

Derry Township SD

**District Level Plan**

07/01/2018 - 06/30/2021

# District Level Plan

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## Action Plans

**Goal #1:** Establish a district system that fully ensures professional development is focused, comprehensive and implemented with fidelity.

### Related Challenges:

- Establish a district system that fully ensures consistent implementation of standards aligned curricula across all schools for all students.
- Establish a district system that fully ensures the consistent implementation of effective instructional practices across all classrooms in each school.
- Establish a district system that fully ensures barriers to student learning are addressed in order to increase student achievement and graduation rates.
- Establish a district system that fully ensures students who are academically at risk are identified early and are supported by a process that provides interventions based upon student needs and includes procedures for monitoring effectiveness.

### Indicators of Effectiveness:

Type: Interim

Data Source: Act 48 needs assessment

Act 48 session evaluations

Specific Targets: 1. Teachers will indicate that professional development opportunities are targeted and meeting their individual needs aligned with district goals and vision

2. Act 48 needs assessments will be utilized to review progress toward Comprehensive Plan goals and for planning for yearly professional development plans

### Strategies:

#### *Common Assessment within Grade/Subject*

**Description:** WWC reports the effective use of data can have a positive impact upon student achievement; using common assessments to inform teacher practice is one such use of data. (Source:

[http://ies.ed.gov/ncee/wwc/pdf/practice\\_guides/dddm\\_pg\\_092909.pdf?](http://ies.ed.gov/ncee/wwc/pdf/practice_guides/dddm_pg_092909.pdf?)  
 Teacher Moderation: Collaborative Assessment of Student Work and Common Assessments provide detailed looks at the development and use of common assessments. (Sources:  
[http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/Teacher\\_Moderation.pdf](http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/Teacher_Moderation.pdf) and Common Assessments: Mike Schmoker. (2006) Results Now: How We Can Achieve Unprecedented Improvements in Teaching and Learning. Alexandria, Va.: ASCD.) Resource:  
<http://effectivestrategies.wiki.caiu.org/Assessment>

**SAS Alignment:** Assessment, Instruction

### *Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing*

**Description:** Using Student Achievement Data to Support Instructional Decision Making provides a WWC reporting of various strategies related to the acquisition, analysis, and application of student data. (Source:  
[http://ies.ed.gov/ncee/wwc/pdf/practice\\_guides/dddm\\_pg\\_092909.pdf](http://ies.ed.gov/ncee/wwc/pdf/practice_guides/dddm_pg_092909.pdf))

**SAS Alignment:** Assessment, Instruction

### *Substantial Professional Development*

**Description:** The Southwest Regional Educational Laboratory found that substantial professional development showed a positive impact upon student achievement (substantial = greater than 14 hours of focused professional development delivered via workshops or summer institutes, supported by follow-up sessions and all delivered by professional developers rather than train-the-trainer approaches). (Source:  
[http://ies.ed.gov/ncee/edlabs/regions/southwest/pdf/rel\\_2007033.pdf](http://ies.ed.gov/ncee/edlabs/regions/southwest/pdf/rel_2007033.pdf))  
 Resource: <http://effectivestrategies.wiki.caiu.org/Professional+Development>

**SAS Alignment:** Instruction

### *Instructional Coaching*

**Description:**

Kansas Coaching Project: Instructional coaches are on-site professional developers who teach educators how to use proven instructional methods. To be successful in this role, coaches must be skilled in a variety of roles, including public relations guru, communicator extraordinaire, master organizer and, of course, expert educator. (Source:  
<http://instructionalcoach.org/about/about-coaching>) Resource:  
<http://effectivestrategies.wiki.caiu.org/Professional+Development>

**SAS Alignment:** Assessment, Curriculum Framework, Instruction, Materials & Resources

### ***Implementation Steps:***

#### ***Data Informed Instruction and Decision Making***

**Description:**

Classroom teachers will develop skills and knowledge necessary to effectively assess (both formatively and summatively) students and utilize the data to plan, modify and individualize instruction.

**Start Date:** 11/30/2014    **End Date:** 7/1/2018

**Program Area(s):** Professional Education, Teacher Induction, Special Education, Student Services, Gifted Education, Educational Technology

**Supported Strategies:**

- Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing

#### ***PA Common Core Curriculum Alignment***

**Description:**

Professional staff in English/Language Art, Mathematics, Social Studies, Science and the Technical Subjects will fully learn and understand the curriculum and instruction implications and requirements with the PA Common Core Standards. All related curricula will be revised as necessary.

**Start Date:** 7/1/2016    **End Date:** 7/1/2018

**Program Area(s):** Professional Education, Teacher Induction, Educational Technology

**Supported Strategies:**

- Common Assessment within Grade/Subject

## *Differentiated Professional Learning*

### **Description:**

Develop and refine systemic, pervasive instructional practices that prepare all teachers and students for success in a globally connected 21st century world by providing differentiated professional learning opportunities on meeting the needs of all students, inclusive instructional practices, online/hybrid learning and need-based learning.

**Start Date:** 7/1/2013    **End Date:** 7/3/2018

**Program Area(s):** Professional Education, Teacher Induction, Special Education, Student Services, Gifted Education, Educational Technology

### **Supported Strategies:**

- Common Assessment within Grade/Subject
- Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing
- Substantial Professional Development

## *Professional Learning Communities*

### **Description:**

Enhance professional collaboration and PLC models within the district and provide/create time within schedules to allow for professional collaboration and observation/reflection

**Start Date:** 7/1/2013    **End Date:** 7/1/2019

**Program Area(s):** Professional Education, Special Education, Student Services, Gifted Education, Educational Technology

### **Supported Strategies:**

- Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing
- Substantial Professional Development

**Goal #2:** Establish a district system that fully ensures consistent implementation of standards aligned curricula across all schools for all students.

