
Pennsylvania Department of Education



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

Academic Standards and Assessment Midpoint Review

Saturday, July 16, 2011

Entity: Warwick SD
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Educational Community

Warwick School District covers 41 square miles and is comprised of the Borough of Lititz and the Townships of Elizabeth and Warwick. The district is approximately nine miles north of the City of Lancaster, in the north-central section of Lancaster County. Major urban centers are readily accessible as the school district is located approximately 70 miles west of Philadelphia, 25 miles southwest of Reading, 70 miles southwest of Allentown, 25 miles east of York, and 30 miles southeast of Harrisburg, the state capital.

The southern and central areas of the School District are residential in nature with industrial and commercial areas surrounding the Borough of Lititz. The northern area is rural, with many of Lancaster County's most productive farms coming from this area. The Borough of Lititz serves as the business and commercial center of the school district. The community possesses a great deal of natural beauty and is kept in a well-maintained condition with emphasis placed on historical preservation.

The most important means of transportation within the School District is the use of public highways. Many major roads traverse the district and are heavily traveled during the course of a day. Pennsylvania State Routes 501 (north and south) and 772 (east and west) cross the District and receive the most traffic flow in a day's time. Located a few miles north is the Pennsylvania Turnpike, with U.S. Route 30 a comparable distance to the south. U.S. Route 222 (north and south) is east of the School District with Pennsylvania State Route 283 to the south of the School District.

The Warwick School District is comprised of one high school (9-12 configuration); one middle school (7-8 configuration); and four elementary schools (K-6 configuration). The central office is adjacent to the high school. The high school, middle school, and central office are located in a campus-like setting while each elementary school services a particular community.

Warwick High School was built in 1956 with additions and renovations occurring in 1964, 1989, and 2003. Located on the Orange Street Campus, the pupil capacity of this structure is 1,575. This comprehensive high school includes a state of the art performing arts center; a multimedia library; a fine arts wing; two full gymnasiums and athletics complex; practical arts wing; adequate classroom space; modern science laboratories; guidance suite; and 56 smart classrooms. Wireless technology and internet access permeate the structure.

The original Warwick Middle School was built in 1971. The rebuilding of a new middle school was completed in February 2010. Located on the Orange Street Campus, the maximum rated pupil capacity of this new structure is 1022.

John Beck Elementary School was built in 1936 with additions and renovations occurring in 1955, 1960, 1966, 1973, 1987, 1988 and 2003. Located in Brunnerville, the pupil capacity of this structure is 722. John Beck Elementary School has a full-service cafeteria; a multipurpose gymnasium; technology labs; and a fully functional media library serving the educational needs of students and staff. Classrooms are modern and have access to the internet. The school has ample parking and playgrounds for student use. The IU13-operated Deaf and Hard of Hearing classes are located in this building.

John R. Bonfield Elementary School was built in 1994. Located in Warwick Township, the pupil capacity of this structure is 750. John R. Bonfield Elementary School has a full-service cafeteria; a multipurpose gymnasium; technology labs; and a fully functional media library serving the educational needs of students and staff. Classrooms are modern and have access to the internet. The school has ample parking and playgrounds for student use.

Kissel Hill Elementary School was built in 1966 with additions and renovations in 1988 and 2003. Located in the Kissel Hill section of the Warwick community, the pupil capacity of this structure is 725. Kissel Hill Elementary School has a full-service cafeteria; a multipurpose gymnasium; technology labs; and a fully functional media library serving the educational needs of students and staff. Classrooms are modern and have access to the internet. The school has ample parking and playgrounds for student use.

Lititz Elementary School was built in 2006, replacing an outdated facility. Located in the town of Lititz, the pupil capacity of this structure is 722. Lititz Elementary School has a full-service cafeteria; a multipurpose gymnasium; technology labs; and a fully functional media library serving the educational needs of students and staff. Classrooms are modern and have access to the internet.

The District Office is located on the Orange Street Campus and is adjacent to the high school. This structure houses the Office of the Superintendent, Assistant Superintendents, Business Office, Student Services/Special Education, Public Relations, Human Resources, and Student Transportation. Board meetings are held here every third Tuesday.

Mission

In collaboration with the community, the mission of the Warwick School District is to enable all students to acquire the knowledge, skills, and values necessary to become responsible, productive, and resourceful citizens.

Vision

Our promise is to ensure all students achieve established standards of excellence.

Shared Values

We believe:

1. Every child can learn and deserves a quality education that is multi-dimensional, rigorous, relevant, and engaging.
2. In the importance of fostering a positive physical, social, and emotional well being within all students.
3. Students benefit most from the shared efforts of the school, home and community.
4. In the philosophy of lifelong learning and its importance to future success within the global community.
5. The treatment of all individuals should be conducted with dignity and respect.

Academic Standards

The Warwick School District uses the state approved academic standards as the basis for instruction and student achievement goals. The standard areas are:

- Arts and Humanities
- Career Education and Work
- Civics and Government
- Economics
- Environment and Ecology
- Family and Consumer Sciences
- Geography
- Health, Safety and Physical Education
- History
- Mathematics
- Reading, Writing, Speaking, and Listening
- Science and Technology

The academic standards are addressed through a variety of methods including stand alone courses that are aligned with specific content areas and courses that are integrated with each other.

The district aligns its curriculum both vertically and horizontally with the Pennsylvania Academic Standards. Curriculum is reviewed and updated on an ongoing basis. Assessment anchors are used to provide guidance for the district's curriculum and assessment plan. Content area curricula are written to include Learning Focus Schools best strategies such as essential questions, graphic organizers, objectives, assessments, enrichments and correctives. The district's local assessment system is designed to provide stakeholders data assessing the district's curriculum as well as student achievement. This data is used for decision-making purposes.

Strategic Planning Process

Development of the Strategic Plan

The Warwick School District began the strategic planning process in September of 2007. The steering committee was composed of representatives from all constituent groups providing representation from all stakeholders in the Warwick School District community. The steering committee established the second and fourth Tuesday of each month as meeting dates. Additional dates were established by each of the sub committees.

The steering committee worked on determining the mission, vision, and belief statements that would be the guiding principles behind all further aspects of the strategic plan. Spirited conversation took place.

The steering committee then began collecting and examining data of all types to determine the District's strengths and areas of concern. Data was in the form of surveys, demographics, and academic data. Surveys were completed both electronically and in written form by parents, students, and staff. Analysis of the data formed the basis of goals. Goals were established to guide the work of the subcommittees that met to develop each plan focused on student achievement.

Each subcommittee developed a schedule and worked on their specific area. A sharing session was held on May 14, 2008. Each sub committee reported their progress and the steering committee was given an opportunity to give feedback. Future time lines were established for sub committees to present to the full committee. The various sub-committees worked on presentations during the month of July. The strategic planning committee presented to the school board at its August Committee of the Whole meeting.

Progress reports were provided to the full Board as well as the Education and Student Activities Committees.

Development of the Mid-Point Review for the Strategic Plan

The district reconvened the subcommittees in March 2011 to compile information on the progress/accomplishments of the first three years of the Strategic Plan. The committees determined the need for additions and/or revisions to the initial Strategic Plan. The joint steering committee, comprised of the subcommittees, met on April 12, 2011 to review and evaluate the mid-point data.

In May 2011, the Mid-Point Review was shared with the Board of School Directors, and members of the Education and Student Activities Committees.

Strategic Planning Committee

| Name | Affiliation | Membership Category | Appointed By |
|-------------------|---|----------------------------|---------------------|
| Barb Schaffer | Elementary ESL Teacher, Strategic Planning Committee | Elementary School Teacher | Voted in by peers |
| Beth Sahd | Parent, Strategic Planning Committee | Community Representative | Administration |
| Dave Mease | Secondary Level Teacher, Strategic Planning Committee | Secondary School Teacher | Administration |
| Deb Suessman | Community member, Strategic Planning Committee | Community Representative | Administration |
| Deb Wenger | Board member, Strategic Planning Committee | Board Member | Administration |
| Dr. Keith Floyd | Assistant Superintendent for Elementary, Strategic Planning Committee | Administrator | School Board |
| Dr. Robin Felty | Assistant Superintendent for Secondary, Strategic Planning Committee | Administrator | School Board |
| Kathy Frankhouser | HS LA Teacher/Supervisor, Strategic Planning Committee | Secondary School Teacher | Administration |
| Lisa Gleason | Special Education Teacher, Strategic Planning Committee, Act 48 | Special Education Teacher | Voted in by peers |
| Lisa Himes | Elementary Principal | Administrator | School Board |
| Michael Shifflet | Johnson and Johnson, Strategic Planning Committee | Business Representative | Administration |
| Penny Mason | Middle School Assistant Principal, Strategic Planning Committee | Administrator | School Board |
| Ron Hallett | High School Math Teacher/Supervisor, Strategic Planning Committee | Secondary School Teacher | Selected by peers |
| Troy Price | High School Principal, Strategic Planning Committee | Administrator | School Board |

Data

Reflections

Goals, Strategies and Activities

Goal: Four Year Graduation Rate

Last Modified: 4/8/2011

Description: The Warwick School District will continue to meet or exceed the state minimum adequate yearly progress (AYP) goal for graduation rates.

Strategy: High School Remediation

Description: To provide individualized and group remediation so students can meet graduation proficiencies.

Activity: Best Practices in Remediation

Last Modified: 6/29/2011

Description: Research and explore current best practices in programming for remediation.

Person Responsible Timeline for Implementation Resources

| | | |
|-----------------|-----------------|------------|
| Dr. Robin Felty | Start: 1/1/2009 | \$9,000.00 |
| | Finish: Ongoing | |

Status: In Progress

Activity: Instructional Technology Strategies

Last Modified: 4/28/2011

Description: Explore the best use of instructional technology strategies, including content management systems, to support classroom teachers by providing online organizational and assessment tools.

Person Responsible Timeline for Implementation Resources

| | | |
|---------------|-----------------|------------|
| Doreen Packer | Start: 1/1/2009 | \$3,000.00 |
| | Finish: Ongoing | |

Status: In Progress

Activity: Utilizing Data

Last Modified: 4/26/2011

Description: Utilization of student assessment data to provide appropriate interventions and chart progress toward proficiency and graduation.

