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# Pennsylvania Department of Education

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COMMONWEALTH OF PENNSYLVANIA  
**DEPARTMENT OF EDUCATION**  
333 MARKET STREET  
HARRISBURG, PA 17126-0333

## **Academic Standards and Assessment Report** Wednesday, August 27, 2008

**Entity:** Richland SD  
**Address:** 340 Theatre Drive  
Johnstown, PA 15904-5370  
**Phone:** (814) 266-6063  
**Contact Name:** Thomas Fleming

## Organization Description

The Richland School District is located approximately 75 miles from Pittsburgh. It is a district serving approximately 1500 students in grades K through 12. The building configuration within the district is one elementary building housing grades K-6 and one Jr./Sr. High School housing grades 7-12. The Richland School District is one of 35 school districts and 5 career and technology centers under the umbrella of the Intermediate Unit 08. The Intermediate Unit 08 provides special education and professional development services to all associated districts.

As reported in the 2006-2007 state report card, the Richland School District is exceeding all established benchmarks for its total student population as outlined by the Pennsylvania Department of Education. These results are a reflection of a balanced curriculum and a district wide dedication to excellence. This dedication to excellence is a reflection of our mission statement: ***To produce responsible contributing citizens who can demonstrate the knowledge and skills necessary to be successful in a changing world. We will accomplish this by providing diverse practical educational opportunities, recognizing each person's self-worth, and developing individual talents and interests.*** We believe as a community that all children are important!

## Core Purpose

### Mission

The Richland School District, striving to be a leader in education, shares the following mission: ***To produce responsible contributing citizens who can demonstrate the knowledge and skills necessary to be successful in a changing world. We will accomplish this by providing diverse practical educational opportunities, recognizing each person's self-worth, and developing individual talents and interests.***

### Vision

The Richland School District recognizes that the pace of change in our world is placing new and more complex demands on students and effective schools. The vision of an effective school for the 21st century includes a mission statement developed from a set of belief statements that are fundamental to providing a quality education. This district believes:

- Learning is a lifelong process.
- Everyone has the potential to learn.
- Effective learning is achieved through cooperation.
- Experiencing and celebrating success promotes self-confidence.
- Education must inspire mutual respect and compassion.
- The community that invests in education will prosper.
- Accountability in education is essential.
- Innovation and creativity are necessary for individual development.
- Processing information is critical to learning.
- Everyone is important.

## Shared Values

1. Learning is a lifelong process.
2. Everyone has the potential to learn.
3. Effective learning is achieved through cooperation.
4. Experiencing and celebrating success promotes self confidence.

5. Education must inspire mutual respect and compassion.
6. The community that invests in education will prosper.
7. Accountability in education is essential.
8. Processing information is critical to learning.
9. Everyone is important.

## **Goals**

### **Goal: Differentiated Instruction**

*Description:* Teachers will differentiate instruction at all levels and all phases of the curriculum. This will allow students to receive individualized instruction to accommodate their unique learning styles and abilities.

### **Goal: Employee Collaboration, Innovation, and Growth**

*Description:* The district will expect collaboration and innovation in a quality staff, faculty and school administration. We will develop processes that encourage collaboration, innovation, and growth in all student, faculty, staff, and administrative activities. Unless otherwise indicated, the timeline for implementation is ongoing throughout the course of the plan. Annual reviews of advancement will inform the next stages of each activity. Resource distribution will occur during the budget planning cycle on a yearly basis.

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

*Description:* Graduate rate will meet an 80% threshold and/or show growth.

### **Goal: Future Oriented Curriculum**

*Description:* Implement a future-oriented curriculum so that each student will graduate with the knowledge and skills to prosper in a multi-dimensional, global and technological society. We will continue to create and provide learning experiences, program options, and support services that motivate and enable each student to maximize individual potential. Allocation of resources will occur during the budget planning cycle on an annual basis. Ongoing staff development will be designed to support the completion of this goal.

### **Goal: MATHEMATICS**

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

### **Goal: READING**

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

### **Goal: School and Community Partnerships**

*Description:* Build, strengthen, and maintain partnerships, emphasizing the shared responsibility of the school community and the community at large for the success of our students. We will strengthen communications with all stakeholders and develop partnerships and relationships that support the educational process.

### **Goal: STUDENT ATTENDANCE (any school that does not graduate seniors)**

*Description:* Student attendance will meet a 90% threshold and/or show growth.

