

Derry Area SD

District Level Plan

07/01/2017 - 06/30/2020

District Profile

Demographics

982 N Chestnut Street Ext
Derry, PA 15627
(724)694-1401
Superintendent: Cheryl Walters
Director of Special Education: Kathy Perry

Planning Process

The Derry Area School District Comprehensive Planning Steering Committee was formed with the following membership:

Superintendent: Cheryl A. Walters

Assistant Superintendent: Eric P. Curry

Business Manager: Joseph Koluder

Director of Special Services: Kathy Perry

Board Member: Stephen Kozar

Board Member: Dave Krinock

Elementary Principal: Kristine Higgs

Elementary Associate Principal: Rod Bisi

Middle School Principal: Lisa Dubich

Middle School Associate Principal: Tiffany Gratchic

High School Principal: Greg Ferencak

Parent Representative: Kathy Burd

Parent Representative: Layne Burd

Parent Representative: Carrie Oshie

School Nurse: Wendy Angus

High School Teacher Representative: Lisa Pizarchik

High School Teacher Representative: Roy Campbell

High School Teacher Representative: Sandra Kahl

High School Special Education Teacher Representative: David McCleary

High School Teacher Representative: Colleen Smith

Middle School Media Specialist Representative: Sarah Dunn

Middle School Teacher Representative: Rebecca Feldbusch

Elementary School Teacher Representative: Merissa Foster

Elementary School Teacher Representative: Kristy Planinsek

Elementary School Teacher Representative: Jennifer Zinkham

Elementary School Special Education Teacher: Donna Yurick

Clerical Staff Representative: Karen Siko

This committee will be responsible for guiding the district level planning process and overseeing the work of the Special Education Sub-Committee and Professional Education Sub-Committee. Membership on these sub-committees will meet the criteria set forth by regulations, 22PA Code Chapter 49 and 22 Pa Code Chapter 14. This Core group will also address questions and plans related to technology and safe and supportive schools.

Each sub-committee will identify areas of responsibilities in relationship to the plan, answer related questions and assist in the final development of the report. Information shared by school level plans will influence the outcomes of the district plan.

Feedback on the district plan will come from the peer review and the public. Once this information is assimilated the plans will be revised and submitted for PDE review.

Mission Statement

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DERRY AREA MISSION STATEMENT

The mission of the Derry Area School District is to develop responsible citizens and life-long learners who are prepared to adapt and succeed in a global society.

Vision Statement

DERRY AREA VISION STATEMENT

All students of the Derry Area School District will become critical, creative and independent learners who experience high levels of individual achievement while becoming innovative problem solvers. All stakeholders, including educators and parents, will provide students a strong foundation and the highest quality instruction possible. Students will graduate from our school district as confident, productive and responsible citizens capable of realizing success in learning and life.

Shared Values

DERRY AREA SHARED VALUES

The shared values of the Derry Area School District comprise the foundation that frames every aspect of our educational and co-curricular programs. We believe that ...

- Education must be a partnership of school, home and community in order for students to realize their full potential.
- It is essential that the district provide all students with a wide array of opportunities, curricular and co-curricular, that will individualize and maximize academic, moral and ethical growth.
- It is the district's responsibility to instill tolerance and respect for diversity that will cultivate respect for one's self and others.
- Every student's talents and potential are unique.
- Learning is a process of refinement, reflection and experimentation. Students must be provided with multiple opportunities to revisit and revise their understandings/work.
- Success is achieved through applied learning in conjunction with effort and perseverance.
- All students should experience access to and participation in district resources and services according to their needs.

Educational Community

The Derry Area School District is located in eastern Westmoreland County, 35 miles east of Pittsburgh, between U.S. Route 22 and U.S. Route 30, in the heart of the beautiful Laurel Highlands.

The school district is approximately 109 square miles in area and is composed of three municipalities, Derry Township, Derry Borough and the Borough of New Alexandria. Proud of our heritage and rich in tradition, our goal is to provide students with the educational background necessary to reach their greatest potential. Our superior staff, with dedication to work for the total development of the students, is our greatest asset. Efforts to achieve our goal have been enriched through the excellent cooperation and support of the community and the parents of our students. The school district operates a K-5 elementary school, a 6 - 8 middle school and a 9-12 high school. Approximately 2000 students attend the schools within the district, with another 128 students attending out of district placements, private and cyber schools outside of the district.

Planning Committee

Name	Role
Eric Curry	Administrator : Professional Education Special Education
Joseph Koluder	Administrator : Professional Education
Cheryl Walters	Administrator : Professional Education
Rod Bisi	Building Principal : Professional Education Special Education
Lisa Dubich	Building Principal : Professional Education
Greg Ferencak	Building Principal : Professional Education
Tiffany Gratchic	Building Principal : Professional Education Special Education
Kris Higgs	Building Principal : Professional Education
Jodi Edmiston	Business Representative : Professional Education
Larry Kean	Business Representative : Professional Education
Stephen Kozar	Community Representative : Professional Education
David Krinock	Community Representative : Professional Education
Stephanie Freeman	Ed Specialist - School Counselor : Professional Education
Wendy Angus	Ed Specialist - School Nurse : Professional Education Special Education
Cheryl Goughneour	Ed Specialist - School Psychologist : Professional Education Special Education
Rachel Bodayla	Elementary School Teacher - Regular Education : Professional Education
Merissa Foster	Elementary School Teacher - Regular Education :

	Professional Education
Kristy Planinsek	Elementary School Teacher - Regular Education
Gayle Smith	Elementary School Teacher - Regular Education : Professional Education
Jennifer Zinkham	Elementary School Teacher - Regular Education : Professional Education
Kristy Suto	Elementary School Teacher - Special Education : Special Education
Donna Yurick	Elementary School Teacher - Special Education : Special Education
Roy Campbell	High School Teacher - Regular Education
Carol Croll	High School Teacher - Regular Education : Professional Education
Jo Ellen Harr	High School Teacher - Regular Education : Special Education
Sandra Kahl	High School Teacher - Regular Education
Jeff Kelly	High School Teacher - Regular Education : Professional Education
Shannon Mazzoni	High School Teacher - Regular Education : Professional Education
Lisa Pizarchik	High School Teacher - Regular Education
Colleen Smith	High School Teacher - Regular Education
David McCleary	High School Teacher - Special Education : Special Education
Joan Stossel	High School Teacher - Special Education : Special Education
Sarah Dunn	Middle School Teacher - Regular Education
Rebecca Feldbusch	Middle School Teacher - Regular Education
Jessica Griffiths	Middle School Teacher - Regular Education : Special Education
Mike Moximchalk	Middle School Teacher - Regular Education : Professional Education Special Education
Andrea Santoro	Middle School Teacher - Regular Education : Professional Education
Johanna Sobota	Middle School Teacher - Special Education : Special Education
Layne Burd	Parent : Professional Education
Kathy Burd	Parent : Professional Education
Betsy Gillis	Parent : Special Education
Amy McChesney	Parent : Special Education

Theodore Oshie	Parent
Carrie Oshie	Parent
Karen Siko	Parent : Special Education
Kathy Perry	Student Services Director/Specialist : Professional Education Special Education

Core Foundations

Standards

Mapping and Alignment

Elementary Education-Primary Level

Standards	Mapping	Alignment
Arts and Humanities	Accomplished	Accomplished
Career Education and Work	Accomplished	Accomplished
Civics and Government	Developing	Developing
PA Core Standards: English Language Arts	Developing	Developing
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Developing	Developing
PA Core Standards: Mathematics	Developing	Developing
Economics	Developing	Developing
Environment and Ecology	Accomplished	Accomplished
Family and Consumer Sciences	Non Existent	Non Existent
Geography	Accomplished	Accomplished
Health, Safety and Physical Education	Accomplished	Accomplished
History	Developing	Developing
Science and Technology and Engineering Education	Developing	Developing
Alternate Academic Content Standards for Math	Developing	Developing
Alternate Academic Content Standards for Reading	Developing	Developing
American School Counselor Association for Students	Non Existent	Needs Improvement
Early Childhood Education: Infant-Toddler→Second Grade	Developing	Developing
English Language Proficiency	Developing	Developing
Interpersonal Skills	Developing	Developing
School Climate	Developing	Developing

Explanation for standard areas checked "Needs Improvement" or "Non Existent":

Beginning in the 1999-2000 school year, Derry Area School District undertook a major initiative to develop curriculum maps in all subject areas aligned to the Pennsylvania State Standards. In 2008, a district committee worked to map and align the elementary, middle and high school curriculum with the Career Education and Work Standards. Mapping and aligning of the PA Common Core Standards is in progress, with much of the ground work accomplished in the areas of mathematics and language arts. As we move forward, emphasis will shift to mapping and aligning of these standards in science, social studies and the technical subjects.

Currently, our elementary courses address civics and history standards; however we need

to incorporate these standards more comprehensively into our language arts maps. Likewise, we need to do the same with economics and family and Consumer Sciences being incorporated into our Mathematics maps. In addition, Early Childhood Education standards need to be incorporated into both our Language Arts and Mathematics maps. Regular guidance lessons are occurring in classrooms with curriculum that is partially aligned to standards, but maps have not yet been developed. Alternate Academic Content Standards for Math and Reading are taught on an individual basis. Maps need to be developed and curriculum aligned with standards. Our district sub-contracts ELL services with the Intermediate Unit. Prior to completing this analysis, we were unaware of the existence of the Interpersonal Skills and School Climate standards. However, we are a K-12 OLWEUS district and will strive to map and align our classroom meetings with the Interpersonal Skills and School Climate standards.

Elementary Education-Intermediate Level

Standards	Mapping	Alignment
Arts and Humanities	Accomplished	Accomplished
Career Education and Work	Accomplished	Accomplished
Civics and Government	Developing	Developing
PA Core Standards: English Language Arts	Developing	Developing
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Developing	Developing
PA Core Standards: Mathematics	Developing	Developing
Economics	Developing	Developing
Environment and Ecology	Accomplished	Accomplished
Family and Consumer Sciences	Needs Improvement	Needs Improvement
Geography	Accomplished	Accomplished
Health, Safety and Physical Education	Accomplished	Accomplished
History	Accomplished	Accomplished
Science and Technology and Engineering Education	Developing	Developing
Alternate Academic Content Standards for Math	Developing	Developing
Alternate Academic Content Standards for Reading	Developing	Developing
American School Counselor Association for Students	Developing	Developing
English Language Proficiency	Developing	Developing
Interpersonal Skills	Developing	Developing
School Climate	Developing	Developing

Explanation for standard areas checked "Needs Improvement" or "Non Existent":

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Currently, our elementary courses address civics and history standards; however we need to incorporate these standards more comprehensively into our language arts maps. Likewise, we need to do the same with economics and family and Consumer Sciences being incorporated into our Mathematics maps. Regular guidance lessons are occurring in classrooms with curriculum that is partially aligned to standards, but maps have not yet been developed. Alternate Academic Content Standards for Math and Reading are taught on an individual basis. Maps need to be developed and curriculum aligned with standards. Our district sub-contracts ELL services with the Intermediate Unit. Prior to completing this analysis, we were unaware of the existence of the Interpersonal Skills and School Climate standards. However, we are a K-12 OLWEUS district and will strive to map and align our classroom meetings with the Interpersonal Skills and School Climate standards.

Middle Level

Standards	Mapping	Alignment
Arts and Humanities	Accomplished	Accomplished
Career Education and Work	Accomplished	Accomplished
Civics and Government	Non Existent	Non Existent
PA Core Standards: English Language Arts	Accomplished	Accomplished
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Non Existent	Non Existent
PA Core Standards: Mathematics	Accomplished	Accomplished
Economics	Non Existent	Non Existent
Environment and Ecology	Accomplished	Accomplished
Family and Consumer Sciences	Accomplished	Accomplished
Geography	Accomplished	Accomplished
Health, Safety and Physical Education	Accomplished	Accomplished
History	Accomplished	Accomplished
Science and Technology and Engineering Education	Developing	Developing
Alternate Academic Content Standards for Math	Needs Improvement	Needs Improvement
Alternate Academic Content Standards for Reading	Needs Improvement	Needs Improvement
American School Counselor Association for Students	Developing	Developing
English Language Proficiency	Non Existent	Non Existent
Interpersonal Skills	Developing	Developing
School Climate	Developing	Developing
World Language	Accomplished	Accomplished

Explanation for standard areas checked "Needs Improvement" or "Non Existent":

Beginning in 1999-2000 school year, Derry Area School District undertook a major initiative to develop curriculum maps in all subject areas aligned to the Pennsylvania State Standards. In 2008, a district committee worked to map and align the elementary, middle and high school curriculum with the Career Education and Work Standards. Mapping and aligning of the PA Common Core Standards is in progress, with much of the ground work accomplished in the areas of mathematics and language arts. As we move forward, emphasis will shift to mapping and aligning of these standards in science, social studies and

the technical subjects. While the middle school social studies curriculum touches on the economics standards, this area of the standards is primarily addressed through the high school curriculum. The standards cited on the American School Counselors site, Interpersonal skills and School Climate were unfamiliar to us previous to working on our Comprehensive Plan. However, we have a K-12 Olweus district where classroom meetings take place to develop the interpersonal skills and school climate standards are implemented. Our district sub-contracts ELL services with the Intermediate Unit. Courses are in development for students with significant cognitive impairment which incorporate Alternate Academic Standards for Math and Reading, however curriculum maps have not been developed and alignment is incomplete.

High School Level

Standards	Mapping	Alignment
Arts and Humanities	Accomplished	Accomplished
Career Education and Work	Accomplished	Accomplished
Civics and Government	Accomplished	Accomplished
PA Core Standards: English Language Arts	Accomplished	Accomplished
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Developing	Developing
PA Core Standards: Mathematics	Accomplished	Accomplished
Economics	Accomplished	Accomplished
Environment and Ecology	Accomplished	Accomplished
Family and Consumer Sciences	Accomplished	Accomplished
Geography	Accomplished	Accomplished
Health, Safety and Physical Education	Accomplished	Accomplished
History	Accomplished	Accomplished
Science and Technology and Engineering Education	Accomplished	Accomplished
Alternate Academic Content Standards for Math	Developing	Developing
Alternate Academic Content Standards for Reading	Needs Improvement	Needs Improvement
American School Counselor Association for Students	Developing	Developing
English Language Proficiency	Non Existent	Non Existent
Interpersonal Skills	Non Existent	Non Existent
School Climate	Non Existent	Non Existent
World Language	Accomplished	Accomplished

Explanation for standard areas checked "Needs Improvement" or "Non Existent":

Beginning in 1999-2000 school year, Derry Area School District undertook a major initiative to develop curriculum maps in all subject areas aligned to the Pennsylvania State Standards. In 2008, a district committee worked to map and align the elementary, middle and high school curriculum with the Career Education and Work Standards. Mapping and aligning of the PA Common Core Standards is in progress, with much of the ground work accomplished in the areas of mathematics and language arts. As we move forward, emphasis will shift to mapping and aligning of these standards in science, social studies and the technical subjects. Architectural Design education course is offered and dual

enrollment opportunities are also available in these areas. Courses are in development for students with significant cognitive impairment which incorporate Alternate Academic Standards for Math and Reading, however curriculum maps have not been developed and alignment is incomplete. Our district sub-contracts ELL services with the Intermediate Unit. Prior to completing this analysis, we were unaware of the existence of the Interpersonal Skills and School Climate standards. However, we are a K-12 OLWEUS district. Moving forward we will strive to map and align our classroom meetings with the Interpersonal Skills and School Climate standards.

Adaptations

Elementary Education-Primary Level

- Arts and Humanities
- Health, Safety and Physical Education

Elementary Education-Intermediate Level

- Arts and Humanities
- Health, Safety and Physical Education

Middle Level

- PA Core Standards: English Language Arts
- PA Core Standards: Mathematics
- Health, Safety and Physical Education
- Science and Technology and Engineering Education

High School Level

- PA Core Standards: English Language Arts
- PA Core Standards: Mathematics
- Health, Safety and Physical Education
- History
- Science and Technology and Engineering Education

Explanation for any standards checked:

Opportunities for enrichment as well as adaptations are offered in the above checked content areas. All buildings offer accelerated curricula to students. In addition, the High School offers advanced placement and dual enrollment courses which are aligned with College level curriculum. The District received a large physical education (PEP) grant that enabled the district to implement a SPARK curriculum K-12.

Curriculum

Planned Instruction

Elementary Education-Primary Level

Curriculum Characteristics	Status
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Objectives of planned courses, instructional units or interdisciplinary studies to be achieved by all students are identified for each subject area.	Accomplished
Content, including materials and activities and estimated instructional time to be devoted to achieving the academic standards are identified.	Accomplished
The relationship between the objectives of a planned course, instructional unit or interdisciplinary studies and academic standards are identified.	Developing
Procedures for measurement of mastery of the objectives of a planned course, instructional unit or interdisciplinary studies are identified.	Developing

Processes used to ensure Accomplishment:

Curriculum guides and maps have been developed that incorporate learning objectives, the standards, instructional strategies and materials, and assessments. These guides and maps are under constant revision and are updated on an ongoing basis. Teacher representatives from each core content area meet annually to review these documents for vertical and horizontal alignment.

Explanation for any standards areas checked "Needs Improvement" or "Non Existent". How the LEA plans to address their incorporation:

This narrative is empty.

Elementary Education-Intermediate Level

Curriculum Characteristics	Status
Objectives of planned courses, instructional units or interdisciplinary studies to be achieved by all students are identified for each subject area.	Accomplished
Content, including materials and activities and estimated instructional time to be devoted to achieving the academic standards are identified.	Accomplished
The relationship between the objectives of a planned course, instructional unit or interdisciplinary studies and academic standards are identified.	Accomplished
Procedures for measurement of mastery of the objectives of a planned course, instructional unit or interdisciplinary studies are identified.	Developing

Processes used to ensure Accomplishment:

Curriculum guides and maps have been developed that incorporate learning objectives, the standards, instructional strategies and materials, and assessments. These guides and maps are under constant revision and are updated on an ongoing basis. Teacher representatives from each core content area meet annually to review these documents for vertical and horizontal alignment.

Explanation for any standards areas checked "Needs Improvement" or "Non Existent". How the LEA plans to address their incorporation:

This narrative is empty.

Middle Level

Curriculum Characteristics	Status
Objectives of planned courses, instructional units or interdisciplinary studies to be achieved by all students are identified for each subject area.	Accomplished
Content, including materials and activities and estimated instructional time to be devoted to achieving the academic standards are identified.	Accomplished
The relationship between the objectives of a planned course, instructional unit or interdisciplinary studies and academic standards are identified.	Accomplished
Procedures for measurement of mastery of the objectives of a planned course, instructional unit or interdisciplinary studies are identified.	Accomplished

Processes used to ensure Accomplishment:

Curriculum guides and maps have been developed that incorporate learning objectives, the standards, instructional strategies and materials, and assessments. These guides and maps are under constant revision and are updated on an ongoing basis. Teacher representatives from each core content area meet monthly to review these documents for vertical and horizontal alignment.

Explanation for any standards areas checked "Needs Improvement" or "Non Existent". How the LEA plans to address their incorporation:

This narrative is empty.

High School Level

Curriculum Characteristics	Status
Objectives of planned courses, instructional units or interdisciplinary studies to be achieved by all students are identified for each subject area.	Accomplished
Content, including materials and activities and estimated instructional time to be devoted to achieving the academic standards are identified.	Accomplished
The relationship between the objectives of a planned course, instructional unit or interdisciplinary studies and academic standards are identified.	Accomplished
Procedures for measurement of mastery of the objectives of a planned course, instructional unit or interdisciplinary studies are identified.	Accomplished

Processes used to ensure Accomplishment:

Curriculum guides and maps have been developed that incorporate learning objectives, the standards, instructional strategies and materials, and assessments. These guides and maps are under constant revision and are updated on an ongoing basis. Teacher representatives from each core content area meet annually to review these documents for vertical and horizontal alignment.

Explanation for any standards areas checked "Needs Improvement" or "Non Existent". How the LEA plans to address their incorporation:

This narrative is empty.

Modification and Accommodations

Explain how planned instruction contains modifications and accommodations that allow all students at all mental and physical ability levels to access and master a rigorous standards aligned curriculum.

We are committed to providing a high quality, standards aligned curriculum for all students. Planned instruction is differentiated and students are provided with appropriate modifications and adaptations. Additional instruction that includes after school tutoring as well as tier 2 and tier 3 interventions are provided to meet individual student learning needs. Special education services are provided in a variety of settings including, but not limited to, push-in/pul- out programs, academic skills course, and inclusion classrooms. Alternative Academic Content Standards are implemented for qualifying students at the secondary level and will be developed at the elementary level.

Instruction

Instructional Strategies

- Formal classroom observations focused on instruction
- Walkthroughs targeted on instruction
- Annual Instructional evaluations
- Peer evaluation/coaching
- Instructional Coaching

Regular Lesson Plan Review

- Not Reviewed

Provide brief explanation of LEA's process for incorporating selected strategies.

The Derry Area School District uses a differentiated model of supervision which includes options for self-directed action research, portfolios, and peer collaboration in addition to formal classroom observations. This has been a valuable strategy in implementing various district initiatives through building capacity in our teacher leaders. Teachers' and principals' evaluations are based on success in meeting professional goals and other data collected in the observation process. Planned walkthrough observations are conducted by Building-Level Teams consisting of principals, central office administrators, instructional coaches and selected teachers who focus on implementation of the math and science practice standards (MSP) as well H.E.A.T. The district also employs two literacy coaches who work with teachers on designing instruction that is aligned with PLN, an ongoing professional development initiative. In addition, all non-tenured teachers are assigned a mentor and various induction activities are provided to ensure that all new employees

receive critical staff development that support maintenance of standard aligned curricula and adopted pedagogical strategies.