Person Responsible Timeline for Implementation Resources

| | | |
|-----------------|-----------------|-------------|
| Dr. Robin Felty | Start: 1/1/2009 | \$19,200.00 |
| | Finish: Ongoing | |

Status: In Progress

Goal: Improve District Communication

Description: The Warwick School District will enhance communication with various stakeholders and will improve the infrastructure as required to achieve this goal.

Strategy: Enhanced Communication Systems

Description: Enhance and upgrade district communication systems to facilitate exchange between all district stakeholders to address the multiple needs of the learning community.

Activity: Enhance Stakeholder Communication

Last Modified: 4/28/2011

Description: a. Offer annual informational forums that address current community needs and current events. b. Organize staff development opportunities that support the mission and vision of the school district. c. Utilize technology tools in order to communicate with staff, parents, students, and community members (Alert Now, Staff Portal, District Website, etc.).

Person Responsible Timeline for Implementation Resources

| | | |
|-----------------|-----------------|----------|
| Dr. Keith Floyd | Start: 1/1/2009 | \$600.00 |
| | Finish: Ongoing | |

Status: In Progress

Activity: Ongoing Training Opportunities

Last Modified: 4/28/2011

Description: Provide all users with training on the use of district communication systems.

Person Responsible

Timeline for

Resources

| | | |
|---------------|---|-------------|
| Doreen Packer | Implementation Start: 8/13/2009 Finish: 8/3/2011 | \$10,500.00 |
|---------------|---|-------------|

Professional Development Activity Information

| | | |
|---|---|---|
| Number of Hours Per Session | Total Number of Sessions Per School Year | Estimated Number of Participants Per Year |
| 1.00 | 3 | 15 |
| Organization or Institution Name | Type of Provider | Provider's Department of Education Approval Status |
| Warwick School District | • School Entity | Approved |

Knowledge and Skills

Understanding of the district's enhanced communication system (servers, trainings, asynchronous/synchronous communication, wireless solutions), rapid response call system (AlertNow), staff portal, and enhanced stakeholder communication (informational forums, staff development opportunities for building district mission and vision, 2010 Communication Plan)

Research and Best Practices

Professional development centers on knowledge and skills needed for enhancing affective communication practices with stakeholders and improving the district infrastructure

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

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

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

- Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching

materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.

- 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

- Classroom teachers
- Principals / asst. principals
- Superintendent / asst. superintendents
- School counselors
- Other educational specialists

Grade Level

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

Follow-up Activities

- Analysis of student work, with administrator and/or peers

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

Status: In Progress

Activity: Use of Communication

Last Modified: 4/26/2011

Description: Provide all users with training on the use of district communication systems.

Person Responsible

Doreen Packer

Timeline for Implementation

Start: 8/13/2009

Resources

\$3,000.00

Finish: 8/3/2011

Professional Development Activity Information

| Number of Hours Per Session | Total Number of Sessions Per School Year | Estimated Number of Participants Per Year |
|---|---|---|
| 1.00 | 3 | 15 |
| Organization or Institution Name | Type of Provider | Provider's Department of Education Approval Status |
| Warwick School District | <ul style="list-style-type: none">School Entity | Approved |

Knowledge and Skills

Understanding of the district's enhanced communication system (servers, trainings, asynchronous/synchronous communication, wireless solutions), rapid response call system (AlertNow), Staff Portal, and enhanced stakeholder communication (informational forums, staff development opportunities for building district mission & vision, 2010 District Communication Plan)

Research and Best Practices

Professional development centers on knowledge and skills needed for enhancing effective communication practices with stakeholders and improving the district infrastructure

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

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

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

- Provides leaders with the ability to access and use appropriate data to inform decision-making.
- Empowers leaders

to create a culture of teaching and learning, with an emphasis on learning.

- Instructs the leader in managing resources for effective results.

Educator Groups Which Will Participate in this Activity

| Role | Grade Level |
|---|--|
| <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) |

Follow-up Activities

- Analysis of student work, with administrator and/or peers

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

Status: In Progress

***Strategy:* Immediate communication to stakeholders**

Description: To implement a telephone call system that will provide stakeholders with immediate communications in case of emergencies and/or important announcements.

***Activity:* Communication with stakeholders**

Last Modified: 4/27/2011

Description: The Warwick School District will purchase and implement a telephone call system to communicate with parents, students, and staff. The Warwick School District will develop and implement a plan to use this call system with all the buildings. The plan will address who will make calls and the purposes for the call. Part of the plan will address how to use this system in case of emergency.

Person Responsible

Doreen Packer

Timeline for Implementation

Start: 9/15/2009

Finish: 12/8/2010

Resources

\$28,000.00

Professional Development Activity Information**Number of Hours Per Session**

1.00

Total Number of Sessions Per School Year

5

Estimated Number of Participants Per Year

15

Organization or Institution Name

Warwick School District

Type of Provider

- School Entity

Provider's Department of Education Approval Status

Approved

Knowledge and Skills

Understanding of the district's rapid response call system (AlertNow) and enhanced stakeholders' communication system

Research and Best Practices

Professional development centers on knowledge and skills needed for enhancing effective communication practices with stakeholders and improving the district infrastructure

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

- Empowers educators to work effectively with parents and community partners.

Educator Groups Which Will Participate in this Activity**Role**

- Classroom teachers
- Principals / asst. principals
- Superintendent / asst. superintendents
- School counselors
- Other educational specialists

Grade Level

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

Follow-up Activities**Evaluation Methods**

- Participant survey

Status: In Progress

Goal: Mathematics

Description: To meet or exceed the state minimum adequate yearly progress (AYP) goals for all students in mathematics, as measured by the annual PSSA assessments.

Strategy: Curriculum Alignment

Description: The Warwick School District will align the mathematics curriculum to the Pennsylvania Academic Standards for mathematics. Additionally, mathematics standards will be embedded across the curriculum K-12.

Activity: Content Management System

Last Modified: 4/28/2011

Description: Implement and maintain a content management system that provides the tools to deliver curriculum that has been aligned to the Pennsylvania Academic Standards.

Person Responsible Timeline for Implementation Resources

| | | |
|---------------|-----------------|------------|
| Doreen Packer | Start: 1/1/2009 | \$6,000.00 |
| | Finish: Ongoing | |

Status: In Progress

Activity: Curriculum Alignment

Last Modified: 4/26/2011

Description: Utilizing the Learning-Focus Schools Toolbox, the Warwick School District will align the mathematics curriculum in grades K-12 using best practices and research. Curriculum review cycle will provide for consistent and continuous revision. Funding: 500 hours at curriculum rate

| Person Responsible | Timeline for Implementation | Resources |
|--------------------|---------------------------------------|-------------|
| Dr. Keith Floyd | Start: 4/29/2009 Finish: 4/13/2011 | \$88,000.00 |

| Professional Development Activity Information | | |
|---|--|--|
| Number of Hours Per Session | Total Number of Sessions Per School Year | Estimated Number of Participants Per Year |
| 3.00 | 9 | 185 |
| Organization or Institution Name | Type of Provider | Provider's Department of Education Approval Status |
| Warwick School District | • School Entity | Approved |

| Knowledge and Skills | Research and Best Practices | Designed to Accomplish |
|---|---|---|
| Differentiated Instruction, data analysis, best practices, programmatic understanding | Professional development centers on research-based strategies and | <i>For classroom teachers, school counselors and education specialists:</i> |

(for intervention programs),
Standards Aligned Systems

interventions

- Enhances the educator's content knowledge in the area of the educator's certification or assignment.
- Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.
- Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.
- Empowers educators to work effectively with parents and community partners.

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

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

Educator Groups Which Will Participate in this Activity

| Role | Grade Level | Subject Area |
|--|--|--|
| <ul style="list-style-type: none">• Classroom teachers• Principals / asst. principals | <ul style="list-style-type: none">• Early childhood (preK-grade 3)• Middle (grades 6- | <ul style="list-style-type: none">• Science and Technology• Mathematics |

- Superintendent / asst. superintendents
- School counselors
- Other educational specialists
- 8)
- Elementary (grades 2-5)
- High school (grades 9-12)

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
- Lesson modeling with mentoring
- Journaling and reflecting
- Learning Focused Sch

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

Status: In Progress

Strategy: Effective Teaching Practices

Description: The Warwick School District will research best practices in mathematics instruction. The Warwick School District will explore ways to plan and implement best practices based on scientifically validated research. Mathematics practices will be evaluated based on data regarding student achievement.

Activity: Collaborative Math Teams

Last Modified: 4/28/2011

Description: Math teachers will collaborate and engage in group reflective activities to improve quality instruction and student learning.

Person Responsible

Dr. Keith Floyd

Timeline for Implementation

Start: 9/3/2009
Finish: 11/23/2010

Resources

\$1,400.00

Professional Development Activity Information

Number of Hours Per Session **Total Number of**

Estimated Number of Participants

| | | |
|---|---|---|
| 1.00 | Sessions Per School Year | Per Year |
| | 6 | 58 |
| Organization or Institution Name | Type of Provider | Provider's Department of Education Approval Status |
| Warwick School District | <ul style="list-style-type: none"> School Entity | Approved |
| Knowledge and Skills | Research and Best Practices | Designed to Accomplish |
| Data analysis / data informed instruction, research based strategies and interventions, intervention program understanding, Standards Aligned Systems | Teacher collaboration and professional development center on research based instructional practices | <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. 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> <ul style="list-style-type: none"> Provides the knowledge and skills to <u>think and plan strategically</u>, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards. Provides leaders with the ability to <u>access and use</u> appropriate data to inform decision-making. Empowers leaders to create a <u>culture of teaching and learning</u>, 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"> Mathematics |

Follow-up Activities

- Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers
- Analysis of student work, with administrator and/or peers
- 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

Status: In Progress

Activity: Differentiate Math Instruction

Last Modified: 6/29/2011

Description: Use current math assessment results to determine the appropriate instructional level so that an appropriate match between student need and instruction can be achieved.

