

Lower Moreland Township School District
District Level Comprehensive Plan

July 1, 2019 – June 30, 2022



Dr. Marykay Feeley, Superintendent

District Profile

Demographics

2551 Murray Ave
 Huntingdon Valley, PA 19006
 (215)938-0270
 Superintendent: Marykay Feeley
 Director of Special Education: Frank Giordano

Planning Process

Timeline- Lower Moreland Township School District Comprehensive Plan

As a Phase 3 District, Lower Moreland Township School District must submit their Comprehensive Plan to PDE by November 30, 2018. The Lower Moreland Comprehensive Plan was planned and coordinated by the school district Superintendent Dr. Marykay Feeley and facilitated by JoAnn Perotti- Director of Strategic Services at the Bucks County Intermediate Unit.

June 2017 – Initial Meeting with Superintendent to detail process.

Summer 2017 – Overview of Process with Central Office Administrative Staff.

Fall 2017 until Spring 2018 – District Staff collect data, needs assessment as per comprehensive plan. Work to be completed in PDE Web Tool.

February 21, 2018 - Meeting with Leadership Team

March- May 2018 – Continue various meetings with Superintendent and Leadership Team

March 2018- Special Education Plan on 28-day Public Review

April 2018 – Special Education Plan Approval by Lower Moreland School Board

May 1, 2018 – Special Education Plan submitted to PDE

May 2, 2018– Comprehensive Steering Team Session (District Stakeholders)

May 2018 until July 2018 – Action Plans developed by Action Teams

July 2018 – Comprehensive Plan inputted into PDE Web Tool

August 2018 – Public Review of Draft Comprehensive Plan for 28 days

September 4, 2018 - Comprehensive Plan Approved by Lower Moreland School District School Board members

September 5, 2018 – Comprehensive Plan submitted electronically to PDE.

Mission Statement

The mission of the Lower Moreland Township School District is to foster individual excellence in a nurturing environment by integrating a dedicated staff, an innovative curriculum, and community resources, while promoting respect for self and others.

All students will acquire the knowledge, skills, values, and attitudes necessary to become life-long learners and citizens, who will think critically, act responsibly, communicate clearly, and collaborate effectively in a global community.

Vision Statement

Our Vision

Our Vision for The Lower Moreland Township School District is expanding horizons and individualizing excellence for each and every student. Our vibrant and rigorous curriculum, our passionate, dedicated and talented staff, our exceptional parent and community support, the challenging and exciting extracurricular activities, and outstanding leadership from a committed and well educated board of school directors are evident points of pride. Our dynamic and caring environment for everyone who works and attends our schools is achieved because our staff, students, parents, community and board of directors work exceptionally well together and focus upon the same mission.

Shared Values

Our Shared Values

We believe in excellence.

We believe that it is our responsibility to provide every student with the opportunity to achieve his or her full potential.

We believe that our professional staff is passionate about facilitating and celebrating student success.

We believe our schools and community must provide a safe, nurturing environment where self-respect and respect for others prevail.

We believe in a balanced, diverse, well-rounded, and challenging curriculum that

- Emphasizes active learning;
- Addresses the varying needs of all students;
- Promotes critical thinking and problem-solving;
- Encourages positive choices and healthy living.

We believe in extending students' academic, leadership, and inter-personal experiences through enrichment and extra-curricular activities.

We believe that the ultimate goals of the school experience are to cultivate a love of learning along with the tools and skills necessary to enable students to be successful in an ever-changing world.

We believe it is our responsibility to engender a sense of citizenship that recognizes the needs of others and leads students to become productive and contributing members of society.

Educational Community

In the Lower Moreland Township School District, we have a long tradition of excellence so it is with a great sense of pride that we present this Comprehensive Plan to our community. This plan will serve as a "roadmap" to guide our decision making as we move into the future.

In this plan, you will see how the Board of School Directors, administration, teachers and support staff are committed to offering a high quality educational experience for all of our students and to providing every student with the opportunity to achieve to his or her full potential. By providing a technologically advanced learning environment, coupled with a team of highly qualified and dedicated teachers, we will continue to honor our tradition of excellence.

Our results in the past school year illustrate that tradition and affirm that students in our district achieve at high levels. Lower Moreland Township School District was ranked 9th in Pennsylvania and 532nd in the nation by the *U.S. News & Work Report*. Lower Moreland High School's Class of 2017 received over \$4 million in scholarships, and 93 percent are pursuing post-secondary education.

Our success is not measured by the accomplishments of some, but by the overall support, dedication and commitment of all. While we are pleased with our results and proud of our accomplishments, we always strive to do more for our students. This Comprehensive Plan will help us to keep moving forward.

Sincerely,

Dr. Marykay Feeley

Superintendent of Schools

Planning Committee

Name	Role
Michael Bourdreau	Administrator : Professional Education
Jennifer Dilks	Administrator : Professional Education Special Education
Julien Drennan	Administrator : Professional Education Special Education
Dr. Marykay Feeley	Administrator : Professional Education Special Education
Sharon Franciosa	Administrator : Professional Education
Cheryl Galdo	Administrator : Professional Education
Frank Giordano	Administrator : Professional Education Special Education
Dr. Jason Hilt	Administrator : Professional Education Special Education
Mark McGuinn	Administrator : Professional Education
Julie O'Malley	Administrator : Special Education
Ernie Rehr	Administrator
Anthony Veneziale	Administrator : Professional Education
Bill Miles	Building Principal : Professional Education
Brian Swank	Building Principal : Professional Education
Michael Berardi	Business Representative : Professional Education
Dr. Murray Cohen	Business Representative : Professional Education

	Special Education
Camille Baker	Community Representative : Professional Education
Cindy Martino	Community Representative : Professional Education
Matt Heiland	Ed Specialist - Other : Professional Education
Tina Mollett	Ed Specialist - School Psychologist : Professional Education Special Education
Chloe Keller	Elementary School Teacher - Regular Education : Professional Education
Leah Abramson	Elementary School Teacher - Regular Education : Professional Education
Jennifer McGuigan	Elementary School Teacher - Regular Education : Special Education
Ellen Zschunke	Elementary School Teacher - Regular Education : Professional Education
Sharon O'Shea	Elementary School Teacher - Special Education : Special Education
Annie Boagni	High School Teacher - Regular Education : Professional Education
Nick Solomon	High School Teacher - Regular Education : Professional Education
JoAnn Perotti- External Facilitator/Bucks County IU	Intermediate Unit Staff Member : Professional Education Special Education
Jayna Jolly	Middle School Teacher - Regular Education : Professional Education
Dr. Andrea Wadsworth	Middle School Teacher - Regular Education : Professional Education
Amy Mattioli	Middle School Teacher - Special Education : Professional Education
Nancy Deibert	Parent : Professional Education
Eleanor Hwan	Parent : Professional Education
Nancy Swerdlow	Parent : 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	Accomplished	Accomplished
PA Core Standards: English Language Arts	Accomplished	Accomplished
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Accomplished	Accomplished
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	Accomplished	Accomplished
Alternate Academic Content Standards for Reading	Accomplished	Accomplished
American School Counselor Association for Students	Accomplished	Accomplished
Early Childhood Education: Infant-Toddler→Second Grade	Accomplished	Accomplished
English Language Proficiency	Accomplished	Accomplished
Interpersonal Skills	Accomplished	Accomplished
School Climate	Accomplished	Accomplished

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

All standards were accomplished.

Elementary Education-Intermediate 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,	Accomplished	Accomplished

Science and Technical Subjects		
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	Accomplished	Accomplished
Alternate Academic Content Standards for Reading	Accomplished	Accomplished
American School Counselor Association for Students	Accomplished	Accomplished
English Language Proficiency	Accomplished	Accomplished
Interpersonal Skills	Accomplished	Accomplished
School Climate	Accomplished	Accomplished

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

All standards were accomplished.

Middle 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	Accomplished	Accomplished
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	Accomplished	Accomplished
Alternate Academic Content Standards for Reading	Accomplished	Accomplished
American School Counselor Association for Students	Accomplished	Accomplished
English Language Proficiency	Accomplished	Accomplished
Interpersonal Skills	Accomplished	Accomplished
School Climate	Accomplished	Accomplished
World Language	Accomplished	Accomplished

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

All standards were accomplished.

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	Accomplished	Accomplished
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
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Alternate Academic Content Standards for Math	Accomplished	Accomplished
Alternate Academic Content Standards for Reading	Accomplished	Accomplished
American School Counselor Association for Students	Accomplished	Accomplished
English Language Proficiency	Accomplished	Accomplished
Interpersonal Skills	Accomplished	Accomplished
School Climate	Accomplished	Accomplished
World Language	Accomplished	Accomplished

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

All standards were accomplished.

Adaptations

Elementary Education-Primary Level

Checked answers

- Arts and Humanities
- Career Education and Work
- Civics and Government
- PA Core Standards: English Language Arts
- PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects
- PA Core Standards: Mathematics
- Economics
- Environment and Ecology

- Family and Consumer Sciences
- Geography
- Health, Safety and Physical Education
- History
- Science and Technology and Engineering Education

Unchecked answers

None.

Elementary Education-Intermediate Level

Checked answers

- Arts and Humanities
- Career Education and Work
- Civics and Government
- PA Core Standards: English Language Arts
- PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects
- PA Core Standards: Mathematics
- Economics
- Environment and Ecology
- Family and Consumer Sciences
- Geography
- Health, Safety and Physical Education
- History
- Science and Technology and Engineering Education

Unchecked answers

None.

Middle Level

Checked answers

- Arts and Humanities
- Career Education and Work
- Civics and Government
- PA Core Standards: English Language Arts
- PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects
- PA Core Standards: Mathematics
- Economics
- Environment and Ecology
- Family and Consumer Sciences
- Geography
- Health, Safety and Physical Education
- History
- Science and Technology and Engineering Education

Unchecked answers

None.

