were wired for internal and external networking and to provide access to the Internet. The need was accommodated at the high school during the renovation project in 1995-1996. During the 2000-2001 school year, the wiring infrastructure was evaluated and upgraded to accommodate a faster and more capable network. In 2002, updates were required to accommodate a higher-speed wide area network (WAN). CFF money provided the high school with the opportunity to expand its wireless capabilities with the addition of thirty-five contact points as well as three thirty-computer wireless labs.

PROFESSIONAL PERSONNEL AND ADDITIONAL RESOURCES

The professional staff of the Westmont Hilltop School District is considered the most valued resource of the organization. The district is committed to seeking individuals based upon criteria of high standards and expectations that are aligned with its mission and goals as described in this Strategic Plan.

NUMBER OF PROFESSIONAL EMPLOYEES							
	SCHOOLS				Central Admin	Tech.	Total
	Elem	Middle	High	Multi			
Teachers	37	33	35	5	.	.	110
Counselors	1	1	2	.	.	.	4
Nurses	1	.5	.5	.	.	.	2
Librarians	.5	.5	1	.	.	.	2
Administrators	1	2	2	.	2	1	8
Business Manager	.	.	.	.	1	.	1
Totals	40.5	37	40.5	5	3	1	127

RESEARCH AND LIBRARY FACILITIES

Library and research resources, recently upgraded with computers, adequately serve district needs at all levels. With the ever-growing expansion of the technological environment, library facilities represent an integral part of the planning process. Libraries and research labs serve as information centers to be accessed by students and teachers in classrooms throughout the district.

RESEARCH AND LIBRARY RESOURCES			
	Elementary School	Middle School	High School
Computer Labs	1	3	8
Total number of lab computers	28	90	203
Classrooms with Internet Access	37	39	45
Library Internet Access	Yes	Yes	Yes
Library Computers	6	30	30

Computers per building	90	170	374
Books	10881	7836	9,645
Magazines	14	17	21
Newspapers	0	0	1
ACCESS PA	Yes	Yes	Yes
Other Equipment	35 Promethean Boards, 35 Projectors	37 Promethean Boards, 37 Projectors	40 Promethean Boards, 40 Projectors

EDUCATION OF THE PROFESSIONAL STAFF						
	BS or BS+	Masters Equiv or MQ+	Masters	Masters Plus	Doctorate	Totals
TEACHERS						
Elementary	19	4	6	8	0	37
Middle	13	4	9	7	·	33
Sr. High	12	2	9	11	1	35
Multi-Building	3	0	1	1	·	5
Totals	47	10	25	27	1	110
COUNSELORS						
	0					
	0		0			
	0		0	1		
Elementary	0	0	0	1	0	1
Middle		0	0	0	0	1
Sr. High		2		2	0	2
Total		2			0	4
NURSES						
	1	0	0	0	0	1
Elementary	0	0	0	.5	0	.5

Middle School	0	0	0	.5	0	.5
Sr. High	1	0	0	1	0	2
Total						
LIBRARIANS	0	0	0	.5	0	.5
Elementary	0	0	0	.5	0	.5
Middle School	0	0	1	0	0	1
Sr. High	0	0	1	1	0	2
Totals						
ADMINISTRATORS					0	
Elementary	0	0	0	1	0	1
Middle	0	0	1	2	0	2
Sr. High	0	0	0	1	1	2
District (K-12)	0	0	0	5		2
Totals	0		1			7
OTHERS	.	.	.		.
Business Manager	.	.	1	.	.	1
Technology Coordinator	.	.	.	1	.	1
Total			1	1		2
Totals	48	12	28	37	2	127
Percent	38	9	22	29	2	100

YEARS OF EXPERIENCE OF THE PROFESSIONAL STAFF

(as of May, 2010)

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.	0-5	6-10	11-15	16-20	21-25	26-30	31-35	35+
TEACHERS								
Elementary	13	5	5	4	3	4	5	0
Middle	7	5	3	10	1	3	2	0
Sr. High	3	11	7	6	3	2	3	0
Multi-building	1	0	2	2	0	0	0	0
Totals	24	21	17	22	7	9	10	110
COUNSELORS	0	1	0					
Elementary	0	0	0	0	0	0	0	0
Middle	0	2	0	0	0	1	0	0
Sr. High	0	3	0	0	0	0	0	0
Totals				0	0	1	0	0
NURSES	.			.	.	.	.
Elementary	.	.	1	.	.	.	.
Middle School	.	.	.	.5	.	.	.	
Sr. High	.	.	1	.5	.	.	.	
Totals	.	.		1	.	.	.	
LIBRARIANS	.5	.	.	.	.	.	.
Elementary	.5	.	.	.	.	.	.
Middle School	.	.	.	.	.	.	.
Sr. High	1	0	.	.	.	0	1	
Total			0	0	0	0	1	
ADMINISTRATOR	.	.	.	.	.	.	.
Elementary	0	0	1	0	0	0	0	
Middle	.	0	1	1	.	.	.	

Sr. High	.	1	1	.	.	.	.
District (K-12)	.	.	.	.	1	1	.	
Totals	0	1	3	1	1	1	.	
OTHERS								
Business Manager	.	.	.	.	.	1	.	1
Technology Coord.	.	.	.	.	.	.	.	1
	.	.	1	.	.	1	.	2
Totals	0	0	1	0	0		.	
Totals	25	25	22	24	8	12	11	127
Percent	20	20	17	19	6	9	9	100

Mission

The mission of the WHSD, in partnership with our community, is to prepare each student to be an informed, ethical, responsible adult in a changing and competitive global society through high expectations and a challenging educational program offering knowledge and skills within a safe, nurturing environment.

Vision

The vision of the Westmont Hilltop School District is that graduates will be prepared for productive and fulfilling citizenship in a global society through acquisition of the knowledge, skills, and attributes that ultimately enhance interpersonal functioning.

Collectively, we envision a district . . .

- where all students learn in a healthy, safe, and nurturing environment and where students are equipped with the knowledge that healthy lifestyle choices are essential in reaching their optimal learning potential.
- where educators deliver the highest standards of teaching to maximize opportunities for student success.
- where all stakeholders become increasingly aware of educational processes as well as both the protective factors and the risk factors inherent in the home, neighborhood, and school environments.
- where students receive a well-rounded experience through involvement in the academics, the arts, and extracurricular experiences.
- where students learn evaluative skills and develop increasing capacity to draw their own conclusions through effective application of higher order thinking and the development of problem-solving skills.

- where all students assume a responsibility to learn, each having unique strengths and weaknesses, differing learning styles, and differing rates of retention.
- where all teachers have a responsibility to differentiate instruction based on the varying needs of their students.
- where a culture of continuous learning and improvement is fostered through quality leadership.
- that values and models all aspects of lifelong learning, professional growth, continual improvement, and a commitment to researching and implementing best practice in our schools.
- that encourages and rewards community service by providing a wide range of opportunities and recognizes students for their efforts in pro-social involvement and community service.
- that provides mentoring and shadowing experiences via community partnerships that will enhance career exploration and through which students become aware of the high value that employers place on a strong work ethic, accountability, and ownership in the organization as a whole.
- that prepares all students for successful integration into the global society through acquisition of technological competencies and facility in languages other than English.
- that continues to strive to upgrade its facilities, equipment, and personnel competence in order to provide a premier program where curriculum is rigorous and relevant with quality and effectiveness as high priorities.
- that maximizes utilization of human and fiscal resources through artful use of infrastructure.

Shared Values

Westmont Hilltop parents, community, and educators recognize that the learning experiences provided to children bear a direct relationship to the acquisition of knowledge, skills, and attributes that ultimately affect adult functioning. To prepare our youth for adulthood, we embrace the following core set of values, each integral and equally important, as our guide.

- Students learn best in a safe environment where healthy living is encouraged and citizenship and strong

work ethic are rewarded.

- Healthy lifestyle choices are prerequisite to achieving optimal learning potential in the academic realm as well as in extracurricular activities and the arts.
- A premier school district provides equitable opportunities for learning within academic, athletic, and artistic endeavors.
- We value a school community that encourages and rewards community service by providing a wide range of opportunities within a system that recognizes students for their efforts in prosocial involvement.
- All district stakeholders share a responsibility to model all aspects of lifelong learning, professional growth, continual improvement, and a commitment to implementing best practice in our schools.
- All district stakeholders are increasingly involved in the educational process and are apprised of the risk and protective factors inherent in the home, neighborhood, and school environments.
- All students learn best in an inclusive environment, each having unique strengths and weaknesses, differing learning styles, and differing rates of retention of learning.
- All teachers have a responsibility to develop lessons and instruction based on the needs of individual students and to actively engage in the professional development necessary to acquire effective skills for differentiating instruction.
- Trust, civility, consideration of others, valuing of individual differences, and acceptance of mutual responsibility, are essential characteristics of caring and nurturing relationships.
- The community and the school district share responsibility in promoting values manifested in higher academic achievement as well as the development of a social conscience.
- Partnerships with community organizations will enhance career exploration for students, while providing meaningful examples of the high value that employers place on a strong work ethic, accountability, and contribution.

- A global society demands increased emphasis on ethical judgments, continual self-improvement, interpersonal and problem-solving skills, and both an understanding and valuing of human differences.
- Effective technology education encompasses acquisition and retrieval of information, the application and continual enhancement of practical problem-solving skills, and the capacity to evaluate the validity of information.
- Effective staff development is a collaborative process which must encourage the competencies needed to effectively analyze student achievement, to apply new technologies, and to ensure effective pedagogy through research-based best practices.
- Flexibility and adaptation are essential ingredients in the teaching and learning of global skills such as distance learning applications and/or competency in languages other than English.

Academic Standards

Teachers have developed and published Planned Courses which are aligned with Academic Standards (as defined in Section 4.12 of 22 Pa. Code). All academic departments are in the process of aligning our curriculum to create a seamless system for addressing standards in K-12 classrooms across the district.

Curricular alignment is a dynamic, ongoing process in which vertical teams of teachers are united periodically throughout the school year to update and refine our planned courses. Throughout the course of the plan, it may be necessary to realign courses or units of instruction based on the results of our longitudinal assessments including PSSA data. The link below was provided to all teachers to provide a convenient access to academic standards in both PDF and word processing formats.

Students will demonstrate proficient or advanced levels of achievement in the Pennsylvania Academic Standards according to Chapter 4 regulations of the Pennsylvania School Code. Currently, academic standards are published for the following curricular areas:

1) Arts and Humanities; 2) Career Education and Work; 3) Civics and Government; 4) Economics; 5) Environment and Ecology; 6) Family and Consumer Science; 7) Geography; 8) Health, Safety, and Physical Education; 9) History; 10) Mathematics; 11) Reading, Writing, Speaking, and Listening; 12) Science and Technology.

The district is currently preparing for the transition from the Grade 11 PSSA to the implementation of Keystone Exams. The district is involved in training of teacher leaders in the PIL (Professional Learning Communities) initiative.

Strategic Planning Process

During the 2009-2010 school year, plans were instituted for a mid-point review. All activities were revisited to

determine their current status, and status indicators were completed. Current committee members were contacted to determine their level of willingness to remain on the committee, and administrative representatives attended the January webinars and webcast training provided by the Pennsylvania Department of Education. The required composition of the teams were ensured, and plans were made to complete the final assessment of the midpoint review. New committees were established to write the required Special Education, Professional Development and Technology plans.

The summer newsletter of 2006, and an advertisement on the district web site, invited the community to volunteer to participate in Strategic Planning. On September 19, 2006, administrative representatives assigned to author/co-author the individual plans of the Strategic Plan attended the "E-Strategic Planning" workshop conducted by Appalachia Intermediate Unit 8 in Altoona. During September and October of 2006, students, parents, teaching staff members, school board members, and community members were invited and recruited to serve on the Steering Committee for the Strategic Plan. Students were elected members of Student Council and appointed by students. Teachers and educational specialists were appointed by the Westmont Hilltop Education Association (teachers). Parents and business community members were appointed by the School Board. Board member representatives were appointed by board members. Administrators were appointed by administrators, and all administrators had a part.

The Strategic Plan Full Steering Committee's initial meeting was held on October 30, 2006. During the first meeting, a preview of the E-Strategic Planning Tool was provided, and the following actions occurred:

- Westmont Hilltop School District's 2001-2006 Strategic Planning process was reviewed.
- Specific requirements and timelines for the new process were communicated, including the future meeting dates for the Full Steering Committee.
- Specifically, the following dates were identified as Strategic Planning Steering Committee Meeting dates — November 30, 2006; January 29, 2007; February 26, 2007; March 26, 2007; and April 30, 2007.
- A review of the district's mission statement and belief statements from the 2001-2006 Strategic Plan was conducted.
- A brainstorming session was conducted to determine what elements of the mission statement would be retained and which belief statements would be reaffirmed in the new planning process. The committee was asked to generate new belief statements and a collective vision for the district to be shared at a subsequent meeting.
- Steering Committee members were asked to select their preferred areas of focus and to provide a rationale for their choice(s).
- Members of the Steering Committee were asked to provide additional feedback regarding any of the discussion points raised at this initial meeting with the Strategic Planning chairman and/or the superintendent via email.

During the second meeting held on November 30, 2006, the agenda included the following actions:

- Achievement data and other significant indicators of strengths and needs were reviewed extensively by the committee. A data analysis was conducted based on a review of the PA Youth Survey and the PSSA. The committee identified strengths and needs based on the data analysis.
- Collectively, the Steering Committee drafted the Shared Vision for the district for this Strategic Plan.
- Administrative Team leadership roles, as well as contributor roles, were established for each of the subcommittees of the overall plan. Steering committee members who are not administrators in the district were assigned to specific committees based on their choices and areas of interest discussed during the initial meeting.