Person Responsible Timeline for Implementation Resources

| | | |
|-----------------|-----------------|------------|
| Dr. Keith Floyd | Start: 1/1/2009 | \$4,800.00 |
| | Finish: Ongoing | |

Status: In Progress

Activity: Implementation of Best Practices in Mathematics

Last Modified: 6/29/2011

Description: The Warwick School District will explore the use of math coaches at both the elementary and secondary level.

Person Responsible Timeline for Implementation Resources

Dr. Keith Floyd Start: 1/1/2009 -
Finish: Ongoing

Status: In Progress

Activity: Learning Focused Schools Techniques for Math

Last Modified: 6/29/2011

Description: Provide training to insure that all professional staff members are Learning Focused Schools (LFS) certified and specific training in how to apply these instructional techniques to the area of math instruction

| Person Responsible | Timeline for Implementation | Resources |
|---------------------------|---------------------------------------|------------------|
| Dr. Keith Floyd | Start: 8/25/2009 Finish: 8/26/2014 | \$3,600.00 |

Professional Development Activity Information

| Number of Hours Per Session | Total Number of Sessions Per School Year | Estimated Number of Participants Per Year |
|---|---|---|
| 6.00 | 1 | 80 |
| Organization or Institution Name | Type of Provider | Provider's Department of Education Approval Status |
| Warwick School District | • School Entity | Approved |

| Knowledge and Skills | Research and Best Practices | Designed to Accomplish |
|---|--|--|
| Teachers will learn the basic instructional practices within the learning focused schools model and develop specific skills and strategies on how to incorporate it into consistent Math instruction. | The Learning Focused Schools model is based in sound education research. By providing explicit direction to teachers on how to incorporate it into Math instruction will serve to increase the employment of such strategies and, in turn, result in higher student learning levels. | <i>For classroom teachers, school counselors and education specialists:</i> <ul style="list-style-type: none">• Enhances the educator's <u>content knowledge</u> in the area of the educator's certification or assignment.• 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 assessment skills and the skills needed to analyze and use data in instructional decision-making.

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

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

Educator Groups Which Will Participate in this Activity

| Role | Grade Level | Subject Area |
|--|--|---|
| <ul style="list-style-type: none">• Classroom teachers• 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">• Mathematics |

Follow-up Activities

- Team development and sharing of content-area lesson

Evaluation Methods

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

- 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
- delivery and professionalism.
- Student PSSA data
- Standardized student assessment data other than the PSSA
- Classroom student assessment data
- Review of participant lesson plans

Status: In Progress

Activity: Mathematics Remediation — Elementary

Last Modified: 4/26/2011

Description: The Warwick School District will explore the addition of research-based interventions and practices and/or remediation classes in the area of mathematics at the elementary level to address the students who are not proficient on the PSSA, or other curriculum-based measurements. Funding: 160 hours at curriculum rate.

| Person Responsible | Timeline for Implementation | Resources |
|---|--|--|
| Dr. Keith Floyd | Start: 6/30/2009 Finish: 3/12/2010 | \$30,000.00 |
| Professional Development Activity Information | | |
| Number of Hours Per Session | Total Number of Sessions Per School Year | Estimated Number of Participants Per Year |
| 3.00 | 2 | 150 |
| Organization or Institution Name | Type of Provider | Provider's Department of Education Approval Status |
| Warwick School District | <ul style="list-style-type: none"> School Entity | Approved |
| Knowledge and Skills | Research and Best Practices | Designed to Accomplish |
| Data analysis / data informed instruction, research based instructional strategies and interventions, Standards Aligned Systems, intervention program understanding | Professional development centers on research based strategies and programs | <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. |

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

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

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

Educator Groups Which Will Participate in this Activity

| Role | Grade Level | Subject Area |
|---|--|---|
| <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) | <ul style="list-style-type: none"> • Mathematics |

Follow-up Activities

Evaluation Methods

- 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
- Lesson modeling with mentoring
- Learning Focused Sch
- 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

Status: In Progress

Activity: Mathematics Remediation — Secondary

Last Modified: 4/26/2011

Description: The Warwick School District will explore the addition of research-based interventions and practices and/or remediation classes in the area of mathematics at the secondary level to address the students who are below proficiency on the PSSA.

| Person Responsible | Timeline for Implementation | Resources |
|--|---|---|
| Dr. Robin Felty | Start: 4/29/2009 Finish: 9/2/2010 | \$27,500.00 |
| Professional Development Activity Information | | |
| Number of Hours Per Session | Total Number of Sessions Per School Year | Estimated Number of Participants Per Year |
| 3.00 | 2 | 30 |
| Organization or Institution Name | Type of Provider | Provider's Department of Education Approval Status |
| Warwick School District | <ul style="list-style-type: none"> School Entity | Approved |
| Knowledge and Skills | Research and Best Practices | Designed to Accomplish |
| Data analysis / data informed instruction, research based intervention strategies, intervention program understanding, Standards Aligned | Professional development centers on research based practices | <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 |

Systems

of the educator's certification or assignment.

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

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

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

Educator Groups Which Will Participate in this Activity

| Role | Grade Level | Subject Area |
|---|---|---|
| <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">• Middle (grades 6-8)• High school (grades 9-12) | <ul style="list-style-type: none">• Mathematics |

Follow-up Activities

- Team development and sharing of content-area lesson implementation

Evaluation Methods

- Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment,

- 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
- Learning Focused Sch
- instructional delivery and professionalism.
- Student PSSA data
- Standardized student assessment data other than the PSSA
- Classroom student assessment data
- Participant survey

Status: In Progress

Activity: Response to Intervention Implementation in Math

Last Modified: 7/11/2011

Description: The Warwick School District will provide staff development opportunities in research-based math instructional strategies and programs to be implemented to students as a response to critical analysis of appropriate assessment results.

| Person Responsible | Timeline for Implementation | Resources |
|---|---|---|
| Dr. Keith Floyd | Start: 10/14/2010 Finish: 4/14/2011 | \$3,000.00 |
| Professional Development Activity Information | | |
| Number of Hours Per Session | Total Number of Sessions Per School Year | Estimated Number of Participants Per Year |
| 3.00 | 2 | 120 |
| Organization or Institution Name | Type of Provider | Provider's Department of Education Approval Status |
| Warwick School District | • School Entity | Approved |
| Knowledge and Skills | Research and Best Practices | Designed to Accomplish |
| Teachers will learn how to: (a) Implement a comprehensive battery of universal screening and diagnostic assessments in the area of math. (b) Collaboratively interpret results of the math assessments in order to make appropriate instructional recommendations. (c) Provide research-based instruction with a | Research indicates that direct and intensive instruction in the areas of student need is a proven way to access increased student learning. | <i>For classroom teachers, school counselors and education specialists:</i> <ul style="list-style-type: none"> • Enhances the educator's <u>content knowledge</u> in the area of the educator's certification or assignment. • Increases the educator's |

high degree of fidelity through the use of provided materials and adherence to program protocols. (d) Implement appropriate progress monitoring tools in order to insure an accurate match between the identified need and the instructional placement. (e) Facilitate any necessary adjustments to the instructional program as indicated through progress monitoring.

teaching skills based on research on effective practice, with attention given to interventions for struggling students.

- Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.
- Empowers educators to work effectively with parents and community partners.

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

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

Educator Groups Which Will Participate in this Activity

Role

- Classroom teachers
- Other educational

Grade Level

- Early childhood (preK-grade 3)
- Elementary

Subject Area

- Mathematics

specialists

(grades 2-5)

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
- Journaling and reflecting

Evaluation Methods

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

Status: In Progress

Activity: Teacher Collaboration

Last Modified: 4/26/2011

Description: The Warwick School District will create opportunities for K - 12 collaboration and staff development focusing on best practices in mathematics instruction.

Person Responsible

Dr. Keith Floyd

Timeline for Implementation

Start: 9/3/2009
Finish: 11/23/2010

Resources

\$16,850.00

Professional Development Activity Information

Number of Hours Per Session

6.00

Organization or Institution Name

Warwick School District

Total Number of Sessions Per School Year

4

Type of Provider

- School Entity

Estimated Number of Participants Per Year

325

Provider's Department of Education Approval Status

Approved

Knowledge and Skills

Data analysis / data informed instruction, research based

Research and Best Practices

Teacher collaboration and professional development

Designed to Accomplish

For classroom teachers, school counselors and education

strategies and interventions,
intervention program
understanding, Standards
Aligned Systems

center on research based *specialists:*
instructional practices

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

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

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

Educator Groups Which Will Participate in this Activity

| Role | Grade Level | Subject Area |
|---|--|---|
| <ul style="list-style-type: none">• Classroom teachers• Principals / asst. principals• Superintendent / asst. | <ul style="list-style-type: none">• Early childhood (preK-grade 3)• Middle (grades 6-8) | <ul style="list-style-type: none">• Mathematics |

- superintendents
- School counselors
- Other educational specialists
- Elementary (grades 2-5)
- High school (grades 9-12)

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

Status: In Progress

Activity: Technology-Infused Math Instruction

Last Modified: 7/11/2011

Description: Investigate and provide access to software and online resources that present enrichment and remediation opportunities to improve student math skills.

Person Responsible Timeline for Implementation Resources

| | | |
|---------------|-----------------|-------------|
| Doreen Packer | Start: 1/1/2009 | \$36,000.00 |
| | Finish: Ongoing | |

Status: In Progress

Strategy: Expanded Opportunities to Improve Mathematics Performance

Description: The Warwick School District will investigate various ways to provide additional opportunities to increase mathematics performance.

Activity: Before/After School Programs

Last Modified: 4/27/2011

Description: The Warwick School District will consider utilizing before/after school programs to enhance mathematics performance.

| Person Responsible | Timeline for Implementation | Resources |
|---|--|--|
| Dr. Keith Floyd | Start: 12/4/2009 Finish: 12/14/2010 | \$30,000.00 |
| 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 | 30 |
| Organization or Institution Name | Type of Provider | Provider's Department of Education Approval Status |
| Warwick School District | • School Entity | Approved |

| Knowledge and Skills | Research and Best Practices | Designed to Accomplish |
|---|--|---|
| Knowledge of intervention programs and related content; instructional technology tools that support intervention programs | Training content focused on research based, standards aligned programs and interventions | <i>For classroom teachers, school counselors and education specialists:</i> <ul style="list-style-type: none">Enhances the educator's <u>content knowledge</u> in the area of the educator's certification or assignment.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 analyze and use <u>data</u> in instructional decision-making. <i>For school and district administrators, and other educators seeking leadership roles:</i> <ul style="list-style-type: none">Provides the knowledge and skills to <u>think and plan strategically</u>, ensuring that <u>assessments</u>, curriculum, instruction, staff professional education, teaching materials and interventions for struggling |

students are aligned to each other as well as to Pennsylvania's academic standards.

