

Fort Cherry El Ctr

**School Level Plan**

07/01/2017 - 06/30/2018

# School Profile

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## Demographics

### *Fort Cherry El Ctr*

110 Fort Cherry Road  
 Mc Donald, PA 15057  
 (724)796-1551

Federal Accountability Designation: none

Title I Status: Yes

Schoolwide Status: Yes

Principal: Dan Mayer

Superintendent: Jill Jacoby

## Stakeholder Involvement

Name	Role
Jill Jacoby	Administrator
Tina Cottrill	Board Member
Melinda Errett	Board Member
Lauren Baughman	Building Principal : School Improvement Plan
Dan Mayer	Building Principal : School Improvement Plan Schoolwide Plan
Loretta Kendall	Business Representative
Mary Duranti	Community Representative
Amy Oberly	Ed Specialist - School Counselor
Sara Zofchak	Elementary School Teacher - Regular Education
Rob Baier	High School Teacher - Regular Education
Richard Hursh	High School Teacher - Regular Education
Brianne Eiler	Instructional Coach/Mentor Librarian
Paul Biachini	Parent
Lori Bigi	Parent
Dawn Fiori	Parent
Julie Holmes	Parent
Todd Kemp	Parent
Nikki Sarchet	Parent
Juliann Sepesy	Parent
Brianne Sieg	Parent

Jennifer Spotti	Parent
Trisha Craig	Student Curriculum Director/Specialist

# Federal Programs

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## School Improvement

*All Title I Schools required to complete improvement plans* must assure to the Pennsylvania Department of Education the school's compliance with the following expectations by developing and implementing an improvement plan or otherwise taking actions that meet the expectations described by the Assurances listed below. **Assurances 1 through 12**

*No assurances have been identified*

### **Assurance 13**

*No strategies have been identified*

## Coordination of Programs

### **Technical Assistance**

*The LEA provides guidance, technical assistance and support to schools developing schoolwide programs in the areas of needs assessment, comprehensive planning, implementation, and evaluation of schoolwide program and requirements.*

Describe the technical assistance provided. Explain why it was considered high quality technical assistance.

Over the course of the last few years, the Fort Cherry Elementary Center has worked with several supporting agencies for guidance and assistance in assessment, planning, implementation, and evaluation. Due to a previous year's status of warning, a team of four teachers along with the building principal have attended and participated in Intermediate Unit 1's School Improvement Planning. This training and planning workshop met four times over the course of the school year to provide guidance and assistance in developing a school improvement plan. Throughout the school improvement process, Schoolwide programming became a focus area to assist with the development of a strong remediation program for the areas of math and reading. The assistance from IU personnel and other districts with similar concerns provided high quality assistance, guidance, and collaborative problem solving.

Additionally, the immediate academic concern for the Elementary Center's PSSA reading scores lead the district to provide a K-6 professional development concentration in reading starting during 2012-2013 school year. The professional development option of choice was

LETRS. The LETRS trainings were conducted on In-service and Act 80 days. The training was provided by Intermediate Unit 1's Professional Development Department.

Beyond formal assistance, the Fort Cherry School District has employed current in-house personnel who are highly qualified within the areas of concern for technical assistance and support. The Fort Cherry Elementary Center prides itself on having one of the Tri-Counties top Reading Recovery teachers who is a wonderful resource and holds a wealth of knowledge regarding reading development and remediation. While Reading Recovery is no longer a program utilized within the district, her expertise and knowledge with this program & data collection has allowed her to be a true leader within the elementary center. Her expertise is highly respected and valued. Through her continually professional development, numerous school visits, and on-going data analysis, she has been a tremendous asset to providing high quality technical assistance in the area of early intervention reading (K-3). She is now able to service many more students using all her reading strategies that she has acquired over the years.

Additionally, the FCEC determined the need to focus on improve math scores this school year as indicated through the PSSA math scores. The building principal will move forward the focus on math improvement in the ways of tier grouping to hit upon skill areas of weakness. The need within the building to focus on math skills & remediation will be of high priority. ELA area of writing will continue to be emphasis with writing across the curriculum. This initiative began in 2015-16 and will continue into the upcoming school year.