On January 29, 2007, the third meeting was held. This meeting's agenda included the following items:

- The collective data analysis from the second meeting was reviewed and the assignment of subcommittee leadership and contribution roles was verified. Subcommittees were formed.
- The SWOT (Strengths, Weaknesses, Opportunities, and Threats) Analysis process was defined and steering committee members were broken into groups based on the constituents that each member represented (students, parents, business community, school administrators, and school board members).
- A brainstorming session was conducted in relationship to the four elements of the SWOT Analysis:

Strengths, Weaknesses, Opportunities, and Threats. By analyzing which things the members of the constituency group felt that the district was doing well (strengths) and which things were identified as things that the district was not doing as well (weaknesses), a whole group discussion was held to identify opportunities to strengthen those areas perceived as weaknesses and to identify threats to those areas perceived as strengths.

On February 2, 2007, a Special Education Plan meeting was held in Pittsburgh (IU28 offices). The Strategic Planning chairperson and Special Education Subcommittee Chair (Steve McGee) attended the meeting.

On February 26, 2007, the fourth meeting was held. The Steering Committee met with subcommittees to share the progress of the subcommittees to date. The following actions were accomplished:

- The Steering Committee unanimously chose to reaffirm the previous plan's mission statement without change.
- Further data analysis was conducted, utilizing the revised list of shared values as a catalyst for enhancement and revision.
- The shared vision statement was unanimously approved, and a draft of the statement summarizing the vision was written.
- A more detailed review of the SWOT Analysis was conducted, pairing strengths with threats and weaknesses with opportunities.
- Finally, global goals were set for the six areas of the Strategic Plan (Technology Education, Chapter 4/Curriculum, Teacher Induction, Professional Education Plan/Staff Development, and Special Education).

Following the Steering Committee meeting on February 26, 2007, subcommittees began their work in all five areas of the Strategic Plan as listed above. Meetings were scheduled at the discretion of the Subcommittees.

On April 30, 2007, the fifth meeting was held. The fifth meeting's agenda included the following actions:

- The Committee completed goal recommendations which were written from the vantage point of each of the constituency groups (students, parents, business community members, teachers, educational specialists, administrators, and school board members).
- The committee reviewed the progress of the subcommittees.
- Action planning was begun to determine who will do what and when to carry out the major goals of the plan.
- At the conclusion of the regular meeting, the subcommittees resumed their work until the conclusion of the process with bi-monthly updates to the school board by the superintendent and director of education.

At the conclusion of the subcommittee work, all of the plans were compiled and submitted for review by the Steering Committee and the School Board. Chapter 4 of the Strategic Plan was placed on public display prior to the scheduled board approval of the plan on September 24, 2007.

Strategic Planning Committee

Name	Affiliation	Membership Category	Appointed By
Anderson, Dr. Susan	Westmont Hilltop School District	Administrator	Administrators
Azar, Mr. Mitchell	Westmont Hilltop School District	Board Member	School Board
Benning, Mr. Edward	Westmont Hilltop School District	Administrator	Administrators
Brunatti, Mr. Samuel	Westmont Hilltop School District	Administrator	Administrators
Campagna, Mr. Gerard	Conemaugh Health System	Community Representative	School Board
Heidenthal, Mrs. Leigh	Westmont Hilltop School District	Elementary School Teacher	Teachers
Jones, Mr. Keith	Westmont Hilltop School District	Ed Specialist - School Counselor	Teachers

Kilpatrick, Dr. Stephen	University of Pittsburgh at Johnstown	Parent	School Board
Kupchella, Dr. Eugene	Westmont Hilltop School District	Secondary School Teacher	Teachers
Kuzmiak, Mrs. Nicole	Westmont Hilltop School District	Administrator	Administrators
McClelland, Mrs. Marilyn	Westmont Hilltop School District	Middle School Teacher	Teachers
McGee, Mr. Steven	Westmont Hilltop School District	Administrator	Administrators
Mitchell, Mr. Thomas	Westmont Hilltop School District	Administrator	Administrators
Roberts, Mrs. Denise	Westmont Hilltop School District	Elementary School Teacher	Teachers
Schroeder, Mrs. Diana	Westmont Hilltop School District	Board Member	School Board
Thomas, Mr. Matthew	Westmont Hilltop School District	Administrator	Administrators
Thomas, Mrs. Heather	Westmont Hilltop School District	Ed Specialist - School Counselor	Educational Specialists
Wehner, Mrs. Donna	Office of Community Health	Parent	School Board

Data

Reflections

- **AYP Data Table**

Strength Last Modified: 4/6/2010

The district met all target goals for AYP in all target goal areas.

- **Mathematics by Grade Level Racial/Ethnic**

Strength Last Modified: 4/6/2010

There are no remarkable differences in racial/ethnic subgroup data.

- **Mathematics Genders**

Strength Last Modified: 4/6/2010

There is no remarkable discrepancy between the genders in mathematics performance.

- **Reading By Grade Level All Students**

Strength Last Modified: 4/6/2010

The data reflects general growth and improvement in Reading performance.

- **Reading Other Subgroups**

Strength Last Modified: 4/6/2010

The reduction of the lower quartile in Grade 8 is noteworthy.

- **Reading Racial Ethnic Groups**

Strength Last Modified:

Eight grade reading performance is particularly strong.

- **Writing All Students**

Strength Last Modified: 4/6/2010

There are high numbers in advanced and proficient.

Concern Last Modified: 4/6/2010

We need to use PVAAS data to track increases in numbers in the advanced levels to ensure that growth is taking place for all students at all achievement levels.

- **Writing by Grade Level Genders**

Strength Last Modified: 4/6/2010

Writing performance is generally positive.

- **Writing by Grade Level Subgroups**

Strength Last Modified: 4/6/2010

High school writing performance is a strength.

- **Writing Racial Ethnic**

Strength Last Modified: 4/6/2010

Writing is a strength for most students in our district. Relative to this particular data view, the district lacks diversity in this respect.

- **Enrollment**

Strength Last Modified: 4/6/2010

Enrollment is stable and rising.

- **Enrollment by Ethnicity**

Concern Last Modified: 4/6/2010

The population is not reflective of diversity in this respect.

- **Baseline Special Education**

Concern Last Modified: 4/6/2010

The special education population is high relative to the general population considering the demographics of the district.

- **Special Education by Ethnicity**

Strength Last Modified: 4/6/2010

There is no remarkable difference in special education enrollment by ethnicity, but the district lacks diversity in terms of the size of our subgroups.

- **Teaching Years of Experience**

Strength Last Modified: 4/6/2010

Relative to the state, the district had a highly experienced staff during the years that were studied.

- **Demographics Years of Experience**

Strength Last Modified: 4/6/2010

Special Education Services constitute a strength for our district. Our guidance counselors extend the coordination of services.

- **Student Services**

Strength Last Modified: 4/6/2010

Student services are adequate for meeting needs and constitute a strength for our district.

Goals, Strategies and Activities

Goal: I. FOUR-YEAR GRADUATION RATE (for districts and schools that graduate seniors)

Description: Graduate rate will meet a 90% or higher level of success and/or show growth. Students will earn required credits, pass the 11th grade PSSA, the 12th grade PSSA retest, or a local assessment, and complete the culminating project.

Strategy: A. Identify and assist students at risk of academic failure.

Description: Student support teams will be established to identify students at-risk of academic failure and design proactive intervention measures. The district will use state assessments, the e-metric data analysis program, and locally administered diagnostic inventories to identify students in need of reading supports.

Activity: 1. Develop a dropout prevention team.

Last Modified: 9/29/2010

Description: The district will initiate and maintain a drop-out prevention team to address drop-out prevention in grades 8-12.

<u>Person Responsible</u>	<u>Timeline for Implementation</u>	<u>Resources</u>
None Selected	Start: 1/1/2008 Finish: Ongoing	-

Status: Complete

<u>Date</u>	<u>Comment</u>
7/15/2009	A team is in place and remedial services during the summer have been initiated at the high school.

Activity: 2. Maintain student support teams.

Last Modified: 4/7/2010

Description: The Instructional Support Team, comprised of parents, educators, and educational specialists will

plan interventions for struggling students at the elementary (grade levels K-4). The Educational Support Team will plan interventions for struggling students at the Middle School (grade levels 5-8). Small group tutorials during the homeroom and lunch period will provide one-on-one tutorials using school approved tutors. The SAP Team at the high school will alert the Leadership Team to indications of concern regarding a student's progress relative to graduation requirements.

Person Responsible Timeline for Implementation Resources

None Selected	Start: 1/1/2008 Finish: Ongoing	\$7,500.00
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Status: Complete

Date Comment

7/15/2009	Student support teams are in place across the district in all three buildings.
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Activity: 3. Expand the student support team at the middle school.

Last Modified: 11/23/2009

Description: The implementation schedule for expanding Educational Support Services at the middle school is as follows: in 2007-2008, EST services will be implemented in Grade 5, and in 2008-2009, EST services will be implemented in Grade 6.

Person Responsible Timeline for Implementation Resources

None Selected	Start: 1/1/2008 Finish: Ongoing	\$2,500.00
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Status: Complete

Date Comment

7/15/2009	The middle school has expanded educational support services to include before-school and after-school tutoring as well as individualized tutorial services during the day through an AmeriCorp worker with teaching certification who provides both tutoring services and data-analysis support for teachers as well.
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Strategy: B. Provide appropriate support for students with academic, emotional, and behavioral issues.

Description: Educators will collaborate in helping students achieve success in progress toward meeting graduation requirements. Collaborative meeting logs will be shared with principals. The Leadership Team will meet to review recommendations.

Activity: 1. Provide supports through collaborative consultation.

Last Modified: 4/7/2010

Description: Special education teachers and regular education teachers will collaborate regarding student success.

Person Responsible Timeline for Implementation Resources

None Selected	Start: 1/1/2008 Finish: Ongoing	\$1,600.00
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Status: Complete**Date Comment**

7/15/2009	Processes have been established in all three buildings. High school teachers attended Dr. Marilyn Friend sessions on team teaching.
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Activity: 2. Provide time for collaboration.

Last Modified: 4/7/2010

Description: The Leadership Team will examine, and revise when it is deemed beneficial, the teaming structure for all grade levels. Teachers and educational specialists will have input into the teaming structure.**Person Responsible Timeline for Implementation Resources**

None Selected	Start: 1/1/2008 Finish: Ongoing	\$1,000.00
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Status: Complete**Date Comment**

7/15/2009	This process across the district is well established, coordinated district-wide and ongoing.
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7/15/2009	This process across the district is well established, coordinated district-wide and ongoing.
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Activity: 3. Maintain K-12 Counseling Services.

Last Modified: 4/7/2010

Description: Guidance counselors will collaborate with classroom teachers and parents and meet at least annually with students to ensure progress in meeting graduation requirements.**Person Responsible Timeline for Implementation Resources**

None Selected	Start: 1/1/2008 Finish: Ongoing	\$2,517,500.00
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Status: Complete**Date Comment**

7/15/2009	This is an annual goal for all school counselors at all three district buildings. Counselors meet at monthly, if not more often, to discuss implementation and achievement of collective goals.
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Strategy: C. Recognize students for pro-social involvement.**Description:** The district will encourage and reward citizenship and a positive work ethic by providing a wide

range of opportunities within a system that recognizes students for their efforts in pro-social involvement.

Activity: Institute monthly district-wide acknowledgement.

Last Modified: 11/23/2009

Description: The district will provide monthly district-wide acknowledgements of student achievement, effort, citizenship, and service through honorable mention at school board meetings and through the annual publication entitled the Hilltopper Highlights. Teachers will highlight student citizenship and service in reports to the superintendent, who will provide updates to the School Board. Subsequently, certificates will be issued through Central Office and distributed to principals. Principals will issue the certificates to the students and commend the students. The Hilltopper Highlights district-wide publication will include a summary of these acknowledgements on an annual basis.

Person Responsible Timeline for Implementation Resources

None Selected	Start: 1/1/2008 Finish: Ongoing	-
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Status: Complete

Date Comment

7/15/2009	Central office administration issues school board recognition certificates following each school board meeting. Students recognized for outstanding achievement during the Student Activities Report of the board meeting are issued a certificate. The annual summer edition of the district newsletter also recognized these students.
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Goal: II. INTEGRATION OF STANDARDS ACROSS THE CURRICULUM

Description: The Westmont Hilltop School District will comply with Section 4.12. Academic Standards of the Pennsylvania School Code, having adopted programming and created planned courses of instruction, which reflect state standards in the K-12 curriculum.

Strategy: A. Ensure that standards will be integrated into all curricular areas and across all grade levels.

Description: Through the refinement and publication of planned courses which will be updated annually, the Leadership Team will insure that the Pennsylvania Academic Standards are integrated into the curriculum. Our goal is that students will demonstrate proficient or advanced levels of achievement in the Pennsylvania Academic Standards according to Chapter 4 regulations of the Pennsylvania School Code. Currently, academic standards are published for the following areas: 1) Arts and Humanities; 2) Career Education and Work; 3) Civics and Government; 4) Economics; 5) Environment and Ecology; 6) Family and Consumer Science; 7) Geography; 8) Health, Safety, and Physical Education; 9) History; 10) Mathematics; 11) Reading, Writing, Speaking, and Listening; 12) Science and Technology.

Activity: 1. Refine and publish planned courses aligned with Pennsylvania's Academic Standards.

Last Modified: 11/23/2009

Description: Teachers will develop Planned Courses which are aligned with Academic Standards (as defined in Section 4.12 of 22 Pa. Code). All academic departments are in the process of aligning our curriculum to create a seamless system for addressing standards in K-12 classrooms across the district. This will be a dynamic process in which vertical teams of teachers are united periodically throughout the school year to update and refine our planned courses. The planned courses will be published and accessible district-wide.

Person Responsible Timeline for Implementation Resources

None Selected	Start: 1/1/2008 Finish: Ongoing	\$50,000.00
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Status: Complete

Date Comment

7/15/2009	Courses are published for all core classrooms. This activity has served as a springboard for further development beyond the scope of this plan.
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Activity: 2. Annually update and publish planned courses.

Last Modified: 11/23/2009

Description: Teachers will annually review and update curricula to reflect standards-based planning. Planned Courses will be published and linked to the district's website for ease of access across all grade level and departments.