Educator Groups Which Will Participate in this Activity

| Role | Grade Level | Subject Area |
|--|---|---|
| <ul style="list-style-type: none"> Classroom teachers | <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"> Mathematics |

Follow-up Activities

- Analysis of student work, with administrator and/or peers
- Creating lessons to meet varied student learning styles

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

Status: In Progress

Activity: Summer Programs

Last Modified: 4/27/2011

Description: The Warwick School District will examine the use of summer programs to remediate and extend mathematics performance and interest K-12. In addition, the district will study ways to continue and expand the Summer Pre-K Readiness Program.

| Person Responsible | Timeline for Implementation | Resources |
|--|---|---|
| Dr. Keith Floyd | Start: 5/21/2009 Finish: 6/4/2010 | \$16,900.00 |
| Professional Development Activity Information | | |
| Number of Hours Per Session | Total Number of Sessions Per School Year | Estimated Number of Participants Per Year |
| 2.00 | 3 | 30 |
| Organization or Institution Name | Type of Provider | Provider's Department of Education Approval Status |

Warwick School District

• School Entity

Approved

Knowledge and Skills

Knowledge of intervention programs and related content; instructional technology tools to support intervention programs

Research and Best Practices

Training content focused on research-based, standards aligned programs & interventions

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

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

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

- Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.

Educator Groups Which Will Participate in this Activity

Role

- Classroom teachers

Grade Level

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

Subject Area

- Mathematics

Follow-up Activities

- Analysis of student

Evaluation Methods

- Classroom observation focusing on factors such as

- | | |
|---|--|
| <p>work, with administrator and/or peers</p> <ul style="list-style-type: none"> • Creating lessons to meet varied student learning styles • Peer-to-peer lesson discussions • Lesson modeling with mentoring | <p>planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</p> <ul style="list-style-type: none"> • Student PSSA data • Standardized student assessment data other than the PSSA • Classroom student assessment data |
|---|--|

Status: In Progress

Goal: Maximize Student Achievement

Description: The Warwick School District will look to maximize student achievement through planned and systematically applied research-based initiatives, best practices, and strategies.

Strategy: Counseling Curriculum

Description: The School Counseling and Guidance Framework is designed to promote the formation of productive and responsible citizens by ensuring the academic, career and personal / social development of all students.

The Warwick School District adheres to the philosophy that the school counseling program is an essential and integral part of the overall education process. The comprehensive program is built on the assumption that certain educational, career and personal objectives are attainable when school counseling for all students is provided. This implementation acknowledges that school counseling is no longer a service to be offered by one person but a program coordinated with other educators incorporating a comprehensive curriculum. Growth and learning are developmental and sequential.

Activity: Character Development

Last Modified: 6/29/2011

Description: a. Revise School Counseling Curriculum that focuses on the personal and social development counseling domain. b. Provide classroom teachers with materials and, if needed, coaching regarding activities to develop personal skills. c. Explore mentor/mentee programs and, if appropriate, implement accordingly. d. Offer a variety of extra-curricular courses and activities (student council, sports, honor societies, etc.)

Person Responsible Timeline for Implementation Resources

| | | |
|--------------------|-----------------|------------|
| Yvette Line-Koller | Start: 1/1/2009 | \$1,200.00 |
| | Finish: Ongoing | |

Status: In Progress

Strategy: Post-Secondary Planning

Description: Preparing students for success after high school.

Activity: Career Planning

Last Modified: 4/27/2011

Description: a. Revise School Counseling Curriculum that focuses on the career development counseling domain; in particular that address the skills need to be successful in 21st century. b. Continue with dual enrollment program offerings. c. Expand community-based partnerships in order to improve service learning programs. d. Continue publishing quarterly class informational newsletters.

Person Responsible Timeline for Implementation Resources

| | | |
|--------------------|-----------------|----------|
| Yvette Line-Koller | Start: 1/1/2009 | \$600.00 |
| | Finish: Ongoing | |

Status: In Progress

Strategy: Technology Resources

Last Modified: 3/31/2011

Description: Provide the necessary equipment for students to engage in multimedia activities and Web 2.0 collaboration on a 24x7 basis.

Activity: Access to Instructional Technology Tools

Last Modified: 6/29/2011

Description: Provide the necessary instructional tools for students to engage in multimedia activities to be creative, communicative, and collaborative on a 24x7 basis.

Person Responsible Timeline for Implementation Resources

| | | |
|---------------|-----------------|----------------|
| Doreen Packer | Start: 1/1/2009 | \$2,180,000.00 |
| | Finish: Ongoing | |

Status: In Progress

Activity: Data Mining

Last Modified: 4/27/2011

Description: Provide data mining tools to collect and analyze assessment data.

| Person Responsible | Timeline for Implementation | Resources |
|--|---|--|
| Doreen Packer | Start: 11/3/2010 Finish: 2/10/2011 | - |
| Professional Development Activity Information | | |
| Number of Hours Per Session | Total Number of Sessions Per School Year | Estimated Number of Participants Per Year |
| 1.00 | 4 | 325 |
| Organization or Institution Name | Type of Provider | Provider's Department of Education Approval Status |
| Warwick School District | <ul style="list-style-type: none">School Entity | Approved |
| Knowledge and Skills | Research and Best Practices | Designed to Accomplish |
| In-depth working knowledge of the district wide data mining tool (Data Blender), as well as collection and analysis features | Consistent use of district wide system | <i>For classroom teachers, school counselors and education specialists:</i> <ul style="list-style-type: none">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.Empowers educators to work effectively with <u>parents and community partners</u>. <i>For school and district administrators, and other educators seeking leadership roles:</i> <ul style="list-style-type: none">Provides leaders with the ability to <u>access and use appropriate data</u> to inform decision-making.Empowers leaders to create a <u>culture of teaching and learning</u>, with an emphasis on learning.Instructs the leader in <u>managing resources</u> for |

effective results.

Educator Groups Which Will Participate in this Activity

| Role | Grade Level |
|---|--|
| <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) |

Follow-up Activities

Evaluation Methods

- Participant survey

Status: In Progress

Activity: Instructional Software

Last Modified: 4/27/2011

Description: Explore the acquisition of instructional software designed to help students achieve academic standards.

Person Responsible

Doreen Packer

Timeline for Implementation

Start: 9/3/2009
Finish: 3/11/2011

Resources

\$36,000.00

Professional Development Activity Information

Number of Hours Per Session

1.50

Total Number of Sessions Per School Year

3

Estimated Number of Participants Per Year

325

Organization or Institution Name

Warwick School District

Type of Provider

- School Entity

Provider's Department of Education Approval Status

Approved

Knowledge and Skills

Knowledge of presented instructional software programs

Research and Best Practices

Many instructional software programs are research based

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

- Enhances the educator's

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

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

Educator Groups Which Will Participate in this Activity

Role

- Classroom teachers
- Principals / asst. principals
- Superintendent / asst. superintendents
- School counselors
- Other educational specialists

Grade Level

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

Follow-up Activities

- Team development and sharing of content-area lesson implementation outcomes, with involvement of 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

Status: In Progress

Strategy: Use of Time

Description: The Warwick School District will explore various options for the development and/or refinement of the use of time to optimize student performance and achievement. In addition, the district will review the utilization of instructional and support staff to maximize faculty and staff effectiveness.

Activity: Instructional Time - High School

Last Modified: 4/27/2011

Description: The Warwick School District will explore and evaluate on an ongoing basis new and current scheduling practices to assess the impact of the allocation of instructional time for each subject area to maximize student achievement.

Person Responsible Timeline for Implementation Resources

| | | |
|-----------------|-----------------|------------|
| Dr. Robin Felty | Start: 1/1/2009 | \$4,500.00 |
| | Finish: Ongoing | |

Status: In Progress

Activity: Instructional Time — Elementary

Last Modified: 4/27/2011

Description: Activity Description: The Warwick School District will re-evaluate on an ongoing basis the current scheduling practices to assess the impact of the allocation of instructional time for each subject area to maximize student achievement.

Person Responsible Timeline for Implementation Resources

| | | |
|-----------------|-----------------|------------|
| Dr. Keith Floyd | Start: 1/1/2009 | \$1,000.00 |
| | Finish: Ongoing | |

Status: In Progress

Activity: Instructional Time — Middle School

Last Modified: 4/27/2011

Description: The Warwick School District will explore and evaluate on an ongoing basis new and current scheduling practices to assess the impact of the allocation of instructional time for each subject area to maximize student achievement.

Person Responsible Timeline for Implementation Resources

| | | |
|-----------------|-----------------|----------|
| Dr. Robin Felty | Start: 1/1/2009 | \$600.00 |
| | Finish: Ongoing | |

Status: In Progress

Goal: Reading

Description: To meet or exceed the state minimum adequate yearly progress (AYP) goals for all students in reading, as measured by the annual PSSA assessments.

Strategy: Curriculum alignment

Description: The Warwick School District will align the reading curriculum to the Pennsylvania Academic Standards for Reading, Writing, Listening & Speaking. Additionally, the reading standards will be embedded across the curriculum at the secondary level.