### **Goal: STUDENT PARTICIPATION IN STATE ASSESSMENTS**

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

## Academic Standards

The Richland School District strongly believes that standards define what students should know and demonstrate in all of the content areas. The standards support the construction of a foundation in all core areas and provide targets of student achievement so that students, teachers, and parents are aware of expectations. We advocate the development and implementation of curriculum that is rigorous, aligned to state and national standards, and consistent with research findings and recommended instructional practices. The establishment of a curriculum cycle enables the Richland School District to regularly update and align student instructional outcomes with standards in science and technology, environment and ecology, social studies, reading-writing-speaking-listening, arts and humanities, career education and work, health, safety and physical education, family and consumer science, and world languages. The scheduled cycle for curriculum revision and enhancement includes the following:

- 2008/2009 Social Studies and Guidance
- 2009/2010 Fine Arts, PE & Health, Technology Education,  
Family & Consumer Science, Business & Information Technologies
- 2010/2011 Language Arts, ESL, Library Science
- 2011/2012 Mathematics
- 2012/2013 Science

## Graduation Requirements

### MINIMUM GRADUATION REQUIREMENTS

Science	3
Mathematics	4
Social Studies	4
English	4
Health	0.6
Physical Education	1.6
Arts/Humanities	2
Electives	5.8

**Minimum Total Credits 25**

### GRADE LEVEL CLASSIFICATION BY CREDITS

Sophomore	5.4
Junior	11.2

Each student is required to satisfactorily complete one computer course or an integrated computer course prior to graduation.

A "credit" is one (1) year or two (2) semesters of work successfully completed in a subject which meets five (5) days a week. A class that meets one (1) period per week for the school year earns .20 credits; two (2) periods earns .40 credits, etc.

**\*All students will be required to complete a graduation project. The graduation project is the senior English Class research paper.**

### Strategic Planning Process

The Richland School District Strategic Planning Committee participated in meetings during the 2007-08 school year to create the district's mission and vision statements, identify shared values, examine data, and respond to district subcommittee reports. Strategic planning subcommittees assessed data and collected input from teachers and students to determine goal areas, strategies, and activities.

### Strategic Planning Committee

Name	Affiliation	Membership Category	Appointed By
Alyson Kaminsky	Richland SD	Secondary School Teacher	Teachers
Andrew Fedore	Richland SD	Business Representative	Richland School Board
Barbara Misosky	Richland SD	Parent	Richland School Board
Becky Staley	Richland SD	Community Representative	Richland School Board
Brandon Bailey	Richland SD	Administrator	District Administration
Eber Verhovsek	Richland SD	Community Representative	Richland School Board
Edward A. Moran	Richland SD	Administrator	District Administration
James Roccio	Richland SD	Board Member	Richland School Board
Jeffrey Wingard	Parent	Parent	Richland School Board
Jena Tully	Richland SD	Elementary School Teacher	Teachers
John E. Maier	Richland SD	Administrator	District Administration
Joshua Day	Richland SD	Elementary School Teacher	Teachers
Lori Trentini	Richland SD	Elementary School Teacher	Teachers
Mary Lou Davis	Richland SD	Elementary School Teacher	Teachers
Michael Bodolosky	Richland SD	Board Member	Richland School Board
Pam Verostick	Richland SD	Business Representative	Richland School Board
Rene Miliauskas	Richland SD	Elementary School Teacher	Teachers
Rex McQuaide	Richland SD	Board Member	Richland School Board
Scott Instone	Richland SD	Parent	Richland School Board
Sharon Mish	Richland SD	Elementary School Teacher	Teachers

Thomas P. Fleming, Jr.	Richland SD	Administrator	District Administration
Thomas Smith	Richland SD	Administrator	Richland School Board

## Goals, Strategies and Activities

### **Goal: Differentiated Instruction**

*Description:* Teachers will differentiate instruction at all levels and all phases of the curriculum. This will allow students to receive individualized instruction to accommodate their unique learning styles and abilities.

### **Strategy: Achieve vertical and horizontal coordination of curricula and consistency of instruction.**

*Description:* Alignment of the curriculum grades K-12 with state and national standards

*Activities:*

Activity	Description	
Back-mapping of curriculum.	Administrators and teachers will back-map the curriculum grades K-12 to eliminate unnecessary practices and to ensure that appropriate concepts are taught at each grade level for exposure, development or mastery. Further, technological resources will be utilized to connect standards, curriculum and resources.	
Person Responsible	Timeline for Implementation	Resources
Thomas Fleming	Ongoing	\$25,000.00

### **Strategy: Classroom instruction.**

*Description:* Instruction and assessments will focus on the strengths of each student.

*Activities:*

Activity	Description	
Assessments and grading	Alternative assessments will be developed and utilized across the curriculum.	
Person Responsible	Timeline for Implementation	Resources
Thomas Fleming	Ongoing	\$0.00

Activity	Description	
Lesson development.	Lesson plans will be developed with consideration being given to varied learning styles, instructional needs of individuals and curriculum goals.	
Person Responsible	Timeline for Implementation	Resources
Thomas Fleming	Ongoing	\$0.00

### **Strategy: Gifted Education.**

*Description:* Review of existing program to expand opportunities for qualified students.