High School Level

Checked answers

- Arts and Humanities
- Career Education and Work
- Civics and Government
- PA Core Standards: English Language Arts
- PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects
- PA Core Standards: Mathematics
- Economics
- Environment and Ecology
- Family and Consumer Sciences
- Geography
- Health, Safety and Physical Education
- History
- Science and Technology and Engineering Education

Unchecked answers

None.

Explanation for any standards checked:

Curricular areas undergo a needs assessment and renewal process every six years. This process consists of the formation of a multi-stakeholder committee that researches best practices, studies the curricular standards, gathers comparative data and conducts a needs assessment of programming and resources. Surveys of graduates, students, parents/guardians and teachers are also a vital part of this process. The information identified by this committee drives decisions that are made about curriculum planning and programming.

Resources are selected by classroom teachers who utilize rubrics to identify high quality curricular resources and programs to be used in a controlled pilot process. Data is collected, reviewed and ultimately the committee presents adoption recommendations to the Board of School Directors. The implementation process is supported with professional development, guidance on technology integration and the writing of curriculum.

Assessment plans are crafted and appropriate assessments are identified and/or created. Curriculums are implemented in the third year and remain under revision for the final years of the process. These revisions are done in a spirit of upgrading with a focus on keeping the backbone of instruction current, student centered and structured around quality essential questions that are tied to closely aligned assessments that are rigorous in nature.

Continued discussion about student performance, best practices, state standards and common assessments is integral during these years.

The curriculum renewal process is ongoing and dynamic. It creates opportunities for teachers and administrators to make appropriate changes and upgrades, ensuring the highest of quality for all learners.

Curriculum

Planned Instruction

Elementary Education-Primary 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 is written and captured in an online repository. The district curriculum rubric, based on the Understanding By Design model, defines the course content and reflects close alignment to course objectives, essential questions, standards and assessments. Curricular units are written to reflect the anticipated duration of study. Course curriculums are dynamic and reflect the ongoing work of the curriculum review process, which assures a consistent, scheduled examination of all curriculum areas in a six year period. Teacher leaders and administrators ensure the accomplishment of the curriculum writing process and the continued refinement of the curriculum document.

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

All standards are accomplished.

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.	Accomplished

Processes used to ensure Accomplishment:

Curriculum is written and captured in an online repository. The district curriculum rubric, based on the Understanding By Design model, defines the course content and reflects close alignment to course objectives, essential questions, standards and assessments. Curricular units are written to reflect the anticipated duration of study. Course curriculums are

dynamic and reflect the ongoing work of the curriculum review process, which assures a consistent, scheduled examination of all curriculum areas in a six year period. Teacher leaders and administrators ensure the accomplishment of the curriculum writing process and the continued refinement of the curriculum document.

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

All standards are accomplished.

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 is written and captured in an online repository. The district curriculum rubric, based on the Understanding By Design model, defines the course content and reflects close alignment to course objectives, essential questions, standards and assessments. Curricular units are written to reflect the anticipated duration of study. Course curriculums are dynamic and reflect the ongoing work of the curriculum review process, which assures a consistent, scheduled examination of all curriculum areas in a six year period. Teacher leaders and administrators ensure the accomplishment of the curriculum writing process and the continued refinement of the curriculum document.

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

All standards are accomplished.

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
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Processes used to ensure Accomplishment:

Curriculum is written and captured in an online repository. The district curriculum rubric, based on the Understanding By Design model, defines the course content and reflects close alignment to course objectives, essential questions, standards and assessments. Curricular units are written to reflect the anticipated duration of study. Course curriculums are dynamic and reflect the ongoing work of the curriculum review process, which assures a consistent, scheduled examination of all curriculum areas in a six year period. Teacher leaders and administrators ensure the accomplishment of the curriculum writing process and the continued refinement of the curriculum document.

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

All standards are accomplished.

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 standard aligned curriculum.

Differentiation is embedded in the curriculum. Challenge materials and activities are recommended for advanced learners and supportive materials and additional resources are available for students who need modifications. Courses are developed to include opportunities for co-teaching and inter-disciplinary study.

Instruction

Instructional Strategies

Checked Answers

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

Regular Lesson Plan Review

Checked Answers

- Administrators

Unchecked Answers

- Building Supervisors
- Department Supervisors
- Instructional Coaches
- Not Reviewed

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

Formal classroom observations, mini observations and walkthroughs are conducted by administrators as a part of our differentiated supervision model. The formal process includes pre-observation conferences, post-observation conferences and goal setting.

Feedback is given following walkthroughs and mini observations. Lesson plan reviews are incorporated into this process, as well as, a part of our professional learning plan. Peer evaluation/coaching is a formal part of our induction program, as an effort to offer new teachers additional support. Instructional coaching occurs on an as needed basis. All teachers are evaluated annually utilizing the Danielson domains.

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

Currently the district does not employ staff members that serve in the capacity of supervisors at the building or department level. Central office administrators assist building administrators to observe teachers in order to assist in this process.

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

All instructional practices are fully implemented.

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	Full

to meet student needs.	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

All instructional practices are fully implemented.

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.	Implemented in 50% or more of district classrooms
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.	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.	Implemented in 50% or more of district classrooms
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

All instructional practices are fully implemented.

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.

Employment opportunities are posted online utilizing the District website and other job posting websites. District representatives attend career fairs to attract diverse candidates and advertise our openings. The selection process is rigorous, including a screening with defined parameters, interviews, demonstration lessons, a writing sample and both reference and background checks. All candidates are interviewed by the Superintendent prior to being recommended to the Board of School Directors. The district is committed to hiring teachers who will be skilled at meeting the learning needs of Lower Moreland students.

Assessments

Local Graduation Requirements

Course Completion	SY 19/20	SY 20/21	SY 21/22
Total Courses			
English	5.00	5.00	5.00
Mathematics	3.00	3.00	3.00
Social Studies	3.00	3.00	3.00
Science	3.00	3.00	3.00
Physical Education	4.00	4.00	4.00
Health	2.00	2.00	2.00
Music, Art, Family & Consumer Sciences, Career and Technical Education	3.00	3.00	3.00
Electives	6.00	6.00	6.00
Minimum % Grade Required for Credit (Numerical Answer)	65.00	65.00	65.00

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: *Checked answers*

- 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.

Unchecked answers

- 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.
- Completion of an Advanced Placement exam or International Baccalaureate exam that includes academic content comparable to the appropriate Keystone Exam at a

score established by the Secretary to be comparable to the proficient level on the appropriate Keystone Exam.

- Not Applicable. Our LEA does not offer High School courses.

Local Assessments

Standards	WA	TD	NAT	DA	PSW	Other
Arts and Humanities	X	X			X	
Career Education and Work		X				
Civics and Government		X				
PA Core Standards: English Language Arts		X	X	X	X	X
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects		X				X
PA Core Standards: Mathematics		X	X	X		X
Economics		X				
Environment and Ecology		X				
Family and Consumer Sciences		X				
Geography		X				
Health, Safety and Physical Education		X			X	X
History		X				
Science and Technology and Engineering Education		X				X
World Language		X				

Methods and Measures

Summative Assessments

Summative Assessments	EEP	EEl	ML	HS
Keystones			X	X
Mid-Terms			X	X
Final Exams			X	X
PSSA		X	X	
AP				X
End of Year Curriculum Based Assessment	X	X		
Unit tests	X	X	X	X
IOWA	X			
CogAt	X			
SAT				X
ACT				X

PSAT				X
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Benchmark Assessments

Benchmark Assessments	EEP	EEI	ML	HS
Publisher produced benchmark assessments	X	X	X	
CDT			X	
Diagnostic Reading Inventory	X	X	X	
SRI assessment	X	X	X	
Study Island			X	X
Fountas and Pinnell Benchmark Assessment System	X	X		
Online intervention software				X

Formative Assessments

Formative Assessments	EEP	EEI	ML	HS
Classroom Assessments	X	X	X	X
Quizzes	X	X	X	X
Publisher produced formative assessments	X	X	X	X

Diagnostic Assessments

Diagnostic Assessments	EEP	EEI	ML	HS
GRADE	X	X	X	X
GMADE	X	X	X	X
Dial III	X			
Diagnostic Reading Inventory	X	X		
Publisher produced diagnostic assessments	X	X	X	

Validation of Implemented Assessments

Validation Methods	EEP	EEI	ML	HS
External Review				
Intermediate Unit Review				
LEA Administration Review	X	X	X	X
Building Supervisor Review	X	X	X	X
Department Supervisor Review	X	X	X	X
Professional Learning Community Review				
Instructional Coach Review				
Teacher Peer Review	X	X	X	X

Provide brief explanation of your process for reviewing assessments.

As part of the curriculum review process, an assessment plan is created that includes a timeline for benchmarking, as well as, formative and summative assessments. This plan and the assessments, themselves, are reviewed and revised as a part of the multi-year cycle.

This is done by grade level teams or departments and the work is overseen by teacher leaders and administrators. Additionally, the professional learning plan includes a focus on effective, assessment driven instruction with an emphasis on ensuring that assessments are appropriate based on the teachers' instructional practice. This conversation occurs between teachers during peer review.

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.

District assessments are reviewed in sub-committees as part of the curriculum review cycle.

Alternative assessments are also reviewed by the School Board before they are independently validated.

Collection and Dissemination

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

Student data, generated as a result of assessments, is maintained electronically. Teachers, specialists, teacher leaders and administrators can access and discuss the data as needed.

Student growth and achievement are monitored by leaders, classroom teachers, specialists and IST/Child Study teams.

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.

PSSA, Keystone scores and classroom based diagnostics are analyzed during the summer to ensure the appropriate placement of students in courses that will assist them in meeting academic standards. As teachers get to know students at the beginning of the year, student data is shared with them so that they can identify and then meet the needs of each learner.