Activity: Curriculum Alignment

Last Modified: 4/27/2011

Description: Utilizing the Learning-Focused Schools Toolbox, the Warwick School District will align the reading curriculum in grades K - 12 using best practices and research. Curriculum review cycle will provide for consistent and continuous revision.

| Person Responsible | Timeline for Implementation | Resources |
|--|---|--|
| Dr. Robin Felty | Start: 4/29/2009 Finish: 4/12/2011 | \$88,000.00 |
| Professional Development Activity Information | | |
| Number of Hours Per Session | Total Number of Sessions Per School Year | Estimated Number of Participants Per Year |
| 3.00 | 9 | 185 |
| Organization or Institution Name | Type of Provider | Provider's Department of Education Approval Status |
| Warwick School District | • School Entity | Approved |
| Knowledge and Skills | Research and Best Practices | Designed to Accomplish |
| Differentiated instruction, data analysis, best practices, programmatic understanding (for intervention programs), Standards Aligned Systems | Professional development centers on research based strategies and interventions | <i>For classroom teachers, school counselors and education specialists:</i> <ul style="list-style-type: none">Enhances the educator's <u>content knowledge</u> in the area of the educator's certification or assignment.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 assessment skills and the skills needed to analyze and use data in instructional decision-making.
- Empowers educators to work effectively with parents and community partners.

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

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

Educator Groups Which Will Participate in this Activity

| Role | Grade Level | Subject Area |
|---|---|--|
| <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 |

Follow-up Activities

- Team development and sharing of content-area

Evaluation Methods

- Classroom observation focusing on factors such as planning and preparation, knowledge of content,

- | | |
|---|--|
| <p>lesson implementation outcomes, with involvement of administrator and/or peers</p> <ul style="list-style-type: none"> • Analysis of student work, with administrator and/or peers • Creating lessons to meet varied student learning styles • Lesson modeling with mentoring • Journaling and reflecting • Learning Focused Sch | <p>pedagogy and standards, classroom environment, instructional delivery and professionalism.</p> <ul style="list-style-type: none"> • Student PSSA data • Standardized student assessment data other than the PSSA • Classroom student assessment data • Participant survey |
|---|--|

Status: In Progress

Strategy: Effective Teaching practices

Description: The Warwick School District will research best practices in reading instruction. The Warwick School District will explore ways to plan and implement best practices based on scientifically validated research. Reading practices and interventions will be evaluated based on data regarding student achievement.

Activity: Differentiate Reading Instruction

Last Modified: 6/29/2011

Description: Use current assessment results to determine the appropriate instructional level so that an appropriate match between student need and instruction can be achieved.

Person Responsible Timeline for Implementation Resources

| | | |
|-----------------|-----------------|---|
| Dr. Keith Floyd | Start: 1/1/2009 | - |
| | Finish: Ongoing | |

Status: In Progress

Activity: Implementation of Best Practices in Reading

Last Modified: 4/27/2011

Description: The District will explore the use of Literacy coaches at both the elementary and secondary level.

Person Responsible Timeline for Implementation Resources

| | | |
|-----------------|------------------------------------|---|
| Dr. Robin Felty | Start: 1/1/2009 Finish: Ongoing | - |
|-----------------|------------------------------------|---|

Status: In Progress

Activity: Increase Reading Instruction 7-12

Last Modified: 4/28/2011

Description: The Warwick School District will provide staff development opportunities in reading comprehension strategies applicable to nonfiction texts across the curriculum. Teachers will embed these reading strategies in their curriculum maps so reading instruction becomes consistent and pervasive.

| Person Responsible | Timeline for Implementation | Resources |
|--------------------|---|------------|
| Dr. Robin Felty | Start: 10/12/2009 Finish: 11/25/2009 | \$2,500.00 |

Professional Development Activity Information

| Number of Hours Per Session | Total Number of Sessions Per School Year | Estimated Number of Participants Per Year |
|----------------------------------|--|--|
| 6.00 | 3 | 135 |
| Organization or Institution Name | Type of Provider | Provider's Department of Education Approval Status |
| Warwick School District | • School Entity | Approved |

| Knowledge and Skills | Research and Best Practices | Designed to Accomplish |
|---|--|---|
| Research based strategies for building reading comprehension strategies with nonfiction texts | Learning strategies are research based | <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. Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students. |

Educator Groups Which Will Participate in this Activity

| Role | Grade Level | Subject Area |
|----------------------|-----------------------|------------------------------|
| • Classroom teachers | • Middle (grades 6-8) | • Reading, Writing, Speaking |

- Principals / asst. principals
- High school (grades 9-12)
- & Listening

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
- Review of participant lesson plans

Status: In Progress

Activity: Learning Focused Schools Techniques for Reading

Last Modified: 6/29/2011

Description: Provide training to insure that all professional staff members are Learning Focused Schools (LFS) certified and specific training in how to apply these instructional techniques to the area of reading instruction.

Person Responsible

Dr. Robin Felty

Timeline for Implementation

Start: 8/25/2009
Finish: 8/26/2014

Resources

\$3,600.00

Professional Development Activity Information

Number of Hours Per Session

6.00

Total Number of Sessions Per School Year

1

Estimated Number of Participants Per Year

80

Organization or Institution Name

Warwick School District

Type of Provider

- School Entity

Provider's Department of Education Approval Status

Approved

Knowledge and Skills

Teachers will learn the basic instructional practices within the learning focused schools model and develop specific skills and strategies on how

Research and Best Practices

The Learning Focused Schools model is based in sound education research. By providing explicit direction to teachers on how to incorporate it into Math

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

- Enhances the educator's

to incorporate it into consistent Math instruction.

instruction will serve to increase the employment of such strategies and, in turn, result in higher student learning levels.

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

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

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

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

Educator Groups Which Will Participate in this Activity

Role

- Classroom teachers
- Other educational specialists

Grade Level

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

Subject Area

- Reading, Writing, Speaking & Listening

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

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
- Review of participant lesson plans

Status: In Progress

Activity: Reading Remediation — Elementary

Last Modified: 7/4/2011

Description: The Warwick School District will re-evaluate on an ongoing basis current reading interventions and instructional practices to assess their effectiveness based upon student achievement data.

Person Responsible

Dr. Keith Floyd

Timeline for Implementation

Start: 4/29/2009
Finish: 3/11/2011

Resources

\$7,000.00

Professional Development Activity Information**Number of Hours Per Session**

3.00

Total Number of Sessions Per School Year

3

Estimated Number of Participants Per Year

150

Organization or Institution Name

Warwick School District

Type of Provider

- School Entity

Provider's Department of Education Approval Status

Approved

Knowledge and Skills

Data analysis / data informed instruction, research based

Research and Best Practices

Professional development centers on research

Designed to Accomplish

For classroom teachers, school counselors and education

instructional strategies and interventions, Standards Aligned Systems, intervention program understanding

based strategies and programs

specialists:

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

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

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

Educator Groups Which Will Participate in this Activity

Role

- Classroom teachers
- Principals / asst. principals

Grade Level

- Early childhood (preK-grade 3)
- Middle (grades 6-

Subject Area

- Reading, Writing, Speaking & Listening

- Superintendent / asst. superintendents
- School counselors
- Other educational specialists
- 8)
- Elementary (grades 2-5)

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
- Lesson modeling with mentoring
- Learning Focused Sch

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

Status: In Progress

Activity: Reading Remediation — Secondary

Last Modified: 4/28/2011

Description: The Warwick School District will explore the addition of research-based interventions and practices and/or remediation classes in the area of reading at the secondary level to address the students who are below proficiency on the PSSA.

Person Responsible

Dr. Robin Felty

Timeline for Implementation

Start: 4/29/2009
Finish: 4/20/2011

Resources

\$7,000.00

Professional Development Activity Information

Number of Hours Per Session

3.00

Total Number of Sessions Per School Year

2

Estimated Number of Participants Per Year

30

Organization or Institution Name

Type of Provider

Provider's Department of Education Approval Status

Knowledge and Skills

Data analysis / data informed instruction, research based intervention strategies, intervention program understanding, Standards Aligned System

Research and Best Practices

Professional development centers on research based practices

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

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

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

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

Educator Groups Which Will Participate in this Activity**Role****Grade Level****Subject Area**

- Classroom teachers
- Principals / asst. principals
- Superintendent / asst. superintendents
- School counselors
- Other educational specialists
- Middle (grades 6-8)
- High school (grades 9-12)
- Reading, Writing, Speaking & Listening

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

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

Status: In Progress

Activity: Response to Intervention Implementation

Last Modified: 7/4/2011

Description: The Warwick School District will provide staff development opportunities in research-based reading instructional strategies and programs to be implemented to students as a response to critical analysis of appropriate assessment results.

| Person Responsible | Timeline for Implementation | Resources |
|--------------------|--|------------|
| Dr. Keith Floyd | Start: 10/14/2010 Finish: 4/14/2011 | \$3,000.00 |

Professional Development Activity Information

| Number of Hours Per Session | Total Number of Sessions Per School Year | Estimated Number of Participants Per Year |
|----------------------------------|--|--|
| 3.00 | 2 | 120 |
| Organization or Institution Name | Type of Provider | Provider's Department of Education Approval Status |
| Warwick School District | • School Entity | Approved |

| Knowledge and Skills | Research and Best Practices | Designed to Accomplish |
|----------------------|-----------------------------|------------------------|
|----------------------|-----------------------------|------------------------|

Participants will learn research based practices in the following processes:
 Implement a comprehensive battery of universal screening and diagnostic assessments in the area of reading.
 Collaboratively interpret results of the reading assessments in order to make appropriate instructional recommendations.
 Provide research-based instruction with a high degree of fidelity through the use of provided materials and adherence to program protocols.
 Implement appropriate progress monitoring tools in order to insure an accurate match between the identified need and the instructional placement.
 Facilitate any necessary adjustments to the instructional program as indicated through progress monitoring.

Research indicates the intensive targeted instruction improves the basic reading skill of individual children.

For classroom teachers, school counselors and education specialists:

- Enhances the educator's content knowledge in the area of the educator's certification or assignment.
- Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.
- Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.
- Empowers educators to work effectively with parents and community partners.

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

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

Educator Groups Which Will Participate in this Activity

| Role | Grade Level | Subject Area |
|----------------------|--------------------|--------------------------|
| • Classroom teachers | • Early childhood | • Pre-Kindergarten Early |

- Other educational specialists
- (preK-grade 3)
Elementary (grades 2-5)
- Learning Standards
Reading, Writing, Speaking & Listening

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
- Journaling and reflecting

Evaluation Methods

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

Status: In Progress

Activity: Teacher Collaboration

Last Modified: 7/11/2011

Description: The Warwick School District will create opportunities for K - 12 collaboration and staff development focusing on best practices in reading instruction.