Provide brief explanation for strategies not selected and how the LEA plans to address their incorporation.

Unit and written weekly plans are not regularly reviewed. However all teachers put their block plans on a public website that can be accessed by District Administration at any time. Lesson plans for formal observations are reviewed by the evaluator and provide input to the observation process. Lesson plans are subject to review upon request by a building administrator. District administration will convene a committee to review current lesson plan review procedures for implementation.

Responsiveness to Student Needs

Elementary Education-Primary Level

Instructional Practices	Status
Structured grouping practices are used to meet student needs.	Full Implementation
Flexible instructional time or other schedule-related practices are used to meet student needs.	Full Implementation
Differentiated instruction is used to meet student needs.	Full Implementation
A variety of practices that may include structured grouping, flexible scheduling and differentiated instruction are used to meet the needs of gifted students.	Full Implementation

If necessary, provide further explanation. (Required explanation if column selected was

This narrative is empty.

Elementary Education-Intermediate Level

Instructional Practices	Status
Structured grouping practices are used to meet student needs.	Full Implementation
Flexible instructional time or other schedule-related practices are used to meet student needs.	Full Implementation
Differentiated instruction is used to meet student needs.	Full Implementation
A variety of practices that may include structured grouping, flexible scheduling and differentiated instruction are used to meet the needs of gifted students.	Full Implementation

If necessary, provide further explanation. (Required explanation if column selected was

This narrative is empty.

Middle Level

Instructional Practices	Status
Structured grouping practices are used to meet student needs.	Full Implementation
Flexible instructional time or other schedule-related practices are used to meet student needs.	Full Implementation
Differentiated instruction is used to meet student needs.	Full Implementation
A variety of practices that may include structured grouping, flexible scheduling and differentiated instruction are used to meet the needs of gifted students.	Full Implementation

If necessary, provide further explanation. (Required explanation if column selected was *This narrative is empty.*)

High School Level

Instructional Practices	Status
Structured grouping practices are used to meet student needs.	Implemented in 50% or more of district classrooms
Flexible instructional time or other schedule-related practices are used to meet student needs.	Implemented in 50% or more of district classrooms
Differentiated instruction is used to meet student needs.	Full Implementation
A variety of practices that may include structured grouping, flexible scheduling and differentiated instruction are used to meet the needs of gifted students.	Full Implementation

If necessary, provide further explanation. (Required explanation if column selected was

After school tutoring programs for Math and English along with after school tutoring by all staff.

Recruitment

Describe the process you implement to recruit and assign the most effective and highly qualified teachers in order to meet the learning needs of students who are below proficiency or are at risk of not graduating.

Hiring and recruitment are a function of the Office of the Assistant Superintendent. Teachers are encouraged to provide ample advanced notice of job separation. The District has implemented a rigorous interview and hiring process. When positions become available, advertisements are placed in local newspapers and are posted on our web site. A three step procedure is employed: principals and the assistant superintendent conduct a review of all submitted applications as well as current day-to-day substitute work histories. A roster of first round interviewees is compiled. Department chairs are invited to

participate in the interviews and top candidates are invited to return to teach a demonstration lesson with students. Final recommendations to the Board of Education for hiring are made via a collaborative process that utilizes various scoring rubrics. The district has established a 3 year induction/mentoring program which includes intense professional development. Once hired, teachers are strategically assigned to positions that best utilize their professional experiences and qualifications. At risk students are provided with high quality instructors.

Assessments

Local Graduation Requirements

Course Completion	SY 17/18	SY 18/19	SY 19/20
Total Courses			
English	4.00		
Mathematics	3.50		
Social Studies	4.00		
Science	3.50		
Physical Education	8.00		
Health	1.00		
Music, Art, Family & Consumer Sciences, Career and Technical Education	1.00		
Electives	7.00		
Minimum % Grade Required for Credit (Numerical Answer)	60.00		

Graduation Requirement Specifics

We affirm that our entity requires demonstration of proficiency or above in each of the following State academic standards: English Language Arts and Mathematics, Science and Technology and Environment and Ecology, as determined through any one or a combination of the following:

- Completion of secondary level coursework in English Language Arts (Literature), Algebra I and Biology in which a student demonstrates proficiency on the associated Keystone Exam or related project-based assessment if § 4.4(d)(4) (relating to general policies) applies.
- Locally approved and administered assessments, which shall be independently and objectively validated once every 6 years. Local assessments may be designed to include a variety of assessment strategies listed in ? 4.52(c) and may include the use

of one or more Keystone Exams. Except for replacement of individual test items that have a similar level of difficulty, a new validation is required for any material changes to the assessment. Validated local assessments must meet the following standards:

- I. Alignment with the following State academic standards: English Language Arts (Literature and Composition); Mathematics (Algebra I) and Environment and Ecology (Biology).
- II. Performance level expectations and descriptors that describe the level of performance required to achieve proficiency comparable to that used for the Keystone Exams.
- III. Administration of the local assessment to all students, as a requirement for graduation, except for those exempted by their individualized education program under subsection (g), regarding special education students, or gifted individualized education plan as provided in ? 16.32 (relating to GIEP).
- IV. Subject to appropriations provided by law, the cost to validate local assessments shall be evenly divided between the school district, AVTS or charter school, including a cyber-charter school, and the Department. If the Department does not provide sufficient funding to meet its share, local assessments submitted for validation shall be deemed valid until a new validation is due to the Department.
- V. The Department will establish a list of entities approved to perform independent validations of local assessments in consultation with the Local Assessment Validation Advisory Committee as provided in ? 4.52(f).
- VI. School boards shall only approve assessments that have been determined to meet the requirements of this subsection by an approved entity performing the independent validation. If a school district, AVTS or charter school, including a cyber-charter school, uses a local assessment that has not been independently validated, the Secretary will direct the school entity to discontinue its use until the local assessment is approved through independent validation by an approved entity.

Local Assessments

Standards	WA	TD	NAT	DA	PSW	Other
Arts and Humanities	X	X			X	
Career Education and Work			X			X
Civics and Government		X				
PA Core Standards: English		X		X		X

Language Arts						
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects				X		
PA Core Standards: Mathematics		X		X		X
Economics		X				
Environment and Ecology		X			X	
Family and Consumer Sciences		X				
Geography		X				
Health, Safety and Physical Education		X				
History		X				
Science and Technology and Engineering Education		X			X	X
World Language		X				

Methods and Measures

Summative Assessments

Summative Assessments	EEP	EEI	ML	HS
Evaluation of Portfolios of Student Work	X	X	X	X
Keystone Exams			X	X
PSSA (math, reading, science, writing)		X	X	
PASA		X	X	X
Curriculum-based Assessments	X	X	X	X
Textbook Assessments	X	X	X	X
Works of Art, Musical, Theatrical or Dance		X	X	X
Written Work by Students	X	X	X	X
Science Experiments	X	X	X	X
Course Final Exams				X

Benchmark Assessments

Benchmark Assessments	EEP	EEI	ML	HS
GRADE	X	X	X	X
Study Island			X	X
Textbook Assessment	X	X		
4Sight		X		
Aimswab			X	
DIBELS Next	X	X		
STAR Enterprise	X	X		
Compass Learning - Odyssey				X
Classroom Diagnostics (CDT's)			X	

District Writing Assessment			X	
Aleks			X	

Formative Assessments

Formative Assessments	EEP	EEI	ML	HS
Demonstration, performances, products and projects	X	X	X	X
Diagnostic Assessments	X	X	X	X
Evaluations of Portfolios of Student Work	X	X	X	X
Exit Tickets	X	X	X	X
Fitness Assessments	X	X	X	X
Progress Monitoring	X	X	X	X
Response Cards	X	X		X
Scientific Experiments	X	X	X	X
Textbook Assessments	X	X	X	X
Works of Art, Musical, Theatrical or Dance	X	X	X	X
Written Works by Students	X	X	X	X
Data Binders	X	X	X	
Teacher developed Curriculum-based Assessments	X	X	X	X
95% Screeners	X	X		
Electronic Student Response Systems		X	X	X

Diagnostic Assessments

Diagnostic Assessments	EEP	EEI	ML	HS
Classroom Diagnostics (CDT)			X	X
GRADE	X	X	X	X
DRAs	X	X		
Running Records	X	X		
95% Screener	X	X		
Key Math 3			X	
TOWREs				X
Study Island - Algebra				X
Aleks			X	

Validation of Implemented Assessments

Validation Methods	EEP	EEI	ML	HS
External Review				
Intermediate Unit Review				
LEA Administration Review				
Building Supervisor Review				

Department Supervisor Review				
Professional Learning Community Review				
Instructional Coach Review				
Teacher Peer Review				X

Provide brief explanation of your process for reviewing assessments.

In general, classroom teachers are responsible for constructing their own valid assessments which do not undergo a formal review process. Curriculum-based assessments developed by text book publishers are used heavily at the elementary level and, to an extent, at both the middle and high schools. However, select departments in the high school have worked collaboratively to develop common assessments. High school assessments in math and English have been reviewed by the principals, department chairs and colleagues within the context of professional learning communities. We recognize that the district needs to develop explicit guidelines for teacher developed assessments.

Development and Validation of Local Assessments

If applicable, explain your procedures for developing locally administered assessments and how they are independently and objectively validated every six years.

No formal, cyclical district-level validation process is currently in place. However, in all district schools, groups of teachers do work collaboratively to develop common assessments. Teachers are expected to align all assessments with the standards and to designate major assessments on their curriculum maps. For example, middle school teachers have developed Math and ELA Quarterly Assessments that are aligned to content and skills taught in that quarter of the school year.

Collection and Dissemination

Describe your system to collect, analyze and disseminate assessment data efficiently and effectively for use by LEA leaders and instructional teams.

All standardized test results are imported into a data warehouse to facilitate collection and dissemination of student assessment as well as demographic and other data. Within each building, structures have been developed to effectively analyze data to inform instructional decision-making. Departments, special education and RtII specialists, and Title I teachers access and analyze data for a variety of purposes. At the secondary level, benchmark and diagnostic testing data is collected quarterly in math, English, and science and evaluated by the respective departments, building administrators, and district administrators. Data is then instrumental in deciding change, adjustment, and construction of teaching implementation. In addition, a District-wide Assessment Team meets several times per year to discuss assessment results K-12.

Data Informed Instruction

Describe how information from the assessments is used to assist students who have not demonstrated achievement of the academic standards at a proficient level or higher.

The district has implemented a tiered RtII program in every school. Students are engaged by teachers to “own” their data. Students, in collaboration with Title I teachers at the elementary building and RtII specialists at the middle school utilize data to develop individualized interventions and learning paths. In addition, special education teachers utilize progress monitoring to identify and close learning gaps that are barriers to proficiency. In Tier 1 classrooms, data is used for differentiating instruction and determination of instructional groupings. Finally, in the high school, data from assessments is evaluated on a weekly basis. Those students performing below proficient levels are given constructive assignments and tutoring, based upon determined weaknesses, in order to raise their skill levels and obtain proficiency.

Assessment Data Uses

Assessment Data Uses	EEP	E EI	ML	HS
Assessment results are reported out by PA assessment anchor or standards-aligned learning objective.	X	X	X	X
Instructional practices are identified that are linked to student success in mastering specific PA assessment anchors, eligible content or standards-aligned learning objectives.	X	X	X	X
Specific PA assessment anchors, eligible content or standards-aligned learning objectives are identified for those students who did not demonstrate sufficient mastery so that teachers can collaboratively create and/or identify instructional strategies likely to increase mastery.	X	X	X	X
Instructional practices modified or adapted to increase student mastery.	X	X	X	X

Provide brief explanation of the process for incorporating selected strategies.

Assessment results by assessment anchor are available for teacher and administrative access in our data warehouse, OnHand Schools. Individual teachers and content area departments access this data for curriculum planning and lesson design. Instructional practices aligned to standards are enhanced and rigor is increased in areas of need based upon data analysis. Assessment data is used to differentiate instruction and determine RtII placements. Individualized learning pathways are designed to target students’ weaknesses based upon diagnostic and benchmark testing, according to specific assessment anchors. Special education teachers and intervention specialists utilize data to design individual learning plans and adaptations. In addition, high school students who have not demonstrated proficiency on the Keystone exams receive remediation in Reading, Math, and Science Labs.

Provide brief explanation for strategies not selected and how you plan to address their incorporation.

This narrative is empty.

Distribution of Summative Assessment Results

Distribution Methods	EEP	EEI	ML	HS
Course Planning Guides				X
Directing Public to the PDE & other Test-related Websites	X	X	X	X
Individual Meetings	X	X	X	X
Letters to Parents/Guardians	X	X	X	X
Local Media Reports	X	X	X	X
Website	X	X	X	X
Meetings with Community, Families and School Board	X	X	X	X
Mass Phone Calls/Emails/Letters	X	X	X	X
Newsletters	X	X	X	X
Press Releases	X	X	X	X
School Calendar	X	X	X	X
Student Handbook	X	X	X	X

Provide brief explanation of the process for incorporating selected strategies.

The Director of Special Services notifies all district parents of expectations and times lines relating to the administration of summative assessments. The DASD parent handbook that is mailed to every family includes detailed information about the district assessment plan. Additional information is distributed through building level newsletters, calendars and brochures. PTO meetings, Title I presentations and open house events are also utilized to share information about summative assessments that are administered throughout the school year. The Board of Education and Derry Area community are informed of annual summative assessment results in a public meeting. Assessment results are also provided via press releases and assessment reports to local media. In addition, information regarding our district's and school's AYP status and assessment results are posted on our district website with links to the Department of Education's public information sites. Individual student assessment results are mailed home through the office of the Director of Special Services. Throughout the school year, SST, Kid Talk meetings and parent/teacher conferences utilize student assessment results in planning individual academic interventions and learning plans.

Provide brief explanation for strategies not selected and how the LEA plans to address their incorporation.

This narrative is empty.

Safe and Supportive Schools

Assisting Struggling Schools

Describe your entity's process for assisting schools that either do not meet the annual student achievement targets or experience other challenges, which deter student attainment of academic standards at a proficient level or higher.

If your entity has no struggling schools, explain how you will demonstrate continued growth in student achievement.

Annually, every school within the Derry Area School District engages in comprehensive school improvement planning. School level teams analyze student achievement and benchmark data, instructional and assessment practices, curriculum, demographic and process data, attendance and graduation rates. Based on this in-depth analysis, goals and improvement plans are generated and implemented.

Programs, Strategies and Actions

Programs, Strategies and Actions	EEP	EEI	ML	HS
Biennially Updated and Executed Memorandum of Understanding with Local Law Enforcement	X	X	X	X
School-wide Positive Behavioral Programs	X	X	X	X
Conflict Resolution or Dispute Management	X	X	X	X
Peer Helper Programs	X	X		X
Safety and Violence Prevention Curricula	X	X	X	X
Student Codes of Conduct	X	X	X	X
Comprehensive School Safety and Violence Prevention Plans	X	X	X	X
Purchase of Security-related Technology	X	X	X	X
Student, Staff and Visitor Identification Systems	X	X	X	X
Placement of School Resource Officers				
Student Assistance Program Teams and Training	X	X	X	X
Counseling Services Available for all Students	X	X	X	X
Internet Web-based System for the Management of Student Discipline	X	X	X	X

Explanation of strategies not selected and how the LEA plans to address their incorporation:

With limited resources, we are unable to hire a School Resource Officer. However, The Derry Area School District has entered into an agreement with local enforcement. When necessary, local officers respond to school incidents within minutes.

Screening, Evaluating and Programming for Gifted Students

Describe your entity's awareness activities conducted annually to inform the public of the gifted education services and programs offered (newspaper, student handbooks, school website, etc.)

The district provides parent and community awareness of Gifted Services via digital and print media as well as direct contact with students, parents and community members. An overview and description of Gifted Services is provided to the district community within the printed Parent Handbook and is posted on the district's website. Gifted Advisors maintain a presence in the "Teacher Website" portion of the district website. The gifted program may be a presence at community events such as Open House, Future Fair and other similar district sponsored events. The activities and achievements of our gifted students are reported to the public regularly through the Superintendent's Report during public School Board meetings and in the local newspaper as facilitated by the district's Public Relations Liaison.

Describe your entity's process for locating students who are thought to be gifted and may be in need of specially designed instruction (screening).

The district is in compliance with Chapter 16 guidelines. Classroom teachers, in collaboration with guidance counselors, identify potentially gifted students through observation of their performance in the classroom, review of assessment data and parental input/requests. An initial screening is conducted through the building guidance office. Subsequently, an MDE is initiated and other applicable information (grades, test results, etc.) are assembled. This data is forwarded to the building principal for review and an official recommendation is made to the Director of Special Services. When warranted, the Director of Special Services refers the student for a full evaluation with the school psychologist. Results are then reviewed by the instructional team that includes the parents and student as well as teachers, guidance, principals, gifted facilitator and the Director of Special Services for a final determination

Describe your entity's procedures for determining eligibility (through multiple criteria) and need (based on academic strength) for potentially mentally gifted students (evaluation).

Derry Area School District uses multiple data collection tools for gifted identification. Parents and Teachers assist in completing SIGS, the norm referenced rating scale designed for gifted identification and the "Characteristics of Giftedness Input Form." Teachers complete an "Acquisition/ Retention Performance Inventory." Report Card grades and Grade Level assessments are also referenced. Student IQ is screened using Wechsler Intelligence Scale for Children - Fifth Edition (WISC-V) Kaufman Brief Intelligence Test, Second Edition (KBIT-2) Wide Range Achievement Test - Revision4 (WRAT-4). A composite of the results of the tools implemented is evaluated through the School Psychologist and Director of Special Services to determine program eligibility.

Describe the gifted programs* being offered that provide opportunities for acceleration, enrichment or both. *The word "programs" refers to the continuum of services, not one particular option.

In accordance with Chapter 16 guidelines, acceleration and enrichment opportunities are provided to gifted students according to each student's needs and abilities. At the elementary and middle school levels, students may be accelerated through grade level placement based on current levels of achievement. In class acceleration through curriculum compacting is a collaborative effort between the gifted advisor and classroom teacher. This same collaboration is used to develop in class enrichment opportunities in the form of alternate assignments, cluster grouping and other indicated means. Students are active in a "pull out" program directed by the Gifted Advisor. This program offers students support in independent studies, as well as special programs utilizing local professional

resources and gifted consortiums.

High school gifted students have access to accredited Advanced Placement courses and Advanced Academic Study courses as well as Dual Enrollment opportunities provided through cooperation with local post-secondary institutions. Classroom acceleration is provided through curriculum compaction developed through collaboration between Gifted Advisor and Classroom Teacher. This same collaboration is used to develop in class enrichment opportunities in the form of replacement/alternate assignments, altered assignments, use of alternate media, and shadow/internship opportunities. Students have access to enrichment work in the form of independent and group study as well as special programs utilizing local professional resources and gifted consortiums. This work is facilitated by the Gifted Advisor.

Developmental Services

Developmental Services	EEP	EEI	ML	HS
Academic Counseling	X	X	X	X
Attendance Monitoring	X	X	X	X
Behavior Management Programs	X	X		X
Bullying Prevention	X	X	X	X
Career Awareness	X	X	X	X
Career Development/Planning	X	X	X	X
Coaching/Mentoring	X	X	X	X
Compliance with Health Requirements -i.e., Immunization	X	X	X	X
Emergency and Disaster Preparedness	X	X	X	X
Guidance Curriculum	X	X	X	X
Health and Wellness Curriculum	X	X	X	X
Health Screenings	X	X	X	X
Individual Student Planning	X	X	X	X
Nutrition	X	X	X	X
Orientation/Transition	X	X	X	X
RTII/MTSS	X	X	X	X
Wellness/Health Appraisal	X	X	X	X

Explanation of developmental services:

Several years ago, the district contracted with a private consultant, APL, to train the district staff, K-12, in academic and behavioral management strategies. However, only the elementary building received the behavioral component. This is a service that the district wishes to pursue further.

Diagnostic, Intervention and Referral Services

Diagnostic, Intervention and Referral Services	EEP	EEI	ML	HS
Accommodations and Modifications	X	X	X	X
Administration of Medication	X	X	X	X

Assessment of Academic Skills/Aptitude for Learning	X	X	X	X
Assessment/Progress Monitoring	X	X	X	X
Casework	X	X	X	X
Crisis Response/Management/Intervention	X	X	X	X
Individual Counseling	X	X	X	X
Intervention for Actual or Potential Health Problems	X	X	X	X
Placement into Appropriate Programs	X	X	X	X
Small Group Counseling-Coping with life situations	X	X	X	X
Small Group Counseling-Educational planning	X	X	X	X
Small Group Counseling-Personal and Social Development	X	X	X	X
Special Education Evaluation	X	X	X	X
Student Assistance Program	X	X	X	X

Explanation of diagnostic, intervention and referral services:

Intervention and therapeutic support services are provided through the SAP program, Saint Vincent Prevention Projects and Excelsa school-based therapists.