<b>Provider</b>	<b>Meeting Date</b>	<b>Type of Assistance</b>
Ashley Risacher, Reading Coach / Teacher, Fort Cherry School District	8/22/2017 12:00:00 AM	In House highly qualified train the trainer regarding remediation strategies and instructional techniques
Brianne Eiler, Math Coach / Teacher, Fort Cherry School District	8/22/2017 12:00:00 AM	In House highly qualified train the trainer regarding remediation strategies and instructional techniques
Intermediate Unit #1	8/25/2014 12:00:00 AM	Various ELA and Math Trainings throughout the 2014 - 2015 school year.
Intermediate Unit #1	9/1/2015 12:00:00 AM	Various trainings for ELA, Math, STEAM throughout the 2015 - 2016 school year
Intermediate Unit #1	9/6/2016 12:00:00 AM	Anticipated trainings for Writing and Literacy. throughout the 2016 - 2017 school year
Intermediate Unit #1	9/5/2017 12:00:00 AM	Anticipate trainings for Writing and Literacy throughout the 2017 - 2018 school year
Local Districts (Burgettstown, Bentworth, CanonMacMillian, California, Trinity)	8/22/2017 12:00:00 AM	Assistance throughout the 2017 - 2018 school year with implementation of Schoolwide Plan
Modern Teacher	8/22/2017 12:00:00 AM	Professional Development Framework and Modernizing Learning Environments

OnHands--Edinsight	9/13/2017 12:00:00 AM	Data Driven Decision Making
Regional Coordinator PDE - Jess Fry	8/22/2017 12:00:00 AM	Assistance with questions regarding grant application and programming requirements.
Tracey Czajkowski - Literacy Consultant	10/6/2017 12:00:00 AM	Highly Qualified trainers regarding remediation strategies and instruction techniques. Will meet multiple times during the 2017 - 2018 school year
Tracey Czajkowski & Beth LaGamba - Literacy Consultants	10/9/2015 12:00:00 AM	Highly Qualified trainers regarding remediation strategies and instruction techniques.
Tracey Czajkowski Literacy Consultant	10/7/2016 12:00:00 AM	Highly Qualified trainers regarding remediation strategies and instruction techniques. Met multiple times during the 2016 - 2017 school year
Washington County Federal Coordinators	9/4/2014 12:00:00 AM	Met Monthly during the 2014-2015 school year to debrief and collaborate
Washington County Federal Coordinators	9/3/2015 12:00:00 AM	Met Monthly during the 2015-2016 school year to debrief and collaborate
Washington County Federal Coordinators	9/1/2016 12:00:00 AM	Met Monthly during the 2015-2016 school year to debrief and collaborate
Washington County Federal Coordinators	9/7/2017 12:00:00 AM	Continue to meet monthly during the 2017-2018 school year to debrief and collaborate

### Student Assessment of Progress

Describe strategies or processes that have included teachers in the decisions regarding the use of academic assessments to improve the achievement of individual students and the overall instructional program.

Grade Level	Content Area	Assessment Name and Description	Frequency of Assessment	How will Staff be Trained	How/when will Staff use the Information to Guide Instruction
K-2	Reading	DIBELS	3 times a year (beginning, middle, and end) plus progress monitoring twice a month for strategic and intensive students	All personnel has been trained in DIBELS over the past 3 years	Categorize students based on early literacy skills and benchmark those students not attaining performance goals
K-2	Language	Grade Level	2 times a year	All personnel has	Monitor retention