Person Responsible

Dr. Robin Felty

Timeline for Implementation

Start: 9/3/2009
Finish: 4/20/2011

Resources

\$16,850.00

Professional Development Activity Information

Number of Hours Per Session

6.00

Total Number of Sessions Per School Year

4

Estimated Number of Participants Per Year

325

Organization or Institution Name

Warwick School District

Type of Provider

- School Entity

Provider's Department of Education Approval Status

Approved

Knowledge and Skills

Data analysis / data informed instruction, research based strategies and interventions, intervention program understanding, Standards Aligned System

Research and Best Practices

Teacher collaboration and professional development center on research based instructional practices

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

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

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

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

Educator Groups Which Will Participate in this Activity

Role

Grade Level

Subject Area

- Classroom teachers
- Principals / asst. principals
- Superintendent / asst. superintendents
- School counselors
- Other educational specialists
- Early childhood (preK-grade 3)
- Middle (grades 6-8)
- Elementary (grades 2-5)
- High school (grades 9-12)
- Reading, Writing, Speaking & Listening

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

Status: In Progress

Activity: Technology-Infused Reading Instruction

Last Modified: 7/11/2011

Description: Investigate and provide access to software and online resources that present enrichment and remediation opportunities to improve student reading skills.

Person Responsible Timeline for Implementation Resources

| | | |
|---------------|-----------------|-------------|
| Doreen Packer | Start: 1/1/2009 | \$36,000.00 |
| | Finish: Ongoing | |

Status: In Progress — Upcoming

Strategy: Expanded Opportunities to Improve Reading Performance

Description: The Warwick School District will investigate various ways to provide additional opportunities to increase reading performance.

Activity: Before/After School Programs

Last Modified: 4/27/2011

Description: The Warwick School District will consider utilizing before/after school programs to enhance reading performance.

| Person Responsible | Timeline for Implementation | Resources |
|---|--|--|
| Dr. Robin Felty | Start: 12/4/2009 Finish: 12/14/2010 | \$30,000.00 |
| 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 | 30 |
| Organization or Institution Name | Type of Provider | Provider's Department of Education Approval Status |
| Warwick School District | • School Entity | Approved |

| Knowledge and Skills | Research and Best Practices | Designed to Accomplish |
|---|---|--|
| Knowledge of intervention programs and related content; instructional technology tools that support intervention programs | Training content focused on research based, standards aligned program and interventions | <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. 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> <ul style="list-style-type: none"> Provides the knowledge and skills to <u>think and plan strategically</u>, ensuring that assessments, curriculum, instruction, staff professional |

education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.

Educator Groups Which Will Participate in this Activity

| Role | Grade Level | Subject Area |
|--|---|--|
| <ul style="list-style-type: none"> Classroom teachers | <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"> Reading, Writing, Speaking & Listening |

Follow-up Activities

- Analysis of student work, with administrator and/or peers
- Creating lessons to meet varied student learning styles

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

Status: In Progress

Activity: Summer Programs

Last Modified: 4/27/2011

Description: The Warwick School District will examine the use of summer programs to remediate and extend reading performance and interest K-12. In addition, the Warwick School District will study ways to continue and expand the summer Pre-K readiness program.

| Person Responsible | Timeline for Implementation | Resources |
|---------------------------|--------------------------------------|------------------|
| Dr. Robin Felty | Start: 5/21/2009 Finish: 6/4/2010 | \$16,900.00 |

Professional Development Activity Information

| Number of Hours Per Session | Total Number of Sessions Per School Year | Estimated Number of Participants Per Year |
|---|---|---|
| 2.00 | 3 | 30 |
| Organization or Institution Name | Type of Provider | Provider's Department of Education Approval Status |

Warwick School District

• School Entity

Approved

Knowledge and Skills

Knowledge of intervention programs and related content; instructional technology tools to support intervention programs

Research and Best Practices

Training content focused on research based, standards aligned programs and interventions

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

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

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

- Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.

Educator Groups Which Will Participate in this Activity

Role

- Classroom teachers

Grade Level

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

Subject Area

- Reading, Writing, Speaking & Listening

Follow-up Activities

- Analysis of student

Evaluation Methods

- Classroom observation focusing on factors such as

- | | |
|--|---|
| work, with administrator and/or peers <ul style="list-style-type: none"> • Creating lessons to meet varied student learning styles • Peer-to-peer lesson discussions • Lesson modeling with mentoring | planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. <ul style="list-style-type: none"> • Student PSSA data • Standardized student assessment data other than the PSSA • Classroom student assessment data |
|--|---|

Status: In Progress

Goal: Safe and Secure Environment

Description: The Warwick School District will provide a safe and secure environment to maximize student achievement.

Strategy: Implement and foster respect for all

Description: A district-wide initiative to work collaboratively and partner with area agencies to foster a community of respect for all.

Activity: Diversity Awareness

Last Modified: 6/29/2011

Description: a. Revise School Counseling Curriculum that includes education and awareness programs for diversity. In particular, the focus will be on the personal and social development counseling domain. b. Adopt the Anti-Defamation League No Place for Hate® program. c. Implement consultative group services, which examine student views and concerns. d. Establish partnership with local State Representative's office and State Senator's office.

Person Responsible Timeline for Implementation Resources

| | | |
|-----------------|-----------------|----------|
| Dr. Robin Felty | Start: 1/1/2009 | \$600.00 |
| | Finish: Ongoing | |

Status: Not Started — Overdue

Activity: No Place for Hate®

Last Modified: 4/28/2011

Description: No Place for Hate® is a program developed by the Anti-Defamation League (ADL) to organize communities to work together and develop community-wide projects that enhance the appreciation of diversity and foster harmony.

Person Responsible Timeline for Implementation Resources

| | | |
|--------------------|-----------------|------------|
| Yvette Line-Koller | Start: 1/1/2009 | \$1,200.00 |
| | Finish: Ongoing | |

Status: Not Started — Overdue

Strategy: Review District and Building Level Crisis Management Plans

Description: Review district level and building level crisis management plans.

Activity: Review District and Building Level Crisis Management Plans

Last Modified: 4/28/2011

Description: Administrative review of existing crisis management plans and working with community partners to revise as necessary.

Person Responsible Timeline for Implementation Resources

| | | |
|-----------------|-----------------|------------|
| Dr. Robin Felty | Start: 1/1/2009 | \$6,000.00 |
| | Finish: Ongoing | |

Status: In Progress

Goal: Student Attendance (any school that does not graduate seniors)

Description: To meet or exceed the state minimum adequate yearly progress (AYP) goals for student attendance.

Strategy: Attendance Analysis

Description: Provide access to attendance data for administrators, staff, students, and parents.

Activity: Data Analysis

Last Modified: 4/28/2011

Description: Provide data analysis tools to analyze attendance trends through maintenance and upgrade of the student information system.

Person Responsible

Doreen Packer

Timeline for Implementation

Start: 8/13/2009
Finish: 9/30/2010

Resources

-

Professional Development Activity Information

Number of Hours Per Session

3.00

Total Number of Sessions Per School Year

5

Estimated Number of Participants Per Year

12

Organization or Institution Name

Warwick School District

Type of Provider

- School Entity

Provider's Department of Education Approval Status

Approved

Knowledge and Skills

In-depth working knowledge of the district wide attendance monitoring tool, as well as collection and analysis features

Research and Best Practices

Consistent use of district wide system

Designed to Accomplish

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

- Provides leaders with the ability to access and use appropriate data to inform decision-making.
- Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.
- Instructs the leader in managing resources for effective results.

Educator Groups Which Will Participate in this Activity

Role

- Principals / asst. principals
- Superintendent / asst. superintendents
- School counselors
- Other educational specialists

Grade Level

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

Follow-up Activities

Evaluation Methods

- attendance reporting

Status: In Progress

Activity: Data Reporting

Last Modified: 4/28/2011

Description: Provide online access to attendance data for all stakeholders through the student information system and telephone call system.

Person Responsible Timeline for Implementation Resources

| | | |
|---------------|-----------------|---|
| Doreen Packer | Start: 1/1/2009 | - |
| | Finish: Ongoing | |

Status: In Progress

Strategy: Expectations of Attendance

Description: To meet or exceed the state minimum adequate yearly progress (AYP) goals for student attendance.

Activity: Attendance

Last Modified: 4/28/2011

Description: Develop a plan that will address attendance, tardy and absenteeism including but not limited to: consequences for poor attendance; consistent notification practices among all school entities; visitations by the home and school visitor; thoughtful communication between the school and the parents

Person Responsible Timeline for Implementation Resources

| | | |
|-----------------|-----------------|------------|
| Dr. Robin Felty | Start: 1/1/2009 | \$1,500.00 |
| | Finish: Ongoing | |

Status: In Progress

Strategy: Provide Rigorous and Relevant Curriculum

Description: With the use of exemplary strategies the district will develop, plan and implement a relevant research based curricula which engages students, as well as prepare them for subsequent years of learning.

Activity: Rigorous and Relevant Curriculum

Last Modified: 4/28/2011

Description: Provide a rigorous and relevant curriculum for all students.

Person Responsible Timeline for Implementation Resources

| | | |
|-----------------|-----------------|--------------|
| Dr. Robin Felty | Start: 1/1/2009 | \$174,000.00 |
| | Finish: Ongoing | |

Status: In Progress

Goal: Student Participation in PSSA Assessments

Description: To meet or exceed the state minimum adequate yearly progress (AYP) goal for participation in required statewide assessments.

Strategy: Educating parents

Description: Informing and keeping parents apprised of best practices regarding nutrition and wellness which positively effect learning and test taking.

Activity: Educating Parents

Last Modified: 6/29/2011

Description: Inform parents of positive wellness behaviors which impact student achievement via newsletters, information pieces, websites, podcasts, print media, and parent information sessions.

Person Responsible Timeline for Implementation Resources

| | | |
|--------------------|-----------------|------------|
| Yvette Line-Koller | Start: 1/1/2009 | \$1,200.00 |
| | Finish: Ongoing | |

Status: In Progress

Strategy: Support Program

Description: Provide encouragement , breakfast or nutritional snack and possible performance rewards for PSSA participation and performance .

