

PRSD PAGE
Gifted Education at Pine-Richland
Current Affairs



Presented by
Dr. Laura Davis
November 17, 2014

Pine-Richland: Then and Now



1989

AA and cornfields

5 Schools

3 - K-5	900 students
1 - 6-8	330 students
1 - 9-12	525 students

2 GATE Teachers, caseload limit 120

1 Algebra I Teacher at PRHS

2 AP courses

79% of Class of 1989 went to college

8 competitive sports

Strong parental support

Dedicated staff

2014

AAAA and suburbs

6 Schools

3 - K-3	1250 students
1 - 4-6	1100 students
1 - 7-8	780 students
1 - 9-12	1500 students

9 GATE Teachers, caseload limit 65

3 Algebra I Teachers at PRMS

17 AP courses

88% of Class of 2014 went to college

19 competitive sports

Strong parental support

Dedicated staff

10 Years of Gifted Education



- 2006 Last Gifted Education Plan developed and presented to School Board
- 2007 Change in Gifted Education leadership; identification of gifted students slowed
- 2009-2012 Gifted Education Leadership changed twice; district education focused on struggling learners
- 2012-2013 Change in Gifted Education leadership
- 2014 PDE Compliance Monitoring site visit
- 2005-2014 5 different Directors of Gifted Education

2014 Academic Achievement Data



PSSA	Math	Reading
<u>Grade</u>	<u>Proficiency %</u>	<u>Proficiency %</u>
3	96.6	92.7
4	90.6	86.2
5	85.2	80.4
6	89.0	84.9
7	89.4	89.3
8	93.0	95.8

Additional 2014 Achievement Data



PSSA Writing

<u>Grade</u>	<u>Proficiency %</u>
5	80.8
8	92.8

Keystone Literature

<u>Grade</u>	<u>Proficiency %</u>
9	82

PSSA Science

<u>Grade</u>	<u>Proficiency %</u>
4	91.9
8	76.3

Keystone Biology

<u>Grade</u>	<u>Proficiency %</u>
9	93
10	55

Additional 2014 Achievement Data



Keystone Algebra 1

<u>Grade</u>	<u>Proficiency %</u>	<u># Students Tested</u>
7	100	80
8	87	187

Recent Academic Recognition:

- Wexford designated a Blue Ribbon School.
- High School received highest School Performance Profile (SPP) in region.

GATE Today at Pine-Richland



- At least one GATE teacher is in every building, including:
 - 1 at each primary and the middle school;
 - 4 at the upper elementary school; and
 - 2 at the high school.
- Identification occurs K-12.
- Both enrichment and acceleration of the curriculum are provided.
- The whole child is supported, including socio-emotional needs, career interests, and extra-curricular opportunities.
- Collaboration between GATE and classroom teachers is encouraged and supported.
- GATE is viewed as a continuum of services, not a program.

Keeping What's Best from our Past



- Commitment to the whole child.
- Continuum of services.
- Considering parents as our partners.
- Collaboration between teachers, students, parents, and administrators.
- Provision of resources dedicated to gifted education.
- Opportunities for career exploration.

Challenges Ahead for Gifted Education



- Understand and use PVAAS data to address the need to increase the annual growth in learning of highly achieving students.
- Use the RtII model to guide teachers in providing the accommodations necessary to meet the needs of gifted students in general education classrooms.
- Increase the occurrence of differentiation for gifted students in general education classrooms.

Challenges Continued



- Use better assessments to provide stronger data on the present education levels of gifted students.
- Write specific, standards-aligned, measurable goals in GIEPs to meet the strength needs of gifted students through individualized, specially designed instruction.
- Agree, when appropriate, that if the needs of a gifted student are being met in the general education classroom, that student may not be in need of specially designed instruction.

Moving Forward: Strategic Initiatives



Curriculum Audit and Review Process:

- Utilize a systematic approach across all courses and grade levels to determine the current condition of written curriculum.
- Develop a comprehensive and systematic curriculum review process and cycle across the internal program as benchmarked against external sources.

Implications for Gifted Education:

- Align curriculum K-12 to PA core and national standards.
- Raise the rigor of general education for all students.

Moving Forward: Strategic Initiatives



Academic Achievement Report and Data Analysis

Approach:

- Develop and continuously improve a clear approach to gathering, analyzing, and reporting student performance results from standardized assessments.
- Design and implement a systematic approach to data analysis that results in adjustments to both curriculum and instructional strategies from multiple levels.

Implications for Gifted Education:

- Examine the yearly achievement of gifted learners.
- Identify assessments that would give better data throughout the year on the achievement of gifted learners.
- Review assessments and data used to identify gifted learners.

Moving Forward: Strategic Initiatives



Response to Instruction and Intervention (RtII):

- Conduct a comprehensive study of an intervention framework for the purpose of meeting each child's learning needs that ensures a systematic, reliable, and valid approach for both remediation and enrichment.

Implications for Gifted Education:

- Use assessment data to determine which students are in need of acceleration, which are in need of enrichment, and which are having their needs met in the general education curriculum.
- With strong data on the present education levels of the gifted learner, provide appropriate Tier I, II, and III interventions.

Moving Forward: Strategic Initiatives



Educator Effectiveness Model:

- Preview, revise, and implement a growth-focused evaluation system with all relevant groups that aligns with required legislation and/or best practices.

Implications for Gifted Education:

- Help general education teachers differentiate curriculum, instruction, and assessment to meet the needs of gifted education students in their classrooms.
- Use gifted education teachers as collaborators with general education teachers to assist in providing differentiation in general education classrooms.

Gifted Education as a Journey...



From:

- GATE teacher only
- Something pulled-out
- GATE child
- Program
- GATE as an event or activity
- One size fits all and general GIEP goals
- Inconsistent growth in learning

To:

- Team of educators
- Professional collaboration
- Our child
- Services
- GATE as appropriate, consistent challenge
- Individualized, specific GIEP goals
- Continuous growth in learning

Names to Know:
nname@pinerichland.org



School Principals

- Dr. John Mayberry, Hance
- Mr. Gene Nicastrò, Richland
- Dr. Rick Walsh, Wexford
- Mr. Steve Smith, Eden Hall
- Dr. Dave Kristoffic, Middle School
- Mrs. Nancy Bowman, High School

Central Administrators

- Dr. Brian Miller, Superintendent
- Mr. Mike Pasquinelli, Assistant Superintendent
- Dr. Laura Davis, Director of Pupil Services

Gifted Education Teachers

- Mrs. Danielle Czegan, Hance
- Mrs. Jan Montgomery, Richland
- Mr. Chip Sargent, Wexford
- Mrs. Jen Kopach, Eden Hall
- Mrs. Joanna Sovek, Eden Hall
- Mrs. Deb Newcomer, Eden Hall (recently retired)
- Mrs. Kathy Deal, Middle School
- Ms. Brittany Pikur, High School and Eden Hall
- Mr. Ron Schmiedel, High School and Department Chair