

# PARKLAND SCHOOL DISTRICT



Comprehensive Plan

2015-2018

Executive Summary

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# Parkland School District Comprehensive Plan 2015-2018 Overview

## PLANNING PROCESS:

Parkland School District has a history of educational success and strong community support of the district's educational mission. The district's comprehensive planning process involved participation from a variety of stakeholder with the focus placed upon student achievement and continuous improvement. These various stakeholders participated in committees that included both individual school committees as well as an overarching district-wide committee. Each of the eleven schools (eight elementary schools, two middle schools and one high school) created building action plans utilizing a building-based planning team which included administrators, teachers, parents and members of the community including business partners. Each building committee reviewed relevant student performance data, demographic information and parent/community needs assessment results to identify the individual school's strengths and challenges. A district-wide committee with a makeup of administrators, professional staff members, support staff members, parents and community members, including our business partners, reviewed data obtained from district needs assessments results from community, parent, teacher and support staff members.

Following the process provided by the Comprehensive Planning Guidelines from the Pennsylvania Department of Education ensured that consistency was followed allowing for the allocation of resources and support for our district programs with a goal of continuous improvements leading to greater student achievement.

The comprehensive planning process began in September 2013 as administrators brainstormed names of parents, community members and business partners who would like to be invited to attend and participate in building and district planning committees. Invitations to participate were sent to various stakeholders seeking participation in our process. The district designed a Wikispace to organize each individual committee's progress throughout the planning process with a goal of completing the comprehensive plan which would guide the school district for the next three years, 2015-2018.

In November the Assistant Superintendent invited team members to a series of meetings that would lead to the development of the Parkland School District Comprehensive Plan 2015-2018. On November 14, 2013, the district planning team reviewed the comprehensive planning process as well as began the process of reviewing and revising the district's Mission Statement, Vision Statement and created Shared Values. Simultaneously, individual building planning teams were meeting to review their relevant data to identify their systems challenges in preparation to report at the January 30, 2014 district planning meeting. The district team also reviewed the data obtained from the district needs assessment results.

On January 30, 2014 the district planning committee met for a second time and performed a variety of tasks related to the comprehensive plan. The committee finalized a new district mission statement and agreed that the vision statement developed by previous strategic planning committees remains the mantra of the district today. They agreed that the vision statement "Educating for Success, Inspiring Excellence" should continue to be the vision of the Parkland School District throughout the comprehensive planning years 2015-2018. The committee worked through an exercise designed to identify the shared values that define the Parkland School District. The shared values will be finalized at the March 26, 2014 district planning meeting.

The committee then heard presentations from each building principal as to what the building planning committees obtained from a review of building data as well as building survey data results. The building principal presented to the committee a list of accomplishments as well as a list of concerns encompassing areas each individual school will work to correct or enhance in the future. Throughout the presentations from the building principals the committee members listened for patterns of common accomplishments and concerns that will become part of the districts overall focus for the comprehensive plan.

On March 26, 2014 the district planning committee met for a third time and building principals reviewed their individual accomplishments and concerns. The district level administrators also presented the Core Foundation accomplishments and concerns. The overall district committee created a list of common accomplishments and concerns that were presented from the building level and district level presentations. These became the basis of the school district improvement plan for 2015-2018. The information was compiled and was the focus of the May 29, 2014 district planning team meeting.

The district planning committee met on May 29, 2014 for the purpose of finalizing the Mission statement, Vision Statement and Shared Values. This was accomplished and the committee heard presentations related to each school Action Plans which addressed their specific Systemic Challenges. Comments were made related to each school plan and the district cabinet leaders shared the district Action Plan addressing the district Systemic Challenges. Comments were again solicited and agreement was reached that the plan was ready for final editing. It was agreed that a report to the School Board would take place on September 16, 2014 seeking their approval to submit the 2015-2018 Parkland School District Comprehensive Plan for a 28 day public inspection with the goal to obtain School Board approval for state submission in late October.



**MISSION STATEMENT:**

**Description of the mission and what defines the purpose of the organization:**

The district mission statement speaks to the unique purpose or function of the Parkland School District. This mission statement identifies what the district and community do, for whom they do it, and for what benefit. In a real sense, it speaks to the day-to-day actions of all stakeholders as stated below.