Person Responsible Timeline for Implementation Resources

None Selected	Start: 1/1/2008 Finish: Ongoing	\$100,000.00
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Status: Complete

Date Comment

7/15/2009	Planned courses are routinely updated and are posted to the district web server.
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Activity: 3. Map curriculum.

Last Modified: 11/23/2009

Description: Teachers in all departments and grade levels will participate in curriculum mapping to increase ease of access across all curricula and grade levels.

Person Responsible Timeline for Implementation Resources

None Selected	Start: 1/1/2008 Finish: Ongoing	\$20,000.00
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Status: Complete

Date Comment

7/15/2009	All teachers are provided with professional development opportunities/time to meet vertically by
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department/grade-level. Teachers input their "Planned Courses" on-line and publish for ease of comparison.

Activity: 4. Align assessment procedures with standards.

Last Modified: 11/23/2009

Description: Teachers at the elementary school will modify quarterly report cards to reflect Pennsylvania Academic Standards. Using student PSSA score data, teachers in K-12 vertical teams will collaborate to refine curricula to address student needs.

<u>Person Responsible</u>	<u>Timeline for Implementation</u>	<u>Resources</u>
None Selected	Start: 1/1/2008 Finish: Ongoing	\$25,000.00

Status: Complete

<u>Date</u>	<u>Comment</u>
7/15/2009	Report cards are standards-based, and time for collaborative consultation is scheduled daily.

Strategy: B. Engage teachers in K-12 Vertical Teaming and cross-curricular collaboration.

Description: Teachers will engage in K-12 Vertical Teaming as well as cross-curricular collaboration across all content areas. The Leadership Team will maintain a balanced focus on academics, athletics, performing arts, and service opportunities for the purpose of enhancing the development of multiple intelligences in students.

Activity: 1. Form a study committee to make recommendations relative to advanced placement (AP) examinations.

Last Modified: 5/17/2010

Description: A committee of high school Leadership Team members, teachers, and parents will explore the possibility of requiring AP students to take the AP examination and to score at a specified level in order to receive a weighted grade.

<u>Person Responsible</u>	<u>Timeline for Implementation</u>	<u>Resources</u>
None Selected	Start: 1/1/2008 Finish: Ongoing	\$500.00

Status: In Progress — Upcoming

<u>Date</u>	<u>Comment</u>
7/15/2009	Curriculum Committee initiated.
7/15/2009	The decision was not to change the existing AP progression in part as a result of a recent AP review of our programs.

Activity: 2. Teach eligible content in cross-curricular forums.

Last Modified: 11/23/2009

Description: All curriculum, instructional, and assessment will focus on the eligible content of the PSSA. At the elementary school, the concept of the thematic unit is one example of a cross-curricular initiative. Design rubrics for use in subject areas other than English emphasizing writing across the curriculum with consideration given to a percentage of the overall grade on all formal papers based on the conventions of language to be emphasized.

Person Responsible **Timeline for Implementation** **Resources**

None Selected	Start: 1/1/2008 Finish: Ongoing	-
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Status: Complete**Date** **Comment**

7/15/2009	The district partnered with the Intermediate Unit to provide workshops entitled, "Adopt-An-Anchor," a cross-curricular forum designed to promote the teaching of anchors across the curriculum. Writing across the curriculum is emphasized at all areas. Mathematics teachers have attended in-service at the I.U. to discuss writing across the curriculum as it pertains to mathematics education and open-ended questions that students will encounter on the PSSA. Strategies are evident now in student achievement.
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Activity: 3. Prepare teachers for the administration of the PSSA Science examination.

Last Modified: 11/23/2009

Description: The Science Department will meet to discuss deficit areas identified in the first administration of the PSSA Science test. Course scope and sequence and any needed revisions in content will be recommended. Elementary science will be given a high priority in staff development through the "Science: It's Elementary" grant. The team of educators who were trained in September of 2007 have developed an action plan which will be implemented through the "curriculum strand" of professional development.

Person Responsible **Timeline for Implementation** **Resources**

None Selected	Start: 11/13/2007 Finish: 6/1/2010	\$4,500.00
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Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
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4.00	2	45
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Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
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Westmont Hilltop School District, PaTTAN, and Intermediate Unit Consultants	<ul style="list-style-type: none"> School Entity Intermediate Unit 	Approved
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Knowledge and Skills	Research and Best Practices	Designed to Accomplish
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Educators will synthesize practical ways to improve teaching and learning, use assessment data to improve student learning, guide continuous instructional improvement, assess results of instruction on the basis of	Professional development is aligned with the National Staff Development Council's Standards for Professional Development. A process for identifying eligible	<i>For classroom teachers, school counselors and education specialists:</i> <ul style="list-style-type: none"> Enhances the
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intended outcomes, adjust instruction to address the diverse needs of students, and acquire content knowledge.

content and benchmarks will be applied to the science curriculum.

educator's content knowledge in the area of the educator's certification or assignment.

- 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:

- 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
<ul style="list-style-type: none"> • Classroom teachers • Principals / asst. principals • Superintendent / asst. superintendents 	<ul style="list-style-type: none"> • Middle (grades 6-8) • Elementary (grades 2-5) • High school (grades 9-12) 	<ul style="list-style-type: none"> • Science and Technology

Follow-up Activities	Evaluation Methods
<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Student PSSA data • Participant survey • Review of participant lesson plans

Status: Complete

Date	Comment
7/15/2009	The Science Department was given time during in-services and during the school day to meet and discuss deficits. They identified standards that were not adequately covered and made arrangements to have all standards covered. The "Science: It's Elementary" team teachers implemented their action plan.

Activity: 4. Ensure a balance in focus on creative written expression and the conventions of language.

Last Modified: 11/23/2009

Description: The English Department will meet to ensure that planned courses emphasize a balance of creative expression with grammar and mechanics, and this emphasis will extend to writing across the curriculum. The district will explore the potential of “writing enhanced” or “speaking enhanced” courses.

Person Responsible Timeline for Implementation Resources

None Selected Start: 1/1/2008 -
Finish: Ongoing

Status: Complete

Date Comment

7/15/2009 The Planned Courses of Instruction are evidence of completion of this goal.

Activity: 5. Prepare teachers for the administration of the PSSA Social Studies examination.

Last Modified: 11/23/2009

Description: The Social Studies Department will investigate the need for a strong geography component in the K-12 social studies curriculum. Following the first administration of the PSSA Social Studies test, course scope and sequence and any needed revisions in content will be recommended.

Person Responsible	Timeline for Implementation	Resources
None Selected	Start: 11/13/2008 Finish: 6/1/2010	\$4,500.00

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
4.00	2	45
Organization or Institution Name	Type of Provider	Provider’s Department of Education Approval Status
Westmont Hilltop School District and Intermediate Unit 8	<ul style="list-style-type: none"> School Entity Intermediate Unit 	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Educators will learn practical ways to improve teaching and learning, use assessment data to improve student learning, guide continuous instructional improvement, assess results on the basis of intended outcomes, experience peer learning, adjust instruction to address diverse needs of students, and acquire content knowledge.	Professional development is aligned with the National Staff Development Council’s Standards for Professional Development. A process for identifying eligible content and benchmarks will be applied to the social studies curriculum.	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> Enhances the educator’s <u>content knowledge</u> in the area of the educator’s certification or assignment. Provides educators with a variety of classroom-based <u>assessment skills</u> and the skills needed to

analyze and use data
in instructional
decision-making.

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

- 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
<ul style="list-style-type: none"> ● Classroom teachers ● Principals / asst. principals ● Superintendent / asst. superintendents 	<ul style="list-style-type: none"> ● Middle (grades 6-8) ● Elementary (grades 2-5) ● High school (grades 9-12) 	<ul style="list-style-type: none"> ● Civics and Government ● History ● Economics

Follow-up Activities

Evaluation Methods

- | | |
|--|---|
| <ul style="list-style-type: none"> ● 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 ● Creating lessons to meet varied student learning styles ● Peer-to-peer lesson discussions ● Lesson modeling with mentoring | <ul style="list-style-type: none"> ● Student PSSA data ● Participant survey ● Review of participant lesson plans |
|--|---|

Status: Complete

Date	Comment
7/15/2009	Limited progress on this goal, based on a lack of assessment planning/information/resources from PDE on this particular content area.
7/15/2009	Social Studies staff members base all curricular material purchases on connections to state social studies standards. Course scope and sequence revisions have been made to reflect projected eligible content and assessment anchors at appropriate grade levels.

Activity: 6. Explore the potential for distance learning enhancement of world languages.

Last Modified: 11/23/2009

Description: The World Language Department and Learning Enrichment Team will explore the use of technology to enhance exposure of foreign languages to students at the elementary level. Flexibility and adaptation are essential ingredients in the teaching and learning of global skills such as distance learning applications and/or competency in languages other than English.

Person Responsible Timeline for Implementation Resources

None Selected	Start: 1/1/2008 Finish: Ongoing	\$50,000.00
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Status: In Progress — Upcoming**Date Comment**

7/15/2009	Foreign Language exposure is given to ES students. An introductory lesson is provided so that students are given an awareness to Foreign Language at the ES level.	
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Activity: 7. Explore alternative use of time for art and physical education classes.

Last Modified: 11/23/2009

Description: The Art Department will explore options to make art courses available to more students by scheduling art opposite physical education or chorus. The physical education department will meet to discuss ways to promote activity in courses other than physical education with the "Take Ten" program as a potential adoption.

Person Responsible Timeline for Implementation Resources

None Selected	Start: 1/1/2008 Finish: Ongoing	\$1,000.00
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Status: Complete**Date Comment**

7/15/2009	Scheduling options are provided to students during the request process. At the elementary and middle level, art courses are generalized to expose students to history and hands-on activities. At the high school level after an introductory Art 1 course, students can easily schedule any studio art course with limited constraints.	
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Activity: 8. Integrate technology standards in all content areas.

Last Modified: 4/26/2010

Description: The district has completed an intensive "Classrooms for the Future" initiative during the course of the past three years. Initially funded, this program now requires district level support to maintain the advances that have been realized through this fine endeavor. Through a cross-curricular approach, technology standards will be integrated throughout the curriculum. Peer-to-peer observations and K-12 teaming will take the place of the CFF coaching process. Release time will be provided to teachers as needed. Administrators will emphasize and commend creative applications of technology through regular classroom observations.

Person Responsible Timeline for Implementation Resources

None Selected	Start: 9/1/2010 Finish: 5/1/2013	\$1,500.00
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Status: In Progress — Upcoming**Date Comment**

7/15/2009 Focused on a blend of the National Educational Technology Standards (NETS) along with the PA Science and Technology Standards, formal and informal observations have recognized and commended superior integration of technology. In addition, Teacher Performance Record (TPR) observations have identified best practice technology-infused lessons within Classrooms For the Future (CFF) classrooms.

Goal: III. MATHEMATICS PROFICIENCY

Description: At least 45% of all students will be proficient in Mathematics, as measured by the annual state-wide PSSA assessments at the outset of the 2007-2012 Strategic Plan. By 2012, at least 78% of students in the Westmont Hilltop School District will be proficient in Mathematics as measured by the annual state-wide PSSA. Students will make adequate yearly progress in meeting or exceeding mathematics proficiency standards with the following benchmarks as sub goals within the duration of the strategic plan: 2008—56%; 2009—56%; 2010—56%; 2011—67%; 2012—78%.

Strategy: A. Align mathematics programming with the Pennsylvania Academic Mathematics Standards.

Description: Update the existing Everyday Mathematics Program and maintain a research-based, articulated mathematics curriculum aligned to the Pennsylvania Academic Standards. Provide in-service in Everyday Mathematics for all mathematics teachers, and align the curriculum with the Pennsylvania Academic Standards in Mathematics.

Activity: 1. Update the Everyday Mathematics Program.

Last Modified: 11/23/2009

Description: As an elementary math curriculum that is grounded in research and best practice, and which has been proven effective by both state and district evaluation data, the current program will be upgraded in the elementary and middle schools, Grades K-6. Teachers will employ the Everyday Mathematics Program manipulatives, on-line resources, and mathematics software to support problem solving and computation skills for all students.

Person Responsible Timeline for Implementation Resources

None Selected	Start: 1/1/2008 Finish: Ongoing	\$60,000.00
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Status: Complete

Date Comment

7/15/2009	The new program has been purchased and implemented from K-6. We have established a cycle class that extends the reinforcement of the Everyday mathematic program in 2007 through 2009.
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Activity: 2. Provide in-service to teachers of Everyday Math in the effective use of the program.

Last Modified: 10/26/2010

Description: The district will employ the newest version of the Everyday Math Program for Grades K-6. Teachers will be provided with in-service training in the Everyday Mathematics program for Grades K-6.

Person Responsible	Timeline for Implementation	Resources
None Selected	Start: 1/21/2008 Finish: 6/1/2010	\$50,000.00

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
4.00	1	45
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Westmont Hilltop School District	<ul style="list-style-type: none"> School Entity 	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Educators will synthesize practical ways to improve teaching and learning, employ skills of evaluation, collaboration, and consultation, use data on student learning to select and assess school goals, use assessment data to improve student learning, guide continuous instructional improvement, assess results on the basis of intended outcomes, design strategies appropriate for the intended goal, acquire content knowledge, acquire content knowledge, and apply research-based instructional strategies.	The program is aligned to Pennsylvania's Mathematics Standards. The content of Everyday Mathematics Training provides staff learning, the success of which is judged by the extent to which it empowers the learning of STUDENTS, as outlined in the National Staff Development Council's Standards for Professional Development.	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> Enhances the educator's <u>content knowledge</u> in the area of the educator's certification or assignment. Empowers educators to work effectively with <u>parents and community partners</u>. <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <ul style="list-style-type: none"> Provides leaders with the ability to <u>access and use appropriate data</u> to inform decision-making. Instructs the leader in <u>managing resources</u> 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
- Superintendent / asst. superintendents
- Other educational specialists
- Early childhood (preK-grade 3)
- Middle (grades 6-8)
- Elementary (grades 2-5)
- Mathematics

Follow-up Activities

Evaluation Methods

- | | |
|--|---|
| <ul style="list-style-type: none"> • 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 • Creating lessons to meet varied student learning styles • Peer-to-peer lesson discussions • Lesson modeling with mentoring | <ul style="list-style-type: none"> • Student PSSA data • Participant survey • Review of participant lesson plans |
|--|---|

Status: Complete

Date	Comment
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7/15/2009	The district has secured the updated version of the program. Teachers need a refresher in the program.
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Activity: 3. Engage in ongoing curriculum alignment.