	Arts and Math	Curriculum Based Diagnostic Assessments	(beginning and end)	been trained in writing comprehensive diagnostic assessments over the past 5 years...any new teachers will be trained with the first in-service week	rates of students within the school year and between school years
1-6	Reading	Star Reader and Accelerated Reader	Continual throughout school year	All personnel has been trained in utilizing technology based reading system over the past 5 years...any new teachers will be trained with the first in-service week	Provides a readability level for each student with personalized guided to independent reading practice; assists in developing lifelong readers
2-6	Reading	Really Great Reading: Decoding Survey	Continual throughout the school year	All personnel will be trained during first month of school in order to administer in January for grade 1	Provides evidence based reporting on decoding skill accuracy and benchmark goal attainment
1-6	Reading	Phono-Graphix	Continual throughout the school year	Reading Specialist attending train the trainer, Summer 2013; will train personnel in early fall	Provides evidence of progress in the areas of blending, segmenting, and phoneme manipulation
1-6	Reading	Running Records	Weekly/Daily, as scheduled by Intervention Team	All personnel have been trained in utilize running records.	Provides evidence of reading progress and rates for the areas of accuracy, error, and self-correction

					with fluency, decoding, and self-monitoring
2-6	Reading	Curriculum- based Benchmarks: cold reads, retellings, cloze passages, and spelling dictations	Weekly/Daily, as scheduled by Intervention Team	All personnel has been trained administering technology based standardized test over the past 5 years...any new teachers will be trained with the first in-service week	Provides evidence based reporting on decoding skill accuracy and benchmark goal attainment
K-6	Reading and Math	Woodcock-Johnson	For Progress monitoring on goals and as needed for strategic and intensive students	Special Education Teachers are trained	Summative intelligence assessment which covers a wide variety of cognitive skills

In order to assist students in meeting challenging achievement goals, increased instructional time is a necessity. Please indicate (yes/no) the options for increased time that students will have access to if identified as at-risk of failing or failing to meet achievement standards.

Options	Yes or No
<b>Extended School Day/Tutoring Programs</b>	Yes
Reading	Yes
Math	Yes
Science	Yes
Before School	Yes
After School	No
Lunch/Study Periods	Yes
<b>Summer School Program</b>	No
Reading	No
Math	No
Science	No
<b>In-class Instructional Support</b>	Yes
<b>Pull Out Instructional Support</b>	Yes



## Coordination and Integration of Services and Programs

The purpose of a Title 1 Schoolwide Program is to improve the educational program of the entire school and to improve the educational opportunities for ALL students. In carrying out the SWP, schools are encouraged to consolidate/integrate funds from state, local and federal programs. This consolidation of funds provides flexibility in the use of the funds and maximizes the opportunities for students, teachers and parents. Funds eligible for consolidation are:

- *Any federal education program administered by the United States Department of Education, except Reading First.*

*o Competitive/discretionary grants may be part of the consolidation, but activities described within the competitive/discretionary grant application MUST be carried out.*

- *All state and local resources available to the school (If state and local funds are consolidated within the SWP, the school must ensure that any state and/or local requirements regarding the use of funds are met.)*

Is your school consolidating funds?

No, the school does not intend to consolidate the funds.

Federal Grant Program	Amount of Grant
State/Local Grant Program	Amount of Grant

# Needs Assessment

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## School Accomplishments

### Accomplishment #1:

One outcome from the Comprehensive Planning Committee discussions was the emphasis placed on the Elementary Center's focus on being "**Child Centered**." From administration to teacher to parent, all stakeholders felt that the Elementary Center understands the "whole child" when discussing the student population. The "whole child" approach looks at developmental, emotional, social, academic, familial, and environmental conditions and factors which may affect a child's growth, development, and achievement.

### Accomplishment #2:

The Fort Cherry Elementary Center (FCSD) is at the forefront of creating a **21st Century Learning Environment**--through classroom environments, instructional techniques, learning activities, and innovation embedded curriculum. Examples of 21st Century Learning aspects are: K-6 tech literacy curriculum focusing on digital citizenship and common sense media; K-6 STEM curriculum including concepts from Habits of Mind and Growth Mindsets; Technology integration from chromebooks to iPads to smartboards to robotics; Collaborative learning environments through problems of practice; Opportunities for creative expression such as multimedia project based programming; Hands on learning through use of maker space and outdoor discovery classroom; Moving to teachers as facilitators through problem of practice; and transparent assessment through mastery demonstration by projects, portfolios, rubrics, and formative assessment tools.