Consultation and Coordination Services

Consultation and Coordination Services	EEP	EEl	ML	HS
Alternative Education	X	X	X	X
Case and Care Management	X	X	X	X
Community Liaison	X	X	X	X
Community Services Coordination (Internal or External)	X	X	X	X
Coordinate Plans	X	X	X	X
Coordination with Families (Learning or Behavioral)	X	X	X	X
Home/Family Communication	X	X	X	X
Managing Chronic Health Problems	X	X	X	X
Managing IEP and 504 Plans	X	X	X	X
Referral to Community Agencies	X	X	X	X
Staff Development	X	X	X	X
Strengthening Relationships Between School Personnel, Parents and Communities	X	X	X	X
System Support	X	X	X	X
Truancy Coordination	X	X	X	X

Explanation of consultation and coordination services:

The district partners with multiple service providers to meet the needs of students. The Director of Special Services is the district point person who coordinate services and plans for at-risk students with a variety of in-district personnel, outside agencies and families.

Other district personnel directly involved in the delivery and coordination of services include school nurses, guidance counselors, principals and the assistant superintendent.

Specifically, associate principals are engaged with county agencies in the development of truancy prevention plans.

Communication of Educational Opportunities

Communication of Educational Opportunities	EEP	EEI	ML	HS
Course Planning Guides	X	X	X	X
Directing Public to the PDE & Test-related Websites	X	X	X	X
Individual Meetings	X	X	X	X
Letters to Parents/Guardians	X	X	X	X
Local Media Reports	X	X	X	X
Website	X	X	X	X
Meetings with Community, Families and Board of Directors	X	X	X	X
Mass Phone Calls/Emails/Letters	X	X	X	X
Newsletters	X	X		
Press Releases	X	X	X	X
School Calendar	X	X	X	X
Student Handbook	X	X	X	X

Communication of Student Health Needs

Communication of Student Health Needs	EEP	EEI	ML	HS
Individual Meetings	X	X	X	X
Individual Screening Results	X	X	X	X
Letters to Parents/Guardians	X	X	X	X
Website	X	X	X	X
Meetings with Community, Families and Board of Directors	X	X	X	X
Newsletters	X	X	X	X
School Calendar	X	X	X	X
Student Handbook	X	X	X	X
Kindergarten Registration	X			

Frequency of Communication

Elementary Education - Primary Level

- More than once a month

Elementary Education - Intermediate Level

- More than once a month

Middle Level

- More than once a month

High School Level

- More than once a month

Collaboration for Interventions

Describe the collaboration between classroom teachers and individuals providing interventions regarding differing student needs and academic progress.

School-based mental health therapists, learning support teachers and guidance counselors meet to collaborate and share pertinent information with teachers concerning student academic interventions and progress. This collaboration occurs during SST and Kid Talk meetings, SAP, grade level meetings, parent conferences and faculty meetings throughout the school year.

Community Coordination

Describe how you accomplish coordination with community operated infant and toddler centers, as well as preschool early intervention programs. In addition, describe the community coordination with the following before or after school programs and services for all grade levels, including pre-kindergarten, if offered, through grade 12.

1. Child care
2. After school programs
3. Youth workforce development programs
4. Tutoring

The district has convened a Transition Task Force that includes representatives from the district, local postsecondary institutions, preschool providers and the United Way to examine and make recommendations to assist students as they move from one educational placement to the next. In addition, during the past year, the district has engaged these stakeholders in the development of a comprehensive local literacy plan that addresses collaboration with childcare providers. The elementary school routinely notifies all preschool and early education providers in the area of school sponsored events such as Community Literacy Night. Finally, a literacy coach further facilitates coordination between the early childhood providers and the elementary school. An afterschool program is offered to elementary students while tutoring is provided to secondary students by their classrooms teachers. In addition, several local churches offer tutoring services and provide needy children with supplies. PTO groups are active in all three schools. In addition, the high school offers community services opportunities for students both during and after school, as well as tutoring in all subjects offered by teachers. High school students who are enrolled in the career and technology center have access to cooperative education opportunities. In addition, students are offered a variety of athletic, academic, and artistic

and other extracurricular programs after school with coaches and teachers. Some students also serve as peer tutors to the elementary students.

Preschool Agency Coordination

Explain how the LEA coordinates with agencies that serve preschool age children with disabilities.

1. Address coordination activities designed to identify and serve children with disabilities and the supports and accommodations available to ensure both physical and programmatic access.
2. Address pre-kindergarten programs operated directly by the LEA and those operated by community agencies under contract from the LEA.
3. Describe how the LEA provides for a smooth transition from the home setting and any early childhood care or educational setting the students attend, to the school setting.

The Director of Special Services and the primary grades counselor meet with the families of incoming kindergarten students who have received early intervention services in order to develop an educational plan and ensure that needed resources are in place. (IEPs, OT, PT and Speech) Transition plans are shared with the kindergarten teachers prior to the start of the school year. Our district provides transition activities for all incoming kindergarten students. These activities include monthly story time events, KinderCamp, Teaching Tiny Trojans, and shadowing opportunities. In addition, the district provides transition activities for parents and ECE providers such as preregistration meetings, Kindergarten Orientation, ECE collaboration and parent workshops. DASD does not have a pre-kindergarten program in district.

Materials and Resources

Description of Materials and Resources

Elementary Education-Primary Level

Material and Resources Characteristics	Status
Aligned and supportive of academic standards, progresses level to level and demonstrates relationships among fundamental concepts and skills	Developing
A robust supply of high quality aligned instructional materials and resources available	Developing
Accessibility for students and teachers is effective and efficient	Developing
Differentiated and equitably allocated to accommodate diverse levels of student motivation, performance and educational needs	Accomplished

Provide explanation for processes used to ensure Accomplishment.

This narrative is empty.

Explanation for any row checked "Needs Improvement" or "Non Existent". How the LEA plans to address their incorporation:

This narrative is empty.

Elementary Education-Intermediate Level

Material and Resources Characteristics	Status
Aligned and supportive of academic standards, progresses level to level and demonstrates relationships among fundamental concepts and skills	Accomplished
A robust supply of high quality aligned instructional materials and resources available	Developing
Accessibility for students and teachers is effective and efficient	Developing
Differentiated and equitably allocated to accommodate diverse levels of student motivation, performance and educational needs	Accomplished

Provide explanation for processes used to ensure Accomplishment.

This narrative is empty.

Explanation for any row checked "Needs Improvement" or "Non Existent". How the LEA plans to address their incorporation:

This narrative is empty.

Middle Level

Material and Resources Characteristics	Status
Aligned and supportive of academic standards, progresses level to level and demonstrates relationships among fundamental concepts and skills	Developing
A robust supply of high quality aligned instructional materials and resources available	Developing
Accessibility for students and teachers is effective and efficient	Developing
Differentiated and equitably allocated to accommodate diverse levels of student motivation, performance and educational needs	Developing

Provide explanation for processes used to ensure Accomplishment.

This narrative is empty.

Explanation for any row checked "Needs Improvement" or "Non Existent". How the LEA plans to address their incorporation:

This narrative is empty.

High School Level

Material and Resources Characteristics	Status
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Aligned and supportive of academic standards, progresses level to level and demonstrates relationships among fundamental concepts and skills	Developing
A robust supply of high quality aligned instructional materials and resources available	Developing
Accessibility for students and teachers is effective and efficient	Developing
Differentiated and equitably allocated to accommodate diverse levels of student motivation, performance and educational needs	Developing

Provide explanation for processes used to ensure Accomplishment.

This narrative is empty.

Explanation for any row checked "Needs Improvement" or "Non Existent". How the LEA plans to address their incorporation:

This narrative is empty.

SAS Incorporation

Elementary Education-Primary Level

Standards	Status
Arts and Humanities	Implemented in less than 50% of district classrooms
Career Education and Work	Implemented in less than 50% of district classrooms
Civics and Government	Implemented in less than 50% of district classrooms
PA Core Standards: English Language Arts	Implemented in 50% or more of district classrooms
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Implemented in less than 50% of district classrooms
PA Core Standards: Mathematics	Implemented in 50% or more of district classrooms
Economics	Implemented in less than 50% of district classrooms

	classrooms
Environment and Ecology	Implemented in less than 50% of district classrooms
Family and Consumer Sciences	Implemented in less than 50% of district classrooms
Geography	Implemented in less than 50% of district classrooms
Health, Safety and Physical Education	Implemented in less than 50% of district classrooms
History	Implemented in less than 50% of district classrooms
Science and Technology and Engineering Education	Implemented in less than 50% of district classrooms
Alternate Academic Content Standards for Math	Implemented in less than 50% of district classrooms
Alternate Academic Content Standards for Reading	Implemented in less than 50% of district classrooms
American School Counselor Association for Students	Implemented in 50% or more of district classrooms
Early Childhood Education: Infant-Toddler→Second Grade	Implemented in less than 50% of district classrooms
English Language Proficiency	Implemented in less than 50% of district classrooms
Interpersonal Skills	Implemented in less than 50% of district classrooms
School Climate	Implemented in less than 50% of

	district classrooms
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Further explanation for columns selected "

The district acknowledges that utilization of the SAS website lacks consistency. While teachers were formally trained to access the SAS website within the past two years, many features of the site had not yet been developed. Furthermore, no sustained expectations regarding use of the SAS website have been communicated to teachers by district administration. Consequently, content area teachers have been utilizing other resources in the student achievement planning process. Furthermore, prior to beginning the comprehensive planning process, teachers were unaware of the Interpersonal Skills and School Climate standards. However, two content areas, mathematics and language arts, have accessed the SAS website extensively in revising the curricula to align with the PA Core Standards. The elementary school does not offer a separate course aligned to the family and consumer science standards. However, the standards are incorporated into other content areas. In addition, the district is currently developing new courses aligned with the Alternate Academic standards in order to meet the learning needs of students with significant cognitive impairments. Finally, there are fewer than ten ELL students enrolled in the elementary school. ELL services are provided through our local intermediate unit.

Elementary Education-Intermediate Level

Standards	Status
Arts and Humanities	Implemented in less than 50% of district classrooms
Career Education and Work	Implemented in less than 50% of district classrooms
Civics and Government	Implemented in less than 50% of district classrooms
PA Core Standards: English Language Arts	Implemented in 50% or more of district classrooms
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Implemented in less than 50% of district classrooms
PA Core Standards: Mathematics	Implemented in 50% or more of district classrooms
Economics	Implemented in less than 50% of district

	classrooms
Environment and Ecology	Implemented in less than 50% of district classrooms
Family and Consumer Sciences	Implemented in less than 50% of district classrooms
Geography	Implemented in less than 50% of district classrooms
Health, Safety and Physical Education	Implemented in less than 50% of district classrooms
History	Implemented in less than 50% of district classrooms
Science and Technology and Engineering Education	Implemented in less than 50% of district classrooms
Alternate Academic Content Standards for Math	Implemented in less than 50% of district classrooms
Alternate Academic Content Standards for Reading	Implemented in less than 50% of district classrooms
American School Counselor Association for Students	Implemented in 50% or more of district classrooms
English Language Proficiency	Implemented in less than 50% of district classrooms
Interpersonal Skills	Implemented in less than 50% of district classrooms
School Climate	Implemented in less than 50% of district classrooms

Further explanation for columns selected "

The district acknowledges that utilization of the SAS website lacks consistency. While teachers were formally trained to access the SAS website within the past two years, many features of the site had not yet been developed. Furthermore, no sustained expectations regarding use of the SAS website have been communicated to teachers by district administration. Consequently, content area teachers have been utilizing other resources in the student achievement planning process. Furthermore, prior to beginning the comprehensive planning process, teachers were unaware of the Interpersonal Skills and School Climate standards. However, two content areas, mathematics and language arts, have accessed the SAS website extensively in revising the curricula to align with the PA Core Standards. The elementary school does not offer a separate course aligned to the family and consumer science standards. However, the standards are incorporated into other content areas. In addition, the district is currently developing new courses aligned with the Alternate Academic standards in order to meet the learning needs of students with significant cognitive impairments. Finally, there are fewer than ten ELL students enrolled in the elementary school. ELL services are provided through our local intermediate unit.

Middle Level

Standards	Status
Arts and Humanities	Implemented in less than 50% of district classrooms
Career Education and Work	Implemented in less than 50% of district classrooms
Civics and Government	Implemented in less than 50% of district classrooms
PA Core Standards: English Language Arts	Implemented in 50% or more of district classrooms
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Implemented in less than 50% of district classrooms
PA Core Standards: Mathematics	Implemented in 50% or more of district classrooms
Economics	Implemented in less than 50% of district classrooms
Environment and Ecology	Implemented in less than 50% of district classrooms

Family and Consumer Sciences	Implemented in less than 50% of district classrooms
Geography	Implemented in less than 50% of district classrooms
Health, Safety and Physical Education	Implemented in less than 50% of district classrooms
History	Implemented in less than 50% of district classrooms
Science and Technology and Engineering Education	Implemented in less than 50% of district classrooms
Alternate Academic Content Standards for Math	Implemented in 50% or more of district classrooms
Alternate Academic Content Standards for Reading	Implemented in 50% or more of district classrooms
American School Counselor Association for Students	Implemented in 50% or more of district classrooms
English Language Proficiency	Not Applicable
Interpersonal Skills	Implemented in less than 50% of district classrooms
School Climate	Implemented in less than 50% of district classrooms
World Language	Implemented in less than 50% of district classrooms

Further explanation for columns selected "

The district acknowledges that utilization of the SAS website lacks consistency. While teachers were formally trained to access the SAS website within the past two years, many features of the site had not yet been developed. Furthermore, no sustained expectations

regarding use of the SAS website have been communicated to teachers by district administration. Consequently, content area teachers have been utilizing other resources in the student achievement planning process. Furthermore, prior to beginning the comprehensive planning process, teachers were unaware of the Interpersonal Skills and School Climate standards. However, two content areas, mathematics and language arts, have accessed the SAS website extensively in revising the curricula to align with the PA Core Standards. In addition, the district is currently developing new courses aligned with the Alternate Academic standards in order to meet the learning needs of students with significant cognitive impairments. Finally, district-wide, there are fewer than ten ELL students enrolled in our district; all are enrolled in the elementary school. ELL services are provided through our local intermediate unit.

High School Level

Standards	Status
Arts and Humanities	Implemented in less than 50% of district classrooms
Career Education and Work	Implemented in less than 50% of district classrooms
Civics and Government	Implemented in less than 50% of district classrooms
PA Core Standards: English Language Arts	Implemented in 50% or more of district classrooms
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Implemented in less than 50% of district classrooms
PA Core Standards: Mathematics	Implemented in 50% or more of district classrooms
Economics	Implemented in less than 50% of district classrooms
Environment and Ecology	Implemented in less than 50% of district classrooms
Family and Consumer Sciences	Implemented in less than 50% of district classrooms

Geography	Implemented in less than 50% of district classrooms
Health, Safety and Physical Education	Implemented in less than 50% of district classrooms
History	Implemented in less than 50% of district classrooms
Science and Technology and Engineering Education	Implemented in less than 50% of district classrooms
Alternate Academic Content Standards for Math	Implemented in 50% or more of district classrooms
Alternate Academic Content Standards for Reading	Implemented in 50% or more of district classrooms
American School Counselor Association for Students	Implemented in 50% or more of district classrooms
English Language Proficiency	Not Applicable
Interpersonal Skills	Implemented in less than 50% of district classrooms
School Climate	Implemented in less than 50% of district classrooms
World Language	Implemented in less than 50% of district classrooms

Further explanation for columns selected "

The district acknowledges that utilization of the SAS website lacks consistency. While teachers were formally trained to access the SAS website, many features of the site had not yet been developed. Furthermore, no sustained expectations regarding use of the SAS website have been communicated to teachers by district administration. Consequently, content area teachers have been utilizing other resources in the student achievement planning process. Furthermore, prior to beginning the comprehensive planning process, teachers were unaware of the Interpersonal Skills and School Climate standards. However,

two content areas, mathematics and language arts, have accessed the SAS website extensively in revising the curricula to align with the PA Core Standards. In addition, the district is currently developing new courses aligned with the Alternate Academic standards in order to meet the learning needs of students with significant cognitive impairments. Finally, district-wide, there are fewer than ten ELL students enrolled in our district; all are enrolled in the elementary school. ELL services are provided through our local intermediate unit.

Professional Education

Characteristics

District's Professional Education Characteristics	EEP	E EI	ML	HS
Enhances the educator's content knowledge in the area of the educator's certification or assignment.	X	X	X	X
Increases the educator's teaching skills based on effective practice research, with attention given to interventions for struggling students.	X	X	X	X
Increases the educator's teaching skills based on effective practice research, with attention given to interventions for gifted students.	X	X	X	X
Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision making.	X	X	X	X
Empowers educators to work effectively with parents and community partners.	X	X	X	X

District's Professional Education Characteristics	EEP	E EI	ML	HS
Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other, as well as to Pennsylvania's academic standards.	X	X	X	X
Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for gifted students are aligned to each other, as well as to Pennsylvania's academic standards.	X	X	X	X
Provides leaders with the ability to access and use appropriate data to inform decision making.	X	X	X	X
Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.	X	X	X	X
Instructs the leader in managing resources for effective results.	X	X	X	X

Provide brief explanation of your process for ensuring these selected characteristics.

Professional development is identified and scheduled in order to comply with requirements established by mandate as well as needs aligned with student learning and individual teacher capacity. Our Professional Learning Committee meets several times per year to review the learning needs of the DASD professional staff and schedule programs throughout the school year. In addition, district math and science teachers have participated in professional development through the Math Science Collaborative for the last 12 years. Another long-term DASD initiative to support the academic achievement of our struggling learners is the implementation of RtII, grades K through 12. As the recipients of the Keystones to Opportunity Grant the district has taken a district-wide focus on literacy. The cornerstone to our literacy focus has been the professional development provided to teachers k-12. The district has worked closely with the Penn Literacy Network to provide literacy rich professional development in the first four years of the grant. The Keystone to Opportunity grant has allowed district teachers to participate in H.E.A.T. (Higher Order Thinking, Engaged Learning, Authentic Connections, Technology use) training and administrators have been trained to conduct H.E.A.T. walkthroughs to observe these instructional practices in the classroom and collect data to support instructional practices. Every building within the district provides release time for grade level data teams to analyze a variety of data. District wide Task Force Meetings allow departmental meetings with teachers K-12 placing a continual focus on curriculum updates and revisions. In addition, the district data team meets several times annually. All building and district administrators participate in professional development aligned with the PIL standards. In addition, there is a high level of collaboration that supports implementation of building and district level professional learning priorities. In response to the Pennsylvania Department of Education mandates, the district has required mandated reporter of child abuse training and offered professional development opportunities in the areas of CPR and Youth Suicide Awareness. Finally, teacher leaders are systematically provided with learning opportunities and release time to build leadership capacity.

Provide brief explanation for strategies not selected and how you plan to address their incorporation.

This narrative is empty.

Educator Discipline Act 126, 71

Provides educators with mandated reporter training, totaling 3 hours, every 5 years as outlined in Act 126.

Questions
The LEA has conducted the required training on:
6/3/2013 Provider: Pa Coalition Against Rape
The LEA plans to conduct the required training on approximately:
6/4/2018 To be provided in response to every 5 year requirement

Provides educators with four (4) hours of professional development in youth suicide awareness and prevention every five (5) years for professional educators in grades six through twelve as outlined in Act 71.

Questions

The LEA has conducted the training on:
8/23/2016 Paula McCommons, STAR Program
The LEA plans to conduct the training on approximately:
8/25/2021 To be provided in response to 5 year requirement

Provides educators with four (4) hours of professional development every five (5) years for professional educators that are teaching the curriculum in which the Child Exploitation Awareness Education program is incorporated as outlined in Act 71.

Questions
Not Applicable for our school entity

Strategies Ensuring Fidelity

- Professional Development activities are based upon detailed needs assessments that utilize student assessment results to target instructional areas that need strengthening.
- Using disaggregated student data to determine educators' learning priorities.
- Professional Development activities are based upon detailed needs assessments that utilize student assessment results to target curricular areas that need further alignment.
- Professional Development activities are developed that support implementation of strategies identified in your action plan.
- Clear expectations in terms of teacher practice are identified for staff implementation.
- The LEA has a systemic process that is used to validate whether or not providers have the capacity to present quality professional development.
- The LEA has an ongoing monitoring system in place (i.e. walkthroughs, classroom observations).
- Professional Education is evaluated to show its impact on teaching practices and student learning.

Provide brief explanation of your process for ensuring these selected characteristics.

DASD uses a wide variety of data including academic achievement indicators as well as demographic, perceptual and process data to set professional development priorities. The Professional Development Committee (Act 48 Committee) conducts an annual needs assessment to ensure that professional learning activities support student learning and district initiatives. The findings of the Professional Development Committee are shared with and informed by the work of the Steering Committee of the Comprehensive Planning team. Instructional coaches, teacher leaders and principals support implementation of professional learning initiatives through release days, walk through observations and mentoring activities. Student assessment results are used to track the academic success and needs of individual students; these results are also utilized to evaluate the effectiveness of the professional education program, including curriculum development, data analysis strategies and classroom instructional techniques.

Provide brief explanation for strategies not selected and how you plan to address their incorporation.