Last Modified: 11/23/2009

Description: Teachers will engage in ongoing curriculum alignment. Teachers will map curriculum. Planned courses of study will be aligned to curriculum standards and updated annually. Teachers in Grades K-12 will align planned courses and curriculum with state standards, including planning for enrichment and reinforcement, and publish these for district-wide access by all educators.

Person Responsible	Timeline for Implementation	Resources
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None Selected	Start: 1/1/2008 Finish: Ongoing	\$1,000.00
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Status: Complete

Date	Comment
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7/15/2009	Vertical teams of professional staff meet regularly on in-service days to update planned courses of study to align with PA eligible content.
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Activity: 4. Update elementary report cards.

Last Modified: 11/23/2009

Description: Elementary report cards will be modified to reflect the PA Academic Mathematics Standards. Teachers will use team planning time and Act 80 days to revise report cards to reflect academic standards.

Person Responsible	Timeline for Implementation	Resources
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None Selected Start: 1/1/2008 \$5,000.00
 Finish: Ongoing

Status: Complete

Activity: 5. Integrate mathematics standards across the curriculum.

Last Modified: 11/23/2009

Description: Standards will be integrated into all curricular areas and across all grade levels. The Westmont Hilltop School District complies with Section 4.12. Academic Standards of the Pennsylvania School Code, having adopted programming and created planned courses of instruction, which reflect state standards in the K-12 curriculum. Cross-curricular initiatives such as "Adopt-an-Anchor" will provide opportunities for infusion of standards into all areas of the academic program.

Person Responsible Timeline for Implementation Resources

None Selected Start: 1/1/2008 \$1,414.00
 Finish: Ongoing

Status: Complete

Date Comment

7/15/2009 Laura Toki (IU08) provided an in-service to our non-core area teachers regarding "Adopt-an-Anchor" where teachers mapped out curriculum, identified areas where they could adopt anchors in their specific classrooms and proceeded to implement their adoption throughout the course of the school year.

Activity: 6. Publish planned courses aligned with mathematics curriculum standards.

Last Modified: 11/23/2009

Description: Teachers have developed and published Planned Courses which are aligned with Academic Standards (as defined in Section 4.12 of 22 Pa. Code). All academic departments are in the process of aligning our curriculum to create a seamless system for addressing standards in K-12 classrooms across the district. This is a dynamic process in which vertical teams of teachers are united periodically throughout the school year to update and refine our planned courses.

Person Responsible Timeline for Implementation Resources

None Selected Start: 1/1/2008 \$12,500.00
 Finish: Ongoing

Status: Complete

Date Comment

7/15/2009 Vertical teams of professional staff meet regularly on in-service days to update planned courses of study to align with PA eligible content.

Activity: 7. Identify and develop benchmark assessments for each grade level.

Last Modified: 11/23/2009

Description: Students in Grades 5-8 and non-proficient students in Grades 10-11 will use the EdPerformance assessments to monitor acquisition of the content and expected levels of performance regarding achievement of the standards. Benchmark assessments will be written for students in Grades K-2 to monitor student acquisition of specific course content in addition to the PA standards.

<u>Person Responsible</u>	<u>Timeline for Implementation</u>	<u>Resources</u>
None Selected	Start: 1/1/2008 Finish: Ongoing	\$1,000.00

Status: Complete

<u>Date</u>	<u>Comment</u>
7/15/2009	EdPerformance assessments were used to monitor expected performance in grades 5-8 and 10-11. Students were provided with tutoring to assist progress in deficient areas. Teachers in grades K-2 follow a standards based report card and progress is monitored quarterly.

Strategy: C. Provide assistance for struggling students.

Description: At all building levels, plans will be instituted to provide support for struggling students through the coordination of available services. A differentiated program of instruction will accommodate the needs of diverse learners within the mathematics curriculum.

Activity: 1. Maintain the Student Assistance and Academic Support Teams at all three building levels.

Last Modified: 4/26/2010

Description: Maintain the Student Assistance Teams at all three building levels along with Instructional Support (serving Grades K-4) and Educational Support Teams (serving Grades 5-8). Beginning with the elementary grades, the district will ensure that students are making adequate yearly progress in reading. The building-level support teams will identify students in need of intervention and recommend strategies to maximize success through coordination of a continuum of services. Elementary students who are struggling in reading, as evidenced by their unit tests scores (Grades K-2), Terra Nova scores (Grade 2), and classroom performances (Grades 3-4), will engage in one-on-one reading support.

<u>Person Responsible</u>	<u>Timeline for Implementation</u>	<u>Resources</u>
Anderson, Dr. Susan	Start: 1/1/2010 Finish: Ongoing	\$7,500.00

Status: In Progress — Upcoming

<u>Date</u>	<u>Comment</u>
7/15/2009	Teams are maintained and functioning in all three buildings.

Activity: 2. Facilitate coordination and collaboration to serve student needs.

Last Modified: 11/23/2009

Description: Using student PSSA score data, teachers will collaborate to refine curricula to address student needs. Student services will collaborate to better serve the social-emotional needs of struggling students, to maximize the success of their academic interventions. Using student PSSA score data, teachers will collaborate and refine curricula to address student needs. The following student service strands will collaborate regularly to maximize the success of student interventions: nursing, Child Find Services, learning support, SAP, EST, guidance, the Office of Community Health, and local child welfare agencies. Student support teams will focus on identifying and eliminating barriers to learning through a program designed to assess and accommodate the learning needs of each student.

Person Responsible Timeline for Implementation Resources

None Selected	Start: 1/1/2008	-
	Finish: Ongoing	

Status: Complete

Date Comment

7/15/2009	This cross-curriculum communication across the district is well established and ongoing.
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Activity: 3. Examine instructional time for non-proficient students.

Last Modified: 4/7/2010

Description: The district will maintain or expand summer programs at the elementary school that have proven results for improving the mathematics skills of non-proficient students and examine scheduling procedures to increase effective use of instructional time.

Person Responsible Timeline for Implementation Resources

None Selected	Start: 1/1/2008	\$12,500.00
	Finish: Ongoing	

Status: Complete

Date Comment

7/15/2009	This goal is complete. In addition, as an outgrowth of the Drop-Out-Prevention team, the district establishehd a summer program as well, and we will implement a hybrid schedule at the high school as a result of our re-examination of the use of instructional time.
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Activity: 4. Examine the high school and middle school schedules for the effective use of instructional time.

Last Modified: 4/7/2010

Description: A committee comprised of Leadership Team members, counselors, and educators will investigate potential needs and revisions regarding the use of time in the current 4x4 block schedule, which has been in place for approximately ten years to determine the advantages of a hybrid approach to increase time for collaboration.

Person Responsible Timeline for Implementation Resources

None Selected Start: 1/1/2008 \$1,000.00
 Finish: Ongoing

Status: Complete

<u>Date</u>	<u>Comment</u>
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7/15/2009	Development of a hybridized instructional block for students struggling within a content area over time has been paramount to slight restructure of the high school master schedule. This new hybrid block is being implemented for the first time during the 2009-2010 school year.
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Activity: 5. Provide opportunities for teachers in K-12 forums to collaborate regarding student needs.

Last Modified: 4/7/2010

Description: Teachers will engage in K-12 Vertical Teaming within departments and across the curriculum to identify student needs. Teachers will collaboratively analyze assessment data to inform instructional practice. Collaboration will occur between learning support teachers, other certified professionals, and the general education content teachers to provide supports and accommodations within the general education curriculum.

<u>Person Responsible</u>	<u>Timeline for Implementation</u>	<u>Resources</u>
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None Selected	Start: 1/1/2008 Finish: Ongoing	\$15,000.00
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Status: Complete

<u>Date</u>	<u>Comment</u>
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7/15/2009	This is an ongoing assessment analysis initiative in all three buildings. In-service programming is often geared toward teacher understanding of assessment analysis, data-driven differentiation and longitudinal measurement. Vertical team meetings, along with common planning time, allow teacher discussion on these topics.
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Activity: 6. Provide academic support at the elementary school.

Last Modified: 11/23/2009

Description: Instructional Support and Learning Support Teams at the elementary school will identify students at risk of failing to demonstrate proficiency in mathematics and design interventions for these students. These interventions will be monitored based on data reflecting their response to intervention.

<u>Person Responsible</u>	<u>Timeline for Implementation</u>	<u>Resources</u>
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None Selected	Start: 1/1/2008 Finish: Ongoing	-
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Status: Complete

<u>Date</u>	<u>Comment</u>
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7/15/2009	IST and LS teachers (along with regular education teachers) have met on a regular basis to discuss identified students. Interventions were designed and put into action to support students in
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mathematics. Interventions were monitored and progress was charted as well.

Activity: 7. Provide academic support at the middle school.

Last Modified: 11/23/2009

Description: Assess all students at the middle school using the EdPerformance Series Assessment Tool (or a program that performs a corresponding function) to institute interventions for struggling students. Students will participate in academic support for struggling students through individual and small group tutorials during the homeroom period and at lunch time using district-approved tutors. A PSSA Preparation Class will be held on Fridays. Struggling students will be assessed periodically through the EdPerformance Series Assessment Tool to determine the effectiveness of interventions and to predict future success on the PSSA.

Person Responsible Timeline for Implementation Resources

None Selected	Start: 1/1/2008 Finish: Ongoing	-
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Status: Complete

Date Comment

7/15/2009	Through the 2008/2009 school year, the middle school utilized the EdPerformance Series Assessment Tool. During that same school year, Study Island was piloted for science, and the decision was made to implement the entire Study Island program for all subject areas in Grades 5-8.
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Activity: 8. Provide academic support at the high school.

Last Modified: 1/28/2010

Description: Students who are at risk academically will be offered a combination of the following: inclusion classes with team teachers, peer tutoring opportunities, PSSA remediation courses, academic reinforcement classes, and progress monitoring by teachers. The district will explore the potential of an imbedded activity/tutorial period for vo-tech students or the potential of realigning the schedule to enable students to be present for the tutorial period. The mathematics department will explore an entry-level functional mathematics class, potentially self-paced and computer-assisted in lieu of pre-algebra or algebra 1. The district will increase faculty input in high school course selection.

Person Responsible Timeline for Implementation Resources

None Selected	Start: 1/1/2008 Finish: Ongoing	-
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Status: Complete

Date Comment

7/15/2009	Evidence of strategies to achieve this goal include: 1) development of year-long hybridized math & English classes in grades 9 and 10; 2) expansion of after-school and Friday tutoring services; 3) inclusion classes taught by learning support teachers with an additional certification within a core certification area; 4) professional development focused on data analysis and data-driven instructional differentiation for struggling students.
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Activity: 9. Provide alternative assessment opportunities.

Last Modified: 11/23/2009

Description: Allow students to demonstrate proficiency through the use of multiple assessments that are aligned with state standards and include performance based measures. NASSP suggests the use of assessments such as: end of course exams, portfolios, performance tasks, and other examples of a student's accomplishments, standardized tests including state assessments, comprehensive personal academic and graduation plans, senior projects, ACT, PSAT, and SAT.

Person Responsible Timeline for Implementation Resources

None Selected	Start: 1/1/2008 Finish: Ongoing	-
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Status: Complete**Date Comment**

7/15/2009	The district continues to allow students to demonstrate proficiency through the use of multiple assessments that are aligned with state standards and include performance based measures. Additional tools have been implemented since the Strategic Plan was approved - including Study Island and a new elementary/middle school reading series that is aligned with state standards.
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Strategy: D. Maintain a support team to address learning enrichment for the gifted.

Description: The district will maintain Learning Enrichment Teams for grades K-4 and 5-8 who will collaborate with regular education teachers in designing enrichment experiences for gifted and talented students.

Activity: 2. Expand options for gifted students.

Last Modified: 11/23/2009

Description: Gifted students will be provided with a menu of options which include the following:
a.) Curriculum Compacting (a flexible, research-supported instructional technique for modifying adopted curriculum to meet the needs of students while remaining true to curricular goals); b) Metacognitive exploration of each child's specific areas of intelligence through Gardner's model of multiple intelligences; c) Specially designed Instruction will be developed to challenge each student by addressing his or her unique capacities and developmental needs; d) The Renzuli model of gifted education, which provides for whole school as well as individualized supports for gifted students will continue to be followed; e) Dual Enrollment Programs that encourage students to take college-level courses while in high school will be explored.

Person Responsible Timeline for Implementation Resources

None Selected	Start: 1/1/2008 Finish: Ongoing	-
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Status: In Progress — Upcoming**Date Comment**

7/15/2009	The dual enrollment aspect of this goal has been accomplished. Online course offerings have been established at the high school. Curriculum compacting is not occurring in the traditional sense, but it is possible for students to take double courses in any discipline as a result of the block schedule.
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Goal: IV. READING PROFICIENCY

Description: At least 54% of all students will be proficient in Reading, as measured by the annual state-wide PSSA assessments at the start of the 2007-2012 Strategic Plan. By 2012, at least 81% of students in the Westmont Hilltop School District will be proficient in Reading as measured by the annual state-wide PSSA. Students will make adequate yearly progress in meeting or exceeding reading standards with the following benchmarks as sub goals within the duration of the strategic plan: 2008—63%; 2009—63%; 2010—63%; 2011—72%; 2012—81%.

Strategy: A. Align reading programming with the Pennsylvania Academic Reading Standards.

Description: Adopt a new research-based, articulated reading curriculum aligned to the Pennsylvania Academic Standards. The district will form a committee comprised of Leadership Team members, elementary administrators, and educators to research and recommend a new reading program that is aligned with the PA Standards for Reading, Writing, Speaking, and Listening.

Activity: 1. Adopt a program that provides a coherent and well articulated curriculum in grades K-6.