Activity: Support Program

Last Modified: 7/11/2011

Description: Provide students with positive encouragement via announcements, assemblies, class meetings, small group instruction and a variety of mixed media. Provide students with nutrition opportunities.

Person Responsible Timeline for Implementation Resources

| | | |
|--------------------|-----------------|-------------|
| Yvette Line-Koller | Start: 1/1/2009 | \$30,000.00 |
| | Finish: Ongoing | |

Status: In Progress

Measurable Annual Improvement Targets

The Warwick School District is committed to improving the academic achievement of all our students. The district will achieve this by clearly aligning the assessment plan with state standards and anchors; developing grade level meetings for students below proficiency; implementing summer learning opportunities for identified struggling learners; and by continuing research based practices already established. These ventures will provide data to teachers, administrators, students and parents about student progress and offer learning opportunities for academic growth.

The Assessment Plan will continue to:

- Provide data to help teachers make appropriate educational decisions and design instruction to meet the needs of the student
- Provide data to monitor and evaluate curriculum
- Provide data so administrators can assist in the evaluation of progress to insure the improvement of student achievement
- Provide multiple types of assessments that will enable teachers to monitor and evaluate student learning
- To hold its staff, administrators, students, and parents accountable for the improvement of performance

The Warwick School District will continue implementing a student assessment plan designed to:

- Measure each student's competencies in all core subjects
- Improve each student's achievement as demonstrated on both the Pennsylvania System of School Assessment (PSSA), the Keystone Exams, and on local performance assessments through process of annually setting performance improvement goals for schools, staff, and students
- Target the performance of disaggregated groups of students (IEP students, etc.) to measure performance
- Improve student achievement by linking analysis of assessment results to teaching and learning
- Track progress in English language acquisition for ELL students
- Utilize the district's data information and analysis system or "Data Blender" to archive various assessment results which will enable teachers and administrators to make academic decisions based upon the given data

Grade Level Meetings will:

- Provide data to teachers outlining the needs of students who are not proficient in core subject areas
- Provide data to allow teachers to monitor and adapt curriculum as needed
- Provide data to administrators to monitor student performance
- Identify appropriate interventions to be implemented to meet student needs

Summer Learning Opportunities will continue to:

- Provide academically at-risk students, identified through assessments, with intensive targeted instruction
- Provide the district with progress monitoring data to design targeted instruction to meet student academic needs
- Provide in-coming Kindergarten students with learning opportunities to acclimate students to school environment and small group instruction

Researched Based Practices will continue to:

- Identify specific skill area deficits within a core subject in which to target instruction
- Provide consistent instruction and strategy development through a Response to Intervention (RtI) Model, as well as other school and district-wide initiatives
- Monitor and evaluate student progress
- Be explored and implemented throughout the elementary and secondary levels

Plan to Improve Student Achievement through:

Utilizing Learning-Focused Schools Exemplary Practice Strategies Improvement Framework:

- Provides instructional staff with consistent and pervasive language, strategies and practices to improve student achievement
- Provides extensive staff development and training on the use of research-based practices

Curriculum Development:

- Will be completed to assure that all district curricula is aligned to state and national standards, including the Common Core Standards and the Keystone Exams blueprint
- Will be completed to implement and utilize a standardized writing curriculum district-wide
- Will be completed on an ongoing basis through the board approved Core and Enrichment Curriculum Review Cycles

Develop the process of setting annual performance goals by:

- Analyzing the results of multiple assessments for all students to determine progress in learning our academic standards-based curricula
- Analyzing the results to determine each school's progress toward its annual performance goals and the AYP targets
- Setting goals for the number of students who will increase at least one level of performance on the rubric in respective core subject areas 3rd through 11th grades (again targeting students in the below basic and basic categories on the PSSA)

Create a culture of accountability and use of assessments for learning:

- Annually share the targets for each building via school wide, team, and department meetings
- Provide teachers with current performance level data on each student
- Establish mid-year checkpoint procedures for reviewing student progress
- Design and implement a plan for grade level and/or department meetings throughout the school year

Staff Development:

- Will be provided to all instructional and support staff in regards to: teaching in a standards-based curriculum, teaching strategies to improve student achievement, and the use of assessment data to drive instructional decision-making ultimately impacting instruction
- Will be provided to all administrators focused upon: leadership, teacher observation and evaluation, and utilization of data to guide achievement

Curriculum, Instruction and Instructional Materials

Curriculum, Instruction, and Instructional Materials

Planned Curriculum Instruction

The Warwick School District offers a complete and diverse curriculum to all students in grades K - 12. The curriculum is school board approved, aligned to the Pennsylvania Standards, and is differentiated to meet the needs of all students in our community. Curriculum is written by committees of teachers and administrators from the various schools, grades and departments. Curriculum is reviewed by the Education Committee which includes parents, community members, board members, teachers, a student representative, and administrators. The following tables provide the process and timeline for the researching, studying, writing, implementing, evaluating, and refining of curricula in the Warwick School District. However, the District is now engaged in K-12 curriculum work in many subject areas due to the implementation of the Keystone Exams and the Common Core standards.

Warwick School District Curriculum Cycles

Core Curricular Plan

| PROGRAM AREA | 2008 - 09 | 2009-10 | 2010-11 | 2011-12 | 2012 -13 |
|---------------------------|-----------|---------|---------|---------|----------|
| ENGLISH/ LANGUAGE ARTS | ER | RS/W | I/ER | RS/W | I/ER |
| SOCIAL STUDIES | ER | RS/W | I/ER | RS/W | I/ER |
| SCIENCE | RS/W | I/ER | RS/W | I/ER | RS/W |
| MATHEMATICS | RS/W | I/ER | RS/W | I/ER | RS/W |

KEY RS/W = Research/Study & Write I/ER = Implement & Evaluate/Refine E/R = Evaluate/Refine

Enrichment Curricular Plan

| PROGRAM AREA | 2008-09 | 2009-10 | 2010-11 |
|-----------------------------|---------|---------|---------|
| AG SCIENCE | RS/W | I/ER | RS/W |
| ART | ER | ER | RS |
| BUSINESS EDUCATION | ER | ER | ER |
| COMPUTER TECHNOLOGY | I | ER | RS |
| ESL | ER | RS | W |
| FAMILY AND CONSUMER SCIENCE | ER | RS | W |
| WORLD LANGUAGE | ER | ER | ER |
| GUIDANCE | I | ER | RS |
| LIBRARY - MEDIA | ER | RS | W |
| MUSIC | ER | ER | RS |
| PHYSICAL EDUCATION/HEALTH | ER | ER | ER |
| TECHNOLOGY EDUCATION | RS/W | I/ER | RS/W |

KEY RS/W = Research/Study & Write I/ER = Implement & Evaluate/Refine RS = Research/Study W = Write
I = Implement ER = Evaluate/Refine

Elementary Core Curriculum

Instruction in grades K-2 is delivered in self-contained classroom environments. Instruction in grades 3-6 is provided through modified self-contained instruction in the content areas. Partner teaching is utilized in the subject areas of language arts and math to address homogeneous groupings for instruction using a Response to Intervention Model. Students identified with reading deficiencies participate in a three tiered intervention model through the Response to Intervention program. The instructional curriculum at the four elementary schools are identical and aligned to the Pa Standards. Emphasis is placed on the four core subjects: Language Arts (reading, writing, speaking, and listening), mathematics, science, and social studies. In addition, art, music, PE and health, library, technology, and career education are taught. Provisions are made for the individualization of instruction with both enrichment and remedial assistance and resources provided within the buildings. Children with special needs are placed in inclusionary settings whenever possible. Teaching strategies are varied and differentiated and learning-focused schools research is utilized by trained staff.

Middle School Core Curriculum

The purpose of the middle school is to provide a transitional experiences from childhood to adolescence. The Warwick Middle School contains grades 7 and 8. The curriculum provides students with an integrated and comprehensive course of study along with the ability to explore various other learning opportunities. The middle level learning environment allows for educational opportunities designed to promote the attainment of academic standards, individual student growth, and the development of values and responsibilities. Grade level instructional teams share the responsibility for the academic performance of students at a particular grade level. Time is allotted for teachers to collaborate regarding the instructional program and the needs of the students. Opportunities exist at the middle school for students to explore various life skills as well as the arts. These include: art, music, world language, family and consumer science, health and PE, library, computer applications, and technology. There is also a wide variety of clubs and extracurricular activities including athletics for both boys and girls.

High School Curriculum

The Warwick Curriculum Plan provides all students with the opportunity to graduate with a career focus and the skills needed to reach their objectives. The curriculum provide students with an opportunity to increase their awareness of career options; provide a School-to-Work system which includes school-based learning, work-based learning, and connecting activities; increase applied, technical, and problem-solving curriculum content in academic courses; provide students with an opportunity to elect courses related to their specific career focus; connect curriculum content among subject areas; raise the level of expectations for all students; and provide a smooth transition between high school and post-secondary school or between high school and work. The Warwick Curriculum Plan is designed around 5 career clusters: Business/Entrepreneurship, Communication/Arts, Health Careers, Human/Public Services and Science/Engineering.

Assessments and Public Reporting

Assessment and Public Reporting

All students in grades 3,4,5,6,7,8, and 11 take the PSSA with re-test opportunities for students in grade 12. Eleventh grade students who do not score proficient or above are enrolled in a remediation program. Students in grades 3, 4, 5, 6, 7, 8, 9, 10, and 11 take the 4sights tests four times per year. Results from all assessments are shared with faculty and administration. Testing data is stored in the school's district Data Blender, a data warehouse system.

At the elementary level the following additional assessment tools are utilized in the area of reading: DIBELS, Core Phonics, TOWRE, and curriculum based assessments. These assessments determine student progress, specific skill area strengths and needs, and students in need of interventions. In the area of math, additional assessments include the MBSP, R1PM, and curriculum based assessments. This data is analyzed and shared with staff at bi-weekly grade level meetings to determine impact on instruction, intervention changes for specific students, curriculum issues to be addressed, etc.

Results of PSSA tests are shared with the Warwick Education Committee and the Warwick School Board. In addition, assessments are shared with parents, community members, and various public entities through public reports, school meetings, district publications (NCLB report card, District Newsletter, Staff Portal) and our district website. Results of the Keystone Exams will also be shared with the same stakeholders.