*Activities:*

Activity	Description	
District self-assessment.	Programming needs will be determined by completing and analyzing the results of the "Gifted Education Program Self-Assessment Instrument".	
Person Responsible	Timeline for Implementation	Resources
Thomas Fleming	Start:2/2/2009 Finish: 2/27/2009	\$1,000.00

**Strategy: Inclusionary practices.**

*Description:* Co-teaching opportunities will be provided to special educators in identified content areas K-12 creating a more inclusive environment for special education students.

*Activities:*

Activity	Description	
Cooperative planning sessions.	Special education and regular education teachers will be given time and resources to jointly plan instructional lessons.	
Person Responsible	Timeline for Implementation	Resources
Thomas Fleming	Ongoing	\$0.00

**Strategy: Increase student participation in creative, literary and performing arts.**

*Description:* Exposure to or opportunities to participate in the fine arts will be provided to all students K-12.

*Activities:*

Activity	Description	
Create opportunities for interdisciplinary learning.	Where possible the administration and teachers will include use variations of the fine arts to support instruction in the core content areas.	
Person Responsible	Timeline for Implementation	Resources
Thomas Fleming	Ongoing	\$0.00

Activity	Description	
Where possible the administration and teachers will include use variations of the fine arts to support instruction in the core content areas.	Where possible administrators and teachers will expand upon existing programming based upon available financial resources and proven need based upon curriculum review.	
Person Responsible	Timeline for Implementation	Resources
Thomas Fleming	Ongoing	\$0.00

**Strategy: Technology acquisition and utilization.**

*Description:* Technological resources will be explored and made available to classroom teachers to support and enhance instruction.

*Activities:*

Activity	Description
Technology	Educational software and distance learning opportunities will continue to be

deployment.	provided to students and in some cases additional programming will be implemented.	
<b>Person Responsible</b>	<b>Timeline for Implementation</b>	<b>Resources</b>
Thomas Fleming	Ongoing	\$0.00

**Goal: Employee Collaboration, Innovation, and Growth**

*Description:* The district will expect collaboration and innovation in a quality staff, faculty and school administration. We will develop processes that encourage collaboration, innovation, and growth in all student, faculty, staff, and administrative activities. Unless otherwise indicated, the timeline for implementation is ongoing throughout the course of the plan. Annual reviews of advancement will inform the next stages of each activity. Resource distribution will occur during the budget planning cycle on a yearly basis.

**Strategy: Attainment of higher degrees by professional staff.**

*Description:* The Richland School District will support graduate level studies by its professional staff.

*Activities:*

<b>Activity</b>	<b>Description</b>	
Teacher selection of an approved graduate level program.	Teachers will be reimbursed per the existing collective bargaining agreement for each class completed with a grade of A or B. All programs will be pre-approved by the Superintendent and will address an area of need within the district or directly impact and enhance the teacher's current assignment.	
<b>Person Responsible</b>	<b>Timeline for Implementation</b>	<b>Resources</b>
Thomas Fleming	Ongoing	\$0.00

**Strategy: Building level training initiatives.**

*Description:* The Richland School District will provide building level trainings that target specific developmental and content areas.

*Activities:*

<b>Activity</b>	<b>Description</b>	
Elementary Training Grades K-6	During the course of this strategic plan, the elementary program will focus on implementing a guided reading program grades K-6, training of all teachers in the use of the DRA, training to support the implementation of envision math, training in hands-on science techniques to support the current basal system, and training in literature circles and writers' workshop. Other topics will be added based upon the results of the needs survey.	
<b>Person Responsible</b>	<b>Timeline for Implementation</b>	<b>Resources</b>
Thomas Fleming	Ongoing	\$0.00

<b>Activity</b>	<b>Description</b>	
Junior/Senior High School Training Grades K-7	During the course of this strategic plan, the Junior/Senior High Training Grades 7-12 will focus on the area of technology. The training sequence will include but not be limited to ,web design, email, classroom technologies, electronic gradebooks, etc. Grade level and content specific trainings will also be made available throughout the duration of this plan.	
<b>Person Responsible</b>	<b>Timeline for Implementation</b>	<b>Resources</b>
Thomas Fleming	Ongoing	\$0.00

**Strategy: Develop and administer a staff development needs assessment for all faculty.**

*Description:* The administration of the Richland School District will develop and administer a needs survey to determine future professional development needs for all teachers.

*Activities:*

<b>Activity</b>	<b>Description</b>	
Analyze survey results.	The needs survey will be analyzed and a comprehensive staff development plan will be implemented.	
<b>Person Responsible</b>	<b>Timeline for Implementation</b>	<b>Resources</b>
Thomas Fleming	Ongoing	\$0.00

**Strategy: Evaluate professional development opportunities.**

*Description:* The Richland School District will continue to utilize its professional development evaluation tool.