Last Modified: 11/23/2009

Description: Establish a committee to investigate a program that provides a coherent and well articulated curriculum in grades K-6. Vertical teams of teachers in Grades K-12 (entire department) will collaborate with the Leadership Team on determining criteria, researching, and selecting a program.

Person Responsible	Timeline for Implementation	Resources
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None Selected	Start: 1/1/2008 Finish: Ongoing	\$83,000.00
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Status: Complete

Date	Comment
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7/14/2009	The new language arts program has been established, and vertical teams of teachers have met throughout the course of the plan to the midpoint.
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Activity: 3. Engage in ongoing curriculum alignment.

Last Modified: 11/23/2009

Description: Teachers will map curriculum. Planned courses of study will be aligned to curriculum standards and updated annually. Teachers in Grades K-12 will align planned courses and curricula with state standards, including planning for enrichment and reinforcement, and publish these plans for district-wide access by all educators.

Person Responsible	Timeline for Implementation	Resources
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None Selected	Start: 1/1/2008 Finish: Ongoing	\$1,000.00
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Status: Complete

<u>Date</u>	<u>Comment</u>
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7/15/2009	Vertical teams of professional staff meet regularly on in-service days to update planned courses of study to align with PA eligible content.
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Activity: 4. Update elementary report cards.

Last Modified: 11/23/2009

Description: Elementary report cards will be modified to reflect the PA Academic Reading Standards. Teachers will use team planning time to revise report cards to reflect academic standards.

<u>Person Responsible</u>	<u>Timeline for Implementation</u>	<u>Resources</u>
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None Selected	Start: 1/1/2008 Finish: Ongoing	\$5,000.00
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Status: Complete

<u>Date</u>	<u>Comment</u>
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7/15/2009	Report cards have been revised to suite each grade level independently.
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Activity: 5. Develop a cross-curricular reading approach.

Last Modified: 11/23/2009

Description: Standards will be integrated into all curricular areas and across all grade levels. The Westmont Hilltop School District complies with Section 4.12. Academic Standards of the Pennsylvania School Code, having adopted programming, and created planned courses of instruction, which reflect state standards in the K-12 curriculum. Cross-curricular initiatives such as "Adopt-an-Anchor" will provide opportunities for infusion of standards into all areas of the academic program.

<u>Person Responsible</u>	<u>Timeline for Implementation</u>	<u>Resources</u>
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None Selected	Start: 1/1/2008 Finish: Ongoing	-
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Status: Complete

<u>Date</u>	<u>Comment</u>
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7/15/2009	Laura Toki (IU08) provided our non-core teachers with an "Adopt-an-Anchor" in-service so that teachers were aware of existing opportunities to infuse Reading standards into alternative curricular areas. We also discussed Reading Across the Curriculum to further enhance teacher understanding of the importance of teaching Reading in all content areas.
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Activity: 6. Publish planned courses aligned with reading, writing, speaking, and listening standards.

Last Modified: 11/23/2009

Description: Teachers have developed and published Planned Courses which are aligned with Academic Standards (as defined in Section 4.12 of 22 Pa. Code). All academic departments are in the process of aligning our curriculum to create a seamless system for addressing standards in K-12 classrooms across the district. This is a dynamic process in which vertical teams of teachers are united periodically throughout the school year to update and refine our planned courses.

Person Responsible Timeline for Implementation Resources

None Selected	Start: 1/1/2008 Finish: Ongoing	\$87,500.00
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Status: Complete

Date Comment

7/15/2009	Teachers have been given time to meet vertically to align curriculum to ensure a seamless transition between standards cross-district. Our planned courses are on-line to help with the sharing process.
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Activity: 7. Identify and develop benchmark reading assessments for each grade level.

Last Modified: 11/23/2009

Description: Students in Grades 5-8, and non-proficient students in Grades 10-11, will use the EdPerformance assessments to monitor acquisition of the content and expected performance regarding achievement of the standards. Teachers will write benchmark assessments for students in Grades K-2 to monitor student acquisition of specific course content in addition to the PA standards.

Person Responsible Timeline for Implementation Resources

None Selected	Start: 1/1/2008 Finish: Ongoing	\$1,000.00
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Status: Complete

Date Comment

7/15/2009	EdPerformance assessments were used to monitor expected performance in grades 5-8 and 10-11. Teachers in grades K-2 follow a standards based report card and progress is monitored quarterly.
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Strategy: B. Continue the Summer Reading Program at all levels.

Description: The Leadership Team at all levels will collaborate with the English/Language Arts departments.

Activity: 1. Define the procedures, processes, and book selections at the elementary school.

Last Modified: 4/6/2010

Description: The elementary faculty, librarian, and principal will define the procedures, books, and evaluation processes to be employed at the elementary school.

Person Responsible Timeline for Implementation Resources

None Selected Start: 1/1/2008 \$1,000.00
 Finish: Ongoing

Status: Complete

Activity: 2. Define the procedures, processes, and book selections at the middle school.

Last Modified: 11/23/2009

Description: The middle school faculty, librarian, and principal will define the procedures, books, and evaluation processes to be employed at the middle school.

Person Responsible Timeline for Implementation Resources

None Selected Start: 1/1/2008 \$1,000.00
 Finish: Ongoing

Status: Complete

Date Comment

7/15/2009 Our librarian lead this process as his differentiated supervisoin project.

Activity: 3. Define the procedures, processes, and book selections at the high school.

Last Modified: 1/28/2010

Description: The English Department, librarian, and principal will define the procedures, books, and evaluation processes to be employed at the high school.

Person Responsible Timeline for Implementation Resources

None Selected Start: 1/1/2008 \$1,000.00
 Finish: Ongoing

Status: Complete

Date Comment

7/15/2009 Through a district-standardized textbook adoption process, new texts are added through the curriculum through contemporary needs as well as curricular/thematic alignment.

Strategy: D. Provide assistance for struggling students.

Description: At all building levels, plans will be instituted to provide support for struggling students. A differentiated program of instruction will accommodate the needs of diverse learners within the Reading Curriculum.

Activity: 1. Maintain the Student Assistance Teams and Instructional Support Teams at all levels.

Last Modified: 4/7/2010

Description: Maintain the Student Assistance Teams at all three building levels along with Instructional Support (serving Grades K-4) and Educational Support Teams (serving Grades 5-8). Beginning with the elementary grades, ensure that students are making adequate yearly progress in reading. The building-level support teams will identify students in need of intervention and recommend strategies to maximize success through coordination of a continuum of services. Elementary students who are struggling in reading, as evidenced by their unit tests scores (Grades K-2), Terra Nova scores (Grade 2), and classroom performances (Grades 3-4), will engage in one-on-one support in reading.

Person Responsible Timeline for Implementation Resources

None Selected	Start: 10/1/2007 Finish: 6/1/2012	\$7,500.00
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Status: Complete

Date Comment

7/15/2009 Teams are in place at all three buildings.

Activity: 2. Facilitate coordination and collaboration to serve student needs.

Last Modified: 4/7/2010

Description: Using student PSSA score data, teachers will collaborate to refine curricula to address student needs. Student services will collaborate to better serve the social-emotional needs of struggling students to maximize the success of their academic interventions. Using student PSSA score data, teachers will collaborate and refine curricula to address student needs. The following student service strands will collaborate regularly to maximize the success of student interventions: nursing, Child Find services, learning support, SAP, EST, guidance, the Office of Community Health, and local child welfare agencies. Student support teams will focus on identifying and eliminating barriers to learning through a program designed to assess and accommodate the learning needs of each student.

Person Responsible Timeline for Implementation Resources

None Selected	Start: 1/1/2008 Finish: Ongoing	\$5,000.00
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Status: Complete

Date Comment

7/15/2009 This process across the district is well established and ongoing.

Activity: 3. Examine instructional time for non-proficient students.

Last Modified: 4/7/2010

Description: Maintain or expand summer programs at the elementary school with interventions designed to improve the reading skills of non-proficient students.

Person Responsible Timeline for Implementation Resources

None Selected	Start: 1/1/2008	\$12,500.00
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Finish: Ongoing

Status: Complete

Date	Comment
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7/15/2009	Summer programs are in place at the elementary and high schools. The middle school provides tutoring after school and morning tutoring to support students with academic needs.
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Activity: 4. Examine the high school and middle school time schedules to maximize effective use of time.

Last Modified: 4/7/2010

Description: A committee will investigate potential needs and revisions regarding the use of time in the current 4x4 block schedule at the high school level, which has been in place for approximately ten years, to determine the advantages of a hybrid approach to increase time for collaboration and the implementation of interventions.

Person Responsible	Timeline for Implementation	Resources
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None Selected	Start: 1/1/2008 Finish: Ongoing	\$1,000.00
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Status: Complete

Date	Comment
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7/15/2009	Along with central administration, the building level administrators at the high school have implemented a hybrid block for Freshmen and Sophomore level Mathematic and English classes. This modification will provide students with year long instruction in both subject areas.
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7/15/2009	Central office administration and building-level administration and guidance departments continue to implement changes to maximize effective use of time. Examples include freshmen/sophomore level courses in English and mathematics modified to be year-long courses, and the middle school reduction of non-instructional time.
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Activity: 5. Provide opportunities for teachers in K-12 forums to collaborate regarding student needs.

Last Modified: 4/7/2010

Description: Language arts and English teachers will engage in K-12 Vertical Teaming within departments and across the curriculum to identify student needs. Teachers will collaboratively analyze assessment data to inform instructional practice. Collaboration will occur between learning support teachers, other certified professionals, and the general education content teachers, to provide supports and accommodations within the general education curriculum.

Person Responsible	Timeline for Implementation	Resources
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None Selected	Start: 1/1/2008 Finish: Ongoing	-
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Status: Complete

Date	Comment
7/15/2009	This is an ongoing data analysis initiative in all three buildings. In-service programming is often geared toward teacher understanding of assessment analysis, data-driven differentiation and longitudinal measurement. Vertical team meetings, along with common planning time, allow teacher discussion on these topics.

Activity: 6. Provide academic support for struggling students at the elementary school.

Last Modified: 4/7/2010

Description: Instructional Support and Learning Support Teams at the elementary school will identify students at risk of failing to demonstrate proficiency in language arts and recommend appropriate interventions. The effectiveness of these interventions will be determined based on monitoring of students' response.

Person Responsible Timeline for Implementation Resources

Anderson, Dr. Susan	Start: 9/1/2010 Finish: Ongoing	-
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Status: Complete

Date	Comment
7/15/2009	IST and LS teachers have assembled on a regular basis to review identified students who were at risk of failing (grade level teachers were included in these discussions as well). Students were provided with recommended interventions that were carried out during the school day. Student progress was monitored

Activity: 7. Provide academic support for struggling students at the middle school.

Last Modified: 11/23/2009

Description: Assess all students at the middle school using the EdPerformance Series (or a program that performs a corresponding function) to institute interventions for struggling students. Students will participate in academic support for struggling students through individual and small group tutorials during the homeroom period and at lunch time using district-approved tutors. A PSSA Preparation Class will be held on Fridays. Struggling students, as identified through the September EdPerformance Series Assessment Tool, will be assessed periodically to determine the effectiveness of intervention strategies and to predict future success on the PSSA. Those identified will qualify for Educational Support Team (EST) services.

Person Responsible Timeline for Implementation Resources

None Selected	Start: 1/1/2008 Finish: Ongoing	-
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Status: Complete

Date	Comment
7/15/2009	Students were assessed using EdPerformance and needed interventions were identified and provided in various modalities (AM/PM tutoring, lunchtime tutoring, homeroom tutoring). Students participated in PSSA prep. on Fridays. Struggling students were assessed periodically and remediation was provided when needed.

Activity: 8. Provide academic support for struggling students at the high school.

Last Modified: 1/28/2010

Description: Students who are at risk academically will be offered a combination of the following: inclusion classes with team teachers, peer tutoring opportunities, PSSA remediation courses, academic reinforcement classes, and progress monitoring by teachers. The district will explore the potential of an imbedded activity/tutorial period for vo-tech students or the potential of realigning the schedule to enable students to be present for the tutorial period. The district will increase faculty input in high school course selection.

Person Responsible Timeline for Implementation Resources

None Selected	Start: 1/1/2008 Finish: Ongoing	-
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Status: Complete

Date Comment

7/15/2009	Beginning with the 2009/2010 school year, the high school will be offering a hybridized schedule which will allow struggling students to receive classroom instruction in year-long (traditional) blocks of time rather than in the block scheduling format for English and mathematics. By strategically placing HQ teachers who are also certified in special education as the content area teachers for these academically challenged students, ongoing modifications and specially designed instruction will be provided throughout the courses. For the first time during the summer in between 2008/2009 and 2009/2010, the district offered summer assistance/tutoring hours for students enrolled in the Keystone Credit Recovery Program.
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Activity: 9. Provide alternative assessment opportunities for students.

Last Modified: 4/7/2010

Description: Allow students to use multiple assessments that are aligned with state standards and include performance based measures. NASSP suggests the use of assessments such as the following: end of course exams, portfolios, performance tasks, and other examples of a student's accomplishments, standardized tests including state assessments, comprehensive personal academic and graduation plans, senior projects, ACT, PSAT, and SAT.

Person Responsible Timeline for Implementation Resources

None Selected	Start: 1/1/2008 Finish: Ongoing	-
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Status: Complete

Date Comment

7/15/2009	The district continues to allow students to use multiple assessments that are aligned with state standards and include performance based measures. Additional enhancements to the overall instructional program include Study Island and a new literature series at the elementary and middle schools.
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Strategy: E. Maintain a support team to address gifted education.

Description: Maintain Learning Enrichment Teams for grades K-4 and 5-8 who will collaborate with regular education teachers in designing enrichment experiences for gifted and talented students.

Activity: 1. Provide professional development that will include enrichment in language arts for gifted students:

Last Modified: 5/17/2010

Description: A learning enrichment team will provide job-embedded collaborative consultation services and/or direct interventions to gifted students with an inclusive model.