**Indicators of Effectiveness:**

Type: Annual

Data Source: Rubicon Atlas

Specific Targets: Year 1: Upload all available curriculum maps, update curriculum for ELA, Mathematics, Science, FCS, Music, and Art.

Year 2: Licensure for 50% of programming to include World Language, Health/PE

Year 3: Licensure for 100% of programming to include Social Studies, Library, Tech Ed and Business

***Strategies:***

***Curriculum Mapping***

**Description:**

Empirical evidence of a positive statistical correlation of the use of curriculum mapping with student achievement is scarce. There was a 2001 study by the Indiana Center of Evaluation conducted for the Ohio DOE that determined curriculum alignment (defined as curriculum mapping with subsequent change in instructional practice) was the “single greatest factor in achieving improved test scores.” The following link provides a list of resources supporting the positive contributions of curriculum mapping to educational processes: <http://www.curriculummapping101.com/materials/curriculum-mapping-research> ; the following link provides an overview of curriculum mapping: <http://webserver3.ascd.org/handbook/demo/mapping2.html>  
Resource: <http://effectivestrategies.wiki.caiu.org/Curriculum+Framework>

**SAS Alignment:** Standards, Materials & Resources

***PA Core Standards Implementation***

**Description:**

"The State Board approved the final Chapter 4 regulations on September 12, 2013. The Independent Regulatory Review Commission (IRRC) approved the final regulation on November 21, 2013. With publication of Chapter 4 in the Pennsylvania Bulletin, the new regulations took effect on March 1, 2014. As part of the new regulations, Pennsylvania's Core Standards offer a set of rigorous, high-quality academic expectations in English Language Arts and Mathematics that all students should master by the end of each grade level. The PA Core Standards are robust and relevant to the real world and reflect the knowledge and skills our young people need to succeed in life after high school, in both post-secondary education and a globally competitive workforce." (Source: <http://www.pdesas.org/standard/PACore>) Resource: <http://effectivestrategies.wiki.caiu.org/Curriculum+Framework>

**SAS Alignment:** Standards, Curriculum Framework

***Implementation Steps:******PA Common Core Curriculum Alignment*****Description:**

Professional staff in English/Language Art, Mathematics, Social Studies, Science and the Technical Subjects will fully learn and understand the curriculum and instruction implications and requirements with the PA Common Core Standards. All related curricula will be revised as necessary.

**Start Date:** 7/1/2016    **End Date:** 7/1/2018

**Program Area(s):** Professional Education, Teacher Induction, Educational Technology

**Supported Strategies:**

- Curriculum Mapping
- PA Core Standards Implementation

**Goal #3:** Establish a district system that fully ensures the consistent implementation of effective instructional practices across all classrooms in each school.

**Related Challenges:**

**Description:**

Kansas Coaching Project: Instructional coaches are on-site professional developers who teach educators how to use proven instructional methods. To be successful in this role, coaches must be skilled in a variety of roles, including public relations guru, communicator extraordinaire, master organizer and, of course, expert educator. (Source: <http://instructionalcoach.org/about/about-coaching>) Resource: <http://effectivestrategies.wiki.caiu.org/Professional+Development>

**SAS Alignment:** Assessment, Curriculum Framework, Instruction, Materials & Resources

***PLCs - Professional Learning Communities*****Description:**

Richard DuFour, Barth, R. (1991). Restructuring schools: Some questions for teachers and principals. *Phi Delta Kappan*, 73(2), 123–128. Marzano, R. (2003). *What works in schools: Translating research into action*. Alexandria, VA: ASCD. Learning Forward (2014). 3 Keys to Keep Learning Communities Focused on the Learning. (Sources: <http://effectivestrategies.wiki.caiu.org/file/view/Transforming%20Professional%20Learning.pdf/543104478/Transforming%20Professional%20Learning.pdf>, <http://www.ascd.org/publications/educational-leadership/may04/vol61/num08/What-Is-a-Professional-Learning-Community%20A2.aspx>) Resources: <http://effectivestrategies.wiki.caiu.org/Using+Data>, <http://effectivestrategies.wiki.caiu.org/Professional+Development>

**SAS Alignment:** Assessment, Instruction

***Implementation Steps:******Data Informed Instruction and Decision Making*****Description:**

Classroom teachers will develop skills and knowledge necessary to effectively assess (both formatively and summatively) students and utilize the data to plan, modify and individualize instruction.

**Start Date:** 11/30/2014    **End Date:** 7/1/2018



**Program Area(s):** Professional Education, Teacher Induction, Special Education, Student Services, Gifted Education, Educational Technology

**Supported Strategies:**

- Instructional Coaching

*Professional Learning Communities*

**Description:**

Enhance professional collaboration and PLC models within the district and provide/create time within schedules to allow for professional collaboration and observation/reflection

**Start Date:** 7/1/2013    **End Date:** 7/1/2019

**Program Area(s):** Professional Education, Special Education, Student Services, Gifted Education, Educational Technology

**Supported Strategies:**

- PLCs - Professional Learning Communities