**REVISED MISSION STATEMENT:**

**EDUCATE AND EMPOWER EACH LEARNER TO BE  
A MEANINGFUL CONTRIBUTOR IN A DYNAMIC  
GLOBAL SOCIETY THROUGH THE COLLABORATIVE  
EFFORTS OF STUDENTS, STAFF, PARENTS, AND  
THE PARKLAND COMMUNITY.**

**VISION STATEMENT:**

**EXISTING VISION STATEMENT:**

**EDUCATING FOR SUCCESS  
INSPIRING EXCELLENCE**

## **SHARED VALUES:**

### **Description of the shared values:**

At the foundation of any organization's vision and mission are the fundamental beliefs held by the organization. Shared values serve as the driving force in the critical decisions made within an organization. As such they guide how members of an organization behave in pursuit of their vision and mission. In education, beliefs about students, learning, and the learning process are essential to the success of a school district. To this end, the Parkland School District subscribes to the following Shared Values.



### **Parkland School District Shared Values:**

#### **WE BELIEVE:**

#### **Collaboration/ Community:**

- A well rounded educational experience includes trusting partnership between families, schools, businesses and community.

#### **Safety/ Well Being:**

- All students and staff have the right to a safe learning environment.
- A well-rounded educational experience occurs in a safe and healthy family, school, and community environment that is rich with positive role models.
- A safe and positive school environment includes character education, good citizenship, resiliency and a sense of responsibility.

## **Curriculum:**

- An exemplary curriculum is personalized, rigorous, and relevant to meet the needs of an ever changing technologically driven global society.
- An exemplary curriculum is comprehensive in scope, inclusive in academics, arts and athletics.
- An effective curriculum is aligned to standards, research based and relevant to promote lifelong learners.

## **Learning:**

- A successful educational experience encourages and embraces individuality, diversity, and creativity in the classroom, school, community and in life.
- Effective K-12 education provides a diversity of learning experiences to prepare all students for success in their future college and career pathways.

## **Instruction:**

- Effective instruction is differentiated or individualized to meet the diverse needs and abilities of all learners.
- Effective instruction is successfully delivered by staff who use professional expertise, dedication, strong character, creativity and ability to inspire to actively engage all students and encourage continued participation in the learning process.
- Effective instruction blends technology with existing best practices to enrich teaching and learning.



## **EDUCATIONAL COMMUNITY:**

### **▬ Description of the educational community:**

#### **Overview:**

The Parkland School District is located in a suburban-rural setting approximately 60 miles north of Philadelphia and 70 miles west of New York City in the semi-metropolitan region known as the Lehigh Valley. The regional population is approximately 600,000 including Allentown, the third largest city in Pennsylvania. The Lehigh Valley International Airport, Interstate 78 and the Pennsylvania Turnpike have attracted numerous industries and commercial businesses to the Lehigh Valley. Within a radius of twenty five miles there are ten degree-granting colleges and universities; they are: Lehigh Carbon and Northampton Community Colleges, DeSales University, Cedar Crest College, Kutztown University, Lafayette College, Lehigh University, Moravian College, Penn State University – Lehigh Valley and Muhlenberg College. The 72 square miles of the Parkland School District encompass three townships - North Whitehall, South Whitehall and Upper Macungie - with a total population of approximately 50,000. The district's wide socio-economic range results from its bordering the city of Allentown on the southeast and extending to farmlands at the western and northern extremities.

## **SCHOOL DISTRICT ENROLLMENT (2013-14)**

Parkland High School	3,147
Orefield Middle School	1,069
Springhouse Middle School	1,208
Cetronia Elementary School	521
Fogelsville Elementary School	546
Ironton Elementary School	384
Fred J. Jaendl	630
Kernsville Elementary School	422
Kratzer Elementary School	399
Parkway Manor Elementary School	458
Schnecksville Elementary School	407
<b>Total students K-12</b>	<b>9,191</b>



## DISTRICT PERSONNEL

Teachers	598
Paraprofessionals/Teaching Asstants	131
Administrators	59
Non-Instructional Employees	523
<b>Total Personnel</b>	<b>1,311</b>

## DISTRICT NUMBERS

2013-14 School Budget \$143.6 million

2013-14 Teacher Starting Salary

\$49,921 Bachelor's

\$57,230 Master's

## STUDENT DATA

% Eligible for Free/Reduced Lunch:	18.2%
% Receiving Special Education Services:	15%
% Receiving Gifted Education Services:	8%
Diversity of Student Body: 74% White, 10% Hispanic,	
4% African American, 10% Asian, 2% all others.	