Person Responsible	Timeline for Implementation	Resources
McGee, Mr. Steven	Start: 5/9/2008 Finish: 6/1/2012	\$7,500.00
Professional Development Activity Information		
Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
2.00	2	50
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Westmont Hilltop School District	<ul style="list-style-type: none"> School Entity 	Approved
Knowledge and Skills	Research and Best Practices	Designed to Accomplish
<p>Educators will acquire the following: commitment to continuous improvement and experimentation; synthesis of practical ways to improve teaching and learning; skills of evaluation, collaboration, and consultation; assessment of results on the basis of intended outcomes; skillful use of educational research; evaluation of student learning to assess teacher professional development efforts; knowledge of human learning and change; and development of pedagogical skills with feedback on performance.</p>	<p>The activity is one of a series of offerings that help to organize educators into a learning community with goals aligned with those of the district as recommended by the National Staff Development Council.</p>	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students. Provides educators with a variety of classroom-based <u>assessment skills</u> and the skills needed to <u>analyze and use data</u> in instructional decision-making. <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p>

- 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
<ul style="list-style-type: none"> • Classroom teachers • Principals / asst. principals • Superintendent / asst. superintendents • School counselors • 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 • Science and Technology • Arts & Humanities • Environment and Ecology • Health, Safety and Physical Education • Kindergarten Early Learning Standards • Mathematics • Career Education and Work

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
- Creating lessons to meet varied student learning styles
- Peer-to-peer lesson discussions

Evaluation Methods

- Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.
- Student PSSA data
- Standardized student assessment data other than the PSSA
- Classroom student assessment data
- Participant survey
- Portfolio

Status: In Progress — Upcoming

Date	Comment
7/15/2009	Learning enrichment teams are in place. We are working on expanding the consultative aspect of their assignments.

Activity: 2. Expand reading enrichment options for gifted students.

Last Modified: 11/23/2009

Description: Gifted and talented students will be provided with enrichment opportunities which include the following: a.) Curriculum Compacting (a flexible, research-supported instructional technique for modifying adopted

curriculum to meet the needs of students while remaining true to curricular goals); b) Metacognitive exploration of each child's specific areas of intelligence through Gardner's model of multiple intelligences; c) Specially designed Instruction will be developed to challenge each student by addressing his or her unique capacities and developmental needs; d) The Renzuli model of gifted education, which provides for whole school as well as individualized supports for gifted students, will continue to be followed; e) Dual Enrollment Programs that encourage students to take college level courses while in high school will be explored.

Person Responsible Timeline for Implementation Resources

None Selected	Start: 1/18/2008 Finish: 6/1/2012	-
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Status: Complete

Date Comment

7/15/2009	The district has maintained a Learning Enrichment Team in each building. School-wide gifted support is in place in the elementary school and has been expanded to advanced learners. A Learning Enrichment Teacher at the middle school has been trained in the Renzuli model and two teachers provide gifted enrichment at the middle school. The high school schedule is designed to support students through specially designed instruction, AP courses, and honors courses.
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Goal: V. STUDENT ATTENDANCE (any school that does not graduate seniors)

Description: Student attendance will continue to exceed a 90% threshold and/or show growth.

Strategy: A. Provide monitoring by Student Assistance Teams and increase communication with parents.

Description: Student Assistance Teams in all three buildings will monitor attendance and absence frequency and duration and identify students at risk of not meeting attendance goals. Parent contacts will be made by the principal for students at risk of not meeting attendance goals, and progressive intervention strategies will be designed to improve attendance.

Activity: 1. Institute monthly reviews of attendance by the Student Assistance Teams.

Last Modified: 11/23/2009

Description: Upon discovery of attendance problems, the SAP Teams will alert the principals, who will initiate the process of notification to parents when a student's daily attendance rate is not meeting state and district requirements.

Person Responsible Timeline for Implementation Resources

None Selected	Start: 1/1/2008 Finish: Ongoing	-
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Status: Complete

Date Comment

7/15/2009 SAP teams review attendance. Letters have been established at intervals as a district-wide standard. When students are referred to the magistrate, they are also enrolled in the SAP process. At the middle and high schools, the SAP team reviews the absence reports. At the elementary school, the principal does so.

Activity: 2. Institute attendance notification letters connected with absence intervals.

Last Modified: 11/23/2009

Description: Institute attendance notification letters connected with absence intervals to support parents in understanding their role in student attendance and establish intervention protocols for students who are chronically absent or tardy. Hold parents accountable in cases of needlessly poor attendance. In severe cases of truancy or tardiness, a home-school liaison will be sent to the student’s home. The principal will maintain a daily notification system of absenteeism and tardiness and identify consistent sanctions for unexcused absences and tardiness.

Person Responsible Timeline for Implementation Resources

None Selected	Start: 1/1/2008 Finish: Ongoing	\$3,000.00
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Status: Complete

Date Comment

7/15/2009	This process across the district is well established, coordinated district-wide and ongoing.
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Strategy: B. Provide proactive supports for school attendance.

Description: The members of the Steering Committee for Strategic Planning believe that healthy lifestyle choices are prerequisite to students’ achievement of optimal learning potential in the academic realm as well as in extracurricular activities and the arts. The Leadership Team and representatives of the Wellness Council will infuse the goals of the Wellness Plan into the school culture.

Activity: 1. Carry out the provisions of the District's Wellness Plan pertaining to students.

Last Modified: 11/23/2009

Description: Implement the action plans within the six modules of the district’s wellness plan that pertain to student wellness. The six modules of the district’s Wellness Plan containing action plans that pertain to student wellness are as follows: 1) School Health and Safety Policies and Environment; 2) Health Education; 3) Physical Education and other Physical Activity Programs; 4) Nutrition Services; 5) Health Services; 6) Counseling, Psychological, and Social Services.

Person Responsible Timeline for Implementation Resources

None Selected	Start: 1/1/2008 Finish: Ongoing	\$50,000.00
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Status: In Progress — Upcoming

Date Comment

7/15/2009 On target and in progress.

11/5/2009 The Wellness Council meets annually to assess priorities. The Wellness Chairperson monitors throughout the year to ensure compliance and target needs.

Activity: 2. Maintain a district-wide breakfast program.

Last Modified: 1/28/2010

Description: The district-wide breakfast program has provided a very positive option for students who may otherwise have time constraints due to parent work schedules. The program helps to reduce tardy arrivals to school in addition to providing nutritional and health benefits for students.

Person Responsible Timeline for Implementation Resources

None Selected	Start: 1/1/2008 Finish: Ongoing	-
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Status: Complete

Date Comment

7/15/2009	The district now offers breakfast to all students in K-12. Enhancements to the breakfast program occur annually.
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Activity: 3. Maintain attendance recognition and incentive programs.

Last Modified: 11/23/2009

Description: Based on our belief that students learn best in a safe environment where healthy living is encouraged, and citizenship, coupled with a strong work ethic, is rewarded, the district will maintain recognition and incentive programs which demonstrate this value to students. These include, but are not limited to, the Challenge Program Awards Day recognitions as well as public acknowledgements of students for high levels of attendance in district-wide newsletters.

Person Responsible Timeline for Implementation Resources

None Selected	Start: 1/1/2008 Finish: Ongoing	\$3,000.00
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Status: Complete

Date Comment

7/15/2009	Students at all three building levels are rewarded for perfect attendance. Awards are presented at end-of-the-school year assemblies, and students are recognized in the summer newsletter following the school year.
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Activity: 4. Communicate attendance expectations to students and hold them accountable.

Last Modified: 11/23/2009

Description: During principals' meetings with students, and through grade-level transition planning, the leadership teams will design and maintain positive incentives to reinforce the importance of school attendance and to maintain high levels of student attendance and to respond with progressive intervention strategies should those currently excellent levels fall below target levels during the course of the 2007-2012 Strategic Plan.

Person Responsible Timeline for Implementation Resources

None Selected	Start: 1/1/2008 Finish: Ongoing	-
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Status: Complete

Date Comment

7/15/2009	Student handbooks reflect attendance procedures in all three district buildings. During 2008-2009, an automated voice messaging system was implemented to report absences and tardies to parents/guardians.
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Goal: VI. STUDENT PARTICIPATION IN STATE ASSESSMENTS

Description: At least 95% of eligible students will participate in required state-wide assessments.

Strategy: A. Communicate and reinforce participation requirements to parents and students.

Description: Counselors, teachers, and administrators in all three buildings will communicate participation requirements to parents and students. During back-to-school functions and through district newsletters and updates from administrators, the importance of student participation will be reinforced.

Activity: 1. Disseminate information regarding participation through district level publications.

Last Modified: 11/23/2009

Description: All district stakeholders will be apprised of risk factors that jeopardize the attainment of adequate yearly progress, such as low participation, should that concern develop during the course of the 2007-2012 Strategic Plan. Annual district newsletters will report expectations and participation rates along with achievement scores.

Person Responsible Timeline for Implementation Resources

None Selected	Start: 1/1/2008 Finish: Ongoing	\$25,000.00
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Status: Complete

Date Comment

7/15/2009	The Hilltopper Highlights is a district-wide publication that addresses this need. In addition, the district website offers stakeholders information regarding this plan.
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Activity: 2. Disseminate information regarding participation during gatherings of parents and students.

Last Modified: 11/23/2009

Description: During back-to-school functions, open house events, PTO and HAT meetings, principals and counselors will present information regarding preparation for, and participation in, state assessments.

<u>Person Responsible</u>	<u>Timeline for Implementation</u>	<u>Resources</u>
None Selected	Start: 1/1/2008 Finish: Ongoing	\$1,000.00

Status: Complete

<u>Date</u>	<u>Comment</u>
7/15/2009	This is an ongoing process of which we are proud. Scheduling nights at the high school are an addition to this accomplishment.

Goal: VII. PARTNERSHIPS WITH PARENTS AND COMMUNITY

Description: The district will establish effective methods of promoting parent and community participation focused on student achievement, health, safety, and welfare.

Strategy: A. Facilitate regular collaboration with parents to promote citizenship, achievement, safety, and wellness.

Description: Schedule opportunities for teachers and administrators to collaborate with parents in implementing action plans designed to promote the safety and wellness of students. Educators will meet with parents in conferences and workshops designed to exchange valuable information regarding student health, safety, welfare, and academic progress.

Activity: 1. Provide information sessions for parents on effective strategies for interpreting assessment data and helping with homework.

Last Modified: 11/23/2009

Description: During parent-teacher conferences and information sharing sessions, parents will be provided with effective strategies for helping their children with homework and interpreting district and state assessments. Parents will have input into the planning, development, modification, and implementation of the district's parent involvement procedures for participation, communication, and evaluation. Opportunities will include: Back-to-school sessions, annual parent-teacher conferences, the Parent-Teacher Organization, the school volunteer program, parent workshops, the Wellness Council, and a variety of subcommittees.

<u>Person Responsible</u>	<u>Timeline for Implementation</u>	<u>Resources</u>
None Selected	Start: 1/1/2008 Finish: Ongoing	\$1,000.00

Status: Complete

Date	Comment
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7/15/2009	All of the above process have been established. At the elementary face-to-face conferences and back-to-school sessions, including kindergarten orientation have also been effective.
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Activity: 2. Secure feedback from parents and community to inform educational practices and to nurture student accountability.

Last Modified: 11/23/2009

Description: A parent involvement program will be offered to gain feedback and new ideas from parents as well as to keep them informed of district curricula, assessment information, and proactive planning. The community and the school district share responsibility in promoting values manifested in higher academic achievement and citizenship. Opportunities for community involvement include, but are not limited to, Community Arts Day, Visiting Artists' Day, Financial Aid Nights, College Information Night, field trips, student activities, orientations, blood drives, elementary carnivals, and performances.

Person Responsible	Timeline for Implementation	Resources
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None Selected	Start: 1/1/2008 Finish: Ongoing	-
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Status: Complete

Date	Comment
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7/15/2009	All of the above listed activities have been accomplished. In addition, the Parent Teacher Organization at the elementary school and the Hilltop Action Team at the middle school are active in providing feedback and new ideas. Each year, a parent night is conducted (as well as back to school nights) in grades K-9.
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Activity: 3. Maintain a student management system for student and parent access.

Last Modified: 11/23/2009

Description: The district will maintain a student management system providing online access to student grades and other aspects of the school program for parent access.

Person Responsible	Timeline for Implementation	Resources
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None Selected	Start: 1/1/2008 Finish: Ongoing	\$35,000.00
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Status: Complete

Date	Comment
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7/15/2009	PowerSchool is in place and is updated and upgraded on a regular basis. Parent participation is continually growing.
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Activity: 4. Participate in parent-teacher organization meetings.

Last Modified: 11/23/2009

Description: Administrators from the district will meet monthly with the district's PTO (Parent/Teacher Organization), HAT (Hilltop Action Team), and Post-Prom Committee for purposes of collaboration and consultation.

<u>Person Responsible</u>	<u>Timeline for Implementation</u>	<u>Resources</u>
None Selected	Start: 1/1/2008 Finish: Ongoing	-

Status: Complete

<u>Date</u>	<u>Comment</u>
7/15/2009	Administrators from each building (and Central Office administration) regularly attend the parent/teacher organization meetings at each building level and the Post-Prom Committee meetings.

Strategy: B. Maximize collaboration with local organizations who share the district's mission.

Description: The mission of the Westmont Hilltop School District, in partnership with our community, is to prepare each student to be an informed, ethical, responsible adult in a changing and competitive global society through high expectations and a challenging educational program offering knowledge and skills within a safe, nurturing environment.

Activity: 2. Collaborate with community health professionals for the mutual benefit of children.

Last Modified: 11/23/2009

Description: The district will maintain a Wellness Council comprised of health professionals, parents, teachers, nurses, nutrition specialists, school administrators, and business community representatives who will meet quarterly to ensure the implementation of the District's Wellness Plan and adherence to Nutrition Guidelines. The Wellness Council will ensure the implementation of the district's wellness plan and focus proactively on the promotion of healthy lifestyle choices.