*Activities:*

<b>Activity</b>	<b>Description</b>	
Completion of evaluation.	All district employees will complete the evaluation tool for each professional development activity. The evaluations will be reviewed by building administrators.	
<b>Person Responsible</b>	<b>Timeline for Implementation</b>	<b>Resources</b>
Thomas Fleming	Ongoing	\$0.00

**Strategy: Provide professional development opportunities.**

*Description:* Opportunities for professional development will be provided to all teachers in areas that pertain to their assigned responsibilities.

*Activities:*

<b>Activity</b>	<b>Description</b>	
Notification of professional development.	District administrators will make available approved professional development opportunities to faculty on a regular basis. Also administrators will review opportunities supplied by teachers and where appropriate make the necessary resources available to allow attendance by the teacher.	
<b>Person Responsible</b>	<b>Timeline for Implementation</b>	<b>Resources</b>
Thomas Fleming	Ongoing	\$0.00

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

*Description:* Graduate rate will meet an 80% threshold and/or show growth.

**Strategy: Dropout Prevention**

*Description:* Provide students with information to prevent dropping out.

*Activities:*

<b>Activity</b>	<b>Description</b>	
Career awareness.	The Richland School District will provide career awareness activities through its counseling department in grades K-12.	
<b>Person Responsible</b>	<b>Timeline for Implementation</b>	<b>Resources</b>
Thomas Fleming	Ongoing	\$0.00

**Strategy: Examine graduation and drop-out rates.**

*Description:* District administrators will evaluate graduation data annually.

*Activities:*

<b>Activity</b>	<b>Description</b>	
Longitudinal study of graduation data.	District administrators will evaluate graduation data yearly and compare it historically. This will allow us to track and monitor any trends over time.	
<b>Person Responsible</b>	<b>Timeline for Implementation</b>	<b>Resources</b>
Thomas Fleming	Ongoing	\$0.00

**Goal: Future Oriented Curriculum**

*Description:* Implement a future-oriented curriculum so that each student will graduate with the knowledge and skills to prosper in a multi-dimensional, global and technological society. We will continue to create and provide learning experiences, program options, and support services that motivate and enable each student to maximize individual potential. Allocation of resources will occur during the budget planning cycle on an annual basis. Ongoing staff development will be designed to support the completion of this goal.

**Strategy: Achieve mathematics performance expectations in grades K-12**

*Description:* Create and provide learning experiences, program options, and support services that motivate and enable students to achieve proficient or advanced levels of performance on district and state mathematics assessments.

*Activities:*

<b>Activity</b>	<b>Description</b>	
Analyze Assessment Data	Administer district and state assessments for Mathematics. Administrators and teachers will analyze the data to guide curriculum and instruction.	
<b>Person Responsible</b>	<b>Timeline for Implementation</b>	<b>Resources</b>
Thomas Fleming	Ongoing	\$0.00

**Strategy: Achieve reading performance expectations in grades K-12**

*Description:* Create and provide learning experiences, program options, and supports services

that motivate and enable students to achieve proficient or advanced levels of performance on district and state reading assessments.

*Activities:*

Activity	Description	
Analyze Assessment Data	Administer district and state assessments for Reading. Administrators and teachers will analyze the data to guide curriculum and instruction.	
Person Responsible	Timeline for Implementation	Resources
Thomas Fleming	Ongoing	\$0.00

**Strategy: Achieve writing performance expectation in grades k-12**

*Description:* Create and provide learning experiences, program options, and supports services that motivate and enable students to achieve proficient or advanced levels of performance on district and state writing assessments.

*Activities:*

Activity	Description	
Analyze Assessment Data	Administer district and state assessments for Writing. Administrators and teachers will analyze the data to guide curriculum and instruction.	
Person Responsible	Timeline for Implementation	Resources
Thomas Fleming	Ongoing	\$0.00

**Strategy: Implement a K-12 career development program.**

*Description:* The career development program will develop and define career awareness, career exploration and career preparation.

*Activities:*

Activity	Description	
Develop career portfolios for students.	Research career exploration software, develop an outline for the contents of students' portfolios, staff development, and share information with parents and students.	
Person Responsible	Timeline for Implementation	Resources
Thomas Fleming	Ongoing	\$0.00

**Goal: MATHEMATICS**

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

**Strategy: Data Analysis.**

*Description:* District administrators and teachers will continuously evaluate student performance and make curricular decisions based upon data.

*Activities:*

Activity	Description
District wide local assessment in Mathematics.	A local mathematics assessment will be developed and administered three times yearly. The assessments will be based on curriculum content and eligible content as established by the state of Pennsylvania. The assessment

	will include both multiple choice and open-ended questions.	
<b>Person Responsible</b>	<b>Timeline for Implementation</b>	<b>Resources</b>
Thomas Fleming	Ongoing	\$0.00

<b>Activity</b>	<b>Description</b>	
Interpret data from the PVASS.	Administrators and teachers will evaluate data from individual students. Differentiated instruction opportunities will be provided based on this analysis on an individual or small group basis.	
<b>Person Responsible</b>	<b>Timeline for Implementation</b>	<b>Resources</b>
Thomas Fleming	Ongoing	\$0.00

**Strategy: Intervention for at-risk students.**

*Description:* Programming will be developed to ensure at risk students are provided opportunities to be successful on state and local assessments.