## **Ongoing District Initiatives**

**Annual district themes** are developed by the Superintendent of Schools for each school year. These district themes serve as a philosophy or framework for the school community and focus attention upon ongoing and new district initiatives. Each district theme is presented during an Opening Day presentation to all staff members and provides motivation for the start of a new school year.

**Annual district goals** are established by administrators and professional staff for each school year. These goals are shared with the Parkland Board of School Directors in September, with a mid-year update in January and with an end of the year report in August.

**Education Summit** has been an annual event for the past 15 years in the Parkland School District. Each November, this event serves as a “State of the District” report for the Parkland School Directors. Presentations are made by the Superintendent of Schools, the Assistant Superintendent of Schools, and each of the district’s Department Directors. These presentations are both reflective and visionary in nature focusing on the district’s educational initiatives and academic achievements.

**Budget Seminar** is another annual event for the Parkland School District. Held each spring, this event provides a comprehensive overview of district programs. It is also an opportunity for school board directors and district administrators to review preliminary budget proposals and solidify the appropriation of funds. The end result is a collaborative effort by the district leadership to develop a responsible and feasible budget.

**Partnerships** are an important facet of the Parkland School District. Collaboration with local businesses, government agencies and other educational institutions has proven vital to the district’s success. These partnerships have built and sustained relationships benefiting all parties involved from both an operational and financial perspective.

**Community Outreach** is an essential aspect of the district. Programs for parents, senior citizens and other community members have allowed the district to connect with all stakeholders. Quarterly newsletters, an annual publication of district accomplishments and special senior citizen events all serve to bring our schools to the community and our community to the schools. Efforts to keep the community informed also are initiated through the use of Parkland TV on Service Electric and RCN TV.

**School Safety and Crisis Prevention Programs** are a crucial part of the district. Proactive programs to ensure the safety of students and staff are a top priority. In addition, a Crisis Response Team operating in cooperation with other local school districts has proven to be invaluable. The district has been commended for the partnerships formed with Local, County and State Police and Emergency Management and Emergency Service Organizations. The partnerships are enhanced by quarterly emergency management meeting with all community emergency management leaders.

**Technology** has become a necessary component to the success of the district. Current and updated video, voice, and data systems have supported educational goals. In addition, they have allowed the logistical operations of the district to run in a smooth and seamless manner. Continuous upgrading of our technology infrastructure has allowed for the process of allowing students the opportunity to bring their own device to school and connect to the Parkland Network.

**Professional Development** is an ongoing priority for the Parkland School District. Lifelong learning comes alive with the district's "Parkland Academy." The academy offers over 250 workshops and seminars annually. This flexible year-long professional development program for all professional and support staff coupled with a differentiated supervision plan for teachers assures that the focus of all district initiatives is to enhance student achievement.

**New Teacher Induction** is an important part of the district's professional development program. High expectations balanced with an equally high level of support serves as the basis for this program. New teachers are offered a 6-day program in August to orient them to the district and to review curriculum specific to their position. An total of 66 hours of professional development through the Parkland Academy are required during the school year. Most important, they are assigned a principal and mentor teacher to support them throughout their first year with the district during monthly meetings. Under this Comprehensive Plan, an expansion of the New Teacher Induction Program is under consideration.

**Academic Offerings** are at the heart of the district's mission. An ongoing Curriculum and Instruction Review Cycle or CIRC is conducted in all content areas. This five step cycle includes a revision and/or development of the curriculum, a review of published materials, and a pre-implementation with professional development to support a full implementation. Most important is an assessment of new or revised curriculum to ensure its effectiveness to improve student achievement based on the Pennsylvania Core Standards.