Three areas for improvement have been identified. The Professional Development Committee will develop specific criteria and processes that will establish a comprehensive implementation evaluation for each new professional learning initiative that will establish clear expectations for classroom implementation. Instructional leaders, classroom teachers, principals and central office administrators will gather and analyze implementation data to evaluate the effectiveness of professional learning on changing teacher practice as well as increasing student achievement. Administrators will participate in all professional learning activities with teachers to ensure fidelity of new initiative implementation. Sign in sheets will be generated to document administrative participation. Finally, while instructional coaches have been identified to support literacy initiatives within the district, teachers need additional support to fully implement the many professional learning initiatives needed to deliver top notch educational programming. Release days for teacher collaboration and co-planning, follow-up seminar meetings, and individual teacher conferences will be planned to ensure follow through on all major professional learning initiatives. The instructional coaches are also available and encouraged to model effective instructional practices in an effort to build teacher capacity.

Induction Program

- Inductees will know, understand and implement instructional practices validated by the LEA as known to improve student achievement.
- Inductees will assign challenging work to diverse student populations.
- Inductees will know the basic details and expectations related to LEA-wide initiatives, practices, policies and procedures.
- Inductees will know the basic details and expectations related to school initiatives, practices and procedures.
- Inductees will be able to access state curriculum frameworks and focus lesson design on leading students to mastery of all state academic standards, assessment anchors and eligible content (where appropriate) identified in the LEA's curricula.
- Inductees will effectively navigate the Standards Aligned System website.
- Inductees will know and apply LEA endorsed classroom management strategies.
- Inductees will know and utilize school/LEA resources that are available to assist students in crisis.
- Inductees will take advantage of opportunities to engage personally with other members of the faculty in order to develop a sense of collegiality and camaraderie.
- Inductees will understand and collaborate in the mentoring and clinical supervision process based on the Danielson framework.

Provide brief explanation of your process for ensuring these selected characteristics.

The Derry Area School District Induction Plan implements an intensive, three year support framework for new teachers and others as needed. The Induction Team, comprised of administrators, the Lead Mentor(s), and teacher representatives meets, as needed, to identify induction trainings needs and review Induction Plan goals and objectives. In addition, the Team meets biannually to schedule induction activities to accomplish Plan competencies. Each inductee is assigned a mentor to support inductee attainment of Induction Plan goals, objectives and competencies. A Lead Mentor oversees the induction process and executes program operations. Ultimate responsibility for administration of the Induction Plan and programs is assigned to the Assistant Superintendent.

Provide brief explanation for strategies not selected and how you plan to address their incorporation.

This narrative is empty.

Needs of Inductees

- Frequent observations of inductee instructional practice by a coach or mentor to identify needs.
- Frequent observations of inductee instructional practice by supervisor to identify needs.
- Regular meetings with mentors or coaches to reflect upon instructional practice to identify needs.
- Student PSSA data.
- Standardized student assessment data other than the PSSA.
- Classroom assessment data (Formative & Summative).
- Inductee survey (local, intermediate units and national level).
- Review of inductee lesson plans.
- Review of written reports summarizing instructional activity.
- Submission of inductee portfolio.
- Knowledge of successful research-based instructional models.
- Information collected from previous induction programs (e.g., program evaluations and second-year teacher interviews).

Provide brief explanation of your process for ensuring these selected characteristics.

The Derry Area School District Induction and Supervision Plans establish a cycle of observation and feedback between the inductee, mentor, lead mentor and building administration. Inductees incorporate identified learning needs into individualized action plans as part of the clinical supervision process. Inductees furnish evidence of competence across the four domains of the teacher evaluation rubrics (PDE 82-1). Lesson planning, assessment, instructional design and practices, and student achievement data is an integral part of the supervision process. Inductees participate in a variety of professional development activities over a 3 year period. These professional development activities focus on the 4 domains of Danielson and are designed to assist the inductee at critical junctures in their professional growth. Post activity surveys are utilized to evaluate the effectiveness of each activity. These surveys are utilized to evaluate and enhance the induction program. As a culminating activity in the third year of induction, the inductee presents a portfolio of artifacts that provides supporting evidence for completion of the PDE 82-1 forms.

Provide a brief explanation for strategies not selected and your plan to address their incorporation.

This narrative is empty.

Mentor Characteristics

- Pool of possible mentors is comprised of teachers with outstanding work performance.
- Potential mentors have similar certifications and assignments.
- Potential mentors must model continuous learning and reflection.
- Potential mentors must have knowledge of LEA policies, procedures and resources.
- Potential mentors must have demonstrated ability to work effectively with students and other adults.
- Potential mentors must be willing to accept additional responsibility.
- Mentors must complete mentor training or have previous related experience (e.g., purpose of induction program and role of mentor, communication and listening skills, coaching and conferencing skills, problem-solving skills and knowledge of adult learning and development).
- Mentors and inductees must have compatible schedules so that they can meet regularly.

Provide brief explanation of your process for ensuring these selected characteristics.

Principals, in collaboration with the Assistant Superintendent, generate recommendations for mentor teachers who demonstrate the "best fit" for new inductees to the district. Consideration is given to teacher expertise, similarity of teaching assignment by content area or grade level team, and common planning time (if possible). The district has created the position of Lead Mentor to coordinate and oversee the work of mentors with their inductees. Each mentor participates in required training prior to assuming the responsibility of working with a new inductee. In addition, mentor performance expectations and supporting documentation and information can be located in the district Mentor Handbook which can be accessed online via a link on our website.

Provide brief explanation for characteristics not selected and how you plan to address their incorporation.

The LEA believes strongly that all characteristics are considered when selecting/assigning mentors.

Induction Program Timeline

Topics	Aug-Sep	Oct-Nov	Dec-Jan	Feb-Mar	Apr-May	Jun-Jul
Code of Professional Practice and Conduct for Educators	X					
Assessments		X				
Best Instructional Practices		X				
Safe and Supportive Schools	X			X		
Standards			X			
Curriculum	X	X	X	X		
Instruction	X	X	X	X	X	
Accommodations and Adaptations for diverse learners	X					
Data informed decision making		X		X		
Materials and Resources for Instruction		X	X	X		

If necessary, provide further explanation.

Induction for new/non-tenured teachers is a three year program. The topics noted are shared by professionals and/or facilitators at regularly scheduled intervals throughout the school year. Many of the topics are also a part of the ongoing professional development of all professional staff.

Monitoring and Evaluating the Induction Program

Identify the procedures for monitoring and evaluating the Induction program.

All inductees complete a teacher induction rating form as well as a narrative evaluation form at the conclusion of the induction program. All evaluation forms are kept on file and used to aid in the eportfolio and exit interview by the Superintendent in making recommendations for new staff members to receive an Instructional II certificate. Periodically, the Induction Committee, comprised of administrators and teachers, will meet to review and revise the Induction Plan and accompanying handbooks and forms.

Recording Process

Identify the recording process for inductee participation and program completion. (Check all that apply)

- Mentor documents his/her inductee's involvement in the program.
- A designated administrator receives, evaluates and archives all mentor records.
- School/LEA maintains accurate records of program completion and provide a certificate or statement of completion to each inductee who has completed the program.
- LEA administrator receives, tallies, and archives all LEA mentor records.
- Completion is verified by the LEA Chief Executive Officer on the Application for Level 2 Certification.

Special Education

Special Education Students

Total students identified: **290**

Identification Method

Identify the District's method for identifying students with specific learning disabilities.

The Derry Area School District has well developed and sound procedures for screening and evaluating school-aged children for possible learning disabilities who reside within the district who are experiencing learning and academic difficulties. This includes children who are residents of the district but attend nonpublic schools. The school district publicly disseminates its child find obligations and procedures on at least an annual basis. This is carried out as published in the district's "Parent Handbook" and on the district's website and within the local, community newspaper. Child find obligations and procedures are also made available through a district special education brochure that is distributed via local public areas such as churches and non-public schools.

The district continues moving towards an RTII framework for instruction and intervention yet retains following an ability-achievement discrepancy model in the identification of a Specific Learning Disabilities. Ability/achievement discrepancy analysis is completed as part of the evaluation process to determine if a child's current level of academic achievement is discrepant from his/her overall ability level. For this discrepancy analysis, scores obtained from the measure of academic achievement administered are compared to a student's predicted scores based upon his/her performance on the measure of cognitive ability assessment administered, typically one of the Wechsler Intelligence Scales. An analysis of the 'rate of the observed differences' is also assessed and the differences between the two scores are computed to determine if a statistically significant discrepancy exists thus indicating the presence of a learning disability i.e. the identification of a child with a learning disability. An analysis of a child's academic need for special education is also conducted by the school psychologist and the MDE.

Before an evaluation is recommended, pre-referral process and procedures are undertaken by the child's educational team. Delays in learning are identified based upon performance in the classroom, report card grades, instructional activities, Tier I screening results, and pre-referral interventions such as additional time, opportunity and instruction for adequate or grade level learning. A major component of the pre-referral process is that guidance counselors at each building complete standardized cognitive and academic testing to preliminarily gain an objective level of the student's ability and formal academic achievement levels in core areas. This information is also used for creating the pre-referral intervention plan that contains specific instructional strategies, timelines and progress monitoring measures. If implementation of the pre-referral intervention plan is not deemed successful by the team, a Permission to Evaluate is then provided to the parent. At any time, the parent may formally request and be provided with the Permission to Evaluate. Should a parent provide a written statement for an evaluation, this alone generates a Permission to Evaluate or if a parent verbally expressed such a consideration to a professional staff member, the Director of Special Services would be alerted and a follow-up conversation to generate permission would be conducted.

When sent a Permission to Evaluate consent form (PTE), the parent is also provided with a developmental questionnaire, a copy of their procedural safeguards, and a district cover letter that clearly indicates that any additional information or reports can be submitted for inclusion in the evaluation process. The completed and comprehensive evaluation report (ER) is constructed by the school psychologist and provided to the parent within 60 days.

All student assessments and any rating scales utilized are professionally approved and standardized instruments and are scored by a certified school psychologist. The psychologist compiles and reviews all educational data that is routinely collected in an evaluation such as teacher input forms and questionnaires, nursing and guidance information as well as all information provided by the parents and the educational team. The student's evaluation results are also analyzed so that findings are not primarily the result of a visual, hearing or orthopedic disability, mental retardation, emotional disturbance, cultural factors, environmental or economic disadvantage or limited English proficiency. Additionally, findings ensure that underachievement in a child suspected of having a specific learning disability is not due to lack of appropriate instruction in reading or mathematics by considering documentation that: prior to, or as a part of, the referral process, the child was provided scientifically-based instruction in regular education settings, delivered by qualified personnel, with repeated assessments of achievement conducted at reasonable intervals, reflecting formal assessment of student progress during instruction, which was provided to the child's parents.

If a parent should disagree with the conclusions of the Evaluation Report (ER) conducted by the local school district in determining the presence of a specific learning disability, the parent is made aware of their right to have an independent educational evaluation (IEE) completed. They are presented as well with a list of certified/licensed psychologist as a professional referral source of contact names and information.

Enrollment

Review the Enrollment Difference Status. If necessary, describe how your district plans to address any significant disproportionalities.

The data is publicly available via the PennData website. You can view your most recent report. The link is:

<https://penndata.hbg.psu.edu/PublicReporting/DataataGlance/tabid/2523/Default.aspx>

After review of the current and past Penn Data reports for the district, no significant disproportionalities for race or ethnicity are present.

The Penn Data reports reviewed indicates that the district's percentage of minorities identified as eligible for special education services is comparable to the state percentage. The data indicates that the population of the school district is essentially homogeneous with White (non-Hispanic) percentage being approximately 96%. The data for students with disabilities is highly comparable with the race/ethnicity in the general population. The data indicates that no particular disability group is disproportionately represented by either a higher or a lower identification rate.

Further, the district does have a policy to prevent the inappropriate identification of students by race or ethnicity to special education programs. The district's policy entitled "Special Education" (No. 113) states that residents students shall be identified, evaluated and provided with appropriate educational services in accordance with federal and state laws and regulations. The above outline includes antidiscrimination practices based on race or ethnicity contained within the federal and state statutes and regulations. In addition evaluation process itself requires the evaluation team consider cultural issues when determining eligibility for special education services. This requirement of the evaluation team also includes the students are not deemed eligible when cultural factors are primary concern

Non-Resident Students Oversight

1. How does the District meet its obligation under Section 1306 of the Public School Code as the host District at each location?
2. How does the District ensure that students are receiving a free appropriate public education (FAPE) in the least restrictive environment (LRE)?
3. What problems or barriers exist which limit the District's ability to meet its obligations under Section 1306 of the Public School Code?

The school district takes exceedingly seriously its obligation under section 1306 for providing an appropriate educational setting and placement for nonresident students located within the host school district. This is the case for exceptional as well as non-exceptional students. If a student is residing within the school district as a 1306 nonresident student, the school district takes full responsibility for making decisions regarding the goals, programming and educational placement for such students. In order to fulfill this responsibility, the school district makes every attempt and through various sources to secure all educational records on the student and any other records that may be provided by the parent or sponsoring agency. It is also the practice when feasible that after securing records, a meeting is conducted with the sponsoring agency personnel, foster parents, legal guardian as well as the student to review all relevant information both educationally and

otherwise that would be pertinent in making decisions regarding educational goals and specifically educational placement and programming.

A PDE review into the enrollment procedures of the Ketterer Charter School as they pertain to residential placed adolescents in the Adelphoi Village system brought about changes in procedures with the local school district. Three group homes are operated by Adelphoi Village within the Derry Area School District. There is a rather ongoing and continual placement of court involved students within these group homes that require educational placements for both regular and special educational designated students. A high proportion of these students have enrollment designations (Charter School parent consent forms signed) for educational placement with the Ketterer Charter School determined prior to their group home placement by either the court or by the parent.

For students that do not have such 'pre-determined' educational placements, the Derry Area School District's special education director has two standing meetings weekly to review any 1306 students that are arriving at the residential placement without a designated educational placement/program. The district's special education director meets with the admissions liaison from the Adelphoi Village and reviews all educational records as well as other court or agency information and makes a recommendation for the students education placement and program. If possible, parental input and contact regarding educational placement is also a component of these procedures before a recommendation for is the most appropriate and least restrictive educational placement is made by the LEA.

Information on 1306 students is then included in the district's student management system (SMS) and shared with the child accounting department.

The district ensures that such students receive a free appropriate public education by first gathering all relevant educational information, referencing past educational placements and adjustments in these settings, gathering input from agency professionals as well as input from parent if such information is available. By securing as much documented information and input from all parties involved with the student, an IEP team decision is generated with the goal and purpose for providing FAPE for the student in the least restrictive environment. If there is any thought that a student may be an eligible student, a PTE is issued to the parent/educational guardian for completion of a comprehensive evaluation. In addition, the Derry Area School District has a private, treatment institution within its boundaries for court placed-adjudicated, juvenile sexual offenders. A formal written arrangement has been in place for multiple years with the educational program including special education services which are operated by the institution. The name of the institution is Cove PREP and is a residential treatment facility for adolescent sexual offenders. Any time a student is placed by the courts into this facility, the school district is alerted and provided needed educational information regarding past school district and past programming. This includes arranging for a PA secure ID if one is not assigned. Additionally, the PDE's 4605 form is then sent to school district of residence if this information is known. Both the Cove PREP staff as well as Derry staff follows the completion of the section 4605 form for financial purposes. Again financial and educational oversight arrangements have been in operation with this institution for multiple years.

One of the core functions of the director of special services is to maintain ongoing oversight

and contact with the special education program and services at Cove PREP. There are bimonthly meetings that occur with the special education teacher and a regular education teacher at Cove PREP and meetings with the institution director if needed. All enrollments and discharges from the institution between the host school district and Cove PREP are managed in a procedural basis and such students are maintained within the host school districts student management system. These students are reported as per regulations to the PA Department of Education/Penn Data per requirements and timelines. Issues of least restrictive environment and provision of FAPE for Cove PREP students are superseded by court order and the incarcerated status of the exceptional students and is not in the purview of the local school district. Again, the local school district updates the staff at Cove PREP regarding all requirements and procedural safeguards of these students and their families and maintains a collaborative and communicative relationship with Cove PREP's educational and supervisory staff.

In addition, the director of special services attends the majority of IEP meetings conducted at the Cove PREP facility. The arrangements for the meeting are made by the lead special education teacher at the facility and the director of special services is alerted to such meetings. Meetings may occur with direct parent participation or via phone conferencing. Any issues or questions regarding related service needs, additional evaluations, specially designed instruction, supplemental aids and services of students is referred to the director of special services of the host school district. Strong direct and indirect consultation between the program and the director of special services is in place with any questions regarding programming and service needs of the special needs students addressed by the director. Such consultative arrangements has the local school district communicating directly with the school district of residence for information and any other questions that may arise including any plans for discharge back to the district of residence and seeing that discharge planning is in place for the resident district to meet the needs of the student returning from treatment /incarceration.

No problems or barriers are present which limits or restricts the District's ability to meet its Section 1306 obligations.

Incarcerated Students Oversight

Describe the system of oversight the District would implement to ensure that all incarcerated students who may be eligible for special education are located, identified, evaluated and when deemed eligible, are offered a free appropriate public education (FAPE).

There are no programs for incarcerated youth in adult facilities within the Derry Area School District. Should a Derry student be placed in such a facility, the district would serve a role of providing any educational documentation the district maintains on the student and would facilitate a collaborative and cooperative relationship with the facility to aid and support that information and services are identified. In addition and in compliance with sections 1306 of the PA school Code, the Derry Area School District accepts financial

responsibility for the education of special education students while incarcerated. In the event the Director of Special Services is notified of a conference or a special education meeting regarding a district student, every attempt is made to attend either in person or via phone conference if distance prohibits direct attendance.

Additionally, if a student from the LEA is incarcerated in a local prison, the district coordinates with the local intermediate unit who operates a program for school aged students with or without an IEP. The IU would be alerted to the fact of a district student's incarceration and make arrangements to initiate the appropriate education services and forward relevant and necessary documents and reports.

Least Restrictive Environment

1. Describe the District procedures, which ensure that, to the maximum extent appropriate, children with disabilities, including those in private institutions, are educated with non-disabled children, and that removal from the regular education environment only occurs when education in that setting with supplementary aids and services, cannot be achieved satisfactorily.
2. Describe how the District is replicating successful programs, evidence-based models, and other PDE sponsored initiatives to enhance or expand the continuum of supports/services and education placement options available within the District to support students with disabilities access the general education curriculum in the least restrictive environment (LRE). (Provide information describing the manner in which the District utilizes site-based training, consultation and technical assistance opportunities available through PDE/PaTTAN, or other public or private agencies.)
3. Refer to and discuss the SPP targets and the district's percentages in the Indicator 5 section - Educational Environments. Also discuss the number of students placed out of the district and how those placements were determined to assure that LRE requirements are met.

1) Derry Area School District strives to maintain a progressive and proactive model to ensure that children with disabilities are educated to the maximum extent appropriate with non-disabled children. All regular and special education teachers, supervisors and administrators, support staff as well as related and ancillary support staff strive toward the goal of maximizing children with disabilities to participate and be involved in the regular education environment and curriculum. This is the case for curricular and non-curricular activities as well as during and after school hours. Our Student Support Teams and Elementary and Secondary Student Assistance Teams provide on-going academic and behavior support to students who begin to demonstrate concerns in these areas so that they may remain in and participating with the regular education population and programming. This belief system is reciprocated from both a 'top down' and 'bottom up' organizational emphasis that also establishes high expectations for all exceptional students both academically and behaviorally/socially.

The Derry School District offers a continuum of special education programs and services at the elementary, middle and high school levels. The district strives to ensure that appropriate placements are provided to students with disabilities in the least restrictive

environment (LRE) including the regular education curriculum and involvement with typical peers. Individual student needs are evaluated starting with the pre-referral process and concluding within the MDE process articulating the student's unique characteristics as well as strengths and deficits. Based on the student's degree of need, participation in the general education curriculum is fundamentally determined by the IEP team. The starting point for placement decisions is the regular education environment and curriculum as well as incorporating an array of supplemental aids and services. Progress monitoring is ongoing and flexible to ensure success in both regular and special education settings. Even when a student is successful within a special education setting, consideration is then made by the IEP team whether that success can be continued with a transition 'back' to regular education with accommodations and/or supplemental aids and services.

Maintaining students with the LRE is outlined within the IEP but is realized with special education supports that include as needed special education personnel, related services, behavior support and goal charts and supplemental aids and services (SAS). The IEP teams received training on the SAS Tool kit at the elementary level by a trainer from the "Include Me From the Start" program and continues to utilize this approach and strategy for all students. Use of SAS starts with an understanding of any barriers to learning, student characteristics and parent involvement and participation in the process. Often time, daily parent reports are sent home for their review of the students day and accomplishments and reinforcers encouraged to support a students day to day successes. Other SAS techniques may include consultation with an OT professional for environmental or sensorimotor assistants, supports and recommendations. Modifications of a child's seating arrangements can be made as well as many other such techniques as alternative expectations, adapted materials, use of graph or colored paper, peer connections and supports and earned activities or reinforcers at the end of a school day.

An overview of Supplemental Aids and Services is outlined below. The outline below is not however intended as an exhaustive list but a thorough overview of the capacity and resources available for meeting student needs and maintaining them within their least restrictive environment.