### Accomplishment #3:

The Elementary Center faculty and staff, alongside the administration, diligently work to determine each's child abilities and growth rate. The Elementary Center places a strong emphasis on benchmarking, assessing, and evaluating each student, which ultimately allows for **data driven decision making** towards influencing instruction and learning.

### Accomplishment #4:

Over the course of the last year and half, the Elementary Center has implemented a tiered learning program called **AIRE**. During AIRE time, students are grouped by need and receive **Acceleration, Intervention, Remediation, and/or Enrichment**. This allows time for each child to receive individualized and prescribed instruction related to his/her learning need(s).

### Accomplishment #5:

The Fort Cherry Elementary Center has seen academic growth in relation to PSSA scores for grades 3-6 within specific content and for specific grade levels. The following data demonstrates the areas of improvement:

**PSSA ELA (% proficient or advance)**

Grade 3: 74 in 2015 to 78.9 in 2016

Grade 5: 71 in 2015 to 82.2 in 2016

Grade 6: 59 in 2015 to 74.3 in 2016

**PSSA Math (% proficient or advance)**

Grade 3: 43 in 2015 to 58.9 in 2016

Grade 6: 38 in 2015 to 50.6 in 2016

**Growth improvement by cohort (same set of students from one grade to the next):**PSSA ELA:

Cohort 1 Students in grade 4 (2105) to grade 5 (2016): 74 to 82.2

Cohort 2 Students in grade 5 (2105) to grade 6 (2016): 71 to 74.4

Cohort 3 Students in grade 6 (2105) to grade 7 (2016): 59 to 60.4

PSSA Math:

Cohort 1 Students in grade 5 (2105) to grade 6 (2016): 33 to 50.6

**School Concerns****Concern #1:**

The Fort Cherry Elementary Center has seen a **significant increase in student needs**. The number of students serviced through the Office of Pupil Services has been on the rise over the last few years. Many of the needs being addressed are beyond the scope of our programming. Therefore, our out-placed numbers have increased which is a financial concern for a district of our size.

**Concern #2:**

With the change in PSSA accommodations, the elimination of the modified PSSA has been a significant factor on the **overall building scores related to PSSA and SPP**. The increase in our special education population has had a direct effect on the PSSA scores among several grade levels in the Elementary Center.

### **Concern #3:**

The **student cohort scores in the area of math** from third to sixth grade have decreased since the implementation of the Common Core PSSA.

### **Concern #4:**

Through analysis of the Elementary Center student data, across all grade levels, the following **curricular standards demonstrate areas of concern:**

~text dependent analysis

~writing across the curriculum

~mathematical concepts related to operations of fractions, geometry, measurement, interpreting data, and solving problems with ratios and measurement conversions

### **Concern #5:**

Throughout the discussions during the comprehensive planning meetings, several topics of concern were discussed.

#### **Topics of Concern** included:

~lack of revenue for the district as a whole

~increasing number of transient families (come a stay for a few months and then move)

~increasing number of child on free and reduced lunch

~decreasing enrollment

~increasing number of students entering kindergarten lacking school readiness skills

~increasing number of students with significant needs (learning, behavioral, and physical)

~increasing percentage of obesity in the primary grades

~increasing number of families in need (financially, emotionally, and/or physically)

~concern about drug problem in the local communities

## Prioritized Systemic Challenges

**Systemic Challenge #1** (*Guiding Question #4*) Ensure that there is a system within the school that fully ensures consistent implementation of effective instructional practices that meet the needs of all students across all classrooms and aligns with the Pennsylvania Framework for Teaching

### Aligned Concerns:

The Fort Cherry Elementary Center has seen a **significant increase in student needs**. The number of students serviced through the Office of Pupil Services has been on the rise over the last few years. Many of the needs being addressed are beyond the scope of our programming. Therefore, our out-placed numbers have increased which is a financial concern for a district of our size.