<u>Person Responsible</u>	<u>Timeline for Implementation</u>	<u>Resources</u>
None Selected	Start: 1/1/2008 Finish: Ongoing	\$4,000.00

Status: Complete

<u>Date</u>	<u>Comment</u>
7/15/2009	We have transferred our collaboration with the Office of Community Health to the Wellness Council (which contains professionals from that OCH). Our Athletic Director is also a certified nurse. The Wellness Council ensures the accomplishment of the wellness plan.

Activity: 3. Continue participation in the Olweus Bullying prevention program.

Last Modified: 11/23/2009

Description: Continue participation in the Olweus Bullying prevention program in partnership with the Office of Community Health. Students are taught a sense of responsibility and accountability in ensuring that all students receive equal caring treatment. Students learn skills related to conflict resolution and appropriate response when incidents of bullying occur.

Person Responsible **Timeline for Implementation** **Resources**

None Selected	Start: 1/1/2008 Finish: Ongoing	-
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Status: Complete

Date **Comment**

7/15/2009	The district has continued participation in the Olweus Bullying prevention program in partnership with the Office of Community Health (which has now been transformed into the Windber Research Institute Office of Public Health and Wellness). Our elementary principal has assumed leadership of the continuation and expansion of the Olweus program, and the high school has instituted a program entitled, "Project Wisdom," which will address bullying issues as well as the broader topic of character education.
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Activity: 4. Continue character education programming.

Last Modified: 11/23/2009

Description: Sustain a comprehensive character education program in grades K-8 (currently administered through the "Connecting with Kids" community resource).

Person Responsible **Timeline for Implementation** **Resources**

None Selected	Start: 1/1/2008 Finish: Ongoing	\$2,500.00
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Status: Complete

Date **Comment**

7/15/2009	The character education program has continued through K-8 into the high school. The elementary and middle school will continue with the Olweus program and the high school will begin Project Widom during the 2009 school year.
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Activity: 5. Adjust procedures to ensure safety and wellness based on the Olweus and PA Youth Surveys.

Last Modified: 11/23/2009

Description: The results of the Olweus Bullying Prevention Survey and the Pennsylvania Youth Survey will be used to assess and respond to safety/wellness concerns. The Leadership Team will ensure that all stakeholders become increasingly aware of the protective factors and the risk factors inherent in the home, neighborhood, and school environments through publication of the results of these surveys and by responding proactively to the information that will be gleaned from them. Administrators will engage in collaborative sessions with emergency response teams, parents, and teachers to plan responsive interventions based on the survey.

Person Responsible Timeline for Implementation Resources

None Selected	Start: 1/1/2008 Finish: Ongoing	-
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Status: Complete**Date Comment**

7/15/2009	The district continues to utilize the Olweus Bullying Prevention Program. Olweus and Pennsylvania Youth Surveys are administered on an alternate year basis. Results are utilized in the application process for the Safe and Drug Free Schools and Community Act grant and other available funding opportunities. Regional efforts, in conjunction with the Windber Hospital program, lead to in-service staff development opportunities related to safety and wellness.
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Activity: 6. Continue participation in a Regional Coordinated Health Council.

Last Modified: 11/23/2009

Description: Based on our belief that all students learn best in a healthy, safe, and nurturing environment where they are equipped with the knowledge that healthy lifestyle choices are essential in reaching their optimal learning potential, the district will promote the mission of the Regional Coordinated Health Council and participate in their regularly scheduled meetings.

Person Responsible Timeline for Implementation Resources

None Selected	Start: 1/1/2008 Finish: Ongoing	-
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Status: Complete**Date Comment**

7/15/2009	The district continues affiliation with Windber Research and Development Center Wellness Program, formerly the Office of Community Health.
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Strategy: C. Create opportunities for collaboration with local businesses.

Description: Through collaboration, mentoring opportunities, internships, and job shadowing experiences, students will become aware of the high value that employers place on a strong work ethic, accountability, and positive leadership in the work world.

Activity: 1. Strengthen career-oriented partnerships with community businesses.

Last Modified: 1/28/2010

Description: The district will strengthen partnerships with community businesses for purposes which include, but are not limited to internships, on-site job and career investigations, mentoring and job shadowing opportunities, mock job interviews, and collaboration in the identification of qualifications that employers value in future employees. Work ethic and accountability will be stressed through activities such as mock interviews and local job fairs.

Person Responsible Timeline for Implementation Resources

None Selected Start: 1/1/2008 \$1,000.00
 Finish: Ongoing

Status: Complete

<u>Date</u>	<u>Comment</u>
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7/15/2009	Work release has been expanded to an internship-like process across the district. On-site job and career investigation and mock interviews occur for all students in Grade 11. Identification of qualities sought by future employers is part of that progress.
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Activity: 2. Participate in the Challenge Program.

Last Modified: 1/28/2010

Description: The district will maintain participation in the Challenge Program, providing community recognition and incentives for students in the areas of citizenship, academic improvement, academic excellence, school attendance, and leadership.

<u>Person Responsible</u>	<u>Timeline for Implementation</u>	<u>Resources</u>
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None Selected	Start: 1/1/2008 Finish: Ongoing	-
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Status: Complete

<u>Date</u>	<u>Comment</u>
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7/15/2009	The district continues affiliation with the Challenge Program. Challenge Program Awards are presented at the annual awards programs at the middle and high schools.
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Activity: 3. Schedule mentoring and job shadowing experiences for high school students.

Last Modified: 1/28/2010

Description: Through the district's work-release option and job shadowing opportunities, students will be offered mentoring and shadowing experiences via community partnerships that will enhance career exploration.

<u>Person Responsible</u>	<u>Timeline for Implementation</u>	<u>Resources</u>
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None Selected	Start: 10/1/2010 Finish: Ongoing	\$1,000.00
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Status: Complete

<u>Date</u>	<u>Comment</u>
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7/15/2009	High school seniors who are on track with graduation requires are provided the opportunity to participate in the school's work release program. The interested student is responsible for researching and obtaining the work release opportunity and the high school guidance department and administration is responsible for checking graduation requirements and monitoring student attendance.
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Strategy: D. Maximize opportunities for collaboration with local colleges.

Description: One of the visions of the district is to foster an environment where all students assume a responsibility to learn, each having unique strengths and weaknesses, differing learning styles, and differing rates of retention. Through dual enrollment opportunities and regular communications among educators and personnel from higher learning institutions, the district will prepare students for success in college.

Activity: 1. Collaborate with local colleges in preparing students for post-secondary success.

Last Modified: 11/23/2009

Description: The district will collaborate with local colleges to provide dual enrollment opportunities for students and to regularly monitor the level of preparedness of our students for higher learning institutions from the perspective of those institutions.

<u>Person Responsible</u>	<u>Timeline for Implementation</u>	<u>Resources</u>
None Selected	Start: 1/1/2008 Finish: Ongoing	-

Status: Complete

Activity: 2. Disseminate resources to assist students in the college search.

Last Modified: 1/28/2010

Description: Publish a new resource to assist students in the college search and in adhering to timelines leading up to admission to college as students progress through their high school years. Continue College Information and Financial Aid Nights.

<u>Person Responsible</u>	<u>Timeline for Implementation</u>	<u>Resources</u>
None Selected	Start: 1/1/2008 Finish: Ongoing	\$5,800.00

Status: Complete

<u>Date</u>	<u>Comment</u>
7/15/2009	A new guidance resource guide and website has been published and will continue annually. In addition to this goal, we have employed the National Student Clearinghouse which provides graduation statistics and date to be collected for future reference.

Deleted Strategies

<u>Name</u>	<u>Deletion Rationale</u>	<u>Deletion Date</u>
* Newly Added Strategy	This was a test of the hierarchy.	5/17/2010

Measurable Annual Improvement Targets

The Westmont Hilltop School District continually addresses the improvement of student achievement, including specific, measurable goals that are designed to attain students' achievement goals. Achievement goals are directly related to the PA Standards and the tools that are used locally to predict success on PSSA assessments. Teachers, counselors, and administrators are expected to analyze student assessment data from a variety of sources on a regular basis and to identify students who are struggling academically.

Elementary School

Elementary students who are struggling in math as evidenced by their unit test scores (K-2), their Terra Nova scores (Grade 2), their classroom performances (K-4), or their PSSA scores (3-4) will engage in one-on-one math support. The annual goal for kindergarten and Grade 1 is proficiency in classroom assessments. The annual goal for mathematics in Grade 2 is proficiency in the Terra Nova assessment and in classroom assessments. The annual goals for students in grades 3-4 are those prescribed as measurable annual improvement targets by the PSSA as follows: 2008--63% Proficiency in Reading and 56% Proficiency in Math, 2009—63% Proficiency in Reading and 56% Proficiency in Math, 2010—63% Proficiency in Reading and 56% Proficiency in Math, 2011—72% Proficiency in Reading and 67% Proficiency in Math 2012—81% Proficiency in Reading and 78% Proficiency in Math; 2013—91% Proficiency in Reading and 89% Proficiency in Math.

Elementary students who are not proficient in reading will receive one-to-one or small group reading support during the school day. At least 65% of all students will be proficient or advanced in Reading, as measured by the PSSA assessments by their unit test scores (K-2), Terra Nova scores (2), classroom performances (K-4), PSSA scores (3-4) will engage in a variety of opportunities for individualized support.

Middle School

With all four grade levels (5-8) participating in the PSSA every year, the measurable goal is steadily increasing proficiency score rates on the PSSA through 2013 in Reading and Math to exceed State AYP expectations. Specifically, the middle school has identified the following measurable annual improvement targets: 2008--63% Proficiency in Reading and 56% Proficiency in Math, 2009—63% Proficiency in Reading and 56% Proficiency in Math, 2010—63% Proficiency in Reading and 56% Proficiency in Math, 2011—72% Proficiency in Reading and 67% Proficiency in Math 2012—81% Proficiency in Reading and 78% Proficiency in Math; 2013—91% Proficiency in Reading and 89% Proficiency in Math.

High School

Professional employees in the Westmont Hilltop School District are expected to analyze student achievement data from the PA System of School Assessment (PSSA) from the middle school, the EdPerformance assessment in Grade 9, and the PA System of School Assessment (PSSA) in Grade 11 on an ongoing basis and identify students who are struggling academically. The district's goal is to have **all high school students demonstrate proficient or advanced performance** on all assessments. In Grade 9, the EdPerformance Assessment, along with classroom assessments, will be used to identify skill deficit areas as measured by the PA Standards. In Grade 11, the PA System of School Assessment (Mathematics, Reading, and Writing) results trigger more intense remediation efforts for those who score below the proficient level in one or more areas. Students in Grade 12 who fail to score at the proficient level on the PA System of School Assessment Mandated Retake (Mathematics, Reading, and Writing) will again be provided with opportunities for remediation. The local assessment is then used to determine proficiency — as part of the graduation requirements.

Detailed plans to support struggling students will be expanded under the section entitled: Targeted Assistance For Struggling Students.

Curriculum, Instruction and Instructional Materials

The Westmont Hilltop School District, through its educational program, provides all students with access to an academically challenging curriculum. The curriculum is aligned to the Pennsylvania Academic Standards through planned courses of study provided by a highly qualified teaching staff and incorporating quality instructional materials. This combination of instructional practices provides all students, regardless of innate ability or factors which hinder learning, with the opportunities to meet academic goals, Pennsylvania Academic Standards, and district high school graduation requirements.

Students must meet three District and State requirements in order to graduate from Westmont Hilltop High School as follows: 1) successful completion of required courses and credit attainment, 2) completion of a culminating senior project, and 3) demonstration of proficiency in reading, writing and mathematics on either the PSSAs

administered in Grade 11 (and retested in Grade 12) or through a locally designed assessment similar in length and difficulty to the PSSA.

1. Required Courses and Credit Attainment

Each student must earn 26 credits to graduate:

- English 4 credits
- Social Studies 4 credits
- Mathematics 3 credits
- Science 3 credits
- Arts/Humanities 2 credits
- Health/PE 2.0 credits
- Additional Credits 8.0 credits

It is highly recommended that each high school student complete at least two years of study in a foreign language. Introduction to foreign language begins in Grades 5-6 of the middle school. Students participate in an introduction to Spanish and French in grade 7, after which one of the two languages is selected in Grade 8.

Credits will be earned by demonstrating attainment of course content and passing the class. Student progress towards 26 credits will be monitored by the Guidance Counselors. Students must follow departmental recommendations as stated in the Course Selection Guide. Special Education students may attain individual credit or meet graduation requirements based upon IEP goals if so stated in the IEP.

2. The Culminating Project

Every student at Westmont Hilltop HS must complete a graduation project to satisfy Pennsylvania Department of Education regulations. This project will be a culminating project which provides a student the opportunity to demonstrate the skills they have attained as they move towards graduation. Discussion and focus on the graduation project will begin during a student's 9th grade year. All students will be assigned a faculty or administrative advisor. Students will meet with their advisors twice per semester during scheduled school time.

3. PSSA Testing and the Local Assessment

Students will take the reading, writing, and mathematics PSSA state assessment in the junior year. Students who do not achieve proficiency in any of those specific PSSA areas will be required to take the PSSA retakes in the fall of their senior year. Students that do not attain proficiency in one or more areas of the Senior PSSA will be required to participate in the Local Assessment. The Local Assessment has been designed and revised by the English and Math Departments and is aligned with the PSSA and Pennsylvania State Academic Standards.

Additional Learning Opportunities

The following additional learning opportunities are provided to students at the high school:

1. **Independent Study:** Students may elect to demonstrate achievement of PA Academic Standards as a result of completing an approved independent study course. Prior administrative approval is necessary for independent study courses. Independent study courses may be completed through an online medium.
2. **Credit Recovery Courses:** Students may complete credit recovery courses via district approved and designated credit recovery vendor, and/or summer school program in order to demonstrate achievement of PA

Academic Standards. Prior administrative approval is necessary for credit recovery courses.

3. Dual Enrollment Courses: The following provisions apply to achieving state academic standards and earning college credit in higher education courses:

On-Site Provisions:

- a. The Westmont Hilltop School District instructor must be certified with the college or university providing dual enrollment.
- b. The instructor will submit a syllabus for review to the college or university.
- c. At the midpoint in the course, the student shall apply for dual enrollment credit if so desired.