Building level teams work to identify students in need of intervention and additional support. Personalized intervention plans are developed and implemented. The teams track the students' growth and progress during the time that they are receiving intervention. In the elementary school, students performing below the standard of proficient or higher receive additional support through the Title I programs in Math and Reading. Student data is a critical part of insuring that appropriate interventions are in place and as additional data becomes available, plans are monitored and modified as needed.

Assessment Data Uses

Assessment Data Uses	EEP	EEI	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.

The district utilizes a sophisticated data warehousing system to maintain assessment data.

Reports can be generated by standards. If a student is not proficient on a specific standard, an intervention plan can be developed that focuses on the area of weakness. The effectiveness of the intervention is monitored through ongoing assessments.

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

All strategies were selected.

Distribution of Summative Assessment Results

Distribution Methods	EEP	EEI	ML	HS
Course Planning Guides	X	X	X	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.

It is an expectation that teachers will provide students and families advanced notice about summative assessments that are course specific. This is done through a variety of ways.

Information about summative assessments for individual courses is communicated in course planning guides, via teacher pages on the district website, classroom newsletters, google calendar, and/or the student handbook. Summative assessments administered by outside organizations, including, PSSA, Keystones, PSAT, SAT, ACT and AP exams, are communicated via the website, directing the public to PDE and other test related websites, e-alerts, letters to parents, the district calendar, PTA and school board meetings, newsletters and/or Blackboard Connect.

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

All strategies have been selected.

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.

Our schools' SPP scores and teacher and student PVAAS scores inform our process of monitoring school performance. Additional assessment data is considered when monitoring student achievement. This is done at the building and district levels.

Programs, Strategies and Actions

Programs, Strategies and Actions	EEP	EEl	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	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	X	X	X	X
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:

All strategies have been selected.

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 school website is used to communicate about gifted programming in the district.

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

All students are screened in the second grade, unless a parent or guardian opts out. The Cogat is used for this assessment. This data, in addition to IOWA test scores from Grade 2, classroom performance, parent and teacher referrals and IST team recommendation inform the determination whether or not to move a student to evaluation.

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

All students with a Full Scale IQ Score of 130 or higher will be considered eligible.

Students with Full Scale IQ Scores of 126 to 129 will be considered eligible when:

Either the Perceptual Reasoning Index (PRI) or the Verbal Comprehension Index (VCI) score is 130 or higher, and

Combined scores on a weighted matrix of multiple criteria: GES-2, individually administered reading and math achievement tests (WIAT II, KTEA-II), and parent ratings suggest gifted ability.

Once a GMDE evaluation is complete, a Gifted Multi-disciplinary Team (GMDT) reviews all materials, which includes parent input, and prepares a Gifted Written Report (GWR) that recommends whether the child is gifted and needs specially designed instruction.

If so, the parent and teacher will be involved in writing a Gifted Individualized Education Program (GIEP). If a student is determined to not meet the eligibility and need criteria for participation in Gifted Support Services, state regulations permit re-testing once a year. Procedural Safeguards are also available.

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.

At the elementary level, students receive enrichment in the gifted classroom. The gifted teacher also provides push in support and consults with the classroom teacher on materials and resources for additional enrichment or replacement instruction. Students are provided with opportunities for competitions and field trips.

At the middle level, students receive enrichment opportunities in the gifted classroom in grades 6-8. Additionally, 7th and 8th grade students receive push in support for enrichment, replacement and/or acceleration. Students are provided with opportunities for competitions and field trips.

At the high school level, there are courses available specifically for gifted students. Students have access to competitions in Math, English and Science at the school, regional, state and national levels. Students are able to participate in internships, independent study and field opportunities. Guest speakers augment the learning process. The gifted classroom is open to students to use during study halls and/or lunch in order to provide enrichment or other gifted support services.

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	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	
Wellness/Health Appraisal	X	X	X	X

Explanation of developmental services:

No explanation is necessary.

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:

No additional explanation is necessary.

Consultation and Coordination Services

Consultation and Coordination Services	EEP	EEI	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:

No explanation is necessary as all consultation and coordination services are totally integrated into all levels of our educational program.

Communication of Educational Opportunities

Communication of Educational Opportunities	EEP	EEI	ML	HS
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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	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	E EI	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	
School Calendar	X	X	X	X
Student Handbook	X	X	X	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.

Each building utilizes a student support team which consists of guidance and support personnel, an administrator and the input of classroom teachers. In these meetings, the staff analyzes data relative to student performance and develops interventions that are designed to meet specific needs. They also determine who will take responsibility for each component of the intervention plan. Measurable goals are set as well as a timeline for progress monitoring. When the team re-convenes at the next meeting, the effectiveness of the plan is discussed and new goals are set. Along with the support team process, those district professionals who provide interventions to students meet regularly with classroom teachers to discuss how they will mutually meet the needs of the students they serve.

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 collaborates with preschool early intervention providers as part of the Early Intervention Transition process. Information is gathered as part of the re-evaluation process to allow for appropriate programming for students entering the district from Early Intervention programs. The Montgomery County Intermediate Unit acts as the liaison between the district and such providers, as well as the families served, as students reach school age.

The district provides informational sessions for area pre-schools in their “Getting Ready for Kindergarten” presentation. This is a yearly presentation for parents and pre-school staff members. Information about curriculum, instruction, assessments and transition is shared. The district also offers before and after school child care services for students in grade K-6 and enrichment classes after school for all students.

The district coordinates with youth workforce development programs as part of the transition planning process for students as they turn age 14. Our Transition Coordinator works with the appropriate individuals at Eastern Center for Arts and Technology to assist students in obtaining work study placement or internships. High School students with IEPs are provided with opportunities for work study for credit, as per the IEP. Students in our Life Skills Support program at Lower Moreland High School engage in job experience training as part of their daily programming with assistance from the Transition Coordinator, classroom teacher, and Instructional Support staff.

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.

1. The provider of Early Interventions services in the county is the Montgomery County Intermediate Unit with whom the district collaborates to plan for the transition of Early Intervention students into school age programming within the district. The IU bears the responsibility of providing early intervening services to preschool students in need of such services. The role of the district is to hold transition meetings, in conjunction with the IU, for students as they turn school age and to conduct re-evaluations to determine the appropriate programming such students should receive. Individualized Education Programs are then developed before Early Intervention students begin school. Students in need of Early Intervention services are normally identified via parent request to the Montgomery County Intermediate Unit or through referrals from preschool programs.

2. No programs in operation

3. A diagnostic tool is used to gather information about incoming Kindergarten students. Two orientations occur for students and parents. The transition to the school year is done strategically so that students experience routines in advance of the arrival of the full kindergarten class.

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	Accomplished
A robust supply of high quality aligned instructional materials and resources available	Accomplished
Accessibility for students and teachers is effective and efficient	Accomplished
Differentiated and equitably allocated to accommodate diverse levels of student motivation, performance and educational needs	Accomplished

Provide explanation for processes used to ensure Accomplishment.

During the curriculum review process materials are reviewed by the committee, which consists of parents, teachers, administrators and a board member. The curriculum committee meets with the consultants/vendors and reviews the current materials available in the curricular area. The committee selects pilot materials that are aligned to the PA Core standards, reflect best practices and have been proven to be effective in a research based study. Teachers have an opportunity to pilot the recommended materials and they research districts that are using these materials. Resources are evaluated based on their ability to meet the needs of diverse learners, including gifted, ESL and special education students. Teachers explore the rigor and relevance along with the technology and assessments available in the program. They also examine the ease of use and motivational factors for students. After a group of teachers pilots the materials, they are further scrutinized using a comprehensive rubric. A recommendation is made to the Board of School Directors for materials adoption. Once purchased, teachers receive professional development on the program and support from teacher leaders during the implementation process.

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

All characteristics are accomplished.

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	Accomplished
Accessibility for students and teachers is effective and efficient	Accomplished
Differentiated and equitably allocated to accommodate diverse levels of student motivation, performance and educational needs	Accomplished

Provide explanation for processes used to ensure Accomplishment.

During the curriculum review process materials are reviewed by the committee, which consists of parents, teachers, administrators and a board member. The curriculum committee meets with the consultants/vendors and reviews the current materials available in the curricular area. The committee selects pilot materials that are aligned to the PA Core standards, reflect best practices and have been proven to be effective in a research based study. Teachers have an opportunity to pilot the recommended materials and they research districts that are using these materials. Resources are evaluated based on their ability to meet the needs of diverse learners, including gifted, ESL and special education students. Teachers explore the rigor and relevance along with the technology and assessments available in the program. They also examine the ease of use and motivational factors for students. After a group of teachers pilots the materials, they are further scrutinized using a comprehensive rubric. A recommendation is made to the Board of School Directors for materials adoption. Once purchased, teachers receive professional development on the program and support from teacher leaders during the implementation process.

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

All characteristics are accomplished.

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	Accomplished
A robust supply of high quality aligned instructional materials and resources available	Accomplished
Accessibility for students and teachers is effective and efficient	Accomplished
Differentiated and equitably allocated to accommodate diverse levels of student motivation, performance and educational needs	Accomplished

Provide explanation for processes used to ensure Accomplishment.

During the curriculum review process materials are reviewed by the committee, which consists of parents, teachers, administrators and a board member. The curriculum committee meets with the consultants/vendors and reviews the current materials available in the curricular area. The committee selects pilot materials that are aligned to the PA Core standards, reflect best practices and have been proven to be effective in a research based study. Teachers have an opportunity to pilot the recommended materials and they research districts that are using these materials. Resources are evaluated based on their ability to meet the needs of diverse learners, including gifted, ESL and special education students. Teachers explore the rigor and relevance along with the technology and assessments available in the program. They also examine the ease of use and motivational factors for students. After a group of teachers pilots the materials, they are further scrutinized using a comprehensive rubric. A recommendation is made to the Board of School Directors for materials adoption. Once purchased, teachers receive professional development on the program and support from teacher leaders during the implementation process.

