

Five Year Vision Statement for DTSD

Everyone in our community has a role in promoting the education of the whole child. Inside our buildings, students are learning from teachers who model strong social emotional competencies as well as the importance of lifelong growth. Students feel loved, welcomed, and safe on our busses, in our classrooms, hallways, cafeterias and playgrounds. Students feel ready to take academic risks and regularly produce work that exceeds their teachers' expectations. Students know how to use their technology tools to analyze and create. They take risks, express appropriate responses to frustration, and are not afraid to try again after a perceived failure. Our students are kind to one another, embracing differences as enriching and shunning bullying behavior of any sort. Students are assertive regarding their own needs and they know their voices are valued by the adults they interact with every day. Teachers embrace the culture of professional learning by seeking regular support from members of the instructional coaching team and by attending workshops and sessions to foster their instructional skills and

content knowledge. Teachers work collaboratively on a regular basis to ensure that all students have both enrichments and supports as needed.

Students have multiple opportunities to engage in rigorous learning across subject areas as well as participate in extra-curricular activities. By the time they enter high school, every student is connected to at least one school activity be it athletics, clubs or music ensembles. We find no disparities based upon either economic status or ethnicity in our honors and AP classes. Our attendance data shows no discrepancies between various groups of students with all groups averaging 95% attendance or better. Students know that when they are present in our buildings, they will have experiences that prepare them not just for the next assignment or test, but for the road of learning that will lead them to a full and satisfying life and career.

Our experience in providing a virtual learning environment during a pandemic has allowed us to develop and continue to improve our virtual learning options

with robust and dedicated programming K-12. We are effectively and roundly competing with cyber charter schools and far exceeding their offerings and learning environment.

Our administrative team has embraced the need for continual learning and growth in leadership. They understand that the team cannot perform at a higher level than its lowest common denominator and that collective effectiveness is far greater than individual effectiveness. They lead with empathy and compassion while encouraging those they supervise to be self-accountable, committed, and engaged with high standards of practice. They have worked together to systemically implement Professional Learning Communities, Social Emotional Learning, and restorative practices. They have worked to break down inequitable structures and to educate their staff on how students who love to come to school also find more academic success. They see and can convey the interconnectedness of the whole child. They mentor teachers and one another. They hold one another accountable and engage in difficult conversations in order to make solid decisions for the betterment of the organization and always keep what is best for kids at the center of the discussion. They love and respect one another and do not hold grudges after difficult conversations or conflict.

Families feel welcome and supported by our schools. They see us as partners in raising healthy, well-adjusted, and well-rounded children. When parents and guardians enter our buildings they are greeted with warmth and made to feel welcome. They know that their contributions make a difference in our overall success and that we love and respect their children as much as they do. We share a common goal of children who are able to explore their interests, are resilient and confident as they move through their schools and the world at large. We have created a space together where we support one another and foster a sense of community among our staff and families.

The community, led by the board of school directors, sees itself as an important component and stakeholder in children's education. As such, the board of directors continues to examine, revise, and enact policy that moves the district into a future where all students find academic success and social-emotional support. They set high expectations and monitor programming for implementation.

The value of community is seen via a plethora of volunteers at all levels of the district supporting teachers and students in their academic and extracurricular endeavors.

Organizations like COCOA packs support children and families, ensuring that poverty is not a barrier to student success and that all families have a space to feel welcome and supported, not judged. Business leadership helps to define the workplace skills needed for success after high school. With the support of a growing alumni association, many businesses and organizations open their doors for job shadowing and internship opportunities. This group shares feedback on the experience of supporting a student to help grow and improve our programming. The high school offers the flexibility of scheduling that allows any student who wishes to have the opportunity to participate in this valuable experience.

Having come through some rough years by prioritizing fiscal responsibility while not sacrificing long-term program goals for short-term budgetary gain, Derry Township School District maintains a high performing, rigorous and equitable learning environment through an ongoing commitment to professional learning and fostering the social and emotional needs of all students. Our continued dedication to identifying and correcting policy, practice and beliefs that do not serve the educational needs of all contribute to the student centered culture that our organization values as its top priority.