Supplementary Aids and Services

Service	Resource Description
Academic Interventions	Invention math and reading services available in all buildings based upon students' needs
Assessment	Comprehensive assessment available for all students in need
Benchmark Assessments	Benchmark assessments in Reading and Math used in all buildings
Career Counseling	Career guidance and counseling for secondary level students
Career/Transition Services	Transition coordinator 7-12 grade (Dir. of Special Services) Transition Survey Parents/ Students

	<p>Transition Portfolio Career Pathways – DASD PA Career Education and Work Standards (CEW)</p>
<p>Collaboration- Supplementary Aids & Services</p>	<p>Co-teaching PCA Support Outside training and consulting services Professional Development Common Planning time Training for staff on use of interventions and assistive technology Special Education Department meetings WIU meetings Pattan meetings Webinars</p>
<p>Continuum of Services</p>	<p>Comprehensive continuum of services available and designed to meet the needs of all students</p>
<p>Instructional- Supplementary Aids and Services</p>	<p>Modifying Tests Co-teaching Differentiated Instruction Modifying of learning environment Providing outlines and cloze outlines Books on tape Computer support Ipad Apps Word Banks Hands on Activities Small group Instruction Paired Instruction One on one support Specialized Curriculum Use of laptop Kurzweil Use of manipulatives Use of calculators Modifications of time Modification of homework/projects Printed directions Special seating arrangements Resource support Highlighted materials Sound amplification systems</p>
<p>Multi-Disciplinary Teams</p>	<p>Multi-disciplinary teams at every grade level to support and monitor student achievement</p>

Physical-Supplementary Aids and Services	<p> Preferential seating Flexible room arrangement Cushion seats Seat discs Adaptive equipment Sensory objects Wheelchair accessibility Individual emergency plans Stryker Chairs and Training </p>
Pre-referral Services	<p> DASD employs a process for identifying students in need of targeted interventions for school performance problems related to academic, learning, emotional or behavioral deficits. The Student Support Team consists of the building principal; associate principal; school counselor and classroom teachers. The team reviews data from universal screening instruments and classroom performance measures, develop targeted empirically based interventions, monitors response to interventions employed and develops long-term plans that focus on the remediation of academic deficits and growth and development of the student. DASD implements research-based interventions for targeted students identified through universal screenings in reading and math. Response to these interventions is progress monitored and included in the determination of Multi-Disciplinary Evaluation. </p>
School Based MH Services	<p> School based mental health is a highly effective area of mental health treatment that provides professional therapy in the school environment coupled with consultative services by a child psychiatrist. The school based mental health program is in place in order to enhance the district's ability to meet the mental health needs of children and families in the district within a treatment and intervention modality. </p>
Social-Behavioral Supplementary Aids and Services	<p> SAP Lunch Buddies Skills Streaming Curriculum Olweus Bully Prevention Program including the "Peaceful Bus Program." Positive Reinforcement systems Modifications to changing classes Notifying students in advance of schedule changes Behavior Contracts Setting school and classroom expectations </p>

	Functional Behavioral Assessments Behavior support plans
Student Assistance Program	Building-level teams designed to support the social-emotional needs of students
Student Support Teams	Building-level teams designed to support students who are struggling academically and behaviorally

Currently, the district has predominantly a full inclusion model of practice at the high school building and has significantly increased the inclusion or itinerant level of support at the middle school over the past two school years. This has occurred within a restructuring of learning support assignments and a 'case management' orientation for the delivery of services to exceptional students and simultaneously empowering and training regular education teachers to take a stronger degree of responsibility, individualized support and providing differentiation of instruction for the exceptional students. This modal has expanded the ability to provide alterative standards for PASA assigned students within small group setting for these low incident students and maximizing their participation with typical peers when determined as both appropriate and beneficial. The strong and strategic utilization of Personal Care Assistants at all levels within the district as also benefit to the success of these students as well as students within other exceptionalities.

Also, it is the practice throughout all buildings and levels of the school district that the regular education staff is provided with IEP summary sheets indicating each exceptional student's necessary modifications, adaptations and specially designed instruction for each disabled student listed on their class rosters. These are reviewed and provide to teachers who maintains a special education student within their classroom or course. These summary sheets are generated from the special education student management system utilized by the LEA, namely DARTS. This data management system was created at the BLAST IU and has been in use for several years by the LEA. The summary sheets are referred to as, "IEP at a Glance' and outlines each students 'SDI's' and related services and does not report any confidential information related to the student.

Special education instructional staff and related service providers are available for consultation and assistance in making modifications and adaptations to support students with disabilities in the general education environment. IEP teams consider which services each student requires based on individual student needs prior to "where" a student will receive a specific program or service. Current student progress, teacher evaluations, class observations and formal and informal assessments are used to determine the types of services each student requires. After determining student needs at the IEP meeting and after student goals are developed, the IEP team determines where the services can best be provided.

Also, the elementary and middles school schedules allow common planning time for regular and learning support staff to meet and review student aggregate data and progress (via OnHand Schools) and make any necessary accommodations and additional planning for special education students to maximize the students ability to be successful and make reasonable educational gains within the regular education setting and curriculum. The

district strives to provide services in the least restrictive environment and every attempt is made to provide special education services in the student's home school.

This process is a highly individualized, calculated, planful and collaborative practice and directly focuses on the best interest of the students through team orientated decision making as well as a repertoire of organizational strategies, specially designed instructional techniques, behavioral interventions & academic accommodations as well as supplemental aids and services strategies. Parent input and information is also a major and significant component for assessing and determining a student's LRE. The Derry Area School District does maintain a range of alternative placements which strengthens the significance of individualized inquiry in determining the Least Restrictive Environment for each student with a disability.

Another major initiative practiced by the District to ensure maximum integration is the use of 1:1 support provided by Personal Care Assistants (PCA's) and reported within the related service section of the student's IEP. This group of individuals has increased over the past several years and most often times work with very challenging students within exceptionalities of autism, OHI and emotional disturbance as well as students with physical disabilities. The major purpose and primary responsibility of this group of staff members is to meet the needs of specifically assigned students as guided by the teacher and have services delivered within the regular education environment when at all feasible. This staffing resource allows students to not only access and maintain in the regular education setting but in some case to be educated in their local school building which otherwise may be untenable due to the extent and intensity of their needs. This group of para-educators (currently 22 PCA's) receives regular professional development training (minimum of 20 hours per year). Several of these hours over the past years have utilized the webinar trainings sponsored by PaTTAN.

2) The district has replicated many evidence-based models and programs and PDE sponsored initiatives in order to expand the continuum of services supporting students accessing the general education curriculum and environment. For the past several years, the district has voluntarily participated in the PDE sponsored "Include Me from the Start Program" and has a designated PDE staff member working with our regular and learning support staff. This person has also provided trainings to the regular education and special education staff, to the district's PCA staff as well as parent groups. This resource has also brought to the district innovative technology components as well as state-of-the-art 'Apps' for use with students within the exceptionality of autism. Indeed, Grandview Elementary School was selected this school year as a model program by the 'Include Me' program for other districts to observe our staff and our procedures and processes for including students in the regular education program.

Other training topics and activities implemented in order to maximize the skill and knowledge base of educators to maintain student in the least restrictive environment include crisis prevention training (CPI) from the local intermediate unit, training on completing functional behavioral assessments (FBA's) sponsored by the local intermediate unit as well as trainings by the IU's assistive technology consultant.

The district is also consulted directly and indirectly with the 'Autism Team' that is a

component/resource of the local intermediate unit. This team involvement with the school district has also provided a great deal of resources and strategies for incorporating the fidelity and effectiveness of writing positive behavior plans and providing suggestions and strategies for supplemental aids & services. This level of collaboration and consultation with the local IU has increased the repertoire, strategies and resources of staff working with all exceptional students.

In addition, the district's is in the 4th year of the 'Keystone to Opportunity' (KtO) grant has indirectly but significantly influenced the matter of least restrictive environment. It was noted through the grant application process/analysis that student difficulties, including exceptional students, increased during major transitional periods. Such major transitional periods include entrance to kindergarten, transfer from the elementary to the middle school and transfer from the middle school to the high school. A major strategy within the grant application is to provide activities, services and strategies to improve the transitional awareness and expectations and lessen this 'regressive impact'. Such transitional strategies are beginning to be implemented this school year. The aspects of transitional 'regression' include academic and behavioral factors and typically are more stressful for exceptional students and their parents/families.

The KtO grant's impact on the district and the writing of the district's related Comprehensive Literacy Plan cannot be emphasized enough as being a major and significant driving force within the LEA that has directly and indirectly impacted the special education services and programming. The grant has brought major professional development through training of the Penn Literacy Network (PLN) through direct training and courses. This professional development has been delivered to both the regular education and special education teachers and enhance the individualization and pedagogy of instruction. Year to year goals with this grant have included increasing the district's capacity for presenting an RTII model, increased the data driven instruction to students and increasing the academic achievement of low SES students. Also and most importantly, the KtO grant has created a program, structure and staff for working with our preschool providers and preschool families. This program goals and activities is for having all preschool children prepared, skilled and ready to start kindergarten. The preschool KtO program has gained attention from PDE and presented at state trainings due to its effectiveness and comprehensive and powerful approach to engaging the LEA's preschool parents and preschool programs

3) The SPP targets and Indicator 5 shows that the district has been highly successful for maintaining exceptional students in the least restrictive environment. The Penn Data most recent report that is available is from the 2014-2015 school year. This report shows that 70.7% of students are in the LRE inside regular classes 80% or more compared to the state average of 62%. This is seen as an exceptionally high percentage and speaks to the dedication and commitment of all staff as it pertains to the education of the exceptional population in the LEA. This percentage is nearly 9% above that of the state.

The area of concern in this report is the increasing number of students in the district that in outside settings. This is a matter that the district is fully aware of and making every attempt to rectify. Current numbers of students that are enrolled in outside settings for the LEA is at 8% with the state average being 5%. The number of students in outside settings was 8.4 percent in the 2013-2014 school year and 7.7 in the 2012-2013 school year. The percentage has remained somewhat stable yet higher than that of the state. This degree of outside settings has been difficult to reduce due to the identification of more students within the autism spectrum with low cognitive levels, the number of Early Intervention students with severe and low incident disabilities such as Multi-Disabled requiring an outside setting and

lastly the number of students who have transferred into the district that are already enrolled in an outside placement and maintained in that setting.

It can be unequivocally stated that students in outside placements are directly followed by the director of special services and such places are highly appropriate as overseen and consented to by the LEA and the parent. The director of special services also attends each out-of-district IEP meeting and consideration is made at each of these meetings regarding the viability and appropriateness for the student to return to local programming. Students in such out-of-district placements are highly needy, impaired and challenging and are essentially appropriately placed. Consideration will be explored for creating a full-time life skills/autistic classroom within Grandview School to address the matter of the recent increase of higher numbers of low functioning student within these exceptionalities that are in placement at the present time.

Behavior Support Services

Provide a summary of the District policy on behavioral support services including, but not limited to, the school wide positive behavior supports (PBS). Describe training provided to staff in the use of positive behavior supports, de-escalation techniques and responses to behavior that may require immediate intervention. If the district also has School-Based Behavioral Health Services, please discuss it.

The Derry Area School District's policy includes the requirements for using and implementing positive behavior supports and emphasizes in both policy and practice school wide positive and proactive student support. The school board policy, procedures and practices stresses that behavioral supports are both available and implemented with positive and proactive techniques in addressing students' challenging and disruptive behaviors. Positive and proactive interventions are developed with an emphasis for teaching students replacement behaviors and internalizing skills when addressing challenging behaviors and are implemented with fidelity and consistency prior to the use of more disciplinary, intrusive or restrictive measures. Restraints to control acute, intense or episodic aggressive behavior are only used when the student is acting in a manner as to be a clear and present danger to himself/herself, to other students or to employees, and only when less restrictive measures and techniques have proven to be less effective. The use of restraints to control the aggressive behavior of an individual student triggers convening a meeting of the IEP team to review the current IEP for appropriateness and effectiveness and to review or conduct an FBA. The team also reviews whether a change in placement is indicated and appropriate to meet the child's needs.

The Derry Area School District's school wide positive behavior support has concentrated on the full and comprehensive implementation of the OLWEUS Program. The OLWEUS Bullying Prevention Program (OBPP) is the most researched & best-known bullying prevention program available. The OBPP is a whole school program that has been proven to prevent or reduce bullying throughout the school setting including bus routes. Teachers & staff are primarily responsible for implementing the program which is designed to improve peer

relations & make the school a safer and more positive place for students to learn & develop. OBPP is designed with core principles and rules which are adapted for use by each school building. There are 4 components to the program: school level, classroom level, individual level & community level.

Within the past two school years, the district has implemented the OLWEUS complimentary program called the Peaceful School Bus Program. The Peaceful School Bus Program is a whole-school program that's designed to decrease inappropriate behavior on buses while creating a climate of respect and cooperation.

Teachers, administrators, parents, and students take part in school bus route group meetings. At these meetings the students take part in team-building exercises, develop mentoring relationships by pairing older students with younger students on the bus; talk about bullying - and what behavior is and is not acceptable and get to personally know their driver, who is present at the meetings.

The district has provided to its staff a host of positive behavior support trainings and activities to strengthen and enhance student support services for exceptional and non-exceptional students. Crisis prevention Institute training (CPI) was provided by a certified CPI trainer from the local intermediate unit. The primary emphasis and philosophy in the CPI training is de-escalation techniques and procedures so that behaviors do not escalate to dangerous or critical levels for students themselves or others. The elementary school has designated a fully trained emergency response team to be activated with any student behavioral crisis situation in the building.

In addition, the PDE sponsored 'Include Me from the Start' consultant has provided training for regular education and special education teachers. This person has trained staff on positive behavioral approaches and preventative behavioral strategies to both the teachers and the personal care assistants (PCA's) and has also provided programs for parents (parent trainings) who are experiencing challenging behaviors with their children in the home setting. This consultant is scheduled to again participate with the local school district for the upcoming school year and expand trainings and presentation of positive behavioral support to designated staff members as well as parent groups.

Additionally, the district has a highly active 'Elementary Student Assistance Program' (E-SAP) operating at the elementary level as well as an SAP team at both the middle and high schools. All SAP teams address individual student discipline and behavioral concerns as well as other types of concerns and problems. In addition, the district has received PDE 'Safe Schools' grants over the past several year that has provided funds for initial training of several staff members and for maintenance trainings.

The middle school guidance counselor has conducted Club Ophelia groups for the past several years. This program is designed for middle school girls and teaches positive relationship skills and offers a safe place for girls to gather and connect in prosocial and positive ways.

Dynamic and proactive behavioral support is also being provided and expanded through the guidance department at all levels of the district. At the elementary level, guidance department has provided small group social skills training for targeted students deficient in this area and also targeted for children with the exceptionality of autism. The upper

elementary guidance program formulates small group counseling sessions in areas not only for social skill development but for anger management and problem solving through an age appropriate format and curriculum. Small group counseling is also a priority for the middle school guidance program again formulating small group sessions with targeted and teacher referred students in areas of social skills, anger management, anxiety, and problems with parents in the home setting. These groups meet on a regularly scheduled basis and are provided to students with the knowledge and agreement from of the parents.

The district also relies on the local Intermediate Unit for intense and recalcitrant behavior problems exhibited by student that receive special education services due to a diagnosis of autism. The Westmoreland IU provides an autism resource team for behavioral consultation or for conducting 'functional behavior support' plans for such exceptional students. Also, the district is both responsive and proactive in addressing student matters that constitute eligibility and the provisions of accommodations for students under Chapter 15 / 504 plans. Such plans district-wide are in place through all buildings and for diagnose such as AD-HD, Autism, ODD, Adjustment and Anxiety Disorders, Depression as well as for physical conditions warranting a 504 plan.

The district 's teaching staff, other professional and the administrative team are also quite adept and fully inclined to directly address and intervene with student behavior or mental health concerns. Problem solving meetings are often held with parent involvement to review the problem behavior and address the concerns with intervention plans, referral information and supports and/or modifications in the curriculum and the students schedule.

In addition to the strong level of behavioral support outlined above, the school district as an exceedingly high quality school based mental health program through Excelsa Health. This program has been involved for multiple years with the school district and has a consistency of therapeutic and psychiatric staff so that delivery of service is seamless and highly collaborative and integrated into regular and special education programs. This service provides individual and family support for students enrolled in the program. The therapeutic staff is available for consultative meetings and participates as requested during problem solving meetings as well as IEP meetings. In addition, psychiatric medication checks are conducted on school grounds for the convenience of parents and are held on a monthly basis. This program and the therapeutic professionals also provide collaboration and information sharing as appropriate when students are either hospitalized or provided outside agency support and are essential individuals when students are returned to local programming so that any barriers that may be anticipated within a reintegration transition can be addressed, eliminate or minimized in a team format.

Intensive Interagency/Ensuring FAPE/Hard to Place Students

1. If the LEA is having difficulty ensuring FAPE for an individual student or a particular disability category, describe the procedures and analysis methods used to determine gaps in the continuum of special education supports, services and education placement options available for students with disabilities.

2. Include information detailing successful programs, services, education placements as well as identified gaps in current programs, services, and education placements not available within the LEA. Include an overview of services provided through interagency collaboration within the LEA.
3. Discuss any expansion of the continuum of services planned during the life of this plan.

The Derry Area School District works diligently within its capacity and internal resources to meet the needs of all students. When situations arise regarding hard-to-place students, the district responds with a focused, collaborative and interagency approach to meet the service needs and/or secure the placement needs of such students. The initial orientation is to secure services and interventions that can be delivered within the least restrictive setting i.e. local setting if appropriate. The director of special services works with IEP teams when addressing hard-to-place students and typically attempts to activate various agency personnel and systems to establish a problem-solving, collaborative approach in meeting their educational, behavioral or medical needs. The school district has historically formulated an active, transparent and collaborative rapport and networking approach with multiple, outside agencies and programs when encountering or resolving services and placement needs of student presenting a profile of difficulty ensuring FAPE.

In such cases, the school district starts by gathering relevant information and making every effort of contacting and getting direct involvement of any agency or service providers involved with the student and family. This may involve caseworkers and other representatives from mental health/mental retardation, wraparound providers, Children/Youth and Services, BHRS, Office of Juvenile Justice, Westmoreland Intermediate Unit and any other service providers. In addition, the district will utilize the local CASSP system (i.e. make referral to) when encountering issues and service gaps for hard-to-place students to simultaneously bring all these parties together to create interventions and viable plan outlining service needs and options available. This multi-agency and shared ownership philosophy and approach has been quite effective in assisting the district and families in securing services and programs with regards to educational, behavioral and mental health needs of such students and families.

The LEA does not have a persistent, chronic or critical area of difficulty ensuring FAPE for any particular disability category. However, there are a few areas that stand out as presenting intermittent or transient difficulty ensuring appropriate placement and FAPE for particular students and particularly in a timely fashion. The more pronounced area of concern is students placed in foster care homes within the local school district. The district has several families that provide foster care and some of these have been elevated as "therapeutic foster care" placements. Such students generally and by definition present with more involved and challenging behaviors thus requiring a higher level of structure, training, care and support designated as a therapeutic setting. Often however, foster parents are enrolling such students and they themselves have little formal information or documentation on the students, merely an outline of their more recent placements or problems. Many times the students are placed in the settings after a critical episode leading to a higher level of foster care.

Another scenario for such placements is students recently discharged from psychiatric hospitalization(s) often for extended periods. The foster parent and sponsoring agency themselves sometimes have little to no documentation of the student presenting issues or information regarding their status vis-à-vis special education services. The agency typically only provides a brief and cursory letter indicating that the student was placed in a particular setting, the name of foster parent and a reference to the districts responsibility to provide an educational placement.

The LEA has addressed such matters and situations by taking direct responsibility for gathering information and establishing a meeting with the sponsoring agency, related caseworkers, Children's Services case managers, biological and foster parent in order to gather sufficient and adequate information to make an appropriate educational decision and recommendation regarding the student's FAPE requirements. The scenario often times places the responsibility for such compilation of educational records and establishing a comprehensive meeting on the LEA whereas this responsibility, to a much greater degree, should rest with the related agencies and service providers surrounding the student prior to entering the local school district.

The methods and procedures used to address such immediate and unanticipated student enrollments is for the LEA to recognize the need to take proactive responsibility for gathering records, making phone contacts and setting up a meeting of all parties including the student if age-appropriate. Although this may delay educational services minimally, this approach and expectations has proven to be quite necessary if not paramount in discerning the most appropriate level of service and placement for students placed in foster settings. Another category of ensuring FAPE that arises and is a concern but not as a critical level or deficit level is for students typically under a category of emotional disturbance and experiencing an episodic and pronounced level of acting out and extensively disruptive behaviors. Often times these matters present with a complexity of factors contributing to the problem many of which are not in the direct control or purview of the local school district such as family circumstances and/or issues of psychotropic medication trials or adjustments. Often triggers or precipitating events are not discernible and therefore most difficult to address in a proactive and preventive manner. Yet although such acting-out issues may or may not be frequent, when they do occur the level of disruption to the educational setting is great requiring multiple staff attention and time addressing and deescalating behaviors.

The procedures and analysis of the above situation established by the LEA is not to quickly move towards a change in placement but maintain an appropriate response to the situation and a problem solving and intervention driven approach for the child to continue in the LRE and work through the maladaptive period. This is accomplished with critical cooperation of the school principals in support of this course of action, frequent team meetings to continue to adjust and make adaptations within the intervention strategies and the teachers and other support staff belief in the resiliency of the child and their own efficacy. As important is maintaining a fidelity and consistency of the positive behavior support plan in place and maintaining a cohesiveness and confidence in the teaming process. Maintaining the student in the local school is not always successful but when the process is completed such that all

resources, efforts and creative strategies within a comprehensive team approach have essentially been exhausted, a 'confidence' in this decision is achieved as the most appropriate and indeed necessary one.