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

All characteristics are accomplished.

High School 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	Accomplished
Accessibility for students and teachers is effective and efficient	Accomplished
Differentiated and equitably allocated to accommodate diverse levels of student motivation, performance and educational needs	Accomplished

Provide explanation for processes used to ensure Accomplishment.

During the curriculum review process materials are reviewed by the committee, which consists of parents, teachers, administrators and a board member. The curriculum committee meets with the consultants/vendors and reviews the current materials available in the curricular area. The committee selects pilot materials that are aligned to the PA Core standards, reflect best practices and have been proven to be effective in a research based study. Teachers have an opportunity to pilot the recommended materials and they research districts that are using these materials. Resources are evaluated based on their ability to meet the needs of diverse learners, including gifted, ESL and special education students. Teachers explore the rigor and relevance along with the technology and assessments available in the program. They also examine the ease of use and motivational factors for students. After a group of teachers pilots the materials, they are further scrutinized using a comprehensive rubric. A recommendation is made to the Board of School Directors for materials adoption. Once purchased, teachers receive professional development on the program and support from teacher leaders during the implementation process.

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

All characteristics are accomplished.

SAS Incorporation

Elementary Education-Primary Level

Standards	Status
Arts and Humanities	Full Implementation
Career Education and Work	Full Implementation
Civics and Government	Full Implementation
PA Core Standards: English Language Arts	Full Implementation
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Full Implementation
PA Core Standards: Mathematics	Full Implementation
Economics	Full Implementation
Environment and Ecology	Full Implementation
Family and Consumer Sciences	Full Implementation
Geography	Full Implementation

Health, Safety and Physical Education	Full Implementation
History	Full Implementation
Science and Technology and Engineering Education	Full Implementation
Alternate Academic Content Standards for Math	Full Implementation
Alternate Academic Content Standards for Reading	Full Implementation
American School Counselor Association for Students	Full Implementation
Early Childhood Education: Infant-Toddler→Second Grade	Full Implementation
English Language Proficiency	Full Implementation
Interpersonal Skills	Full Implementation
School Climate	Full Implementation

Further explanation for columns selected "

No further explanation is needed as all areas are in full implementation.

Elementary Education-Intermediate Level

Standards	Status
Arts and Humanities	Full Implementation
Career Education and Work	Full Implementation
Civics and Government	Full Implementation
PA Core Standards: English Language Arts	Full Implementation
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Full Implementation
PA Core Standards: Mathematics	Full Implementation
Economics	Full Implementation
Environment and Ecology	Full Implementation
Family and Consumer Sciences	Full Implementation
Geography	Full Implementation
Health, Safety and Physical Education	Full

	Implementation
History	Full Implementation
Science and Technology and Engineering Education	Full Implementation
Alternate Academic Content Standards for Math	Full Implementation
Alternate Academic Content Standards for Reading	Full Implementation
American School Counselor Association for Students	Full Implementation
English Language Proficiency	Full Implementation
Interpersonal Skills	Full Implementation
School Climate	Full Implementation

Further explanation for columns selected "

No further explanation is needed as all areas are in full implementation.

Middle Level

Standards	Status
Arts and Humanities	Full Implementation
Career Education and Work	Full Implementation
Civics and Government	Full Implementation
PA Core Standards: English Language Arts	Full Implementation
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Full Implementation
PA Core Standards: Mathematics	Full Implementation
Economics	Full Implementation
Environment and Ecology	Full Implementation
Family and Consumer Sciences	Full Implementation
Geography	Full Implementation
Health, Safety and Physical Education	Full Implementation
History	Full Implementation

Science and Technology and Engineering Education	Full Implementation
Alternate Academic Content Standards for Math	Full Implementation
Alternate Academic Content Standards for Reading	Full Implementation
American School Counselor Association for Students	Full Implementation
English Language Proficiency	Full Implementation
Interpersonal Skills	Full Implementation
School Climate	Full Implementation
World Language	Full Implementation

Further explanation for columns selected "

No further explanation is needed as all areas are in full implementation.

High School Level

Standards	Status
Arts and Humanities	Full Implementation
Career Education and Work	Full Implementation
Civics and Government	Full Implementation
PA Core Standards: English Language Arts	Full Implementation
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Full Implementation
PA Core Standards: Mathematics	Full Implementation
Economics	Full Implementation
Environment and Ecology	Full Implementation
Family and Consumer Sciences	Full Implementation
Geography	Full Implementation
Health, Safety and Physical Education	Full Implementation
History	Full Implementation
Science and Technology and Engineering Education	Full

	Implementation
Alternate Academic Content Standards for Math	Full Implementation
Alternate Academic Content Standards for Reading	Full Implementation
American School Counselor Association for Students	Full Implementation
English Language Proficiency	Full Implementation
Interpersonal Skills	Full Implementation
School Climate	Full Implementation
World Language	Full Implementation

Further explanation for columns selected "

No further explanation is needed as all areas are in full implementation.

Early Warning System

The free PA Educator Dashboard Early Warning System and Intervention Catalog (PA EWS/IC) utilizes the metrics of Attendance, Behavior and Course grades to identify students who may be on a path to dropping out of school. Please indicate your selection of the following options.

No, we are not interested in the PA EWS/IC for our district.

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
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District's Professional Education Characteristics	EEP	EEl	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.

The teacher's professional development plan is developed as the result of a needs assessment survey, analysis of student data and the input of the Act 48 committee, that is comprised of representatives of the Board of School Directors, Administrators, teachers, parents and community members. Best practices, support for working with students with individual needs, technology integration, data driven decision making and professional development specific to content areas are the foci of the professional development plan.

The plan and its implementation are reviewed bi-annually by the Act 48 Committee. As a practice, teachers who participate in professional development opportunities complete a brief reflection in order to earn hours for Act 48. These responses inform opinions about the success of professional learning and lend credibility to the district's efforts to ensure the implementation of the professional development plan.

District Administrator and teacher leaders participate in professional education both within the district and at the Intermediate Unit. Summer retreat opportunities occur annually for teacher leaders and for administrators. The intention of these meetings is to work collaboratively to plan for the upcoming year. This includes, but is not limited to, the analysis of student data, identification of needs and the setting of goals, the creation of a shared understanding of the professional development plan and job specific coaching on various aspects of educational leadership. Throughout the year, teacher leaders attend and lead meetings with like colleagues and participate in the curriculum renewal process, which addresses curriculum, resources, assessment and program development. Administrators attend monthly meetings at the district level and professional learning is embedded in this meeting structure.

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

All characteristics are accomplished.

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:
1/1/2017 online training completed prior to end of school year
The LEA plans to conduct the required training on approximately:
1/1/2019 online training completed prior to end of school year

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:
1/1/2017 online training completed prior to end of school year 2 hrs.
The LEA plans to conduct the training on approximately:
1/1/2019 repeat training to meet hour 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

Checked answers

- 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.
- An implementation evaluation is created, based upon specific expectations related to changes in teacher practice, which is used to validate the overall effectiveness of the professional development initiative.

- The LEA has a systemic process that is used to validate whether or not providers have the capacity to present quality professional development.
- Administrators participate fully in all professional development sessions targeted for their faculties.
- Every Professional development initiative includes components that provide ongoing support to teachers regarding implementation.
- 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.

Unchecked answers

None.

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

The district provides opportunities for professional learning that meet the needs of both the district and individual schools. The needs assessment helps the district identify building level needs and also informs the goals set forth to move the district forward. Building Principals, District Cabinet and the Act 48 committee help to develop and then ensure the implementation of the characteristics described above. Professional learning opportunities outside of the district are thoughtfully considered and the request process includes multiple points of approval. Following all professional learning, both on-site and external, staff members complete a reflection and evaluation tool. This allows the district to determine the quality and impact of the opportunity. Ongoing support for professional learning occurs through faculty meetings, follow up trainings and work with the district technology integrator. The application of learning is observed during the observation process and through informal classroom visits.

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

All strategies were selected and accomplished.

Induction Program

Checked answers

- 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.

Unchecked answers

None.

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

The district offers a comprehensive two-year induction program. This program includes:

- Three days of orientation before school begins
- Training on critical content continues during the school year for first year teachers
- Non-evaluative administrative feedback and support
- Opportunities to visit effective teachers within content area or school
- Opportunities to provide feedback at the end of each professional learning session and two opportunities to provide feedback on the program in general during the first year
- Second year that allows for differentiation based on development and need
- Support of a mentor (Daily/weekly meetings as appropriate)

At the heart of the LMTSD Induction Plan is the partnership between each new teacher and his or her support or mentor teacher. Over the course of the school year, this supportive relationship forms the foundation for the professional growth of the new teacher. Through their apprenticeship, the support teacher and the new teacher will work collaboratively to define and develop both the art and the science of teaching. This work is carried out in a non-evaluative environment, fostering a healthy, mutual respect for the professionalism and growth of one another.

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

All strategies were selected and accomplished.

Needs of Inductees

Checked answers

- 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).

Unchecked answers

None.

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

The district offers a comprehensive two-year induction program. This program includes observations by mentors, principals, and central office administrators; some are non-evaluative and designed to promote growth. Many items are reviewed during the observation process, including lesson plans, teacher communication and long-range curriculum plans. The district's instructional framework focuses on the use of data and ongoing assessment to guide instruction. Teachers use a variety of data sources to get to know their learners, analyze their needs and develop appropriate plans. The year two

program is designed to promote a teacher's ability to differentiate instruction based on student needs. Opportunities exist to provide feedback at the end of each professional learning session and there are two opportunities to provide feedback on the program, in general, during the first year. Teachers keep a portfolio to help identify their progress and assist them in selecting future learning goals.

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

This narrative is empty.