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~text dependent analysis

~writing across the curriculum

~mathematical concepts related to operations of fractions, geometry, measurement, interpreting data, and solving problems with ratios and measurement conversions

**Systemic Challenge #2** (*Guiding Question #2*) Ensure that there is a system within the school that fully ensures school-wide use of data that is focused on school improvement and the academic growth of all students

### Aligned Concerns:

With the change in PSSA accommodations, the elimination of the modified PSSA has been a significant factor on the **overall building scores related to PSSA and SPP**. The

increase in our special education population has had a direct effect on the PSSA scores among several grade levels in the Elementary Center.

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~text dependent analysis

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# School Level Plan

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## Action Plans

**Goal #1:** Ensure that there is a system within the school that fully ensures consistent implementation of effective instructional practices that meet the needs of all students across all classrooms and aligns with the Pennsylvania Framework for Teaching

### Indicators of Effectiveness:

Type: Annual

Data Source: ~Academic data: assessments (formative/summative), report cards, teacher input, parent input

~At-Risk Logs: behavioral, attendance, and health

Specific Targets: From 16/17 school year to 19/20 school year, at least 5% of our identified at-risk student population will transition from active intervention to monitoring on a yearly basis.

Type: Interim

Data Source: ~IST/ESAP Referral Documentation

~Formal and Informal Conversations

~Observations--informal and formal

Specific Targets: All teachers will demonstrate the use of data driven decision making in regards to at-risk referrals by completing a comprehensive data referral sheet starting in August of 2016.

Type: Annual

Data Source: Curriculum Mapping using Understanding by Design Framework (UBD)

Specific Targets: All content area curriculums will be mapped using UBD framework (course overviews, unit plans, assessment tools, and accommodation suggestions) by August of 2017. In utilizing UBD framework, all unit plan outlines will reflect PA common core standards, eligible content, and assessment anchors. Curriculum maps will be electronically housed in our OnHands Digital Warehouse, as well as located on District Website.

Type: Interim

Data Source: Classroom Evaluations (formal and informal observations) per Teacher Effectiveness Model

Specific Targets: All classroom evaluations will be rated on using the focal points related to the implementation of the standard aligned curriculum; execution of developmentally appropriate instructional strategies, techniques, and practices; implementation of differentiated instructional programming; and integrated technology utilization.

Type: Annual

Data Source: Student Performance on Standardized Assessments (PSSA/Terra Nova/EdInsight)

Specific Targets: The students achievement building-wide will reflect the mastery of Fort Cherry standard aligned curriculum by demonstrating an increase by 3 percentage points yearly on PSSAs in grades 3-6 from 2016 to 2020.

### **Strategies:**

#### *Differentiated Instruction*

**Description:**

Differentiated Instruction provides teachers the opportunity to modify the curricular content, the instructional process, and/or the desired outcome to meet the learning needs of the individual child. Source: [www.ascd.org](http://www.ascd.org)

**SAS Alignment:** Assessment, Curriculum Framework, Instruction, Materials & Resources, Safe and Supportive Schools

#### *Data Driven Decision Making*

**Description:**

In utilizing the strategy of data driven decision making, one shall collect, disseminate, and analyze data results to make informed decisions regarding student performance and growth. Source: [www.naesp.org](http://www.naesp.org)

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

#### *Personalized learning goals through adaptive learning programs*

**Description:**

This strategy allows teachers to create individual learning goals through embedding, adapting, and continuously assessing student progress (using adaptive learning programs) to gain real time data for the teacher and instant feedback for the student. Source: [www.edsurge.com](http://www.edsurge.com)

**SAS Alignment:** None selected

#### *Peer Coaching*



**Description:**

Peer coaching is a confidential process through which two or more professional colleagues work together to reflect on current practices; expand, refine, and build new skills; share ideas; teach one another; conduct classroom research; or solve problems in the workplace (Robbins, P. *How to Plan and Implement a Peer Coaching Program*, ASCD, 1991).

