

## **ASAP All Students' Advancement Plan**

What an exciting year we have ahead of us here at Central Valley School District! Last year during merger meetings, the Center and Monaca elementary staffs had an opportunity to review, explore and develop various educational programs which would raise student achievement at all grade levels for all students. During these meetings it was evident that the future Central Valley staff was committed and dedicated to developing and implementing superior educational programs.

One of the educational opportunities which evolved from the merger committee meetings in the Spring of 2009 was the Central Valley's All Students' Advancement Plan (ASAP). This plan was developed by educators who were passionate about raising student achievement at all grade levels.

In this plan, the Central Valley staff will review state and local assessment data to determine cohort and individual student strengths and weaknesses. Upon reviewing the assessment results, staff members will then make data-driven decisions to provide differentiated instruction opportunities for students. ASAP was not only designed to address remediation and reinforcement of curricula, but to make academic enhancement a priority in the new district.



### **ASAP Time/Core Skills**

During the school day, an ASAP time was integrated into each elementary schedule and the middle school homeroom/activity period to raise student achievement. The focus of the ASAP time is to strengthen and enhance student's reading and mathematics skills. As mentioned in the ASAP portion, staff members will utilize assessment data to determine cohort and individual academic needs. Then during ASAP time, students will move within their grade level to various flexible groups where they will work on strengthening specific skills aligned to the PA academic Math and Reading standards. Additionally, staff members can focus on addressing cohort and individual student academic needs by implementing various differentiated instructional strategies during this time.

#### **ASAP Team**

Mrs. Amy Abrams  
Mrs. Leaha Harden  
Mrs. Paula Kosinski  
Mrs. Nikki Morelli  
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Mrs. Joyce Depenhart,  
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## **Central Valley School District**

**ASAP**  
All Students' Advancement Plan



#### **Mission Statement**

**To raise student  
achievement at all  
grade levels, for all  
students and prevent  
academic failure  
through research-based  
interventions and data-  
driven decision making.**

**Website:**  
[www.centralvalleysd.org](http://www.centralvalleysd.org)

**Phone: 724-775-5600**

## **DIBELS** **GRADES: K TO 6**

The **Dynamic Indicators of Basic Early Literacy Skills (DIBELS)** are a set of procedures and measures for assessing the acquisition of early literacy skills from kindergarten through sixth grade. They are designed to be short (one minute) fluency measures used to regularly monitor the development of early literacy and early reading skills.

DIBELS was developed to measure recognized and empirically validated skills related to reading outcomes. Each measure has been thoroughly researched and has demonstrated reliability and validity with respect to early literacy development. Individual results are predictive of later reading proficiency. The measures also serve as aids in the early identification of students who are not progressing as expected. When used as recommended, the results can be used to evaluate individual student development and to provide grade level feedback toward validated instructional objectives.

For more information, please go to:

<https://dibels.uoregon.edu/dibelsinfo.php>



## **SCANTRON**

### **GRADES: K TO 2**

Scantron assessments are comprised of the award-winning Achievement Series and Performance Series® software. This assessment solution will help the Central Valley staff meet state and federal requirements and raise the level of student achievement through a unique combination of computer-adaptive diagnostic testing and standards-based formative assessments. The Achievement Series is a powerful



formative assessment platform that will be implemented in kindergarten and first grade using a traditional "common" test format that typically targets standards for a particular grade level. Its open content structure and online options offer Central Valley the flexibility required to fit our district's needs.

The Performance Series, given in second grade, is a computer-adaptive test that dynamically adjusts to each student's instructional level for personalized testing. It provides a clear understanding of students' performance across a range of subjects without being limited to a particular grade level, making it easy to develop individualized learning plans. Performance Series can be used as a diagnostic tool, to assist with student placement, and to measure gains to provide insight into program effectiveness.

For more information, please go to:

[http://www.scantron.com/downloads/Scantron\\_Combined\\_Assessment\\_Solution.pdf](http://www.scantron.com/downloads/Scantron_Combined_Assessment_Solution.pdf)

## **4SIGHT**

### **PA BENCHMARK**

### **GRADES: 3 TO 8**

The Success for All Foundation created 4Sight, a benchmark assessment tool that enables educators to measure students' reading and math achievement multiple times throughout the year. This assessment is designed to be useful to teachers and school leaders. With easy-to-use scoring rubrics and scannable answer sheets, teachers can quickly determine each child's strengths and weaknesses.

These paper and pencil assessments are one-hour reading and mathematics tests that mimic the formats, coverage, look, and feel of our state assessments (PSSA). The benchmarks produce overall scores that are strongly correlated to students' scores on the state assessments. Further, the 4Sight assessments produce scores on key sub-skills designed around the PA academic standards – for example, interpreting text, drawing conclusions, and geometry to name a few. These scores are then used to provide a guide to address students' curriculum and instructional needs. As a result, various educational opportunities, such as interventions, remediation and enhancement plans, are developed and implemented by the CVSD teachers to ensure student success. As educators, it is our responsibility to be relentless in the search for what works with each child, accepting no excuses and no failures.