Mentor Characteristics

Checked answers

- 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.

Unchecked answers

None.

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

At the heart of the LMTSD Induction Plan is the partnership between each new teacher and his or her support or mentor teacher. Over the course of the school year, this supportive relationship forms the foundation for the professional growth of the new teacher. Through their apprenticeship, the support teacher and the new teacher will work collaboratively to define and develop both the art and the science of teaching. This work is carried out in a non-evaluative environment, fostering a healthy, mutual respect for the professionalism and growth of one another. Efforts are made to provide the best match related to the grade and teaching assignment.

Qualifications for the Mentor Teacher

1. Instructional II Certificate
2. Three or more years of satisfactory teaching experience in the district

3. Strong interpersonal skills

4. Exemplary teaching competencies and professional conduct.

Mentors are expected to guide and support their inductee through frequent meetings and quarterly observations.

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

This narrative is empty.

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	X		X	X	
Best Instructional Practices	X	X	X		X	
Safe and Supportive Schools	X		X			X
Standards	X	X				
Curriculum	X	X				
Instruction	X	X	X		X	X
Accommodations and Adaptations for diverse learners	X	X		X		X
Data informed decision making	X	X		X	X	
Materials and Resources for Instruction	X		X			X

If necessary, provide further explanation.

Nbust.o further explanation is needed as the timeline is very robust.

Monitoring and Evaluating the Induction Program

Identify the procedures for monitoring and evaluating the Induction program.

During their induction, teachers are expected to maintain portfolios which they share with their mentor and administrator. Entries include reflections of their teaching, evidence of their planning, parent contact logs and examples of their technology use. This portfolio is reviewed by their administrator in December and May and the administrator sign-off sheets are sent to the Director of Curriculum, along with feedback about the program. Inductees also complete an evaluation form after each staff development day in the summer and after sessions held during the school year. This feedback and the information is shared with administrators and are analyzed. Each year revisions are made to the process based on that input.

Recording Process

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

- 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.

Unchecked answers

None.

Special Education

Special Education Students

Total students identified: **351**

Identification Method

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

The Lower Moreland Township School District identifies students with a learning disability by using the ability-achievement discrepancy model. Most often, this discrepancy is determined by utilizing intellectual and achievement assessments that are co-normed whereby statistical information is easily accessible regarding levels of discrepancy needed to determine significance. The predicted method is used and occurrences between 15%-20% are considered a mild learning disability, while occurrences rarer than 15% typically suggest a greater level of impairment. When assessments being administered are not normed together, the predicted method is still often utilized, however a regression method is used to determine the predicted confidence interval range of achievement based on the IQ score. Finally, the simple-difference method is also used when predicted method statistical information is unavailable.

A response to intervention ideology has been adapted when evaluating students who have had numerous interventions over multiple years and are evidencing "borderline" ability/achievement discrepancies on standardized assessments and are performing significantly below grade level according to curriculum based measures. To further prevent

an overabundance of evaluations, the District utilizes the Instructional Support Team (IST) and Child Study Team (CST) approach. At Pine Road Elementary and Murray Avenue School, IST teams meet regularly to discuss students who are struggling academically to discuss and monitor interventions. This structure has recently been revisited and refreshed at Pine Road, which has resulted in an even greater capacity to intervene to address student need before moving to the multi-disciplinary process. This has been accomplished through the addition of an Instructional Support teacher to monitor and provide supports. At Lower Moreland High School, CST members meet in a similar capacity to discuss credit issues, failing grades and other academic concerns as well as develop additional interventions. A student's response, or lack of response, to the interventions provided allows the teams to make a decision as to whether or not to refer for further testing as part of the Multi-Disciplinary Evaluation process to determine the student's need for specially designed instruction. Similarly, for students who are experiencing behavioral difficulties, interventions are implemented through Child Study or Instructional Support Teams. Interventions include Functional Behavioral Assessments, Positive Behavior Support Plans, or consultation with an outside provider of behavioral support services.

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>

In the past the District has been identified as being disproportionate in the number of students identified with Other Health Impairment (OHI). Recognizing this concern, the District implemented greater oversight of the pre-referral and evaluation process. Currently the number of OHI students with IEPs in the District is 29.9%, which is 15% points above the state average. That represents a 4.5% decrease from 34.4% in the 2014-2015 school year. Our efforts were focused on two fronts. First, our school psychologists reviewed the practices they use to assess and identify students to ensure that protocols are being followed and assessments are being given appropriately and interpreted accurately. Additional focus was placed on the accuracy and relevance of the data being reviewed in the course of evaluations to ensure that the most accurate data was being utilized consistently. Secondly, and probably most importantly, increased focus was placed on proper pre-referral interventions. The District, as a whole, reviewed its practices regarding interventions provided to students before they are even referred for special education testing in the first place. Increased emphasis was placed on intervention through the Child Study and Instructional Support Teams to provide tiered interventions to address student needs as they arise in a more efficient and effective manner than existed previously. As noted above this resulted in a decrease in the number of students identified with Other Health Impairment by almost 5%. A particular area of concern for us as a District is the

number of new students that move into the District every year, including those that bring with them a classification of Other Health Impairment. Despite our best efforts at reducing the amount of students identified as Other Health Impaired we are often at the mercy of the identification students bring with them.

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?

Lower Moreland Township School District does not serve as a host district for any children's institutions. There are none located within the boundaries of the district.

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).

The Montgomery County Intermediate Unit, in conjunction with the Juvenile Probation Department of the county takes responsibility for providing a Free Appropriate Public Education (FAPE) to eligible students from Lower Moreland Township School District. Both agencies inform the district of the services being provided as well as the discharge date for any student so that the district can be prepared to continue FAPE upon the child's return to district. District staff share student information upon request and act as consultants when needed. All Child Find and due process guidelines are followed as if the child was attending a public school within the state. Requests for evaluations of incarcerated students are referred to the Montgomery County Intermediate Unit. In the event that a child is incarcerated outside of the county, the district coordinates services with the appropriate Intermediate Unit and/or county agency in the same manner as described above. Upon a student's anticipated return to the public school setting from a correctional facility, a re-entry meeting may be held with the parent, student, school administrators, school counselor, special education teacher, regular education teacher, and parole officer (if applicable) prior to the student's return to school. During this time, an updated credit evaluation is completed, the IEP is reviewed and revised if necessary, and a behavioral contract may be developed and signed. The team will also discuss whether or not a reevaluation is warranted in addition to discussing possible educational placements located in and outside of the district. Should the IEP team determine that a student's needs would

be best served in an alternative placement with counseling, or other services, outside of the district, the student's progress would be reviewed at the end of each semester to determine when returning to educational programming within the public school setting was appropriate.

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.

The District has strived to maintain its capacity to deliver specially designed instruction to students in the Least Restrictive Environment to the maximum extent appropriate. To this end we are currently able to staff one Learning Support teacher at each grade level from kindergarten through twelfth grade as well as an Itinerant Learning Support teacher at the elementary level. Coupled with the provision of Emotional Support programming at the elementary, middle, and high school levels, Life Skills Support programming at the elementary, middle, and high school levels, a middle school Autistic Support program, and an elementary Autistic Support program this allows the District to meet the needs of an even larger segment of our special needs population without the need for referrals to alternative placements. These programs are supplemented by 48 Paraprofessionals, including 14 Personal Care Assistants who provide additional adult supports both in the special education and the regular education settings. Our Paraprofessionals are provided with training toward their required twenty hours per year either in-district or through agencies such as the Montgomery County Intermediate Unit or PaTTAN in order to enable them to function at the peak of their abilities. To assist building staff in the management of troublesome behaviors for particular students we contract with an outside provider for support in assessing behaviors and the development of Functional Behavior Assessments and Positive Behavior Support Plans, as well as direct support for students as dictated by their IEPs.

The success of programs like our Life Skills Support, Emotional Support, and elementary Autistic Support programs has enabled the District to maintain in-district support for our

most fragile students. In order to meet the needs of our students with autism who were placed out of District, a program that operates under the Applied Behavioral Analysis (ABA) umbrella was developed and began operation in the 2015-2016 school year. This enabled the District to return three students with autism from out-of-district placements to the Least Restrictive Environment of their home school. Plans remain for the potential further return of two more students from alternative ABA programs. Our students identified as in need of Life Skills Supports and Emotional Supports are able to be maintained in-district as we have continued to fine tune our programs for both classifications of students. With the addition of outside supports for behavior consultation potential referrals to alternative placements have been avoided and behaviors remediated to allow students to remain in their home schools. Recent focus has been placed on the development of Functional Behavioral Assessments to refine the development of Positive Behavior Support Plans. Our Life Skills program at the High School has benefitted from a renewed emphasis on transition planning and job coaching provided by district staff. With the addition of a Supervisor of Student Services we now have a District Administrator to act as Transition Coordinator to assist in the proper development of Transition Plans for all Special Education students. This enables the District to follow through with Indicator 13 trainings and requirements, and to oversee the work study components of programming for specific students.

The District continues its commitment to providing programming for our special education students within the regular education environment. A co-teaching initiative was begun at Pine Road School during the 2016-2017 school year, using a five-year plan as a guide, and has met with success. As of the 2017-2018 school year Pine Road now has fully implemented co-teaching in grades K-2 and the initiative will grow to include grades three, four, and five in successive years. To facilitate the implementation of this plan District staff was re-allocated to provide an itinerant Learning Support teacher at Pine Road to provide for the needs of those students who require additional direct instruction when the co-taught environment does not meet their needs. With additional supports in place in the regular education classroom the numbers of students pulled into special education classrooms has decreased substantially. The district has, in the past, been found to be below the state average for students included in regular education for 80% of the day or more.

This was addressed in our previous corrective action plan and this initiative allows us to maintain the positive trajectory that has been established and continue the trend for all of our buildings. Our percentage of students in the regular education class for 80% or more of the school day has grown from 46.2% in the 2012-2013 school year to 61.6% in the 2016-2017 school year. Due to our co-teaching initiative and an emphasis on accurate Penn Data reporting.