Off-Site Provisions:

- a. For off-site dual enrollment consideration, the student must enroll in a course that is listed in the WHHS course selection guide.
- b. The course is taught at the college or university level and is recognized by the said higher education institution as a credit-bearing course.
- c. The student's academic record denotes completion of the college/university course and has been officially reported to WHSD by the higher education institution.

Assessments and Public Reporting

The district has met Annual Yearly Progress targets as of the development of this plan including all students and subgroups. District assessment data is published in district newsletters and on the district website. Individual assessment results are sent home to parents/guardians along with potential resources for remediation.

The Westmont Hilltop School District has developed a comprehensive assessment plan to determine student achievement levels. The methods and measures that will be used to monitor student achievement will combine commercial, state and district-local assessment tools. Students not demonstrating proficiency on standards will be identified and provided with additional learning opportunities.

The district administers the following assessments annually to assist in the appropriate placement of students in the district and to measure the degree to which students are achieving academic standards:

At the elementary level (K-4), the DIAL (Developmental Indicators for the Assessment of Learning) and the Title 1 Early Literacy Assessment are used to determine readiness to enter kindergarten. The DRA (Developmental Reading Assessment) is administered school-wide in grades K-2. The PSSA is administered in Grades 3 and 4. Local assessments are administered regularly through the reading and mathematics programs. The district administers DRA reading assessments to struggling students in the elementary school and has recently established a baseline through whole-grade level sampling. Curriculum-based assessment is used to establish baselines to address goals established for students through the Instructional Support Team.

At the middle school level (5-8), all students participate in the EdPerformance assessment twice per year (September and May). All grade levels at the middle school take the PSSA. District personnel in grades 5-8 recently conducted a correlation study to determine the ability of EdPerformance to predict future PSSA scores. The correlation was greater than 90% between the PSSA and EdPerformance product. Therefore, the district will continue to use EdPerformance to inform decisions regarding curriculum and instruction. In addition,

we will expand the use of EdPerformance to the high school.

At the high school level (9-12), students formerly took the Terra Nova Complete battery, although the plan for the upcoming school year will be to use EdPerformance for all students in Grade 9. The ASVAB (Armed Service Vocational Aptitude Battery) is administered to all Grade 10 students (unless parents submit a letter requesting a waiver), and is also available for students in Grades 11 and 12 to help students become more aware of career opportunities. The PSSA Writing, Reading, and Mathematics test is administered in Grade 11 and the PSSA retest in Grade 12 for those who fall below the proficient level. A locally-designed assessment, which is similar in format and level of difficulty to the PSSA, is used for those who score below proficient in the Grade 12 retest. The PSAT (Preliminary Scholastic Aptitude Test) is offered in Grade 11 (with a few Grade 10 students also opting to take the assessment - mostly NMSQT-driven). Beginning in the 2007-2008 school year, the EdPerformance assessment will be used in Grade 9, and will be expanded to include Grades 10 and 11 during the course of this Strategic Plan.

At all three levels, frequent classroom assessments in a variety of formats provide opportunities for teachers to check progress on a more frequent basis and to ascertain whether there is consistency among classroom observation of progress and more standardized forms of evaluation. Data at all three building levels is analyzed by teacher teams, building-level and central office personnel, and by the guidance counselors. The E-metric data analysis provided by the state is utilized to adjust potential curriculum gaps in the district's planned courses of study and the EdPerformance Series is utilized to identify and remediate skill deficit areas on an individualized basis.

The data from commercial, state and district-local assessments are used to guide improvement of instruction and refine curricular offerings. Continuous monitoring of student achievement and curriculum enhancement will occur at all grade levels via annual analysis of data by administration and guidance staff. Value-Added assessment data will be analyzed and shared with teachers in order to address students' individual learning needs. Teachers will adjust curricula and modify instructional practices based upon analysis of assessment data.

The PSSA and SAT data is studied annually by the Leadership Team, from a longitudinal perspective, and this data is then summarized and presented at a November board meeting, which is open to the public. The results of commercial, state and district-local assessments will be published via the following channels of communication: 1) Aggregate/comprehensive data from statewide assessments shall be reported to the Board of Education during a school board meeting, posted on the school district website, and distributed through the school district newsletter; 2) Individual data/score reporting shall be sent to the parent/guardian of each student. 3) PA Performance Level scores and Performance Descriptors shall be shared with parents as identified levels of expectation; 4) Curriculum-based assessments that include projects, daily work, teacher tests, data-collection checklists, and anecdotal records of student performance shall be made available; 5) Students and parents are given secured access to a web-based grade reporting system; 6) Culminating project guidelines shall be open for review by parents; and 7) Parents may request a conference with the administration regarding the progress or assessment of a student's culminating project.

Targeted Assistance For Struggling Students

District professionals will collaborate to identify support materials, classroom tools, and unique instructional pedagogy in order to eliminate barriers and raise achievement levels for all students of all ability levels.

Professional employees in the Westmont Hilltop School District are expected to analyze student achievement data from the PA System of School Assessment (PSSA), Terra Nova, EdPerformance, and a wide variety of curriculum-based assessments on a regular basis and identify students who are struggling academically. Professionals will recommend and implement the additional support needed for enrichment or additional learning opportunities. They will also continuously update planned course curriculum using the district planned course template and maintaining formal alignment with the PA Academic Standards.

Struggling students are identified through the district's standardized testing program, including, but not limited to, the PSSA in Grades 3-8 and 11. Support teams are in place at the elementary and middle school levels, and student assistance teams (ESAP and SAP) are in place at all three levels (elementary, middle, and high). Specific supports by building level are listed below:

Kindergarten

Students with academic or other needs are referred in three ways to the Instructional Support process: transition meetings, the DIAL screening process, or the pre-assessment for Early Literacy. In February prior to the year they begin kindergarten, transition meetings are held for any students who have a pre-school IEP. Parents, the Intermediate pre-school supervisor, and a team from the elementary school comprised of the principal, guidance counselor, and speech/language teacher meet to determine the best course of action for these students. In the case of "speech only" referrals, the team decides to maintain the pre-school IEP until the child is evaluated by the Speech and Language teacher early in the fall after school has started. In other, more serious cases, which may involve multiple needs, the team may recommend to have the child evaluated by the school psychologist before entry into kindergarten. The DIAL screening process also provides the school with some important insights into a child's areas of strengths and weaknesses. This 45-minute process focuses on concept development, language development, and motor skill development. This information is used along with the pre-assessment for Early Literacy to determine which students qualify for the Title I Early Literacy program. This program is the mainstay of support for students in kindergarten and also supports some of these students as they transition into first grade.

Grades 1-4

At the end of each academic school year, all classroom teachers (K-4) are asked to recommend any students to the Instructional Support Team (IST). Students that have received academic support through the IST during a calendar year are also identified. This information, along with results from the PSSA and Terra Nova, plus the kindergarten students that received Title I support, helps form the core group of students that receive academic reinforcement at the beginning of each calendar year. Additionally, all students who enroll at the elementary school during the summer months, or at any point in the school year, are screened and receive academic support if necessary.

Middle School, Grades 5-8

Students at the middle school receive support either one-on-one or in small groups during the school day, when they achieve less than proficient PSSA scores, or when EdPerformance assessments and/or classroom performance indicate a need. Small group tutorials conducted by school-approved tutors are held during the A.M. homeroom period and the lunch homeroom period.

Struggling students who are identified through the September EdPerformance Series Assessment tool or who score below the proficient level on the PSSA qualify for Educational Support Team (EST) services. These services include tutoring, assistance from paraprofessional and support staff, educational accommodations, additional assessment, and assignment to a PSSA prep class that is held each Friday during the Related Arts periods.

High School Grades 9-12

Beginning with the 2007-2008 school year, all Grade 9 students at the high school will participate in the EdPerformance Series assessment. The district experiences an influx of new Grade 9 students each year, due primarily to the three private K-8 schools located within district boundaries. The baseline EdPerformance assessment will be administered during the first month of the school year. EdPerformance has proven to have a strong correlation to PSSA proficiency levels and has provided excellent prediction results in regard to deficit areas at the middle school during the time it has been used at that level. Students whose scores on the EdPerformance assessment indicate below proficient level scores are provided with in-class support through an inclusive team-teaching process.

Professionals will recommend and implement the additional support needed for enrichment or additional learning opportunities. They will also continuously update planned course curriculum using the district template and maintaining formal alignment with the PA Academic Standards. District professionals will collaborate to identify support materials, classroom tools, and unique instructional pedagogy in order to eliminate barriers and raise achievement levels for all students of all ability levels. Students who are found to be at risk of academic failure will be placed in inclusion classes with supports, team teachers, and services, offered peer tutoring, placed in PSSA remediation courses, scheduled for an academic reinforcement period, and assigned to intensive progress monitoring. For all high school students, the opportunity to receive one-to-one or small group tutoring by the teaching staff is provided during two forty-five minute tutorial periods that are built into the student schedules. Bus transportation is provided for students who seek these tutorial sessions. Students in need of learning support are provided with resource room remediation time to support the full inclusion model adopted by the district at the high school.

Support for Struggling Schools

The Westmont Hilltop School District, and all schools within the district, have met or exceeded annual performance targets to date. If a school were to be identified as a struggling school, the district would create a plan of improvement in conjunction with the Intermediate Unit 8 and in consultation with PaTTAN.

Qualified, Effective Teachers and Capable Instructional Leaders

All teachers in the Westmont Hilltop School District are highly qualified according to the definition of the NCLB Laws. The district provides professional development opportunities during in-service and summer programs and participates in the Intermediate Unit 8 Induction Consortium. In addition, the district has developed its own Induction program. A differentiated supervisory plan is in place to address the needs of educators at all levels of development within the profession from entry level to expert level. At the expert levels of professional development, teachers are encouraged to contribute to their organization as learners and as teachers of teachers. Peer-to-peer collaborative opportunities are also valuable in keeping with research on adult learning theory.

Parent and Community Participation

The Westmont Hilltop School District considers parents as partners in the educational process for their children. As such, we provide multiple opportunities for interaction and involvement.

Parents and community members participate in planning, implementation, and evaluation of district programs. Opportunities are provided for meetings with school personnel to understand the ramifications of grading structure. Parent/teacher conferences are conducted at grade levels K-6 and most parents attend faithfully, indicating the value that they place on this format for exchange with educators.

Parents, community members, and representative of the business community are invited to numerous events and activities at the elementary, middle school, and high school for the purpose of community-building and sharing of information. These include, but are not limited to, opportunities to become school volunteers, serving on advisory committees, supporting school functions, attending parent workshops, presenting in classrooms, participating in the planning and/or chaperoning of student field trips and activities, and serving as role models or mentors for students.

Parent organizations exist in the elementary and middle schools. These organizations meet monthly, with administrators in attendance, to plan programs of interest to other parents and to provide input into the overall organizational management of the schools.

At the elementary, back to school days and nights help orient students to the new school year, and an open house is held later in the fall. Parents become familiar with the curriculum through "Back-To School Nights and Days". Advisory committees are established as needed to support a variety of school-based initiatives. Parent workshops are held to introduce parents to curricular initiatives. The Instructional Support Team at the elementary serves to coordinate the efforts of parents, teachers, and educational specialists in serving the needs of struggling students. Parents serve as volunteers in classrooms, and the Parent-Teacher organization schedules programs of interest for parents on a regular basis. Parents have electronic access to grading for Grades 3 and 4, and parent-teacher conferences are held with individual meetings scheduled between parents and teachers for updates on student progress at least once each year and on an as-needed basis thereafter. Parents serve as readers in classrooms and volunteer for a multitude of activities. The talent show is an outstanding opportunity to celebrate the gifts of our students.

Current activities at the middle school that involve these groups include: parent assistance on picture day (group pictures and individual pictures), daily lunch moms, phone home parents, academic aides, concert moms, concert instrumental accompanists, and chaperoning at events such as Track and Field Day, Community Arts Day, Civil War Day, field trips, Ski Club, Teen Dances, 8th Grade Graduation Party, 5th Grade New Student Orientation, parent-teacher conferences, Sundae Bar, Talent Show, Book Fairs, and the American Red Cross Annual Blood Drive. All of these activities are coordinated through the HAT (Hilltop Action Team) parent organization in cooperation with the middle school administration. Community donations and discounts for school activities are provided for quarterly honor roll, behavior incentive programs, SuperConference, and for fundraisers. Annual donations and community participation in the district Endowment Event are extensive. Many local businesses and community and educational organizations present in our classrooms to enhance student learning.

For the past decade, the high school has hosted an annual "Thanks and Thanksgiving" dinner for senior citizens in November. This inter-generational event is hosted jointly by the Westmont Hilltop Education Association in conjunction with the School Board as a recognition of the contributions of our senior citizens, who cheer us on in stadiums and auditoriums while providing inspiration for students and educators alike. The event provides an opportunity for the Student Council and Key Clubs to become involved in service, and for all three buildings to present entertainment through band, chorus, and orchestra presentations. Art students provide assistance with decorations, and the district's food service has been outstanding in presenting a memorable meal for our senior citizens. The high school hosts numerous other events and productions that are open to the public as well.

A Wellness Council meets quarterly to monitor the implementation of the district's Wellness Plan. This council is comprised of nurses, business community representatives, parents, and administrators. Representatives of the medical community serve in an advisory capacity. Representatives of the Office of Community Health serve on the committee and also as the leadership for a Regional Coordinated Health Council.

The online PowerSchool database provides up-to-date snapshots of student progress accessible to parents and students with passcodes. An electronic homework calendar is a requirement of teachers of all core subject areas to provide parents with access to information about homework.

The district is served by two police departments. District representatives meet annually with the emergency response teams to ensure proactive planning. County emergency management system (911) meetings are held with other regional school districts to ensure consistent protocols in emergency management situations. Five local fire departments recently toured all three of our buildings, and information that would facilitate efficiency of response (such as building plans, location of gas and water lines, storage of chemical substances, location of smoke detectors, etc.) was shared.

Pre-Kindergarten Transition

No Pre-K Offered