An expansion in the continuum of services anticipated during the life of this plan is threefold. Two of these issues are pertaining to the expansion or intensification of the internal capacity of the local school district in meeting student needs. Those areas are to be targeted for addressing challenging due to disruptive and non-compliant behaviors as well as issues addressing the needs of the autistic population which is increasing.

These first two matters of increasing internal capacity will be addressed by providing additional and highly targeted training for regular education and special education teachers and guidance counselors for creating and developing comprehensive functional behaviors support plans. These staff members have strong knowledge and capabilities for such matters on a fundamental level but are requiring stronger analytical knowledge and skills for intense and highly challenging student behaviors. Their level of professional competencies and skills given additional trainings and resources is seen as highly important to increase their confidence and efficacy in addressing such student situations.

The other matter is regarding the autistic population and providing for more training to both regular and special education teachers on meeting the multifaceted needs of this population of students. This pertains to educational, behavioral and social needs and best practices methods. In addition, it has been suggested that the regular student population should be provided assemblies and other formats for information so that regular education students can be provided a better awareness, understanding, as well as acceptance of such students who may present as sometimes different or 'odd'.

Strengths and Highlights

Describe the strengths and highlights of your current special education services and programs. Include in this section directions on how the district provides trainings for staff, faculty and parents.

Upon reflection for providing an outline of the district's strengths and highlights, the most significant and pronounced matter to report would be the quality, integrity, dedication and competencies of the professionals staff, both regular and special education teachers, as well as the leadership/administrative personnel of the district. Despite the lessening of resources from essentially all levels of funding over the past few years (when more is expected while provided less), the district has maintained and even advanced the provisions for meeting the needs of the exceptional students. Embedded with this issue of dedicated, caring and motivated professionals are the organizational values and expectations for high achievement for both staff and students. The combination and interrelatedness of a high quality, high achieving as well as dedicated staff within an organizational culture supporting and maximizing its internal capacity for providing services and programming for exceptional and non-exceptional students is fundamentally the primary strength and highlight as well as a critical and core essence of the LEA. The administrative leadership team of the LEA is another decided strength within the LEA

in that the functioning is a highly team oriented and 'ownership' focused orientation to provide quality programming to all exceptional students. Further, when it is necessary to address student, parent or service needs or problems within the organization and specifically for special needs students, these issues are not demarcated into specific areas or to certain individuals but are addressed in a total teamwork, cooperative and collaborative manner.

Other current highlights to expand upon would include the major grant initiative received from the Pennsylvania Department of Education, namely the Keystones to Opportunity grant (KtO). This is a community wide initiative not only comprising K-12 students but also local preschools or Early Childhood Education centers (ECE). Essentially the grant focuses on literacy birth through 12th grade. This grant opportunity has provided a significant amount of professional development for all staff targeting literacy in all its elements with an emphasis on not only the teaching of reading but providing a comprehensive and multifaceted atmosphere for literacy development. One of the targeted areas for improving achievement in literacy is the special education population. The other major subgroup of students is the economically disadvantaged category which often times overlap. It is anticipated that this grant and the funds and training provided will continue to support the comprehensive literacy plan for the school district for the next several years. It should also be noted that the LEA was one of only a hand full of school districts throughout the state that received a comprehensive Keystone Grant - birth through 12th grade.

In addition, the Derry Area School District maintains a myriad of programs and services for both special needs and regular education students. The district employs a proactive/preventive model with regards to special education and this is reflected in the following programs and services:

The Early Childhood Literacy Center

is a preschool program that operates in partnership with the LEA. This preschool center opened in January, 2007. It is one of the 3 ECE Centers which has partnered with the LEA in the KtO grant.

Full Day Kindergarten

program has been in place for several year and focuses on the needs of at-risk students.

School-Based Mental Health

services offered at both the elementary and secondary levels to address social/emotional needs of students.

The LEA has implemented and is sustaining a school-wide **OLWEUS Bullying Prevention Program**

.
The LEA voluntarily works with PDE's initiative titled, "**Include Me from the Start**" and the elementary school was recommended as a model school for providing inclusive practices.

The **Student Support Team/Student Assistance Team**

offers extensive screenings and adaptations/modifications for students and direct assistance for social and/or behavior concerns. These teams also support and actively plan for students transitioning from out-of-district placements (ex; PHP) and at-risk students. The LEA maintains a comprehensive Tier I data collection process (DIBELS-Next) at the elementary level and student data is housed and readily available for administrators, teachers and educational teams within the OnHand Schools data system.

The Derry Area School District is parent-friendly and invites and involves parents to participate in the education of their children in both regular and special education settings. The district philosophy is "our doors are always open" to meet, discuss, listen and engage in creative problem solving and solutions. Strongly supporting this assertion is that the LEA has not had a special education due process or parent complaint with the Pa. Bureau of Special Education for multiple years.

And as mentioned above, the district has both an elementary and a secondary MH school-based program and therapist within each respective school building who are employed by Latrobe Area Hospital. These clinicians provide on-site counseling services and this program has had the same highly experienced and effective therapists for several years who work seamlessly within the educational setting. In addition, there are numerous support services in the community including psychiatric, psychological and therapeutic services available to individual students and families and the director of special services and other administrators within the district strive to maintain positive, collaborative and open communicate with these agencies and outside service providers. The school district also has maintained a working relationship with local BHRS services providers and has procedures and policies regarding these outside services being implemented in the local school setting. The district provides professional development training through a variety of venues to all staff, faculty and parents. The **Keystones to Opportunity (KtO)**

grant has provided an extensive level of training in all aspects of literacy and through all grade levels. Staff is also made aware of PDE sponsored trainings at PaTTAN locations, IU #7 as well as trainings conducted online and via webinar. Personal Care Assistants are also provided 20 hours of training as required and provided by the local staff members, outside agency personnel as well as webinars online via the PaTTAN website.

In addition, the LEA has partnered with two neighboring school districts to share and collaborate regarding staff trainings as well as parent trainings. This past summer each school district created and sponsored a parent training within its locale and each LEA invited parents to attend these trainings. This collaboration of training services for paraprofessionals, teaching staff and parents is planned to continue realizing this partnership as an effective and efficient manner for providing trainings.

Assurances

Safe and Supportive Schools Assurances

The LEA has verified the following Assurances:

- Implementation of a comprehensive and integrated K-12 program of student services based on the needs of its students. (in compliance with [§ 12.41\(a\)](#))
- Free Education and Attendance (in compliance with [§ 12.1](#))
- School Rules (in compliance with [§ 12.3](#))
- Collection, maintenance and dissemination of student records (in compliance [§ 12.31\(a\)](#) and [§ 12.32](#))
- Discrimination (in compliance with [§ 12.4](#))
- Corporal Punishment (in compliance with [§ 12.5](#))
- Exclusion from School, Classes, Hearings (in compliance with [§ 12.6](#), [§ 12.7](#), [§ 12.8](#))
- Freedom of Expression (in compliance with [§ 12.9](#))
- Flag Salute and Pledge of Allegiance (in compliance with [§ 12.10](#))
- Hair and Dress (in compliance with [§ 12.11](#))
- Confidential Communications (in compliance with [§ 12.12](#))
- Searches (in compliance with [§ 12.14](#))
- Emergency Care and Administration of Medication and Treatment (in compliance with [35 P.S. § 780-101—780-144](#))
- Parents or guardians are informed regarding individual survey student assessments and provided a process for refusal to participate (consistent with [§ 445 of the General Education Provisions Act \(20 U.S.C.A. § 1232h\)](#) and in compliance with [§ 12.41\(d\)](#))
- Persons delivering student services shall be specifically licensed or certified as required by statute or regulation (in compliance with [§ 12.41\(e\)](#))
- Development and Implementation of Local Wellness Program (in compliance with [Public Law 108-265, Section 204](#))
- Early Intervention Services System Act (if applicable) ([11 P.S. § 875-101—875-503](#))

- Establishment and Implementation of Student Assistance Programs at all of levels of the school system (in compliance with [24 PS § 15-1547](#))
- Acceptable Use Policy for Technology Resources
- Providing career information and assessments so that students and parents or guardians might become aware of the world of work and career options available.

Special Education Assurances

The Local Education Agency (District) has verified the following Assurances:

- Implementation of a full range of services, programs and alternative placements available to the school district for placement and implementation of the special education programs in the school district.
- Implementation of a child find system to locate, identify and evaluate young children and children who are thought to be a child with a disability eligible for special education residing within the school district's jurisdiction. Child find data is collected, maintained and used in decision-making. Child find process and procedures are evaluated for its effectiveness. The District implements mechanisms to disseminate child find information to the public, organizations, agencies and individuals on at least an annual basis.
- Assurances of students with disabilities are included in general education programs and extracurricular and non-academic programs and activities to the maximum extent appropriate in accordance with an Individualized Education Program.
- Compliance with the PA Department of Education, Bureau of Special Education's report revision notice process.
- Following the state and federal guidelines for participation of students with disabilities in state and district-wide assessments including the determination of participation, the need for accommodations, and the methods of assessing students for whom regular assessment is not appropriate.
- Assurance of funds received through participation in the medical assistance reimbursement program, ACCESS, will be used to enhance or expand the current level of services and programs provided to students with disabilities in this local education agency.

24 P.S. §1306 and §1306.2 Facilities

Facility Name	Facility Type	Services Provided By	Student Count
Cove PREP - Treatment Facility for Adolescent Sexual Offenders	Incarcerated	Cove PREP. The LEA provides consultation and oversight of special education services provided by the Cove PREP educational program.	14
Adelphoi Village-Colony Home	Nonresident	Students are enrolled by the juvenile court system or by parents into the Robert Ketterer Charter School and others may be served by the Derry Area School District.	0
Adelphoi Village - Marker Home	Nonresident	Students are enrolled by the juvenile court system or by parents into the Robert Ketterer Charter School and others may be served by the Derry Area School District.	1
Adelphoi Village - Susan's Place	Nonresident	Students are enrolled by the juvenile court system or by parents into the Robert Ketterer Charter School and others may be served by the Derry Area School District.	1
Adelphoi Village - Raphael House	Nonresident	Students are enrolled by the juvenile court system or by parents into the Robert Ketterer Charter School and others may be served by the Derry Area School District.	0

Least Restrictive Environment Facilities

Facility Name	Type of Facility	Type of Service	Number of Students Placed
Latrobe Junior High School	Neighboring School Districts	Life Skills & Autistic Support	3
Pace School	Approved Private Schools	Emotional & Autistic Support	2
Clairview School	Special Education Centers	ES, LS, AS, MD	12
Northwestern Human Services School - Whitney	Other	AS	4
Clelian Heights	Other	AS, LS	4
Pressely Ridge Day School East - Greensburg	Other	ES	3
Northwestern Human Services School - Greensburg	Other	ES	2
Northwestern Human Services School -	Other	Transitional Support	2

Transitional Classroom			
New Story - Indiana	Other	Full-time autistic support	1
Intensive Treatment for Emotional Support (ITES)	Special Education Centers	ES	3
Adelphoi Education Partial Hospitalization Program	Other	Licensed private academic school offering emotional support	2
Greensburg Partial Hospitalization Program	Other	Partial Hospitalization & education program provided by the Westmoreland Intermediate Unit	1

Special Education Program Profile

Program Position #1 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: July 1, 2016

Average square feet in regular classrooms: sq. ft.

Square footage of this classroom: sq. ft. (feet long x feet wide)

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Grandview Elementary School SM	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	5 to 7	8	0.66
Grandview Elementary School SM	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	5 to 7	4	0.33

Program Position #2 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: July 1, 2016

Average square feet in regular classrooms: sq. ft.

Square footage of this classroom: sq. ft. (feet long x feet wide)

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Grandview Elementary School KS	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	7 to 9	7	0.5
Grandview Elementary School KS	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	7 to 9	7	0.5

Program Position #3 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: July 1, 2016

Average square feet in regular classrooms: sq. ft.

Square footage of this classroom: sq. ft. (feet long x feet wide)

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Grandview Elementary School DY	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	7 to 9	6	0.43
Grandview Elementary School DY	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	7 to 9	8	0.57

Program Position #4 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: July 1, 2016

Average square feet in regular classrooms: sq. ft.

Square footage of this classroom: sq. ft. (feet long x feet wide)

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Grandview Elementary School MM	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	8 to 10	6	0.4
Grandview Elementary School MM	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	8 to 10	9	0.6

Program Position #5 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: July 1, 2016

Average square feet in regular classrooms: sq. ft.

Square footage of this classroom: sq. ft. (feet long x feet wide)

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Grandview Elementary School EY	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	9 to 11	10	0.66
Grandview Elementary School EY	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	9 to 11	5	0.33

Program Position #6 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: July 1, 2016

Average square feet in regular classrooms: sq. ft.

Square footage of this classroom: sq. ft. (feet long x feet wide)

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Derry Area Middle School AM	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	11 to 13	10	0.7
Grandview Elementary School MM	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 13	4	0.3

Program Position #7 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: July 1, 2016

Average square feet in regular classrooms: sq. ft.

Square footage of this classroom: sq. ft. (feet long x feet wide)

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Derry Area Middle School JS	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	12 to 14	12	0.66
Derry Area Middle School JS	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 14	6	0.34

Program Position #8 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: July 1, 2016

Average square feet in regular classrooms: sq. ft.

Square footage of this classroom: sq. ft. (feet long x feet wide)

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Derry Area Middle School DG	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	13 to 15	20	0.9
Derry Area Middle School DG	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	13 to 15	2	0.1

Program Position #9 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: July 1, 2016

Average square feet in regular classrooms: sq. ft.

Square footage of this classroom: sq. ft. (feet long x feet wide)

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Grandview Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	7 to 11	38	0.74
Justification: Position is that of a speech therapist engaged with students from 2nd to 5th grade within an elementary school building. Direct, small group therapy is not conducted with children beyond the 3 year age limit.							
Derry Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	11 to 14	7	0.15
Derry High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	14 to 18	6	0.1

Program Position #10 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: July 1, 2016

Average square feet in regular classrooms: sq. ft.

Square footage of this classroom: sq. ft. (feet long x feet wide)

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Grandview Elementary School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Deaf and Hearing Impaired Support	7 to 10	3	0.06

Program Position #11 - Proposed Program

Operator: Intermediate Unit

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: July 1, 2016

Average square feet in regular classrooms: sq. ft.

Square footage of this classroom: sq. ft. (feet long x feet wide)

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Derry High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Deaf and Hearing Impaired Support	15 to 18	2	0.04

Program Position #12 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: ClassandPosition

Implementation Date: July 1, 2016

Average square feet in regular classrooms: sq. ft.

Square footage of this classroom: sq. ft. (feet long x feet wide)

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Derry High School DM	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	14 to 16	20	1

Program Position #13 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: ClassandPosition

Implementation Date: July 1, 2016

Average square feet in regular classrooms: sq. ft.

Square footage of this classroom: sq. ft. (feet long x feet wide)

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Derry High School JH	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	15 to 17	19	0.86
Derry Area High School JH	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	15 to 18	3	0.14

Program Position #14 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: ClassandPosition

Implementation Date: July 1, 2016

Average square feet in regular classrooms: sq. ft.

Square footage of this classroom: sq. ft. (feet long x feet wide)

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Derry High School JS	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	15 to 19	21	1

Program Position #15 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: ClassandPosition

Implementation Date: July 1, 2016

Average square feet in regular classrooms: sq. ft.

Square footage of this classroom: sq. ft. (feet long x feet wide)

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Derry High School MS	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	16 to 20	18	1

Program Position #16

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Grandview Elementary School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	5 to 7	23	0.6

Special Education Support Services

Support Service	Location	Teacher FTE
Director of Special Services	Derry Area Administration Building	1
Personal Care Assistant (PCA)	Grandview Elementary	1
Personal Care Assistant (PCA)	Grandview Elementary	1
Personal Care Assistant (PCA)	Grandview Elementary	1
Personal Care Assistant (PCA)	Grandview Elementary	1
Personal Care Assistant (PCA)	Grandview Elementary	1
Personal Care Assistant (PCA)	Grandview Elementary	1
Personal Care Assistant (PCA)	Grandview Elementary	1
Personal Care Assistant (PCA)	Grandview Elementary	1
Personal Care Assistant (PCA)	Grandview Elementary	1
Personal Care Assistant (PCA)	Grandview Elementary	1
Personal Care Assistant (PCA)	Derry Middle School	1
Personal Care Assistant (PCA)	Derry Middle School	1
Personal Care Assistant (PCA)	Derry Middle School	1
Personal Care Assistant (PCA)	Derry Middle School	1
Personal Care Assistant (PCA)	Derry High School	1
Personal Care Assistant (PCA)	Derry High School	1
Personal Care Assistant (PCA)	Derry High School	1
Personal Care Assistant (PCA)	Derry High School	1

Personal Care Assistant (PCA)	Derry High School	1
School Psychologist	Grandview Elementary School	0.6
School Psychologist	Derry Area Middle School	0.15
Personal Care Assistant (PCA)	Grandview Elementary School	1
Personal Care Assistant (PCA)	Grandview Elementary School	1
Personal Care Assistant (PCA)	Grandview Elementary School	1

Special Education Contracted Services

Special Education Contracted Services	Operator	Amt of Time per Week
Occupational Therapist	Outside Contractor	14 Hours
Physical Therapist	Outside Contractor	2 Hours
Speech Therapist	Outside Contractor	18 Hours

Needs Assessment

Record School Patterns

Question:

After reviewing school level accomplishments and systemic challenges, what patterns can you identify among your schools?

What other information do you still need to assess?

Answer:

Historically, all three schools within the Derry Area School District have documented strong student achievement in both mathematics and language arts. During the 2014-2015 school year, the Language Arts and Mathematics PSSAs were aligned with the PA Core Standards for the first time.

Overall, grade levels 3 through 8 evidenced a decline in proficiency levels, but generally performed as well or better than the state average. In mathematics performance, elementary students scored well above the state average, but middle level performance was slightly lower than the state average of 40% proficient/advanced. Academic achievement in Science in fourth grade was well above the state average (89.5% Proficient/Advanced vs. 60% across the state). Grade 8 Science PSSA results were 75% Proficient/Advanced vs. 60% state results. Biology Keystone Assessment results remain a significant challenge. With respect to growth, however, both the middle school and high school science results have made significant progress over the last two years. Keystone Algebra I proficiency rates have increased 4.8%; Literature proficiency by 0.6%; and, Keystone Biology proficiency has increased 8.2%

. Another area of concern is the gap in academic proficiency between the Historically Underperforming Subgroup, including students with IEPs, and All Students in both reading and mathematics. However, across the board, our Historically Underperforming students' proficiency rates are better than their counterparts across the commonwealth. All three schools are working to implement a well aligned

Multi-Tiered System of Supports (MTSS) and improvements to the system of interventions have been initiated to further support this subgroup.

Other significant accomplishments shared across schools include:

- Over the last three years, the teachers and administrators have had a variety of high quality professional development opportunities, particularly in the area of literacy. A staff of four instructional coaches funded through the Keystones to Opportunity grant provide both consultative and classroom support to district teachers.
- All three buildings have enhanced their data analysis practices and additional time has been allocated to professional staff for that purpose. Student data binders and data walls have been implemented at the elementary and middle school levels. At the high school, student achievement data is maintained electronically in a data portfolio.

- The administration and professional staff have created and implemented an exemplary Teacher Effectiveness model that features a rigorous Differentiated Supervision Plan.
A Student Learning Objective format was designed that enhances teacher assessment practice while documenting student achievement.
In addition, the DASD Induction Plan provides for three years of comprehensive training and mentoring that culminates in the creation of an electronic portfolio that documents satisfactory development in all four domains of the Danielson model.
- Working collaboratively, teacher representatives from each grade level developed a comprehensive DASD Writing Plan based on the work of John Collins, which has been implemented during the 2015-2016 school year. FCAs have been established for each grade level to promote mastery of student writing.
- A comprehensive Transition Plan has been implemented across key grade levels. Of particular note are the early childhood partnerships that have been forged with Grandview Elementary and the various activities that have been implemented (Tiny Trojans, Story Time, Shadow a Kindergarten Buddy Day). Another outstanding transition activity is the Outdoor Experience that begins in fifth grade and culminates in sixth grade at Deer Valley.
At the high school, courses have been organized along Career Pathways that feature many career focused options including Business Apps, Transition Technology, Career English, Interview Workshops, etc.
- The District has fully implemented a systematic emergency management plan that supports a safe school environment. All staff have participated in professional development in A.L.I.C.E. as well as strategies to disarm a potential intruder. A continuous cycle of drills ensures staff and student familiarity with emergency procedures.
- DASD has placed considerable emphasis on improving gifted education services across all grade levels with many enrichment opportunities offered to students. The district added a high school gifted education teacher to support students in the secondary gifted program.
- School attendance and graduation rates are strong and significantly exceed minimum PA expectations.

A number of common concerns have been identified across DASD schools:

- Parent engagement in district programs, particularly in the academic arena, is generally poor, particularly in the secondary grades. Broad-based parent participation is needed to support district efforts to educate students and parents on a variety of issues such as drug abuse and misuse of social media.
There is a need to explore ways of using technology to communicate with parents, such as social media, apps, etc. In addition, a number of parent awareness programs and trainings are needed.