The district continuously reviews its practices for scheduling special education students and for utilizing supplementary aids and services in all buildings to allow for greater inclusionary opportunities. Supplementary aids and services currently used include the use of Instructional Assistants to provide additional adult support for included students, the use of reading and math specialists to provide supports in regular education settings for those students in need of such supports, and the use of intervention programs in both

special and regular education classrooms to allow for greater participation by special education students. The district has also reviewed the IEP writing practices of special education teachers to ensure that students are being appropriately and accurately assessed to allow for more specificity in Present Levels of Education. This has been coupled with an increase in the intensity of professional development in the areas of goal writing and data collection.

In our special education settings we utilize a variety of interventions including the intensive intervention program that accompanies the District's core reading curriculum (*Wonderworks*), *Read 180*, *Wilson Reading*, *Corrective Reading*, *Connecting Math Concepts*, *Number Worlds*, *Just Words*, *Leveled Literacy Intervention* from Fountas and Pinnell, *Early Interventions in Reading*, and the intervention program that accompanies the District's core math programs (*GoMath* and *Envisions*) as well as teacher created materials. It is the aim of the District to remove students from the regular education environment only when the IEP team decides that the student requires replacement or supplemental instruction in order to acquire skills in which he or she may be deficient. To this end the Office of Special Education has made it a priority to train, and provide continuous support in the area of Progress Monitoring for Special Education teachers. This, combined with a continued focus on the development of specific IEPs based upon accurate identification of students' present levels of functioning, continued professional development in co-teaching and differentiation of instruction will enable us to continue to maintain a majority of our special education students in the regular education environment and make frequent, informed instructional decisions.

All of our buildings utilize some form of Instructional Support Team process to intervene when students are displaying signs of difficulty either academically, behaviorally, or emotionally. At Pine Road in particular the Instructional Support Team process has been reviewed and refreshed by building administration and building staff has been re-allocated to allow for an Instructional Support Specialist to manage the process, monitor/provide interventions, and coach staff to allow for greater implementation of interventions in the regular education setting. At Murray Avenue School the Instructional Support Team functions as the method of intervention and monitoring of student progress and renewed emphasis has been placed on documenting those interventions and their success, or lack of, before a student can move to the referral process. At Lower Moreland High School, the Child Study Team serves this function. The goal through the process at all schools is to intervene when students need it, collect data, and make instructional decisions before even considering referring a student for testing to determine their need for specially designed instruction.

If a student is referred, tested, and found to be in need of special education services the ensuing IEP meeting will focus, first and foremost, on how we can support the student in the regular education environment by providing appropriate accommodations and/or modifications and supplementary aids and services. The collaborative effort of the special and regular educators, parents, and administrators results in the best plan to meet the needs of the students. The majority of our special education students continue to be served in the regular education environment with limited pullout services.

The district has maintained a decreasing number of students who are placed out-of-district. The 7 students currently placed out-of-district are in neighboring school districts, Montgomery County Intermediate Unit classes, Approved Private Schools, or other alternative schools because the IEP team has determined that the severity of their needs warrant such a placement. The needs of these students vary from multiple handicapping conditions, severe emotional difficulties, and extreme cognitive limitations; all low incidence populations for which the district is not equipped to serve at this point. The District is actively involved in the re-evaluation process for students placed alternatively and every consideration is given to determining when the student will be able to return to the home district. Currently our percentage of students placed out-of-district is below the state average.

Behavior Support Services

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

School Board Policies 113.1 and 113.2 addresses Behavior Support of Students with Disabilities. Policy 113.2 was updated in November of 2013 and was written to reflect the requirements of IDEA and Chapter 14. It emphasizes the need for positive rather than negative measures. The policy also discourages the use of physical restraints and stipulates the processes to be followed when such restraints become necessary. Both policies address requirements regarding a student's exclusion from his/her educational program. The district adheres to all mandated policies regarding the assessment of and identification of, behaviors that impede the learning of a student or that of other students. Students experiencing behavior difficulties are first monitored through the Instructional Support Team process. If interventions are not successful then a full Functional Behavioral Assessment is undertaken with input from the entire team responsible for teaching the child. Behavioral interventions are based on the latest research in the field and implemented with the assistance of an outside behavioral services contractor if necessary. The district maintains an open-ended contract with Quinn Developmental Services to provide direct assistance with behavior support for students, the development of Positive Behavioral Support Plans, and training as necessary. The District also contracts with Education Alternatives for ABA to provide behavioral support for students in our Middle School Autistic Support program. The district also utilizes one of its School Psychologists designated as the staff member charged with the responsibility of overseeing the development of Functional Behavioral Assessments and the subsequent Positive Behavioral Support Plans.

For students who require Positive Behavior Support plans, the Behavior Consultants provide consultation services and direct services as recommended by

the IEP team. Decisions on positive behavior interventions are based on data driven decision making. Individual Crisis Plans are developed and revised as needed for students who are demonstrating behaviors that are a danger to themselves or others. In certain instances, the need for the potential restraint of a student will be addressed via the IEP. If necessary, in the most extreme cases, an IEP team may deem it necessary to include the possible use of restraints if a student becomes a danger to themselves or others. In such an instance restraint will only be used as a last resort after all other forms of de-escalation are utilized. The district also notifies the parents of the child whenever restraints are used to control aggressive behavior and convenes a meeting of the IEP team within 10 school days of the inappropriate behavior causing the use of restraints, unless the parent, after written notice, agrees in writing to waive the meeting. Each school in the district has a team of teachers and personnel trained in Crisis Prevention Intervention strategies. This provides teachers with strategies to intervene and attempt to de-escalate a student who is becoming aggressive or threatening to become aggressive. The District currently has two staff members (Emotional Support teachers) who are trained to deliver non-violent crisis prevention training to those staff identified by building administration as the most appropriate to receive the training. This training is provided during the summer months and during the school year as needed. Refresher trainings are provided on a rolling basis. In addition to the positive behavior strategies, programs and plans, School Counselors and Community Counselors discuss interventions in each building's Instructional Support Team and Child Study Team meetings that occur weekly throughout the district. Student Assistance Programs also add supports to students who are struggling with behaviors in school and in the community. The District routinely refers students to the various community mental health resources through the SAP process to assist in the obtainment of mental health supports for the home and for school as well as application for Medical Assistance and an ACCESS card.

The district utilizes the services of a contracted consulting psychiatrist to perform evaluations of students who are displaying extreme mental health needs not able to be served by counseling or through supports from our School Psychologists. In the case of students who are presenting as a threat to themselves or others the School Psychologists are used to determine the needs of the child. A Risk Assessment is completed by the psychologist to try to determine immediate and future needs of the child and if a Multiple Disciplinary Evaluation is necessary. If the district is notified that a student has been admitted to a mental health facility then contact is made (with parental consent) with the facility to prepare for the student's eventual discharge. This contact includes an interface with our consulting psychiatrist as part of the team. Part of this planning process will also include a Multi-Disciplinary Evaluation to determine if the student requires specially designed instruction upon return.

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 Lower Moreland Township School District has provided appropriate programming and FAPE for all of its students by allocating District resources to special education programming while also contracting with the Montgomery County Intermediate Unit, the Bucks County Intermediate Unit, approved private schools, alternative schools, and neighboring districts when necessary. The District currently has 7 students placed alternatively and the decision to place those students outside of the district was made after careful review of the students and how those needs could first be met in their home school buildings. Those students who are placed alternatively are those for whom the IEP team deemed as having needs beyond the capacity of our school buildings. This group of students is comprised of those with multiple disabilities, severe autism with extreme behaviors requiring ABA programming, students with unique physical needs requiring specialized equipment, and students with Emotional Disturbance that requires specialized behavioral intervention or therapeutic supports.

The district has experienced great success in ensuring FAPE and in securing programs to address low incidence disabilities for those students whose needs dictate placement in a program other than what is offered in our buildings. The MCIU remains a great resource in such instances and has been very responsive to our needs. When a challenging situation arises regarding the provision of FAPE, the District utilizes the interagency approach which involves various agencies and individuals including any service unit the student's family is working with, outside mental and behavioral supports already in place, private therapists, the Montgomery County Intermediate Unit (Ms. Josie Reigner), Montgomery County Children and Youth, Office of Vocational Rehabilitation, and any other agency working with or soon to be working with the student. An interagency meeting is held with all involved to assess services currently being provided, discuss options, and create an action plan. The plan may or may not specify the need for additional services. The entire team will also follow up at an agreed upon time to assess the effectiveness of the action plan and discuss any additions or changes to the plan.

As the District annually reviews its needs and looks toward building capacity at every level, the current and future focus will be on meeting the emotional and mental health needs of students in District programs. To address this need the District has maintained Emotional Support programs at every school building and continues to review, monitor and refresh those programs as needs dictate.

Training and continued professional development will be offered especially in the area of

Functional Behavioral Assessments and behavioral support to continue to be able to maintain students with challenging behaviors in the regular education environment with minimal pull out support by a special education teacher. The District is also actively investigating additional supports available through Montgomery County such as School Based Outpatient programming and family based services. None of these initiatives have been put into place but the Director of Student Services and Special Education and Supervisor of Student Services are actively involved in investigating options and resources. Since the 2016-2017 school year our Supervisor of Student Services has acted as the Transition Coordinator for the District and has overseen work-study placements for students with IEPs. This has resulted in the continual re-assessment of our work-study program and the criteria for participation in such a program. The goal of this program is to place students in the local community for job coaching/training opportunities without the need for support from outside agencies as had been past practice. Our Life Skills student population continues to benefit from job coaching opportunities in the local community as well. To date our students have been in a variety of seven local businesses for job training and have been accompanied by District personnel.