**Career Awareness Programs** are an integral part of the educational experiences provided to students. Beginning at the elementary level, the Career Pathways Program and a Career Shadowing Program have proven to be a valuable opportunity for students to explore and learn about different careers.



## **ENERGY: CONTINUOUS ENERGY IMPROVEMENT STRATEGY**

### **PURPOSE:**

The Parkland School District has always been proactive relative to the efficient use of Energy. Beginning in March 2014 a new philosophy and focus has been implemented, however, whose main thrust is energy conservation and the associated dollar savings that will naturally ensue. We are also committing to conservation in all areas of the district along with the ongoing education of both students and staff toward that end. The general, overall and overriding goal to this initiative is to ensure the school district is, and espouses, being the best possible steward of our environment.

### **AUTHORITY:**

The initial phase of this renewed initiative is a Continuous Energy Improvement Program sponsored by PPL and implemented by The Strategic Energy Group (SEG). The Superintendent of Schools is designated as the Energy Sponsor and ultimately directs all efforts in this area. During the first two years (2014-2016) of the program an Energy Champion has been designated to oversee the creation and implementation of the program. At the conclusion of the initial two year "break-in-period" the bulk of ongoing work will become a joint effort of all department heads and school principals.

### **DELEGATION OF RESPONSIBILITY:**

To kick the program off, an Energy Team of two components has been established. The Core Team is composed of the Superintendent, Assistant Superintendent, Assistant to the Superintendent for Operations, the Director of School Services, Building Principal (pilot school) and the Energy Champion (two year designation). This Core Team – minus the Building Principal, whose role will evolve into oversight of each building team – will function as a core team from this point forward. This Core Team is then supplemented by a full Energy Team which is comprised of Teachers, Custodians, Cafeteria workers and also the Building Principal – as well as other appropriate departments (i.e. bus garage). The complete Energy Team will work to promote continuous energy improvement within each school as well as continuously evaluate all aspects of the school operations, identify weak spots and recommend remedial action(s).

## GUIDELINES:

In year one of the program, and beyond, the complete Energy Team will meet monthly to discuss initiatives and the effectiveness of our efforts. In year two of the program, and beyond each building Energy Team will meet monthly with the Building Principal and Director of the School Services setting the schedule and agenda for these meetings.

## OBJECTIVES:

The Continuous Energy Improvement Program will focus primarily on two areas – mechanical/operational and behavioral/cultural:

**Mechanical/Operational** – ensure that when purchasing new and/or replacement equipment we evaluate the life cycle cost of the equipment, taking into consideration not only purchase price, but also cost of energy and anticipated maintenance costs. Also, a top priority will be to evaluate the effective operation of all equipment and systems including, but not limited to, proper settings, schedules and all “nuts and bolts” adherence to specifications.

**Behavioral/Cultural** – ensure that all students and staff members are utilizing best practices relative to energy conservation, recycling and other “green” conservation templates, as well. Ongoing training is a hallmark of this initiative and will become incorporated in classroom work, in-services, etc.

Reports will be given periodically to the Board of School Directors and other groups (i.e. Community Advisory Council) to document progress, promote awareness and trumpet successes within the district.