*Activities:*

<b>Activity</b>	<b>Description</b>	
Remediation.	Opportunities for remediation will be provided to at-risk students during their instructional day grades 3-12.	
<b>Person Responsible</b>	<b>Timeline for Implementation</b>	<b>Resources</b>
Thomas Fleming	Ongoing	\$0.00

<b>Activity</b>	<b>Description</b>	
Study Island implementation.	Opportunities will be provided to students to use Study Island both during the instructional day and after school hours as a form of remediation.	
<b>Person Responsible</b>	<b>Timeline for Implementation</b>	<b>Resources</b>
Thomas Fleming	Ongoing	\$0.00

**Goal: READING**

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

**Strategy: Data Analysis.**

*Description:* District administrators and teachers will continuously evaluate student performance and make curricular decisions based upon data.

*Activities:*

<b>Activity</b>	<b>Description</b>
District administrators and teachers	Local Reading Assessments will be created and

will continuously evaluate student performance and make curricular decisions based upon data.	administered three times yearly. Teachers and administrators will evaluate data to modify curriculum and provide for differentiated instruction.	
<b>Person Responsible</b>	<b>Timeline for Implementation</b>	<b>Resources</b>
Thomas Fleming	Ongoing	\$0.00

<b>Activity</b>	<b>Description</b>	
District wide local assessment in Reading.	A local Reading assessment will be developed and administered three times yearly. The assessments will be based on curriculum content and eligible content as established by the state of Pennsylvania. The assessment will include both multiple choice and open-ended questions.	
<b>Person Responsible</b>	<b>Timeline for Implementation</b>	<b>Resources</b>
Thomas Fleming	Ongoing	\$0.00

<b>Activity</b>	<b>Description</b>	
Interpret data from the PVASS.	Administrators and teachers will evaluate data from individual students. Differentiated instruction opportunities will be provided based on this analysis on an individual or small group basis.	
<b>Person Responsible</b>	<b>Timeline for Implementation</b>	<b>Resources</b>
Thomas Fleming	Ongoing	\$0.00

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<b>Person Responsible</b>	<b>Timeline for Implementation</b>	<b>Resources</b>
Thomas Fleming	Ongoing	\$0.00

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Study Island implementation.	Opportunities will be provided to students to use Study Island both during the instructional day and after school hours as a form of remediation.	
<b>Person Responsible</b>	<b>Timeline for Implementation</b>	<b>Resources</b>
Thomas Fleming	Ongoing	\$0.00

**Goal: School and Community Partnerships**

*Description:* Build, strengthen, and maintain partnerships, emphasizing the shared responsibility of the school community and the community at large for the success of our students. We will strengthen communications with all stakeholders and develop partnerships and relationships that support the educational process.

**Strategy: Develop partnerships.**

*Description:* Develop and maintain partnerships with community stakeholders to enhance the opportunities and experiences of all students.

*Activities:*

<b>Activity</b>	<b>Description</b>	
Partnerships with institutions of higher learning.	Relationships will be maintained and strengthened with institutions of higher education that will support the academic needs of our students and provide additional opportunities for growth both intellectually and personally. These institutions include but are not limited to, Pennsylvania Highlands Community College, Gannon University, and the University of Pittsburgh at Johnstown.	
<b>Person Responsible</b>	<b>Timeline for Implementation</b>	<b>Resources</b>
Thomas Fleming	Ongoing	\$0.00

<b>Activity</b>	<b>Description</b>	
Service provider collaboration.	Relationships will be maintained and strengthened with community service providers that will develop and support the academic, social, emotional, and health needs of our students. Examples include but are not limited to the Learning Lamp, Head Start, Beginnings and the Intermediate Unit 08.	
<b>Person Responsible</b>	<b>Timeline for Implementation</b>	<b>Resources</b>
Thomas Fleming	Ongoing	\$0.00

**Strategy: Improve the dissemination of information to parents and the community at large.**

*Description:* The Richland School District contributes to student success through the free exchange of information with all stakeholders.

*Activities:*

<b>Activity</b>	<b>Description</b>	
District newsletter.	The Richland School District will prepare and disseminate a community newsletter twice yearly to all community members.	
<b>Person Responsible</b>	<b>Timeline for Implementation</b>	<b>Resources</b>
Thomas Fleming	Ongoing	\$0.00

Activity	Description	
Increase parent/teacher communication.	Encourage teachers to communicate on a regular basis with parents through conferencing, email, letters and phone calls.	
Person Responsible	Timeline for Implementation	Resources
Thomas Fleming	Ongoing	\$0.00

Activity	Description	
Maintain and continue to develop the district web-site.	The Richland School District will continue to improve its web-site to facilitate use for the accessing of information by parents, students, and community members. Further, teachers and school personnel will be encouraged to help maintain and to submit information that they deem useful to the community.	
Person Responsible	Timeline for Implementation	Resources
Thomas Fleming	Ongoing	\$0.00

**Goal: STUDENT ATTENDANCE (any school that does not graduate seniors)**

*Description:* Student attendance will meet a 90% threshold and/or show growth.