Targeted Assistance For Struggling Students

Targeted Assistance For Struggling Students

The District established a full day kindergarten program for those students who are most in academic need. The district will utilize universal screening and student performance data to determine the eligibility of students into its full day kindergarten program. Each of the four elementary schools will have one full day kindergarten program for students with academic needs. Class size will be limited to 15 students. Students will be homogeneously placed in a session where teachers will work on the intensive interventions needed for reading and mathematics success. Interventions that will be utilized are based on the individual needs of the student. These students will be placed in a heterogeneous group for the remaining session where they will receive core content with the other district students. Continual progress monitoring will occur with the expectation that all students will make appropriate benchmarks. Full day kindergarten students will be instructed in a rigorous literacy and numeric curriculum. Students will be exposed to targeted intensive instruction where the specific interventions will be administered to students. Full day kindergarten students and professional staff will have access to researched based curriculum and instruction including K-PALS, Scott Foresman ERI, and Foundations. In addition to the targeted interventions full day kindergarten students will have access to the district's core kindergarten curriculum that is aligned to standards.

The Warwick School District will increase student achievement through the continuous monitoring of student performance data. Time will be provided for staff to meet, on a regular basis, to review and discuss student performance data. Data decision making will be used to modify curriculum, instruction, and assessment practices district wide. Language arts and mathematics teams were established in each of the six buildings that comprise the Warwick School District. Each team is made up of a cross section of professional staff that is led by the building principal. During the beginning of the school term the language arts and mathematics teams will review PSSA data and other types of student performance data. Teams will engage in structured dialogue leading to developing building improvement plans.

Teacher instructional practices will include those activities that ensure learning through investigation, play, and focused intentional teaching. The District incorporates research and evidence based teaching strategies from Learning-Focused schools research (Thompson and Thomason). Instructional practices will also include those strategies that will optimize the success for children with disabilities. Teachers will utilize varied differentiated teaching strategies to optimize success including small group learning, whole group learning, collaborative learning, and individual instruction. Targeted intensive interventions by the teachers will expand vocabulary and expressive language. These interventions will provide the opportunities needed by these learners to become proficient readers and experience a much higher academic success in the years to come.

Teachers will use appropriate research and evidenced based strategies that will maximize student learning. District professional staff members are trained in the learning-focused school model that is based on best practices. This will help guide teachers in their deliberate and intentional instructional practice and support effective classroom environments. Targeted interventions in reading and mathematics (Response to Intervention) will emphasize rigorous literacy and numeracy experiences. Teachers will provide meaningful learning experiences that will engage the students' interests and abilities. Utilizing the Kindergarten standards, students will learn key skills of literacy and numeracy. Students will start to understand their world and be able to problem solve through interactions with peers and exploration of their environment.

The Pre-Kindergarten Summer Readiness Program is a five-week program specifically designed to prepare children for kindergarten. The children receive practice in the skills necessary to be successful kindergarten students. The objectives for the program are readiness skills in the areas of: Reading, Math, Fine Motor and Social/Emotional.

The Reading Readiness portion of the program targets: 1. Reading and Writing skills (development of phonological awareness, concepts of print, comprehension, and alphabetic principles); and 2. Listening and Speaking portion of the program focuses on the skills of (expressiveness, following of two-step directions, attentiveness, and conversing with peers and staff). The Math Readiness portion of the program targets: 1. Learning and Problem Solving (demonstration of task completion and recognition of similarities and differences); and 2. Logic Skills (orally counting from one to ten, recognize and write numbers from one to ten out of sequence, and recognition of basic geometric shapes). The Fine Motor Readiness portion of the program focuses on demonstration of proper use of writing tools and scissor skills. And the Social/Emotional portion of the program focuses on willingness to participate in activities and demonstration of self-direction and independence.

The Pre-Kindergarten Summer Readiness Program is held at the John R. Bonfield Elementary School during the month of July and the first week of August. Each morning and afternoon session lasts two and a half hours. Session I runs from 8:00-10:30 AM, and Session II runs from 11:30 AM-2:00 PM. The program is delivered by a certified teacher and assisted by a trained para-educator. The class size for each class in the Pre-Kindergarten Summer Readiness Program services a maximum of twelve students per class.

The Warwick School District's remediation program for struggling learners at the high school level, (those scoring basic and below basic on the Pennsylvania System of School Assessment), is based upon a technology application program developed by the Princeton Review. Princeton Review's Homeroom.com tests students and identifies skills needing additional reinforcement. This program also provides remediation of identified skills in Math and Reading for all 9-12 grade students. The program is offered before, during, and after school hours to accommodate the diversity of student schedules.

Additional intervention courses have been added to the high school curriculum - Strategic Reading and Strategic Math, for students in grades 9-11. The District also provides 1:1 coaching in reading and mathematics to designated grade 11 students.

The Warwick School District will explore and expand its remedial opportunities for high school students. These opportunities may include but not limited to remediation classes, online courses (anytime anywhere learning), summer opportunities, and tutorial programs before or after school.

Support for Struggling Schools

Various strategies and interventions are used to support struggling schools. Although the District has achieved AYP each year since 2004, the high school has struggled to attain AYP over the past several years due to the reading and mathematics achievement of the IEP subgroup. The high school moved into School Improvement I with the achievement data of the IEP subgroup in 2006. In 2007 the high school earned Making Progress: School Improvement I, but then moved into School Improvement II in 2008. In 2009 the high school was in Corrective Action I. Data from the PSSA in 2010 moved the high school into Making Progress status.

Preliminary data from the 2011 PSSA data shows an increase in reading achievement at the high school, and a decrease in mathematics achievement. It is unknown at this time if the high school will attain AYP through Safe Harbor or another measure for achieving AYP.

The supports given to the high school include curriculum revision, teacher coaches, tutoring, classes for remediation, summer and other expanded learning opportunities, and online instruction.

Qualified, Effective Teachers and Capable Instructional Leaders

The Warwick School District prides itself in having a teaching and administrative staff of the highest quality. The district ensures the employment of highly qualified professional employees to deliver instruction based on the academic standards and to assess and monitor student performance. Personnel who teach and administer the district's planned instruction and assessment program have the proper credentials in accordance with all state and federal statutes. All teachers in the Warwick School District are highly qualified and highly effective. The district has an in-depth staff development plan, incorporates a staff development specialist who assists new hires during their first and second years, and observes and evaluates staff to improve student learning. Many of our administrative personnel have advanced degrees. The district is committed to hire the finest teachers, provide support to ensure professional growth, and present opportunities that will allow all staff members to reach their highest potential.

Parent and Community Participation

The Warwick School District utilizes the committee system to help in the decision making process of the district. Parents and community members serve on all four committees: Education Committee; Student Activities Committee; Legal and Finance Committee; and the Building and Property Committee. Meetings are monthly and the service terms are for three years.

The Warwick School District has a targeted Title I program for the qualified elementary schools. Parents at these schools meet with the Assistant Superintendent on an annual basis to assist in the formulation of various policies and compacts. The Warwick School District utilizes community members and parents when hiring administrators at both the building and central office levels.

Parent sponsored booster groups exist for the district's recognized athletic teams. The booster groups are open to any parent of a participating athlete. The parents involved in each organization plan fundraising events, pre-game meals for the athletes, spirit activities, and an award program at the end of the season. Parent groups exist as well for school music groups, such as Concert Band, Marching Band, etc.

Each of our four elementary schools has a Parent Teacher Organization that sponsors special events for the students, parents and families in each school. The PTO organizations are made up of parents and teachers who work collaboratively. The PTO's hold various fundraising events to support special programs, assemblies, and events. The PTO's meets one time a month to generate ideas, coordinate special events and provide updates on committees' progress. These committees are extensive in nature and meet the needs of students, families and staff in a variety of ways. The following are examples of the committees: Family Fun Nights, Carnival, Fine Arts day, Veteran's Day, Donuts with Dad/ Mornings with Mom, Yearbook Development, Staff Appreciation, School Spirit, Holiday Shoppe, Track and Field, Turn Off the TV Week, and yearlong Hospitality. These committees and the work of the PTO's provide opportunities for parents and staff to support students both academically and socially.

The high school Business Department formed a consortium with local business representatives to advise them of current business practices in order to keep the curriculum up to date. The group also advises the Future Business Leader Association, the student-run business organization, on their yearly project. The Business Advisory Group meets formally four times a year and informally during the year on an as-needed basis.

The Warwick community Ministerium is composed of a representative, usually the pastor, from each of the churches within the Warwick School District. This group meets on a monthly basis and offers their support to the district in any way they can. The Ministerium helps the high school's senior class officers plan Baccalaureate and is a valuable resource to the faculty, staff, and students in times of crisis.

Warwick School District has developed a partnership with the Anti-Defamation League. As part of this partnership, each school will be hosting activities and projects that should expose students to other cultures, celebrate diversity and promote respect for differences. Respect for differences may include, but are not limited to people: with mental and/or physical disabilities, based on age, based on religious affiliation, based on economic status, based on race, and based on gender. Students will be introduced to vocabulary such as: bias, anti-bias, discrimination, diversity, multicultural, prejudice and stereotype. As part of this partnership, a community-wide Respect Initiative Committee was formed. This committee is comprised of people from the Warwick School District community and staff, as well as, county, state and federal levels to address issues and identify various levels of support. This committee worked collaboratively to identify goals and initiatives regarding the theme for No Place for Hate. Planned activities related to the "No Place for Hate" theme were and will continue to be integrated throughout the school year and each year thereafter. Special events were coordinated with neighboring school districts and community members.

At the elementary level, the Response to Intervention model was first implemented during the 2006-2007 school year. In order to provide parents with an understanding of this model, the interventions being implemented, assessments being administered, the use of data to drive instruction, and how student progress is monitored, parent information sessions are held at various times throughout the school year in each of the elementary schools. In addition to these special information sessions, parent teacher conferences are held in November for the parents of every child. In the Spring, an additional parent conference is held with the parents of students receiving tiered interventions through the RtI model.

Pre-Kindergarten Transition

No Pre-K Offered