## DISTRICT PLANNING COMMITTEE

### Comprehensive Planning Committee Members

Josh Abrams.....	Springhouse Middle School, 7th Grade Teacher/PEA
Lisa Adams.....	Board of Education Member
Karen Aulisio.....	Principal, Kratzer Elementary School
Scott Bartman.....	Principal, Parkway Manor Elementary School
Jane Coronati.....	Parkland High School, Science/Math Teacher/PEA
Daniel DePinho.....	Parent—Parkway Manor Elementary
Brenda DeRenzo.....	Principal, Fogelsville Elementary School
Karen Dopera.....	Principal, Schnecksville Elementary School
Brian Everett.....	Custodian-Bus Driver/PESPA President
Sandi Gackenbach.....	Springhouse Middle School Social Studies Teacher/PEA President
Michelle Gannon.....	.Parkland High School Science Teacher/PEA
Michael Gehringer.....	Principal, Kernsville Elementary School
Jamie Giaquinto.....	Principal, Cetronia Elementary School
Todd Gombos.....	Principal, Orefield Middle School
Damian Goodman.....	Fred J. Jandl Elementary School Science Teacher/PEA
Gina Guiliano.....	Springhouse Middle School Paraprofessional/PESPA
Tarek Kamel.....	Business/Community Member
Pam Kelly.....	.Director of Human Resources/Administration
David Kennedy.....	Board of Education Member
Andrew Kravelick.....	Network Administrator/PESPA
Amy Miller.....	Orefield Middle School, 8th Grade Teacher/PEA
Michelle Minotti.....	Principal, Springhouse Middle School
James Moniz.....	Principal, Parkland High School
Shree Patel.....	Community Member
Linda Perlman-McKenna.....	Parent—Springhouse Middle School/PHS
Kelly Rosario.....	Director of Curriculum, Instruction, Professional Development
Dale Reitz.....	Acting Director of School Services/Administration
Elaine Ruttle.....	Teacher of Gifted—Elementary Schools/PEA
Thomas Salvaggio.....	Business/Community Member
Manuel Santacoloma.....	Transportation Department/PESPA
Diana Schantz.....	Principal, Fred J. Jandl Elementary School
Marian Schappell.....	Community Member
William Schoch.....	.Parkland High School Hall Monitor/PESPA
Lyn Smith.....	Principal, Ironton Elementary School
Rick Smith.....	Kernsville Elementary School Maintenance/PESPA
Tracy Smith.....	Assistant to the Superintendent for Operations/Administration
Rich Sniscak.....	Superintendent/Administration
Tammy Stavenski-Bennick.....	PHS Assistant Principal/Administration
Kerry Stefanyak.....	Garage Maintenance/PESPA
Kerin Steigerwalt.....	Springhouse Middle School, 7th Grade Teacher/PEA
Michele Tell.....	Administrative Assistant Student Services/PESPA
Rob Thornburg.....	Director of Student Services/Administration
Rod Troutman.....	Assistant Superintendent

## **DISTRICT ACCOMPLISHMENTS:**

- Hiring process and interview process
- Inclusionary philosophy for students with special needs with a committed and compassionate staff
- Coordination with regular education curriculum and professional development
- Only 1.2% of special needs students are placed in out-of-district settings
- Health, counseling and psychological services are reducing barriers for individual students and providing interventions when required
- Procedures established for all assessments
- Curriculum revisions that align to the PA Core Standards
- Focus on Instructional Leadership through Teacher Effectiveness (Danielson Framework/Teachscape)
- District infrastructure is strong and will be augmented even further
- Building-level technology support is making a difference
- Attractive, clean facilities that are structurally sound
- Commitment of capital funds to keep facilities modern and up-to-date
- Safety/security procedures in place for the safety of all students, staff and visitors
- First rate equipment and a commitment to replace older equipment and buses.
- Sound accounting practices
- Financial management that decreases the chances of fraud and initiates transparency
- AA bond rating/positive bond refundings
- District policy and accompanying Administrative Regulations regarding safety and security are updated and current
- Unified security/communications systems
- Increased security with improved screening of visitors
- Addition of School Resource Officer at the Middle Schools
- The Parkland Police Pals program
- Anti-bullying training



## **DISTRICT CONCERNS:**

- Maintaining first responder meetings within all buildings; continuing to practice and review crisis plans.
- Continually seeking out ways to better communicate both internally and to our school community
- Providing time for intervention in kindergarten
- Professional Development/training: Teacher Induction and Mentors; focusing strategically on professional development to support staff's needs; making time for technology professional development and ensuring that professional development programs meets the technological needs for our staff and administrators; training School Services staff on new equipment with advanced technology; being pro-active in providing professional development opportunities for school services staff; cross-training the Business Office Staff.
- Training for mentor teachers to ensure our new teachers are provided the support necessary.
- Providing researched-based curriculum in an inclusionary environment
- Providing systemic supports to all students with a prevention focus; increasing state reporting requirements (PIMS)
- Increasing differentiated instruction.
- Understanding the new School Performance Profile to assist all students to grow and succeed
- Shifting assessment alignment to PA Core Standards; keeping up with the transitions occurring in education now and in the future