**Strategy: Evaluation of attendance data.**

*Description:* The elementary principal will monitor student attendance.

*Activities:*

Activity	Description	
Yearly and longitudinal study of attendance.	Attendance will be reviewed and compared historically to identify any trends. Programming will be implemented as required if attendance falls below 90%.	
Person Responsible	Timeline for Implementation	Resources
Thomas Fleming	Ongoing	\$0.00

**Goal: STUDENT PARTICIPATION IN STATE ASSESSMENTS**

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

**Strategy: Evaluation of participation data.**

*Description:* The elementary and high school principals will monitor student participation on state assessments.

*Activities:*

Activity	Description	
Yearly and longitudinal study of participation.	Participation on state assessments will be reviewed and compared historically to identify any trends. Programming will be implemented as required if participation falls below 95% of eligible students.	
Person Responsible	Timeline for Implementation	Resources
Thomas Fleming	Ongoing	\$0.00

## Measurable Annual Improvement Targets

The Richland School District will strive to meet yearly achievement goals as defined by NCLB. As proficiency goals change, the Richland School District will continue to analyze data, making curricular changes as necessary to provide our students with the best possible educational experience and to meet both Federal and State mandates.

## Curriculum, Instruction and Instructional Materials

The Richland School District has developed a five year curriculum review cycle. This cycle allows us to evaluate, develop and improve curricular offerings on a regular basis.

2008-2009	Social Studies
2009-2010	Fine Arts, Practical Arts, Family and Consumer Sciences, Business and Information Technologies
2010-2011	Language Arts, ESL, Library Sciences
2011-2012	Mathematics
2012-2013	Science

The curriculum cycle is broken into five phases with each subject being put through the entire process.

### Phase 1

- Review literature related to state and national practices.
- Complete classroom curriculum mapping by individual classrooms to identify content gaps
- Align the state standards.
- Begin assessment development.
- Analyze current assessments to identify which standards and benchmarks are presently being assessed and where there are gaps.
- Identify appropriate measures for the benchmarks to be assessed, balancing between district, classroom, commercial, and state assessment tools (K-12) in each subject area.

### Phase 2

- Review available resources (published materials, visitations, etc.)
- Write Planned Instruction.
- Pilot strategies and materials.
- Implement textbook selection process.

### Phase 3

- Purchase textbooks/materials.
- Provide professional development.
- Develop needed district and classroom assessments tools.
- Pilot the assessment measures.
- Implement planned instruction.

### Phases 4 & 5

- Continue staff development for all educators to implement strategies and assessment measures.
- Communicate the assessment criteria to the various stakeholders.
- Monitor and adjust assessments.

Table One: District Curriculum and Assessment Cycle

The schedule for the implementation of the five-phase curriculum and assessment cycle:

Year	Phase 1	Phase2	Phase 3	Phase 4	Phase 5
2008-2009	Fine Arts, Tech. Ed., FCS, BCIT	Social Studies	Science	Math	Language Arts
2009-2010	Language Arts	Fine Arts, Tech. Ed., FCS, BCIT	Social Studies	Science	Math
2010-2011	Math	Language Arts	Fine Arts, Tech. Ed., FCS, BCIT	Social Studies	Science
2011-2012	Science	Math	Language Arts	Fine Arts, Tech. Ed., FCS, BCIT	Social Studies
2012-2013	Social Studies	Science	Math	Language Arts	Fine Arts, Tech. Ed., FCS, BCIT

## Assessments and Public Reporting

The District will utilize local, state, and commercial assessments to measure student performance on academic standards. This information will be used to make instructional decisions of all learners. Presently, the following list highlights the assessments being used at the various levels:

### Kindergarten:

- DIEBELS (Dynamic Indicators of Basic Early Literacy Skills)
- Integrated Theme Tests (phonemic awareness, phonics, comprehension)
- DRA2
- Beginning-Middle-End tests (Curriculum Based Assessments Math, Reading, Writing)

### First Grade:

- DIEBELS (Dynamic Indicators of Basic Early Literacy Skills)
- Integrated Theme Tests (phonemic awareness, phonics, comprehension)
- DRA2
- Beginning-Middle-End tests (Curriculum Based Assessments Math, Reading, Writing)
- OLSAT (Otis-Lennon School Ability Test)

### Second Grade:

- DIEBELS (Dynamic Indicators of Basic Early Literacy Skills)
- Integrated Theme Tests (phonemic awareness, phonics, comprehension)
- DRA2

- Beginning-Middle-End tests (Curriculum Based Assessments Math, Reading, Writing)