**SAS Alignment:** None selected

### *Utilization of the Charlotte Danielson Framework for Observation and Evaluation*

**Description:**

The Framework for Teaching is a research-based set of components of instruction, aligned to the INTASC standards, and grounded in a constructivist view of learning and teaching. The complex activity of teaching is divided into 22 components (and 76 smaller elements) clustered into four domains of teaching responsibility. (Source: <http://www.danielsongroup.org/framework/>) Resource: <http://effectivestrategies.wiki.caiu.org/Curriculum+Framework>

**SAS Alignment:** Standards, Assessment, Curriculum Framework, Instruction

### *Curriculum Mapping*

**Description:**

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

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

### *Instruction - Teacher Effectiveness, Principal Effectiveness and Student Learning Objectives (SLOs)*

**Description:**

Commonwealth of Pennsylvania (Source: <http://www.pdesas.org/Instruction/Index/>) Resource: <http://effectivestrategies.wiki.caiu.org/Instructional+Practices>

**SAS Alignment:** Instruction

### *Substantial Professional Development*

**Description:**

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

**SAS Alignment:** Instruction

### *Understanding by Design*

**Description:**

The Understanding by Design® framework (UbD™ framework) offers a planning process and structure to guide curriculum, assessment, and instruction. Its two key ideas are contained in the title: 1) focus on teaching and assessing for understanding and learning transfer, and 2) design curriculum “backward” from those ends. (Source: <http://jaymctighe.com/resources/downloads/>) Resource: <http://effectivestrategies.wiki.caiu.org/Curriculum+Framework>

**SAS Alignment:** Standards, Assessment, Curriculum Framework, Instruction

### *Using Student Achievement Data to Support Instructional Decision Making - Article*

**Description:**

As educators face increasing pressure from federal, state, and local accountability policies to improve student achievement, the use of data has become more central to how many educators evaluate their practices and monitor students' academic progress. Despite this trend, questions about how educators should use data to make instructional decisions remain mostly unanswered. In response, this guide provides a framework for using student achievement data to support instructional decision making. (Source:

[http://ies.ed.gov/ncee/wwc/pdf/practice\\_guides/dddm\\_pg\\_092909.pdf](http://ies.ed.gov/ncee/wwc/pdf/practice_guides/dddm_pg_092909.pdf))

Resource: <http://effectivestrategies.wiki.caiu.org/Assessment>

**SAS Alignment:** Assessment, Instruction

### *Monthly Data Team Meetings*

**Description:**

Conduct monthly data team meetings that have a specific focus in discussing and sharing analyzed data at the meeting. Resource: The Leadership and Learning Center, [www.leadandlearn.com](http://www.leadandlearn.com)

**SAS Alignment:** Assessment, Instruction

### *PLCs - Professional Learning Communities*

**Description:**

Richard DuFour, Barth, R. (1991). Restructuring schools: Some questions for teachers and principals. *Phi Delta Kappan*, 73(2), 123–128. Marzano, R. (2003). *What works in schools: Translating research into action*. Alexandria, VA: ASCD. Learning Forward (2014). *3 Keys to Keep Learning Communities Focused on the Learning*. (Sources:

<http://effectivestrategies.wiki.caiu.org/file/view/Transforming%20Professional%20Learning.pdf/543104478/Transforming%20Professional%20Learning.pdf>,

<http://www.ascd.org/publications/educational-leadership/may04/vol61/num08/What-Is-a-Professional-Learning-Community%2%A2.aspx>) Resources:

<http://effectivestrategies.wiki.caiu.org/Using+Data>,

<http://effectivestrategies.wiki.caiu.org/Professional+Development>

**SAS Alignment:** Assessment, Instruction

### *Modern Teacher Partnership*

**Description:**

The Modern Teacher Partnership will be a three to five year collaboration of strategic leadership to influence the systems of leadership, instruction, curriculum, professional learning, and digital ecosystem.