The District currently has no Cordero cases.

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.

The strengths of the Special Education programs in Lower Moreland Township School District remain those areas which have been a source of pride in the district and a reason for praise in the community. Lower Moreland Township School District has established a culture in which our special education students are fully involved in the general education environment and community to every possible degree and the amount of time students are removed from regular education classes is limited. At every level (elementary, middle, and high school) special education students are pulled from general education only for replacement instruction in reading or math as dictated by their IEPs. The exception to this would be for students in our Life Skills or Autistic Support classrooms who require more individualized instruction across the school day. This inclusive philosophy is, of course, a work in progress but the process was kick started with the implementation of a five year co-teaching initiative at Pine Road School starting with the 2016-2017 school year. A plan was implemented during that time that created a fully inclusive co-teaching environment in our kindergarten through first grade learning support program. That plan was continued and extended to the second grade for the 2017-2018 school year and will expand to grades 3 through 5 in subsequent years with all grades being fully inclusive at the end of the five year plan. To meet the needs of students who still require replacement instruction in those grades the District re-allocated staff at Pine Road School to allow for an Itinerant Learning

Support teacher to provide services concurrent with the instruction that takes place in the general education classroom.

The District continues to offer special education programs that provide a full range of supports for students of all disabilities, age ranges, and functional levels. The District administration continues to constantly review current practices with an eye toward building the capacity of the district to meet the needs of as many special needs students as possible in their home school settings. Where appropriate the district has utilized Personal Care Assistants as a related service in IEPs as a means to allow certain students to participate fully in the regular education environment. This has led to an increase in the number of Paraprofessionals employed by the District but it has also resulted in a greater percentage of our special education students being able to remain in their home school and to remain in the regular education environment without being pulled for more time in a special education classroom.

As of the 2016-2017 school year the Special Education Office has added the position of Supervisor of Student Services. This person in the position is responsible for overall oversight of special education programming from K-12 as well as acting as the District's Transition Coordinator for students with IEPs, ensuring that the transition needs of all of our age-eligible students are being considered during the IEP development process and that IEPs are being written to appropriately address the transition needs of our students. The Supervisor, along with the Director of Student Services, also oversees professional development opportunities for special education staff, including Paraprofessionals, and works closely with our Director of Curriculum and Instruction and our Human Resources Director to plan and provide training. The District also continues to provide job coaching opportunities for students in our High School Life Skills classroom. Under this framework students who are remaining in our Life Skills program beyond their 12th grade year (until age 21) have the chance to work at various jobs in the community to obtain both hard and soft skills needed for success in the world of employment after High School.

Over the past three years the District has placed an emphasis on meeting the needs of students who are, or who could be, alternatively placed. To this end the District has made a concerted effort to return some of our most challenging students to District classrooms. To this end the District created an Autistic Support classroom under the Applied Behavioral Analysis umbrella that went into operation with the beginning of the 2016-2017 school year. This allowed the District to return three students to their home school who had traditionally been placed at alternative placements at great cost to the District and with lengthy travel times for our students. The classroom is now in its second full year of operation and planning is continuing for the return of one more student. In order to continue to meet the needs of students with autism at Pine Road School the District has re-

structured our Emotional Support teacher caseloads and schedules to allow for each of the two teachers to be re-designated as Emotional /Autistic Support teachers. The mental health of our students has been of the utmost concern and the District has taken steps to address those needs as best we can. Beginning with the 2016-2017 school year the District created a position of School Counselor/College and Career Counselor. This position serves a dual role as a college counselor and a school-based therapy component at our High School and Middle School to provide weekly scheduled sessions with students whose emotional needs go beyond what can be provided in our special education classrooms. This position has played a key role in helping some of most fragile students develop coping skills to enable them to function in the school environment. The District also relies heavily upon the support of outside providers for behavioral support consultation and direct work with students to make it possible to maintain some of our most behaviorally challenging students in their home school without the need for referrals to alternative placements. The District continues to contract with a private child psychiatrist to conduct evaluations for students experiencing severe emotional needs and for whom a safe environment within the public school setting is being sought. In order to provide for the safe return of students from mental health absences a protocol has been developed, and is continually reviewed, to allow for communication between the school team and the facility at which a student was hospitalized. This communication always includes the consulting psychiatrist as well as appropriate school team members so that the most comprehensive plan can be made for the student's safe return to school. The District prides itself on this student first approach to student and school safety.

The Special Education Department was included in recent curriculum review cycles and provided input into the selection of curriculum materials and intervention programs to address the needs of students with IEPs in the general education classroom. With the co-teaching initiative in full swing the intervention programs of all new general education curriculums have been purchased and staff have been trained in their effective use. The District continues to offer Wilson Reading as an intervention for students in need and has trained two staff members in the program to allow for implementation of the program with fidelity. To meet the needs of those students for whom our Special Education teachers cannot be utilized due to groups size or scheduling the District continues to contract with two private Wilson tutors to provide such service. The continued use of Read 180, and Systems 44 further add to the District's ability to provide intervention for reading needs.

Related services (Occupational Therapy (OT), Physical Therapy (PT), Speech and Language Therapy) continue to be provided through district employees or outside contractors utilizing either direct, group, or consultative models of therapy. These service providers also work closely with staff to provide additional training as well as consultation on methods of integrating techniques into the daily instructional routines. With the beginning of the 2017-2018 school year additional emphasis has been placed on utilizing related

service providers as consultants to the Instructional Support Team, especially at the elementary level to provide activities to address individual or group students' needs before the referral process is undertaken. This has allowed us to meet some of the developmental needs of students without the need to refer for an evaluation. The District is in the process of hiring two Instructional Coaches who will work District-wide to improve the delivery of instruction in the classroom. The Special Education department will work in collaboration with these two individuals to assist Special Education teachers with differentiation of instruction to meet the needs of students in the general and special education environments. Additionally, the District, in the 2015-2016 school year, arranged for both elementary Emotional Support teachers to be trained as non-violent crisis prevention trainers to provide such training to school staff identified as needing it based upon the student population they work with. This training is offering a new training or recertification training at least once per school year.

Additional highlights include:

- Implementation of AIMSWEB for monitoring progress in reading, math, and behavior for our special education students
- Collaboration with an MCIU TAC representative to develop a data collection system to be used District-wide by all Special Education teachers to improve goal development and progress monitoring
- In-district job coaching program
- Continued focus on collaboration between regular and special education teachers
- High quality Paraprofessionals, many of whom hold teaching certifications
- Continued strong, collegial relationship with Montgomery County Intermediate Unit
- Low staff turnover

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

There are no facilities.

Least Restrictive Environment Facilities

Facility Name	Type of Facility	Type of Service	Number of Students Placed
Lifeworks School (Foundations Behavioral Health)	Other	AS	2
Montgomery County Intermediate Unit-Springfield High School	Other	MDS	1
Comprehensive Learning Center	Special Education Centers	AS	1
Nexus School	Other	AS	1
New Hope Academy	Other	Emotional Support	2
Wordsworth Academy	Approved Private Schools	Emotional Support	1

Special Education Program Profile

Program Position #1 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: August 1, 2017

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

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	6 to 11	5	1
Justification: Students are serviced through one autistic support teacher at the elementary level. All students are taught in the room at the various times and not always in the room together. Effort is made to ensure students are grouped with same age peers during instruction. Age-range variance is written into all IEPs for students on this caseload.				
Locations:				
Pine Road School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #2 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: August 1, 2017

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

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Life Skills Support	7 to 10	2	0.5
Locations:				
Pine Road Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	7 to 10	4	0.5
Locations:				
Pine Road School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #3 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: August 1, 2017

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

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	6 to 11	4	0.5
Justification: Students on this teacher's caseload exceed the age range limit but they are not in the same classroom at the same time. Teacher serves the entire building as an Emotional Support Teacher and schedules her classes accordingly.				
Locations:				
Pine Road School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	6 to 8	2	0.5
Locations:				
Pine Road School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #4 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: August 1, 2017

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

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	6 to 7	9	0.5
Locations:				
Pine Road School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	6 to 7	1	0.5
Locations:				
Pine Road School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #5 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: August 1, 2017

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

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	7 to 9	5	0.5
Locations:				
Pine Road School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	7 to 9	2	0.5
Locations:				
Pine Road School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #6

Operator: School District

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	8 to 9	11	1
Locations:				
Pine Road School	An Elementary	A building in which General		

	School Building	Education programs are operated		
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Program Position #7 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: August 1, 2017

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

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	10 to 11	9	0.8
Locations:				
Pine Road School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	10 to 11	1	0.2
Locations:				
Pine Road School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #8 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: August 1, 2017

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

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	9 to 10	14	0.8
Locations:				
Pine Road School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	9 to 10	5	0.2
Locations:				
Pine Road School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #9 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: August 1, 2017

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

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	11 to 14	11	0.3
Locations:				
Murray Avenue School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	11 to 14	14	0.7
Locations:				
Murray Avenue School	A Middle School Building	A building in which General Education programs are operated		

Program Position #10 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: August 1, 2017

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

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	12 to 13	5	0.3
Locations:				
Murray Avenue School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 13	10	0.7
Locations:				
Murray Avenue	A Middle School Building	A building in which General Education programs are operated		

Program Position #11 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: August 1, 2017

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

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	13 to 14	10	0.7
Locations:				
Murray Avenue School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	13 to 14	11	0.3
Locations:				
Murray Avenue	A Middle School Building	A building in which General Education programs are operated		

Program Position #12 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: August 1, 2017

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

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 12	13	0.75
Locations:				
Murray Avenue	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	11 to 12	4	0.25
Locations:				
Murray Avenue	A Middle School Building	A building in which General Education programs are operated		

Program Position #13 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: August 1, 2017