Third Grade:

- Integrated Theme Tests in Reading
- DRA2 (starting 2008-2009)
- PSSA Reading and Math
- Beginning-Middle-End tests (Curriculum Based Assessments Math, Reading, Writing)
- OLSAT (Otis-Lennon School Ability Test)

Fourth Grade

- Integrated Theme Tests in Reading
- DRA2 (starting 2008-2009)
- PSSA Reading and Math, Science
- Beginning-Middle-End tests (Curriculum Based Assessments Math, Reading, Writing)

Fifth Grade:

- Integrated Theme Tests in Reading
- DRA2 (starting 2009-2010)
- PSSA Reading and Math and Writing
- Beginning-Middle-End tests (Curriculum Based Assessments Math, Reading, Writing)
- OLSAT (Otis-Lennon School Ability Test)

Sixth Grade:

- Integrated Theme Tests in Reading
- DRA2 (2010-2011)
- PSSA Reading and Math
- Beginning-Middle-End tests (Curriculum Based Assessments Math, Reading, Writing)

Seventh Grade:

- Curriculum based assessments.
- PSSA Reading and Math
- Cross-Curricular Writing Assessments

Eighth Grade:

- Curriculum based assessments.
- PSSA Reading, Math, Writing, and Science (2008)
- Cross-Curricular Writing Assessments

Ninth Grade:

- Curriculum based assessments.
- Terra Nova Assessment
- Cross-Curricular Writing Assessments

Tenth Grade:

- Curriculum based assessments.
- Terra Nova Assessment
- Cross-Curricular Writing Assessments

Eleventh Grade:

- Curriculum based assessments.
- PSSA Reading, Math, Writing, and Science
- Cross-Curricular Writing Assessments

Twelfth Grade:

- Curriculum based assessments.
- PSSA Reading, Math, and Writing Retest
- Cross-Curricular Writing Assessments
- Competency Assessments in English, Math, Science, and Social Studies
- Graduation Project

The Richland School District regularly updates all stakeholders of progress of students and curriculum changes. Information is provided through several media, including presentations to the school board, PTO, and faculty, parent conferences, the district web-site, and the district report card.

## **Targeted Assistance For Struggling Students**

Through continuous monitoring of student performance, students who are having difficulty achieving academic standards are quickly identified and a plan of action is established. Based upon individual need, students are directed toward a variety of programs. Programs are continuously being modified, based upon data, to address the various needs of the student body. Programs include, but are not limited to:

### **Elementary (Grades K-6)**

- Title I (Targeted Assistance)
- Instructional Aides
- Reading Tutor
- Software-Based Remediation (Study Island Grades 3-6)
- Instructional Support
- Guidance Counselor Services
- Special Education Services
- ESAP

### **Junior/Senior High (Grades 7-12)**

- Instructional Aides
- After School Tutoring (Core Content Areas)
- Software-Based Remediation (Study Island Grades 7-12)
- Summer School (Offerings provided outside of district)
- Guidance Counselor Services
- Special Education Services
- Designated Courses (As recommended by administrators, councilors and parents)
- SAP

## **Support for Struggling Schools**

Currently, the Jr./Sr. High School is in warning status according to the Pennsylvania Department of Education due to the performance of the Special Education subgroup in Mathematics. Currently the Richland School District is analyzing the data and curriculum pertinent to the performance of this subgroup. Results of this analysis will guide curriculum reform and restructuring. If needed the Richland School District will utilize PDE's Framework for School Improvement, "Getting Results" during the 2009-2010 school year.

## **Qualified, Effective Teachers and Capable Instructional Leaders**

100% of the Richland School District professional and paraprofessional staff is Highly Qualified under the NCLB definition.

## **Parent and Community Participation**

Parent participation is encouraged through:

- On-going parent/teacher communication.
- District website.
- District newsletter.
- Elementary newsletter.
- Elementary PTO.
- Athletic Booster group meetings.
- Parent-teacher conference days.
- New student orientation.
- Kindergarten orientation.
- Grade 7 transition.
- Instructional Support meetings.
- Title I Parent meetings.
- Student Assistance Program.
- Special Education workshops.
- Parent Outreach workshops.
- Committee involvement.

Community participation is encouraged through:

- District website.
- District newsletter.
- Community Outreach efforts spearheaded by the Superintendent of Schools.
- District "All Class Renunion"
- Committee involvement (Safe & Drug Free Schools, Wellness, Technology, Act 48, Strategic Planning, etc.)

## **Pre-Kindergarten Transition**

Five year old kindergarten students enter school age programming through an integrated process consisting of a screening process using Dial 3 and parent/principal meeting. The data from this process is reviewed and interpreted by district administration. This process ensures appropriate entry into the public school setting. Transition meetings occur for all students who enter from both Head Start and Early Intervention programs. These meetings occur before the beginning of the academic year and involve representatives from all involved agencies.