## **Align District Concerns with Systemic Challenges:**

- Maintaining first responder meetings within all buildings; continuing to practice and review crisis plans.
- 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.
- Continually seeking out ways to better communicate both internally and to our school community
- 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.
- Providing time for intervention in kindergarten
- 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.
- Professional Development/training: Teacher Induction and Mentors; focusing strategically on professional development to support staff's needs; making time for technology professional development and ensuring that professional development programs meets the technological needs for our staff and administrators; training School Services staff on new equipment with advanced technology; being pro-active in providing professional development opportunities for school services staff; cross-training the Business Office Staff.
- Establish a district system that fully ensures professional development is focused, comprehensive and implemented with fidelity.
- Training for mentor teachers to ensure our new teachers are provided the support necessary.
- Establish a district system that fully ensures professional development is focused, comprehensive and implemented with fidelity.
- Providing researched-based curriculum in an inclusionary environment
- Establish a district system that fully ensures consistent implementation of standards aligned curricula across all schools for all students.

- Providing systemic supports to all students with a prevention focus; increasing state reporting requirements (PIMS)
- 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.
- Increasing differentiated instruction.
- Establish a district system that fully ensures the consistent implementation of effective instructional practices across all classrooms in each school.
- Understanding the new School Performance Profile to assist all students to grow and succeed
- 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.
- Shifting assessment alignment to PA Core Standards; keeping up with the transitions occurring in education now and in the future
- Establish a district system that fully ensures consistent implementation of standards aligned curricula across all schools for all students.



## **District Prioritized Systemic Challenges:**



- Establish a district system that fully ensures consistent implementation of standards aligned curricula across all schools for all students. (System #1)
  - Providing researched-based curriculum in an inclusionary environment
  - Shifting assessment alignment to PA Core Standards; keeping up with the transitions occurring in education now and in the future
  
- Establish a district system that fully ensures the consistent implementation of effective instructional practices across all classrooms in each school. (System #2)
  - Increasing differentiated instruction
  
- Establish a district system that fully ensures professional development is focused, comprehensive and implemented with fidelity. (System #10)
  - Professional Development/training: Teacher Induction and Mentors; focusing strategically on professional development to support staff's needs; making time for technology professional development and ensuring that professional development programs meets the technological needs for our staff and administrators; training School Services staff on new equipment with advanced technology; being pro-active in providing professional development opportunities for school services staff; cross-training the Business Office Staff.
  - Training for mentor teachers to ensure our new teachers are provided the support necessary.
  
- 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. (System #7)
  - Providing time for intervention in kindergarten
  - Providing systemic supports to all students with a prevention focus; increasing state reporting requirements (PIMS)
  - Understanding the new School Performance Profile to assist all students to grow and succeed
  
- 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. (System #9)
  - Maintaining first responder meetings within all buildings; continuing to practice and review crisis plans.
  - Continually seeking out ways to better communicate both internally and to our school community

## **District Strategies to Resolve Systemic Challenges:**

- **Common Assessment within Grade/Subject**

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

Source: [http://ies.ed.gov/ncee/wwc/pdf/practice\\_guides/ddd\\_m\\_pg\\_092909.pdf](http://ies.ed.gov/ncee/wwc/pdf/practice_guides/ddd_m_pg_092909.pdf)

Teacher Moderation: Collaborative Assessment of Student Work and Common Assessments provide detailed looks at the development and use of common assessments.

Sources: [http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/Teacher\\_Moderation.pdf](http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/Teacher_Moderation.pdf)

and Common Assessments: Mike Schmoker. (2006) Results Now: How We Can Achieve Unprecedented Improvements in Teaching and Learning. Alexandria, Va.: ASCD.

SAS Alignment: Assessment, Instruction

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

Using Student Achievement Data to Support Instructional Decision Making provides a WWC reporting of various strategies related to the acquisition, analysis, and application of student data.