- Although much progress has been made in implementing a district system of tiered academic supports and interventions, this remains a significant challenge across all three schools. People, time and resources are needed to fully support our at risk students.
- Students need a wide range of supports, including social/emotional and behavioral needs stemming from family and community challenges. Over 50% of DASD students are living in economically deprived households, with about 1 in 10 living at or below the poverty line. Additional resources are needed to meet these systemic issues.
- Consistent implementation of effective instructional practices in all classrooms continues to be a goal of the district. Supports in the form of coaches, walk through observations, departmental accountability and curriculum leaders (elementary) have been implemented.
- Teachers and administrators need more time for data analysis and reflection to ensure that the district is meeting the academic needs of its learners.

District Accomplishments

Accomplishment #1:

Over the last three years, the teachers and administrators have had a variety of high quality professional development opportunities, particularly in the area of literacy. A staff of four instructional coaches funded through the Keystones to Opportunity grant provide both consultative and classroom support to district teachers.

Accomplishment #2:

During the 2014-2015 school year, grade level representatives participated in a customized PLN course to develop a new DASD Writing Plan which was implemented during 2015-2016. During the 2015-2016 school year, a representative group of stakeholders meet regularly for the purpose of revising the district local literacy plan that will guide literacy teaching and learning in the district over the next several years.

Accomplishment #3:

All three buildings have enhanced their data analysis practices and additional time has been allocated to professional staff for that purpose. Student data binders and data walls have been implemented at the elementary and middle school levels. At the high school, student achievement data is maintained electronically in a data portfolio.

Accomplishment #4:

All three schools within the Derry Area School District have implemented MTSS programs. A core group of educators at each grade level meet regularly to provide feedback and support program development. The

MTSS Task Force meets several times annually to recommend and formalize program modifications. These intervention programs continue to evolve; the 2016-2017 school year will bring improvements and expansions of the existing MTSS programs.

Accomplishment #5:

A comprehensive Transition Plan has been implemented across key grade levels. Of particular note are the early childhood partnerships that have been forged with Grandview Elementary and the various activities that have been implemented (Tiny Trojans, Story Time, Shadow a Kindergarten Buddy Day). Another outstanding transition activity is the Outdoor Experience that begins in fifth grade and culminates in sixth grade at Deer Valley. At the high school, courses have been organized along Career Pathways that feature many career focused options including Business Apps, Transition Technology, Career English, Interview Workshops, etc.

Accomplishment #6:

The District has fully implemented a systematic emergency management plan that supports a safe school environment. All staff have participated in professional development in A.L.I.C.E. as well as strategies to disarm a potential intruder. A continuous cycle of drills ensures staff and student familiarity with emergency procedures.

Accomplishment #7:

The administration and professional staff have created and implemented an exemplary Teacher Effectiveness model that features a rigorous Differentiated Supervision Plan. A Student Learning Objective format was designed that enhances teacher assessment practice while documenting student achievement. In addition, the DASD Induction Plan provides for three years of comprehensive training and mentoring that culminates in the creation of an electronic portfolio that documents satisfactory development in all four domains of the Danielson model.

Accomplishment #8:

All three schools within the Derry Area School District have documented strong student achievement in English Language Arts. During the 2014-2015 school year, over 60% of district students scored at the advanced/proficient level in ELA/Literature on the PA Core Standards aligned assessments. Proficiency rates in mathematics at the elementary level were 53% vs. 40% across the state. Middle school students scored slightly lower than across PA at 35% Proficient/Advanced. However, Historically Underperforming students scored slightly better. Achievement in science was strong at the elementary level while strong growth was achieved at both the middle and high school levels.

Accomplishment #9:

DASD has placed considerable emphasis on improving gifted education services across all grade levels with many enrichment opportunities offered to students. The district added a high school gifted education teacher to support students in the secondary gifted program.

Accomplishment #10:

School attendance and graduation rates are strong (>90%) and significantly exceed minimum PA expectations.

District Concerns

Concern #1:

Students need a wide range of supports, including social/emotional and behavioral needs stemming from family and community challenges. Over 50% of DASD students are living in economically deprived households, with about 1 in 10 living at or below the poverty line. Additional resources are needed to meet these systemic issues.

Concern #2:

Parent engagement in district programs, particularly in the academic arena, is generally poor, particularly in the secondary grades. Broad-based parent participation is needed to support district efforts to educate students and parents on a variety of issues such as drug abuse and misuse of social media. There is a need to explore ways of using technology to communicate with parents and the community, such as social media, apps, etc. In addition, a number of parent awareness programs and trainings are needed.

Concern #3:

Although much progress has been made in implementing a district system of tiered academic supports and interventions, this remains a significant challenge across all three schools. People, time and resources are needed to fully support our at risk students.

Concern #4:

Over the last two years, considerable time and effort has been expended to align district curriculum with the PA Core Standards. In tested subject areas, traditional curriculum maps have been replaced with more robust curriculum guides. However, much work remains to modify and enhance existing curricula to achieve full alignment and meet the increased learning demands of the Core Standards.

Concern #5:

In order to meet the learning needs of students across the spectrum, professional staff need training to effectively differentiate Tier I classroom instruction.

Concern #6:

Professional staff need additional professional development in the areas of assessment practices, including formative assessment, the utilization of pre- and post assessments, diagnostic assessment, and project-based assessment.

Concern #7:

Teachers and administrators need more time for data analysis and reflection to ensure that the district is meeting the academic needs of its learners.

Concern #8:

Consistent implementation of effective instructional practices in all classrooms continues to be a goal of the district. Supports in the form of coaches, walk through observations, departmental accountability and curriculum leaders (elementary) have been implemented.

Prioritized Systemic Challenges

Systemic Challenge #1 (*Guiding Question #7*) 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.

Aligned Concerns:

Teachers and administrators need more time for data analysis and reflection to ensure that the district is meeting the academic needs of its learners.

Although much progress has been made in implementing a district system of tiered academic supports and interventions, this remains a significant challenge across all three schools. People, time and resources are needed to fully support our at risk students.

Students need a wide range of supports, including social/emotional and behavioral needs stemming from family and community challenges. Over 50% of DASD students are living in economically deprived households, with about 1 in 10 living at or below the poverty line. Additional resources are needed to meet these systemic issues.

In order to meet the learning needs of students across the spectrum, professional staff need training to effectively differentiate Tier I classroom instruction.

Professional staff need additional professional development in the areas of assessment practices, including formative assessment, the utilization of pre- and post assessments, diagnostic assessment, and project-based assessment.

Systemic Challenge #2 (*Guiding Question #9*) Establish a district system that fully ensures each member of the district community promotes, enhances and sustains a shared vision of positive school climate and ensures family and community support of student participation in the learning process.

Aligned Concerns:

Parent engagement in district programs, particularly in the academic arena, is generally poor, particularly in the secondary grades. Broad-based parent participation is needed to support district efforts to educate students and parents on a variety of issues such as drug abuse and misuse of social media. There is a need to explore ways of using technology to communicate with parents and the community, such as social media, apps, etc. In addition, a number of parent awareness programs and trainings are needed.

Students need a wide range of supports, including social/emotional and behavioral needs stemming from family and community challenges. Over 50% of DASD students are living in economically deprived households, with about 1 in 10 living at or below the poverty line. Additional resources are needed to meet these systemic issues.

Systemic Challenge #3 (*Guiding Question #5*) Establish a district system that fully ensures barriers to student learning are addressed in order to increase student achievement and graduation rates.

Aligned Concerns:

Teachers and administrators need more time for data analysis and reflection to ensure that the district is meeting the academic needs of its learners.

Parent engagement in district programs, particularly in the academic arena, is generally poor, particularly in the secondary grades. Broad-based parent participation is needed to support district efforts to educate students and parents on a variety of issues such as drug abuse and misuse of social media. There is a need to explore ways of using technology to communicate with parents and the community, such as social media, apps, etc. In addition, a number of parent awareness programs and trainings are needed.

Although much progress has been made in implementing a district system of tiered academic supports and interventions, this remains a significant challenge across all three schools. People, time and resources are needed to fully support our at risk students.

Students need a wide range of supports, including social/emotional and behavioral needs stemming from family and community challenges. Over 50% of DASD students are living in economically deprived households, with about 1 in 10 living at or below the poverty line. Additional resources are needed to meet these systemic issues.

Systemic Challenge #4 (*Guiding Question #4*) Establish a district system that fully ensures high quality curricular assets (e.g. model curricula, learning progressions, units, lesson plans, and content resources) aligned with state standards and fully accessible to teachers and students.

Aligned Concerns:

Over the last two years, considerable time and effort has been expended to align district curriculum with the PA Core Standards. In tested subject areas, traditional curriculum maps have been replaced with more robust curriculum guides. However, much work remains to modify and enhance existing curricula to achieve full alignment and meet the increased learning demands of the Core Standards.

In order to meet the learning needs of students across the spectrum, professional staff need training to effectively differentiate Tier I classroom instruction.

Professional staff need additional professional development in the areas of assessment practices, including formative assessment, the utilization of pre- and post assessments, diagnostic assessment, and project-based assessment.

Systemic Challenge #5 (*Guiding Question #3*) Establish a district system that fully ensures staff members in every school use standards aligned assessments to monitor student achievement and adjust instructional practices.

Aligned Concerns:

Although much progress has been made in implementing a district system of tiered academic supports and interventions, this remains a significant challenge across all three schools. People, time and resources are needed to fully support our at risk students.

Over the last two years, considerable time and effort has been expended to align district curriculum with the PA Core Standards. In tested subject areas, traditional curriculum maps have been replaced with more robust curriculum guides. However, much work remains to modify and enhance existing curricula to achieve full alignment and meet the increased learning demands of the Core Standards.

In order to meet the learning needs of students across the spectrum, professional staff need training to effectively differentiate Tier I classroom instruction.

Professional staff need additional professional development in the areas of assessment practices, including formative assessment, the utilization of pre- and post assessments, diagnostic assessment, and project-based assessment.

Systemic Challenge #6 (*Guiding Question #2*) Establish a district system that fully ensures the consistent implementation of effective instructional practices across all classrooms in each school.

Aligned Concerns:

Although much progress has been made in implementing a district system of tiered academic supports and interventions, this remains a significant challenge across all three schools. People, time and resources are needed to fully support our at risk students.

Consistent implementation of effective instructional practices in all classrooms continues to be a goal of the district. Supports in the form of coaches, walk through observations, departmental accountability and curriculum leaders (elementary) have been implemented.

In order to meet the learning needs of students across the spectrum, professional staff need training to effectively differentiate Tier I classroom instruction.

Professional staff need additional professional development in the areas of assessment practices, including formative assessment, the utilization of pre- and post assessments, diagnostic assessment, and project-based assessment.

Systemic Challenge #7 (*Guiding Question #1*) Establish a district system that fully ensures consistent implementation of standards aligned curricula across all schools for all students.

Aligned Concerns:

Consistent implementation of effective instructional practices in all classrooms continues to be a goal of the district. Supports in the form of coaches, walk through observations, departmental accountability and curriculum leaders (elementary) have been implemented.

Over the last two years, considerable time and effort has been expended to align district curriculum with the PA Core Standards. In tested subject areas, traditional curriculum maps have been replaced with more robust curriculum guides. However, much work

remains to modify and enhance existing curricula to achieve full alignment and meet the increased learning demands of the Core Standards.

Professional staff need additional professional development in the areas of assessment practices, including formative assessment, the utilization of pre- and post assessments, diagnostic assessment, and project-based assessment.

Systemic Challenge #8 (*Guiding Question #10*) Establish a district system that fully ensures professional development is focused, comprehensive and implemented with fidelity.

Aligned Concerns:

Although much progress has been made in implementing a district system of tiered academic supports and interventions, this remains a significant challenge across all three schools. People, time and resources are needed to fully support our at risk students.

Consistent implementation of effective instructional practices in all classrooms continues to be a goal of the district. Supports in the form of coaches, walk through observations, departmental accountability and curriculum leaders (elementary) have been implemented.

In order to meet the learning needs of students across the spectrum, professional staff need training to effectively differentiate Tier I classroom instruction.

Professional staff need additional professional development in the areas of assessment practices, including formative assessment, the utilization of pre- and post assessments, diagnostic assessment, and project-based assessment.

District Level Plan

Action Plans

Goal #1: 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.

Related Challenges:

- 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 staff members in every school use standards aligned assessments to monitor student achievement and adjust instructional practices.
- 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 professional development is focused, comprehensive and implemented with fidelity.

Indicators of Effectiveness:

Type: Annual

Data Source: Universal Screening data

Specific Targets: 50% of students identified for interventions will achieve growth on selected assessments

Strategies:

Response to Instruction and Intervention (RtII)/MTSS

Description:

The Pennsylvania Department of Education strongly endorses the RtII model as the assessment and instructional framework to organize and implement Pennsylvania's Standards Aligned System (SAS) to improve student achievement. RtII in PA is not viewed as a stand-alone strategy, product or program; rather it is a part of the state's comprehensive system of continuous school improvement and provides a structure for schools to arrange and implement standards aligned instruction, core strategies, and interventions in the building to meet the academic and relational support

needs of all students. (Sources: <http://effectivestrategies.wiki.caiu.org/file/view/RtIIAnIntro.pdf/528272716/RtIIAnIntro.pdf>) Resource: <http://effectivestrategies.wiki.caiu.org/Safe+and+Supportive>

SAS Alignment: Safe and Supportive Schools

RtII/MTSS Identification Procedures

Description:

RtII/MTSS Universal Screening assessments and criteria will be developed for each grade band to identify students in need of interventions. Additional diagnostic assessments will be identified to further refine and identify needed student supports.

SAS Alignment: Assessment, Safe and Supportive Schools

RtII/MTSS Intervention Best Practice Resource

Description:

A robust best practice resource of RtII/MTSS interventions and timelines will be developed to ensure implementation of targeted interventions aligned with students needs.

SAS Alignment: Materials & Resources, Safe and Supportive Schools

Monitoring Strategies and Procedures

Description:

RtII/MTSS monitoring strategies will be developed to ensure:

- prescribed interventions result in improved student student achievement of academic standards and academic growth
- students are exited from the RtII/MTSS program upon the achievement of intervention goals
- the effectiveness of individual interventions in improving student achievement and academic growth

SAS Alignment: Assessment, Safe and Supportive Schools

Implementation Steps:

RtII Universal Screening Tools

Description:

The district will collaborate with RtII experts (e.g. PaTTAN, Joe Kovalski, Wendy Farone) to explore reading and mathematics universal screening and diagnostic tools in all schools. The universal screening tools to be adopted will be aligned across grade levels, K-12. Once universal screeners have been identified and adopted, professional development will be provided for guidance counselors, intervention specialists and all classroom teachers in the administration and interpretation of screener results.

Start Date: 7/1/2017 **End Date:** 6/30/2018

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

Supported Strategies:

- Response to Instruction and Intervention (RtII)/MTSS
- RtII/MTSS Identification Procedures

RtII Interventions and Timelines

Description:

The district will explore research-based intervention strategies and programs to improve academic achievement of students enrolled in district RtII classes. A committee will be created to develop an online best practice resource of categorized, tiered interventions and strategies to be utilized by district intervention specialists, special education teachers and other classroom teachers. The committee will utilize IU consultants in the development of the best practice resource.

Start Date: 7/3/2017 **End Date:** 6/29/2018

Program Area(s): Professional Education, Special Education, Gifted Education

Supported Strategies:

- RtII/MTSS Intervention Best Practice Resource

Identification and Implementation of RtII/MTSS Monitoring Strategies and Procedures

Description:

The district will develop criteria to enter and exit RtII/MTSS Tiered intervention programs as well as associated strategies and monitoring tools. A robust array of strategies and time lines for intervention will be utilized as set forth in the Interventions Best Practice resource. Professional development will be offered to intervention specialists, special education teachers and guidance counselors to ensure implementation of intervention strategies and time lines with fidelity and in keeping with best practice. A record log will be created to document intervention strategies, student achievement data and time lines for students enrolled in district RtII/MTSS programs. Protocols will be developed to design and present informational meeting for parents. Finally, the master schedules for each building will be assess and reorganized to maximize intervention time for at risk students.

Start Date: 7/3/2017 **End Date:** 6/30/2020

Program Area(s): Professional Education, Special Education, Gifted Education

Supported Strategies:

- Monitoring Strategies and Procedures

Goal #2: Establish a district system that fully ensures each member of the district community promotes, enhances and sustains a shared vision of positive school climate and ensures family and community support of student participation in the learning process.

Related Challenges:

- 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 professional development is focused, comprehensive and implemented with fidelity.

Indicators of Effectiveness:

Type: Interim

Data Source: Attendance at building level community advisory committees

Specific Targets: Family and community participation at district events will increase by 25%

Strategies:

Parent Communication Strategies - Listserv, Blogs, Facebook, Private and Secure Social Media Network, Online Gradebook and/or Attendance Tracker, Podcasts, Text Messaging, Tumblr, Twitter, Wikispaces, YouTube, Online/Paper Surveys

Description:

The district will utilize social media and technology to engage families and community stakeholders in district programming. A variety of media will be employed to inform stakeholders of district accomplishments as well as needs that will engage stakeholders in district initiatives. (Source: <http://www.readingrockets.org/article/building-parent-teacher-relationships>) Resource: <http://effectivestrategies.wiki.caiu.org/Parent+Involvement>

SAS Alignment: Materials & Resources

Family Literacy Activities

Description:

Family Literacy Activities include those activities where parent involvement in literacy acquisition is narrowly defined to include parent-child activities that focus on reading. A meta-analysis of 14 intervention studies indicates that family literacy activities have a high effect size on reading skill acquisition in grades K-3. (Sources: http://lincs.ed.gov/publications/pdf/lit_interventions.pdf, <http://www.getreadytoread.org/early-learning-childhood-basics/early-literacy/promoting-family-literacy-raising-ready-readers>, <http://www.readwritethink.org/classroom-resources/calendar-activities/celebrate-national-family-literacy-20681.html>, http://ies.ed.gov/ncee/wwc/pdf/intervention_reports/WWC_Shared_Book_092806.pdf)

SAS Alignment: Instruction

Top 5 Reasons Schools Need to Engage Parents

Description:

(Source: http://effectivestrategies.wiki.caiu.org/file/view/Top_5_Reasons_0311.pdf/528273366/Top_5_Reasons_0311.pdf) Resource: <http://effectivestrategies.wiki.caiu.org/Parent+Involvement>

SAS Alignment: Materials & Resources

*District Level Community and Family Engagement Committee***Description:**

The district will establish a Community and Family Engagement Committee to direct and implement strategies designed to increase stakeholder engagement in district informational and educational programs. Membership will be recruited from within the district and community to ensure broad-based representation and participation.

SAS Alignment: Safe and Supportive Schools

*Community Partnerships***Description:**

The Derry Area School District will partner with local community and business leaders to improve parent and student access to information and services. Examples include the Food Bank, Penn State Cooperative Extension, the Derry Area Historical Society, VFW, churches, etc.

SAS Alignment: Safe and Supportive Schools

*Parent Workshops***Description:**

The district will engage parents in a series of workshops and information events scheduled around school concerts and sporting events, community events and other district activities typically attended by our families.

SAS Alignment: None selected

*Career Engagement***Description:**

The district will partner with community businesses, alumni institutions of higher education and other agencies to promote greater career engagement for high school students. Desired outcomes include job shadowing opportunities, guest speakers, community service projects, etc.

SAS Alignment: Standards

Implementation Steps:

Community and Family Engagement Committee Organization

Description:

Organize the committee with membership as follows: two educators from each building including at one Student Assistance Team member, two parent representatives from each building, one representative from each level of local government, 3 community representatives, including the DASD Foundation, 5 representatives from the administration (both building and district-level), 2 representatives from the Board of Education, and 2 student council representative from each building.

Start Date: 7/1/2017 **End Date:** 6/30/2020

Program Area(s):

Supported Strategies:

- Family Literacy Activities
- Top 5 Reasons Schools Need to Engage Parents
- District Level Community and Family Engagement Committee

Identify Community and Family Engagement Committee Initiatives

Description:

Committee members will formulate ideas to actively engage parents, relatives and community members in school and educational initiatives. The committee will create a master list of events and activities. Events will utilize a variety of venues and highlight a broad spectrum of educational programs. For example, student artwork might be displayed in the hallways outside of the middle school auditorium during a performance.

Start Date: 10/1/2017 **End Date:** 6/30/2020

Program Area(s):**Supported Strategies:**

- Family Literacy Activities
- Top 5 Reasons Schools Need to Engage Parents
- District Level Community and Family Engagement Committee

Implementation of Community and Family Engagement Committee Initiatives

Description:

The committee will prioritize and implement various initiatives identified by the committee to increase family and community engagement in district educational programs. Some examples of initiatives include publication and dissemination of brochures, an updated website, increased use of social media. Schools will participate in community events as well. Participation and engagement of families must begin in the elementary school grades.

Start Date: 2/1/2018 **End Date:** 6/30/2020

Program Area(s):**Supported Strategies:**

- Family Literacy Activities
- Top 5 Reasons Schools Need to Engage Parents
- District Level Community and Family Engagement Committee

Community Partnerships Survey Development

Description:

The district level Community and Family Engagement Committee will develop a survey that will be disseminated to local business and community leaders to evaluate the community's interest in partnership endeavors with the school district. The survey will address such areas as interest and capacity to work with the district, frequency of engagement, etc. The committee will determine how often they need to meet to develop a complete survey.