**SAS Alignment:** Standards, Assessment, Curriculum Framework, Instruction, Materials & Resources, Safe and Supportive Schools

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

## *Curriculum Mapping for all Content Areas through Understanding by Design (UBD) Framework*

### **Description:**

The Superintendent, along with several lead teachers will attend trainings related to curricular mapping. From there, the Administration team will work internally with the lead teachers and content area faculty teams to revise, construct, and update their content area curriculum using the UBD framework. All frameworks will be aligned to PA Common Core Standards and will include course overviews, unit plans, assessment tools, and accommodation plans. The Superintendent will review the finished frameworks with each academic department or grade level to ensure all standards are covered, accommodations for differentiated instruction are outlined, and identified assessment tools are appropriate.

After October 16, 2017, the curriculum will be a living document to be modified and changed as needed and/or applicable.

**Start Date:** 8/25/2015    **End Date:** 10/16/2017

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

### **Supported Strategies:**

- Differentiated Instruction
- Curriculum Mapping
- Substantial Professional Development
- Understanding by Design
- Using Student Achievement Data to Support Instructional Decision Making - Article
- PLCs - Professional Learning Communities
- Modern Teacher Partnership

## *Classroom Observations and Walkthroughs using Teacher Effectiveness-- Danielson Model*

### **Description:**

Building Principal will conduct annual observations and weekly walkthroughs of all faculty and staff. As part of the evaluation process, the principal will be looking for the following key focus points:

1. Writing activities in all content areas

2. Differentiated learning models to modify instruction for all learning levels and/or needs
3. Instructional decisions which are based on data analysis and interpretation

**Start Date:** 8/29/2016    **End Date:** 6/30/2021

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

**Supported Strategies:**

- Personalized learning goals through adaptive learning programs
- Peer Coaching
- Utilization of the Charlotte Danielson Framework for Observation and Evaluation
- Instruction - Teacher Effectiveness, Principal Effectiveness and Student Learning Objectives (SLOs)
- Substantial Professional Development
- Using Student Achievement Data to Support Instructional Decision Making - Article
- PLCs - Professional Learning Communities
- Modern Teacher Partnership

### *Professional Development Opportunities*

**Description:**

Throughout the next three years, the Fort Cherry School District will be focusing on several initiatives related to professional development. The following initiatives were derived from faculty/staff needs assessment (Top request: differentiated instruction and meeting diverse learning needs); analysis of student data (areas of concern: text dependent analysis, writing, and mathematical constructs); and district goal of "Developing a Culture of Thinking": Being human centered, Making learning visible, and Thinking differently.

1. Writing Across the Curriculum: Tracey Czajkowski, ELA Educational Consultant, TLC Development

All teachers will attend professional development related to writing in the classroom. From this PD opportunity, a fully constructed K-12 writing curriculum will be developed along with age and level appropriate writing activities for each content area and/or grade level.

Timeline: 1/15/16 to 6/30/18

2. Math, Science, and ELA Instruction Grades 3-12: College Readiness Program, National Math and Science Initiative

All Math, Science, and ELA teachers in grades 3-12 will gain specialized professional development and instructional resources related to their content area. The goal is to increase AP student enrollment in HS, along with increasing AP success rate on the final exam.

Timeline: 8/22/17 to 6/22/18

3. Differentiated Instructional Strategies related to academics and behavior: IU1, IU3, and PDE

All teachers will attend at least 1 professional development related to differentiated instruction. As our population is changing, so must the daily instruction within our classrooms. Therefore, our faculty and staff will be provided training on how to modify the classroom to fit the changing needs of our student population.

Timeline: 8/23/16 to 6/30/21

4. ELA--Text Dependent Analysis: IU1, IU3, and Internal PD

All ELA teachers grades K-12 will attend training regarding the concept of text dependent analysis.