Source: [http://ies.ed.gov/ncee/wwc/pdf/practice\\_guides/ddd\\_m\\_pg\\_092909.pdf](http://ies.ed.gov/ncee/wwc/pdf/practice_guides/ddd_m_pg_092909.pdf)

SAS Alignment: Assessment, Instruction

- **Development of a district wide assessment calendar.**

To ensure that all schools are administering benchmark assessments around the same time, the district will create a calendar that indicates windows of time students will take the benchmark assessments.

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



- **Differentiating Instruction**

Empirical validation of differentiated instruction as a package was not found; however, a large number of testimonials and classroom examples of positive effects have been reported.

(Sources: Learning Styles: Concepts and Evidence,

[http://www.psychologicalscience.org/journals/pspi/PSPI\\_9\\_3.pdf](http://www.psychologicalscience.org/journals/pspi/PSPI_9_3.pdf) ;

Differentiated Instruction: Effective classroom practices report,

<http://www.cast.org/system/galleries/download/ncac/DifInstruc.pdf> ;

Learning Styles, [http://en.wikipedia.org/wiki/Learning\\_styles#cite\\_note-33](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](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> )

SAS Alignment: Instruction

- **Full Day Kindergarten**

A study indicates that low socioeconomic status minority students who attended full-day kindergarten performed statistically better in math and reading in third grade than did the identified students who attended half-day kindergarten.

<http://opus.ipfw.edu/cgi/viewcontent.cgi?article=1009&context=spe>

We would like to begin to investigate and move towards providing our Kindergarten students additional instructional time to provide struggling with intervention strategies necessary for them to meet grade level expectations.

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

- **Instructional Coaching**

The purpose of Instructional Coaching is to bring evidence-based practices into classrooms by working with teachers and other school leaders. The Pennsylvania Institute for Instructional Coaching focuses on evidence-based literacy strategies and claims instructional coaching has a positive impact upon student achievement.

Source: <http://piic.pacoaching.org/index.php/piic-coaching/what-is-an-instructional-coach>

WWC has identified at least one instructional coaching model that has a positive impact on achievement at the secondary level.

Source: [http://ies.ed.gov/ncee/wwc/pdf/quick\\_reviews/myteachingpartner\\_022212.pdf](http://ies.ed.gov/ncee/wwc/pdf/quick_reviews/myteachingpartner_022212.pdf) )

SAS Alignment: Instruction

- **Instructional Conversations**

Instructional conversations are planned, goal-directed conversations on an academic topic between a teacher and a small group of students. Although instructional conversations can be used to meet any learning goal in any content area, the studies identified have focused attention on the effectiveness of instructional conversations in developing thematic understanding of literature.

Source: [http://gse.berkeley.edu/research/credearchive/research/pdd/5stand\\_evidence.html](http://gse.berkeley.edu/research/credearchive/research/pdd/5stand_evidence.html)

WWC reports Literature Logs used in conjunction with Instructional Conversations have potentially positive effects on the reading achievement of ELL students.

Source: [http://ies.ed.gov/ncee/wwc/pdf/intervention\\_reports/WWC\\_ICLL\\_102606.pdf](http://ies.ed.gov/ncee/wwc/pdf/intervention_reports/WWC_ICLL_102606.pdf)

SAS Alignment: Instruction

- **Parent Survey**

Conduct a climate survey as to how well our schools are performing academically and socially. In addition, we will gauge how safe and secure our schools are.

SAS Alignment: Safe and Supportive Schools

- **Substantial Professional Development**

The Southwest Regional Educational Laboratory found that substantial professional development showed a positive impact upon student achievement (substantial = greater than 14 hours of focused professional development delivered via workshops or summer institutes, supported by follow-up sessions and all delivered by professional developers rather than train-the-trainer approaches).

Source: [http://ies.ed.gov/ncee/edlabs/regions/southwest/pdf/rel\\_2007033.pdf](http://ies.ed.gov/ncee/edlabs/regions/southwest/pdf/rel_2007033.pdf)

SAS Alignment: Instruction

- **Team Collaboration Meetings and Core Team Meetings**

All schools hold team meetings to discuss data and specific student data. A calendar will be created to help building administrators structure consistent team meetings to review student data in a timely fashion and plan for specific student grouping and guide instruction.