## Utilization of Resources and Coordination of Services

Service or Resource	Comment or Reflection
Staffing	The Richland School District ensures the employment of highly qualified professional employees (administrators and teachers) to deliver the curriculum, instruction, and assessment requirements as mandated by the state of Pennsylvania. Further, the district will maintain accurate records regarding certification status as well as create a staff development program that will encourage and sustain professional growth.
Elementary PTO	The PTO organization is active and very supportive of the Richland Elementary School. Funds raised directly benefit the students in the form of equipment, assemblies, special events, fieldtrips etc.
Intermediate Unit 08	The Intermediate Unit offers curriculum updates, technology initiatives, support professional development initiatives, and provide special education services.
University of Pittsburgh at Johnstown	The Richland School District currently receives student teachers from the university. Trained professional staff acts as cooperating teachers to prospective teachers. Further, the Richland School District is a charter member of "Project Click Safe". This project is geared toward providing internet safety training to elementary students by utilizing students in grades eleven and twelve as the program facilitators. Also, the University provides dual enrollment opportunities to the students of the Richland School District.
Guidance Services	<p>Counselors work with students, parents, and teachers in a variety of ways to help students develop positive character traits, adjust to the school setting, develop healthy life skills, and develop college/career plans.</p> <p>Individual counseling sessions, small groups and classroom guidance programs assist students directly, while parent conferences and parenting programs help parents better understand students' individual personal and educational needs. In an effort to keep abreast of student issues and interventions, guidance counselors receive on-going and relevant professional development.</p>
Cambria County Mental Health	MH/MR supports the Student Assistance Program.
Student Assistance Program	The Student Assistance Program (SAP & ESAP) is a program for the identification, intervention and referral of students who are believed to be at risk. The District complies with all aspects of the PA SAP requirements which include training, meetings, and agency support.
Title I Services	The Richland School District utilizes a targeted assistance program for the implementation of services. Students are identified through the utilization of standardized and curriculum based assessments. Parental and teacher input is also considered. The Richland School District complies with all Federal and State requirements regarding the utilization of funds and the delivery of services.
Tutoring	Tutoring services are offered to students (K-12) in need of remediation throughout the school year.
Summer School	A summer school program is offered to all secondary students who exhibit need. This service is provided by an outside agency but coordinated through the school's counseling services.
Instructional Support	An instructional support program is operational in the Elementary School. It is used as a direct remediation and intervention tool for at risk students. Interventions are applied based upon individual need after team evaluation

	of data.
Special Education and Related Services	<p>The Richland School District conducts on-going Child Find activities as a part of its programming for the purpose of identifying students who may be in need of special education and related services.</p> <p>In compliance with state and federal law, the Richland School District will provide, without discrimination, to each protected handicapped student, special education services, aides and accommodations, which are needed to provide equal opportunity to participate in and obtain the benefits of the school program and extracurricular activities.</p> <p>The Richland School District provides a full continuum of services for special needs students.</p>
Penn Highlands Community College	Penn Highlands Community College provides Dual Enrollment opportunities to the students of the Richland School District.
Technology Support	A full array of technological resources is available to the students of the Richland School District (K-12). General fund money is dedicated yearly to ensure that the district is on the cutting edge of technology.
Professional Development	Professional development activities are made available to all professional staff based upon building level and district goals.
Health Services	Certified school nurses oversee the health and safety needs of the entire school population. School health services include mandated screenings as well as on-going assessment of the developmental, physical, psycho-social, emotional and safety concerns of students and staff. Appropriate referrals are mad to parents, administrators and community agencies.
Transportation Services	Transportation is provided to all students.
Breakfast/Lunch Programs	Breakfast and lunch are offered daily to all students in compliance with recommended guidelines. Free and reduced price meals are available to all students who qualify.
Learning Lamp	Before and after school care is provided on site at the elementary school for all families who wish to participate.
ESL	Support is provided to all qualifying English Language Learners.
Alternative Education	Alternative education services are provided to all students who are not experiencing success due to extenuating circumstances.

## Signatures

Date Submitted to PDE \_\_\_\_\_

School District/AVTS/Charter School

Name: \_\_\_\_\_

Address: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_ Zip Code: \_\_\_\_\_

IU#: \_\_\_\_\_

Chief School Administrator: \_\_\_\_\_

Telephone (area code): \_\_\_\_\_ # \_\_\_\_\_

We affirm that this Academic Standards and Assessment report was developed in accordance with State Board of Education Chapter 4 Regulations. We also affirm that the contents are true and correct and that the report was placed for public inspection in the school district/AVTS offices and in the nearest public library until the next regularly scheduled meeting of the board or a minimum of 28 days whichever comes first.

\_\_\_\_\_  
Signature Date  
School Board Secretary

\_\_\_\_\_  
Signature Date  
School Board President

\_\_\_\_\_  
Signature Date  
Chief School Administrator