Timeline: 8/2/16 to 6/1/18

5. Culture of Thinking: Project Zero, Harvard School of Education

All faculty and staff will be trained on what it means to develop a culture of thinking through the 8 key components. This will be completed through a train the trainer process.

Timeline: 10/1/15 to 6/30/21

6. Modern Teacher Partnership: Digital Convergence Framework, Dr. Shawn Smith

The Modern Teacher Partnership will be a three to five year collaboration of strategic leadership to influence the systems of leadership, instruction, curriculum, professional learning, and digital ecosystem.

Timeline: 8/22/17 to at least 6/30/20

**Start Date:** 1/15/2016      **End Date:** 6/4/2021

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

**Supported Strategies:**

- Differentiated Instruction

- Personalized learning goals through adaptive learning programs
- Peer Coaching
- Substantial Professional Development
- Using Student Achievement Data to Support Instructional Decision Making - Article
- PLCs - Professional Learning Communities
- Modern Teacher Partnership

### *Data Driven Decision Making regarding Instruction and Learning*

#### **Description:**

The Fort Cherry Elementary Center faculty and staff will participate in bimonthly data meetings to collect, analyze, interpret, strategize, disseminate and implement data driven decision making. With the Building Principal as Instructional Leader, data, including but not limited to academic, developmental, social, emotional, parent input, student input, and teacher input, will be collated for review and analysis. From the analysis process, teaching and learning modifications and accommodations may be implemented. If professional development is needed to assist faculty and staff with data analysis, that can be arranged. At this time, all teachers have been trained in utilization of our District and State data warehouses.

**Start Date:** 8/22/2016    **End Date:** 6/30/2021

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

#### **Supported Strategies:**

- Differentiated Instruction
- Data Driven Decision Making
- Personalized learning goals through adaptive learning programs
- Substantial Professional Development
- Using Student Achievement Data to Support Instructional Decision Making - Article
- Monthly Data Team Meetings
- PLCs - Professional Learning Communities
- Modern Teacher Partnership

### *Daily Intervention Instruction*

#### **Description:**

The Elementary Center will continue to offer daily intervention instruction to all students. The designated time is called AIRE--stands for **A**cceleration, **I**ntervention,

**Remediation, and Enrichment.** To implement AIRE at the Elementary Center, students are benchmarked by content skills and then assigned to small instructional groups with various building level teachers. This is intervention programming which is anticipated to assist all student achievement and growth, particularly in relation to mastery of standardized skills.

**Start Date:** 8/29/2016    **End Date:** 6/4/2021

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

**Supported Strategies:**

- Differentiated Instruction
- Data Driven Decision Making
- Personalized learning goals through adaptive learning programs
- Instruction - Teacher Effectiveness, Principal Effectiveness and Student Learning Objectives (SLOs)
- Using Student Achievement Data to Support Instructional Decision Making - Article
- Monthly Data Team Meetings
- Modern Teacher Partnership

### *Child Study Meetings*

**Description:**

The Building Principal, along with the guidance counselor, will conduct child study meetings to identify, goal set, and track the at-risk population at the Elementary Center. With the changing population in the Fort Cherry School District, an increased awareness is paramount in identifying students with need. The needs may be academic, behavioral, development, social, emotional, health/wellness, environmental, or the like. This process of conducting child study meetings on individual children will assist in the process of identification, intervention, and evaluation. Child study teams may consist of principal, guidance counselor, teachers, parents/guardians, specialist, outside agency representatives, and others as applicable.

**Start Date:** 8/29/2016    **End Date:** 6/30/2021

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

**Supported Strategies:**

- Differentiated Instruction
- Data Driven Decision Making
- Personalized learning goals through adaptive learning programs



- Instruction - Teacher Effectiveness, Principal Effectiveness and Student Learning Objectives (SLOs)
- Using Student Achievement Data to Support Instructional Decision Making - Article
- Monthly Data Team Meetings
- Modern Teacher Partnership

# Appendix: Professional Development Implementation Step Details

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*No Professional Development Implementation Steps have been identified for Fort Cherry El Ctr.*