Start Date: 7/1/2017 **End Date:** 1/31/2018

Program Area(s):

Supported Strategies:

- District Level Community and Family Engagement Committee
- Community Partnerships

Partnership Survey Administration, Evaluation and Implementation

Description:

The Community and Family Engagement Committee will administer the community/business survey and evaluate the results of the feedback received. From these results, the committee will initiate activities and programs designed to enhance community partnerships with the school district. Activities and programs will be planned for all three school buildings.

Start Date: 9/1/2017 **End Date:** 5/31/2020

Program Area(s):

Supported Strategies:

- District Level Community and Family Engagement Committee
- Community Partnerships

Parent Workshop Survey

Description:

A survey will be developed and administered to parents of all district students to identify topics of interest and need. Survey results will be used to develop workshops for parents of all three schools.

Start Date: 7/1/2017 **End Date:** 1/30/2018

Program Area(s):

Supported Strategies:

- Family Literacy Activities
- Top 5 Reasons Schools Need to Engage Parents
- Parent Workshops

Parent Workshop Events

Description:

Parent workshops will be conducted in a variety of locations, including the three schools, that are aligned with students academic needs, health and wellness, social media and other special topics as identified by the Parent Workshop Survey.

Start Date: 1/31/2018 **End Date:** 6/30/2020

Program Area(s):

Supported Strategies:

- Family Literacy Activities
- Top 5 Reasons Schools Need to Engage Parents
- Parent Workshops

Parent Workshops and Community Engagement

Description:

The district will engage community and business partners in planning and conducting parent workshops. Feedback from parent workshops will be shared with the Community and Family Engagement Committee.

Start Date: 1/30/2018 **End Date:** 6/30/2020

Program Area(s):

Supported Strategies:

- Family Literacy Activities
- Top 5 Reasons Schools Need to Engage Parents
- District Level Community and Family Engagement Committee
- Community Partnerships

Career Pathways Community and Business Liaison

Description:

The district will create the supplemental position of Career Pathways Community and Business Liaison. The Liaison will be responsible for coordinating student activities such as community service, internships, college and career related field trips, etc. with community and business stakeholders.

Start Date: 9/1/2017 **End Date:** 6/1/2020

Program Area(s): Special Education, Student Services, Gifted Education

Supported Strategies:

- Career Engagement

High School Student Career Activities

Description:

The Career Pathways Liaison will collaborate with community and business partners, and alumni to offer high school students career exploration activities.

Start Date: 1/2/2018 **End Date:** 6/1/2020

Program Area(s): Special Education, Student Services, Gifted Education

Supported Strategies:

- Career Engagement

Post Graduation Survey

Description:

The high school guidance department will annually conduct a post-graduation survey to evaluate the effectiveness of the Career Engagement program.

Start Date: 6/29/2018 **End Date:** 6/30/2020

Program Area(s): Student Services

Supported Strategies:

- Career Engagement

DASD Social Media Committee

Description:

The DASD Social Media Committee will explore the use of various social media platforms to enhance parental and community engagement with district programs. The Social Media Committee will make recommendations to the DASD Technology Committee and Board of Education regarding the adoption of new social media platforms within the district.

Start Date: 7/3/2017 **End Date:** 6/29/2018

Program Area(s): Educational Technology

Supported Strategies:

- Parent Communication Strategies - Listserv, Blogs, Facebook, Private and Secure Social Media Network, Online Gradebook and/or Attendance Tracker, Podcasts, Text Messaging, Tumblr, Twitter, Wikispaces, YouTube, Online/Paper Surveys

Goal #3: Establish a district system that fully ensures barriers to student learning are addressed in order to increase student achievement and graduation rates.

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 staff members in every school use standards aligned assessments to monitor student achievement and adjust instructional practices.

- Establish a district system that fully ensures high quality curricular assets (e.g. model curricula, learning progressions, units, lesson plans, and content resources) aligned with state standards and fully accessible to teachers and students.
- Establish a district system that fully ensures professional development is focused, comprehensive and implemented with fidelity.

Indicators of Effectiveness:

Type: Annual

Data Source: PSSA, Keystone Exams, DIBELS, PVAAS, Graduation Rate, SPP

Specific Targets: Academic Growth will increase annually by 'Closing the Achievement Gap' Measure.

Strategies:

25 Quick Formative Assessments for a Differentiated Classroom

Description:

Scholastic: Judith Doge - Formative assessments are ongoing assessments, observations, summaries, and reviews that inform teacher instruction and provide students feedback on a daily basis (Fisher & Frey, 2007). While assessments are always crucial to the teaching and learning process, nowhere are they more important than in a differentiated classroom, where students of all levels of readiness sit side by side. Without the regular use of formative assessment, or checks for understanding, how are we to know what each student needs to be successful in our classroom? How else can we ensure we are addressing students' needs instead of simply teaching them what we think they need? (Source: <http://store.scholastic.com/content/stores/media/products/samples/21/9780545087421.pdf>) Resource: <http://effectivestrategies.wiki.caiu.org/Assessment>

SAS Alignment: Assessment

Differentiated Instruction

Description:

"Learning Styles: Concepts and Evidence
http://www.psychologicalscience.org/journals/pspi/PSPI_9_3.pdf
 Learning Styles

http://en.wikipedia.org/wiki/Learning_styles#cite_note-33

WWC: Assisting Students Struggling with Reading: Response to Intervention and Multi-Tier Intervention in the Primary Grades

http://ies.ed.gov/ncee/wwc/pdf/practice_guides/rti_reading_pg_021809.pdf

Differentiated Instruction Reexamined

<http://www.hepg.org/hel/article/499>

Investigating the Impact of Differentiated Instruction in Mixed Ability Classrooms

<http://www.icsei.net/icsei2011/Full%20Papers/0155.pdf>

Resource: <http://effectivestrategies.wiki.caiu.org/Instructional+Practices>

"

SAS Alignment: Assessment, Instruction

Improve teachers' capacity to differentiate instruction to meet the needs of all learners within the classroom.

Description:

An essential component of effective Tier 1 instruction is differentiation of instruction within the regular classroom setting. Teachers need both professional development and instructional coaching support to implement best practices around differentiation. Based on information derived from effective formative assessment practices, teachers will design instruction that is focused on identified knowledge and skills, tailored to meet the learning needs of students.

SAS Alignment: Instruction

Curriculum review and alignment with PA Core Standards

Description:

In order to ensure a PA Core Standards fully aligned taught and tested curriculum, grade levels and departments will meet biannually during Task Force meetings to review vertical alignment of subject content. During release time or during the summer months, teams of teachers will update curriculum maps and curriculum guides to accurately reflect taught curriculum, assessments and aligned standards.

SAS Alignment: Standards, Curriculum Framework

Professional development focused on Instruction, Assessment and Differentiation of Instruction

Description:

Based on identified teacher learning needs, a high impact program of professional development will be identified to improve teachers' knowledge and implementation of instructional and assessment best practice, with an ultimate goal of improving differentiation of instruction within the tier 1 classroom.

SAS Alignment: Assessment, Instruction

*District-wide Safety Nets***Description:**

Teams of building level administrators and teachers will collaborate to enhance existing safety nets to ensure a safe and supportive learning environment for all learners. Specific areas of focus will include the RtII/MTSS program, SAP, counseling and mental health services and the OLWEUS program.

SAS Alignment: Safe and Supportive Schools

Implementation Steps:*Professional Development on Differentiation of Classroom Instruction***Description:**

The District will provide teachers with professional development on techniques and strategies to differentiate classroom instruction in order to meet the learning needs of all students.

Start Date: 7/1/2017 **End Date:** 6/30/2019

Program Area(s): Professional Education

Supported Strategies:

- Differentiated Instruction

Biannual Task Force Meetings

Description:

The District will provide release time for district faculty to update curriculum guides to accurately reflect taught curriculum, assessments and aligned standards. This release time will be provided biannually.

Start Date: 7/1/2017 **End Date:** 6/20/2020

Program Area(s): Professional Education

Supported Strategies:

- Curriculum review and alignment with PA Core Standards

Release Time for Subject Area and Grade Level Curriculum Alignment

Description:

The District will provide release time for subject area and grade level teachers to collaborate, review and revise curriculum guides.

Start Date: 7/1/2017 **End Date:** 6/30/2020

Program Area(s):

Supported Strategies:

- Curriculum review and alignment with PA Core Standards

Curriculum Review Cycle

Description:

The District will establish a curriculum review cycle for each content area.

Start Date: 7/1/2017 **End Date:** 6/30/2018

Program Area(s):

Supported Strategies:

- Curriculum review and alignment with PA Core Standards

Professional Development Focused on Assessment

Description:

The District will provide resources to help teachers design and utilize formative assessments in a differentiated classroom.

Start Date: 7/1/2017 **End Date:** 6/30/2020

Program Area(s): Professional Education

Supported Strategies:

- 25 Quick Formative Assessments for a Differentiated Classroom

SAP Task Force Day and SAP Team Maintenance Day

Description:

The District will provide a SAP task force day at the beginning of each school year along with a SAP team maintenance day at the end of the school year. These release days will be for building level teams to collaborate between buildings.

Start Date: 7/1/2017 **End Date:** 6/30/2020

Program Area(s): Professional Education, Student Services

Supported Strategies:

- District-wide Safety Nets

Professional Development on Student Assistance Program / SHIELD

Description:

Professional staff will receive yearly training on the SAP referral process. In addition, professional development will be provided to enhance teachers capacity to identify and address social and emotional barriers to

student progress. Professional development will be provided by the SAP team, nurse, and SAP liaison. Additional certificated SAP training will be provided on a bi-annual basis for two professionals from each of the three district buildings as provided by selected agency.

Start Date: 7/1/2017 **End Date:** 6/30/2020

Program Area(s): Professional Education, Student Services

Supported Strategies:

- District-wide Safety Nets

Appendix: Professional Development Implementation Step Details

LEA Goals Addressed: 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.

Strategy #1: Response to Instruction and Intervention (RtII)/MTSS
Strategy #2: RtII/MTSS Identification Procedures

Start	End	Title	Description	Person Responsible	SH	S	EP	Provider	Type	App.
7/1/2017	6/30/2018	RtII Universal Screening Tools	The district will collaborate with RtII experts (e.g. PaTTAN, Joe Kovaleski, Wendy Farone) to explore reading and mathematics universal screening and diagnostic tools in all schools. The universal screening tools to be adopted will be aligned across grade levels, K-12. Once universal screeners have been identified and adopted, professional development will be provided for guidance counselors, intervention specialists and all classroom teachers in the administration and interpretation of screener results.	Director of Special Services	2.0	5	4	IUP, PaTTAN	IU	Yes

Knowledge Administration of RtII Universal Screeners and interpretation of assessment results for placement of students in RtII programs.

Supportive Research Response to Instruction and Intervention

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

Enhances the educator’s content knowledge in the area of the educator’s certification or assignment.

Increases the educator’s teaching skills based on research on effective practice, with attention given to interventions for struggling students.

For school and district administrators, and other educators seeking leadership roles:

Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania’s academic standards.

Provides leaders with the ability to access and use appropriate data to inform decision-making.

Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.

Instructs the leader in managing resources for effective results.

Series of Workshops

Training Format

<p>Participant Roles</p>	<p>School counselors Other educational specialists Related Service Personnel</p>	<p>Grade Levels</p>	<p>Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)</p>
<p>Follow-up Activities</p>	<p>Analysis of student work, with administrator and/or peers</p>	<p>Evaluation Methods</p>	<p>Student PSSA data Standardized student assessment data other than the PSSA</p>

LEA Goals Addressed: 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.

Strategy #1: Monitoring Strategies and Procedures

Start	End	Title	Description		
7/3/2017	6/30/2020	Identification and Implementation of RtII/MTSS Monitoring Strategies and Procedures	The district will develop criteria to enter and exit RtII/MTSS Tiered intervention programs as well as associated strategies and monitoring tools. A robust array of strategies and time lines for intervention will be utilized as set forth in the Interventions Best Practice resource. Professional development will be offered to intervention specialists, special education teachers and guidance counselors to ensure implementation of intervention strategies and time lines with fidelity and in keeping with best practice. A record log will be created to document intervention strategies, student achievement data and time lines for students enrolled in district RtII/MTSS programs. Protocols will be developed to design and present informational meeting for parents. Finally, the master schedules for each building will be assess and reorganized to maximize intervention time for at risk students.		
		Person Responsible Director of Special Services	SH 2.0 S 10 EP 10 Provider PaTTAN	Type PaTTAN	App. Yes

Knowledge Effective interventions for RtII/MTSS programs.

Supportive Research RtII/MTSS

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

Enhances the educator’s content knowledge in the area of the educator’s certification or assignment.

Increases the educator’s teaching skills based on research on effective practice, with attention given to interventions for struggling students.

For school and district administrators, and other educators seeking leadership roles:

Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania’s academic standards.

Provides leaders with the ability to access and use appropriate data to inform decision-making.

Training Format

Series of Workshops
School Whole Group Presentation

Participant Roles	School counselors Other educational specialists	Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Analysis of efficacy of district RtII/MTSS programs	Evaluation Methods	Student PSSA data Standardized student assessment data other than the PSSA

LEA Goals Addressed: Establish a district system that fully ensures barriers to student learning are addressed in order to increase student achievement and graduation rates. **Strategy #1: Differentiated Instruction**

Start	End	Title	Description	Person Responsible	SH	S	EP	Provider	Type	App.
7/1/2017	6/30/2019	Professional Development on Differentiation of Classroom Instruction	The District will provide teachers with professional development on techniques and strategies to differentiate classroom instruction in order to meet the learning needs of all students.	Assistant Superintendent, Principals	2.0	8	150	Westmoreland Intermediate Unit	IU	Yes

Knowledge

Classroom teachers improve their instructional practice through incorporating techniques and strategies to differentiate instruction to better meet the learning needs of their students. Principals will gain insight into effective practice in order to provide targeted feedback to teachers around implementation of strategies to differentiate classroom instruction.

Supportive Research

Small group instruction, flexible grouping, cooperative learning, differentiated project-based units and assessments are examples of techniques and strategies to differentiate instruction that research has shown to be beneficial in meeting the various learning needs of students in the regular classroom.

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

Enhances the educator’s content knowledge in the area of the educator’s certification or assignment.

Increases the educator’s teaching skills based on research on effective practice, with attention given to interventions for struggling students.

Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.

For school and district administrators, and other educators seeking leadership roles:

Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania’s academic standards.

Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.

Training Format

Series of Workshops
 Department Focused Presentation
 Professional Learning Communities

Participant Roles	Classroom teachers Principals / Asst. Principals	Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
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Follow-up Activities	<p>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</p> <p>Analysis of student work, with administrator and/or peers</p> <p>Creating lessons to meet varied student learning styles</p>	Evaluation Methods	<p>Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</p> <p>Review of participant lesson plans</p>
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LEA Goals Addressed: Establish a district system that fully ensures barriers to student learning are addressed in order to increase student achievement and graduation rates. **Strategy #1: Curriculum review and alignment with PA Core Standards**

Start	End	Title	Description				Type	App.
7/1/2017	6/20/2020	Biannual Task Force Meetings	The District will provide release time for district faculty to update curriculum guides to accurately reflect taught curriculum, assessments and aligned standards. This release time will be provided biannually.				School Entity	No
		Person Responsible Assistant Superintendent	SH 6.0	S 24	EP 15	Provider Derry Area School District		

Knowledge

Teacher representatives from all grade levels will meet twice annually to review curriculum and other departmental concerns. Through the structures of department and grade level meetings, teacher representatives will disseminate information from the task force meetings.

Supportive Research

Teacher collaboration for curriculum review and development
Professional Learning Communities

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

Enhances the educator’s content knowledge in the area of the educator’s certification or assignment.

For school and district administrators, and other educators seeking leadership

Provides leaders with the ability to access and use appropriate data to inform decision-making.
Empowers leaders to create a culture of teaching and learning, with an emphasis on

roles: learning.

Training Format
 Department Focused Presentation
 Professional Learning Communities

Participant Roles	Dir Classroom teachers Principals / Asst. Principals Supt / Ast Supts / CEO / Ex	Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
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Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Joint planning period activities	Evaluation Methods	Review of written reports summarizing instructional activity Revised curriculum guides
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LEA Goals Addressed:	Establish a district system that fully ensures barriers to student learning are addressed in order to increase student achievement and graduation rates.	Strategy #1: 25 Quick Formative Assessments for a Differentiated Classroom
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Start	End	Title	Description
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7/1/2017	6/30/2020	Professional Development Focused on Assessment			The District will provide resources to help teachers design and utilize formative assessments in a differentiated classroom.		
Person Responsible	SH	S	EP	Provider	Type	App.	
Assistant Superintendent, Principals	1	4	150	Derry Area School District	School Entity	No	

Knowledge	Teachers will learn how to design various formative assessments and develop strategies for using formative assessments to design instruction aligned with student learning needs.
Supportive Research	Formative assessments are a critical component of classroom assessment practice.
Designed to Accomplish	<p>Enhances the educator’s content knowledge in the area of the educator’s certification or assignment.</p> <p>Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.</p>
For classroom teachers, school counselors and education specialists:	<p>Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania’s academic standards.</p> <p>Provides leaders with the ability to access and use appropriate data to inform decision-making.</p> <p>Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</p>
For school and district administrators, and other educators seeking leadership roles:	
Training Format	LEA Whole Group Presentation Series of Workshops

Professional Learning Communities

Participant Roles	Classroom teachers Principals / Asst. Principals	Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Creating lessons to meet varied student learning styles Joint planning period activities	Evaluation Methods	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Review of participant lesson plans

LEA Goals Addressed: Establish a district system that fully ensures barriers to student learning are addressed in order to increase student achievement and graduation rates. **Strategy #1: District-wide Safety Nets**

Start	End	Title	Description
7/1/2017	6/30/2020	Professional Development on Student Assistance Program / SHIELD	Professional staff will receive yearly training on the SAP referral process. In addition, professional development will be provided to enhance teachers capacity to identify and address social and emotional barriers to student progress. Professional development will be provided by the SAP team, nurse, and SAP liaison.

Additional certificated SAP training will be provided on a bi-annual basis for two professionals from each of the three district buildings as provided by selected agency.

Person Responsible	SH	S	EP	Provider	Type	App.
Principals	1.0	2	150	SHIELD team members, guidance counselors, SAP Liaison	Association	No

Knowledge

All professional staff will understand the SAP referral process. Teachers' capacity to identify and address social and emotional barriers to student progress will be enhanced.

Supportive Research

Developmental Assets

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

Enhances the educator's content knowledge in the area of the educator's certification or assignment.
Empowers educators to work effectively with parents and community partners.

For school and district administrators, and other educators seeking leadership roles:

Provides leaders with the ability to access and use appropriate data to inform decision-making.

Training Format

Series of Workshops
School Whole Group Presentation

Participant Roles

Classroom teachers
Principals / Asst. Principals
School counselors
Paraprofessional

Grade Levels

Elementary - Primary (preK - grade 1)
Elementary - Intermediate (grades 2-5)
Middle (grades 6-8)

	Other educational specialists Related Service Personnel		High (grades 9-12)
Follow-up Activities	SHIELD referrals, end of year reports	Evaluation Methods	Review of participant lesson plans SHIELD program statistics

District Level Affirmations

We affirm that this District Level Plan was developed in accordance, and will comply with the applicable provisions of 22 Pa. Code, Chapters 4, 12, 16, and 49. We also affirm that the contents are true and correct and that the plan 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 for a minimum of 28 days whichever comes first.

We affirm that the responses in the Professional Education Core Foundations and the Professional Development Implementation Steps focus on the learning needs of each staff member to enable all staff members meet or exceed the Pennsylvania academic standards in each of the core subject areas.

No signature has been provided

Board President

No signature has been provided

Superintendent/Chief Executive Officer

Special Education Affirmations

We also affirm our understanding that any requests for any deviations from the Chapter 14 regulations, standards, policies, and procedures must be made in writing to the Pennsylvania Department of Education. The school district understands that the Special Education Component of the District Level Plan will be approved by PDE in accordance with the following criteria as set forth in 22 Pa. School Code § 14.104 and as part of the District Level Plan:

1. There are a full range of services, programs and alternative placements available to the school district for placement and implementation of the special education programs in the school district.
2. The school district has adopted a child find system to locate, identify and evaluate young children and children who are thought to be a child with a disability eligible for special education residing within the school district's jurisdiction. Child find data is collected, maintained, and used in decision-making. Child find process and procedures are evaluated for its effectiveness. The school district implements mechanisms to disseminate child find information to the public, organizations, agencies, and individuals on at least an annual basis.
3. The school district has adopted policies and procedures that assure that students with disabilities are included in general education programs and extracurricular and non-academic programs and activities to the maximum extent appropriate in accordance with an Individualized Education Program.
4. The school district will comply with the PA Department of Education, Bureau of Special Education's revision notice process.
5. The school district follows the state and federal guidelines for participation of students with disabilities in state and district-wide assessments including the determination of participation, the need for accommodations, and the methods of assessing students for whom regular assessment is not appropriate.
6. The school district affirms the Pennsylvania Department of Education that funds received through participation in the medical assistance reimbursement program, ACCESS, will be used to enhance or expand the current level of services and programs provided to students with disabilities in this local education agency.

We affirm that the school district has completed a 28 day public inspection and comment period as required under 22 PA Code § 4.13 (d) prior to the school entity's governing board approval and submission to the Department of Education (Bureau of Special Education).

Affirmed by Nathan Doherty on 4/11/2016

Board President

Affirmed by Cheryl Walters on 4/11/2016

Superintendent/Chief Executive Officer