Neshaminy School District Response to Academic Enrichment Program Quality Review Report

May 22, 2015

On October 28-30, 2014, a visiting team of educators from around the county led by the Bucks County Intermediate Unit #22, conducted a review of the District's Academic Enrichment Program at all three levels--- elementary, middle and high school. Although there were a lot of strengths identified in this review there were also some areas that were identified in need of improvement.

To address those areas identified in need of improvement a small committee of administrators met several times this school year to draft the initial plan that will be further developed by a planning committee. Planning committee members will be comprised of representatives from elementary gifted support teachers, middle gifted support teachers, regular education teachers, high school teachers, school psychologists, counselors, curriculum directors and administrators during the 2015-16 school year. The final plan will be developed by June 30, 2016 for implementation in the 2016-17 school year.

This document represents short and long term recommendations for change as outlined in the full Academic Enrichment Program Quality Review Report. A copy of this report is available on the district's website at www.neshaminy.org

There are six areas of recommendations. They are:

Area 1: Goals, Objectives, Philosophy & Vision

Key Question: To what extent do a defined vision, purpose; structure and underlying goals drive service delivery for gifted?

Short Term Objectives	Long Term Objectives	Status
Convene a work group to develop and implement a gifted education plan in accordance with Chapter 4 requirements as amended March 1, 2014		Planning committee will be convened to develop a plan that includes: screening & identification and placement criteria and processes, procedures and communication protocols, curriculum development, staffing, integration of technology, professional development, reporting and accountability structure and alignment to Chapter 16 and the PDE Gifted Guidelines, Partnerships, Communication and Resource Allocation (human, technical and financial)
Re-examine and revise the Academic Enrichment philosophy & vison statement at www.neshaminy.org/Domain 1916.	Revise, publish and communicate philosophy, vison, goals	

Define a shared philosophy, vision and goals for the K-12 gifted education. Initiate a process that systematically addresses the structure and delivery of K-12 gifted services congruent with the district's revised mission and vision. .	Develop & implement a K-12 gifted services plan	The current statement is outdated. Administrative team met several times throughout the current school year to conduct a preliminary assessment of the structure and service delivery model currently in place. ...

Area 2: Screening, Identification, and Placement

Key Question: To what extent are screening, assessment, identification, and placement procedures for the gifted effective, efficient, and appropriate?

Short Term Objectives	Long Term Objectives	Status
Convene a small work group to realign screening, identification and placement procedures to Chapter 16 requirements.		Some, but not all screening, assessment, identification and placement procedures are aligned.
Increase the use of multiple criteria for both screening and identification and assessment. Develop a process flow chart.	Adopt a universal screening tool. Publish and disseminate	Multiple universal screening tools are under consideration.

Area 3: Communication

Key Question: To what extent is there coordination and communication within and about the gifted program and the specifics of GIEP delivery?

Short Term Objectives	Long Term Objectives	Status
Improve communication throughout the school district and among stakeholders: • Assign district level administrator to provide administrative oversight of the program. • Develop & implement a communication plan.	Incorporate AE progress on goals and outcomes into a school's performance profile. Work with the Community Relations Coordinator to	 Administrative oversight will be provided by the Curriculum, Instruction & Assessment Department in the 2015-16 school year.

• Establish districtwide procedures for reporting GIEP Goals and outcomes. • Disseminate Chapter 16 guidelines to all administrators and teaching staff. • Conduct annual awareness activities • Add AE programming presence on the district website • Schedule AE specific professional development activities. • Increase awareness of gifted screening/identification and placement procedures among parents, staff and administrators. •	develop a multi-media communication plan	

Area 4: Resources & Technology

Key Question: To what extent does instruction of the gifted include the use of differentiated learning, varied resources, and technology?

Short Term Objectives	Long Term Objectives	Status
Provide tools and strategies for differentiating instruction based on best practices: • Develop toolkit of differentiated instructional strategies for all teachers • Incorporate technology into extension activities centered on project based/problem-solving learning opportunities. • Incorporate differentiation into lesson design/unit planning templates for each subject area • Integrate technology seamlessly into the curriculum and ensure adequate support	Continue to add instructional technology to support the enrichment level teaching/learning process.	Technology based practices such as, blended learning; project based/problem solving web/cloud based activities are not ubiquitous. K-5 Library & Media Services Curriculum is fully integrated.

Area 5: Staff Development

Key Question: What staff development is provided to enable teachers to plan for and meet the needs and challenges of gifted students?

Short Term Objectives	Long Term Objectives	Status
Provide professional development to all teaching staff and levels	Incorporate Chapter 16 regulations, screening and identification process, assessments, flexible grouping and use of technology for formative assessments, GIEP writing, characteristics of gifted learners, and differentiated instruction training into annual district and school level professional development plans and implementation processes.	

Area 6: Curriculum/Integration

Key Question: To what extent does the design and delivery of the district's programming meet the identified and assessed needs of each gifted student?

Short Term Objectives	Long Term Objectives	Status
Develop & implement an articulated K-12 program/service delivery model	Develop and implement AE curriculum map, blended learning 5-8; AP-high school. Differentiated use of technology	K-4 Initiative Work group is considering the service delivery model for elementary.
Establish higher academic expectations—distinguish between advanced and honors classes at the high school level.		