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

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	12 to 15	3	0.65
Locations:				
Murray Avenue	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Life Skills Support	12 to 15	1	0.35
Locations:				
Murray Avenue School	A Middle School Building	A building in which General Education programs are operated		

Program Position #14 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: August 1, 2017

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

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 15	15	0.8
Locations:				
Lower Moreland High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 15	5	0.2
Locations:				
Lower Moreland High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #15 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: August 1, 2017

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

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	15 to 16	9	0.8
Justification: 12				
Locations:				
Lower Moreland High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	15 to 16	1	0.2
Locations:				
Lower Moreland High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #16 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* August 1, 2017

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

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	16 to 17	1	0.2
Locations:				
Lower Moreland High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	16 to 17	12	0.8
Locations:				
Lower Moreland High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #17 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* August 1, 2017

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

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80%	Learning Support	17 to 19	2	0.2

but More Than 20%)				
Locations:				
Lower Moreland High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	17 to 19	9	0.8
Locations:				
Lower Moreland Township High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #18 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: August 1, 2017

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

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	14 to 19	10	0.5
Justification: Several students in this Life Skills Support classroom are attending until they are 21 and are participating in job placement and job coaching opportunities off-campus.				
Locations:				
Lower Moreland High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Life Skills Support	15 to 19	4	0.5
Locations:				
Lower Moreland High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #19 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: August 1, 2017

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

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	14 to 16	3	0.25
Locations:				

Lower Moreland High School	A Senior High School Building	A building in which General Education programs are operated		
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Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	14 to 16	11	0.75
Locations:				
Lower Moreland High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #20 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: March 13, 2017

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

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	16 to 18	2	0.25
Locations:				
Lower Moreland High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	16 to 18	15	0.75
Locations:				
Lower Moreland High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #21 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: August 1, 2017

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

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 18	18	0.75
Locations:				
Lower Moreland High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 18	5	0.25

Locations:				
Lower Moreland High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #22 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: August 1, 2017

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

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 12	44	0.7
Justification: Speech Therapist has grade K-5 on her caseload but does not work with students from multiple grades in the same room. Therapist sees groups by grade level.				
Locations:				
Pine Road School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	12 to 14	6	0.1
Locations:				
Murray Avenue School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	14 to 18	13	0.2
Locations:				
Lower Moreland High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #23 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class and Position

Implementation Date: September 6, 2016

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Autistic Support	11 to 13	3	1
Locations:				
Murray Avenue School	A Middle School Building	A building in which General Education programs are operated		

Program Position #24 - Proposed Program*Operator: School District***PROPOSED PROGRAM INFORMATION***Type: ClassandPosition**Implementation Date: March 8, 2017***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	8 to 11	4	0.5
Locations:				
Pine Road School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	8 to 11	3	0.5
Locations:				
Pine Road School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #25 - Proposed Program*Operator: School District***PROPOSED PROGRAM INFORMATION***Type: Position**Implementation Date: August 1, 2017***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 12	31	0.5
Justification: This speech therapist has a caseload of students in grades K-5 but services them in grade level groups.				
Locations:				
Pine Road School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	12 to 14	17	0.3
Locations:				
Murray Avenue School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	14 to 18	2	0.2
Locations:				
Lower Moreland High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #26 - Proposed Program*Operator:* Outside Contractor for the School District**PROPOSED PROGRAM INFORMATION***Type:* Position*Implementation Date:* August 1, 2017**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	6 to 11	46	0.9
Justification: Speech therapist is an itinerant position and serves students of all grade levels within the school but only provides therapies to grade level groups or to individuals.				
Locations:				
Pine Road School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	12 to 14	7	0.1
Locations:				
Murray Avenue School	A Middle School Building	A building in which General Education programs are operated		

Program Position #27 - Proposed Program*Operator:* Outside Contractor for the School District**PROPOSED PROGRAM INFORMATION***Type:* Position*Implementation Date:* August 1, 2017**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	12 to 15	23	0.5
Locations:				
Murray Avenue School	A Middle School Building	A building in which General Education programs are operated		

Special Education Support Services

Support Service	Location	Teacher FTE
Director of Student Services and Special Education	District Administration	1
School Psychologist	District	1
School Psychologist	District	1
Instructional Assistant	Pine Road School	1
Personal Care Assistant	Pine Road School	1
Instructional Assistant	Pine Road School	1

Instructional Assistant	Pine Road School	1
Personal Care Assistant	Pine Road School	1
Personal Care Assistant	Pine Road School	1
Personal Care Assistant	Pine Road School	1
Instructional Assistant	Pine Road School	1
Personal Care Assistant	Pine Road School	1
Personal Care Assistant	Pine Road School	1
Instructional Assistant	Pine Road School	1
Personal Care Assistant	Pine Road School	1
Instructional Assistant	Pine Road School	1
Instructional Assistant	Pine Road School	1
Instructional Assistant	Pine Road School	1
Instructional Assistant	Pine Road School	1
Personal Care Assistant	Pine Road School	1
Instructional Assistant	Pine Road School	1
Instructional Assistant	Pine Road School	1
Instructional Assistant	Murray Avenue School	1
Instructional Assistant	Murray Avenue School	1
Personal Care Assistant	Murray Avenue School	1
Personal Care Assistant	Murray Avenue School	1
Instructional Assistant	Murray Avenue School	1
Instructional Assistant	Murray Avenue School	1
Instructional Assistant	Murray Avenue School	1
Instructional Assistant	Murray Avenue School	1
Instructional Assistant	Murray Avenue School	1
Instructional Assistant	Murray Avenue School	1
Instructional Assistant	Murray Avenue School	1
Instructional Assistant	Lower Moreland High School	1
Instructional Assistant	Lower Moreland High School	1
Instructional Assistant	Lower Moreland High School	1
Instructional Assistant	Lower Moreland High School	1
Instructional Assistant	Lower Moreland High School	1
Instructional Assistant	Lower Moreland High School	1
Instructional Assistant	Lower Moreland High School	1
Supervisor of Student Services	District Administration	1
Instructional Assistant	Pine Road School	1
Instructional Assistant	Murray Avenue School	1
Instructional Assistant	Murray Avenue School	1
Instructional Assistant	Murray Avenue School	1
Instructional Assistant	Murray Avenue School	1
Instructional Assistant	Murray Avenue School	1
Personal Care Assistant	Murray Avenue School	1
Personal Care Assistant	Murray Avenue School	1
Personal Care Assistant	Murray Avenue School	1

Personal Care Assistant	Murray Avenue School	1
Personal Care Assistant	Lower Moreland High School	1
Personal Care Assistant	Lower Moreland High School	1
School Psychologist	Pine Road School, Murray Avenue School, Lower Moreland High School	0.5

Special Education Contracted Services

Special Education Contracted Services	Operator	Amt of Time per Week
Occupational Therapist	Outside Contractor	4 Days
Occupational Therapist	Outside Contractor	1 Days
Physical Therapist	Outside Contractor	2 Days

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:

This question has not been answered.

District Accomplishments

Accomplishment #1:

Lower Moreland High School was ranked #9 in Pennsylvania and #196 in the Nation by Newsweek in 2016.

Accomplishment #2:

LMHS placed #9 in Pennsylvania and #532 in the Nation in the 2017 U.S. News and World Report Ranking.

Accomplishment #3:

The District had 2 National Merit Scholars, 2 additional National Merit Scholarship Semifinalists and 10 Commended Scholars for 2016-2017.

Accomplishment #4:

Members of the Lower Moreland Class of 2017 were admitted to top colleges and universities and received \$4,679,759 in scholarships.

Accomplishment #5:

The NAMM Foundation, National Association of Music Merchants, named the district one of the Best Communities for Music Education, 2017.

Accomplishment #6:

Lower Moreland High School was included in the ranking of best Pennsylvania High Schools by Niche.com.

Accomplishment #7:

Murray Avenue School and Lower Moreland High School students did very well at the 2017 Pennsylvania Junior Academy of Science Fair held at Penn State University. A total of 30 students attended the meet, 27 competitors, and 3 technicians from grade 7 through grade 12. An LMHS Freshman was awarded the Zappa Physics/Mathematics Junior High Award, given to one student in Grades 7-9.

Accomplishment #8:

29% of all LMHS students participated in AP courses, taking a total of 456 exams. 84% of exams taken resulted in passing scores and 55% of test takers passed 2 or more exams.

Accomplishment #9:

District schools worked on initiatives to foster a healthy and positive learning environment throughout our school community. First, each building became a No Place For Hate school and activities were designed to further the acceptance of others within our community. Second, the Embracing the Conversation committee opened lines of discussion about the drug epidemic that threatens communities today. The committee was responsible for bringing a nationally recognized speaker to engage students and parents and to encourage the community to keep the conversation going. Lastly, the Safe Schools committee creates a positive relationship between the schools and law enforcement in our township. The committee, comprised of diverse stakeholders, analyzes practices and protocols in the district to insure best safety practices, strong communication and clearly articulated protocols.

Accomplishment #10:

The district has a Diversity Committee that meets quarterly in order to celebrate our uniqueness and to address concerns within the district related to our changing demographics. Each building fosters conversations around students' differences and respect for others. At Pine Road, the building level diversity committee, comprised of teachers, staff, parents, and administrators, meets monthly to develop lessons and ways in which we can celebrate all of the wonderful diversity at Pine Road. The Committee's signature event is the annual Multi-Cultural Night. Families come together to share the uniqueness of their culture. It is an evening to celebrate music, art, clothing, traditions, and food!

District Concerns

Concern #1:

There is a need to will manage and adapt to the projected growth and changes the district will experience over the next six years.

Concern #2:

There is a need to meet the needs of all learners in the educational environment.

Prioritized Systemic Challenges

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

Aligned Concerns:

There is a need to meet the needs of all learners in the educational environment.

Systemic Challenge #2 (*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:

There is a need to meet the needs of all learners in the educational environment.

Systemic Challenge #3 (*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:

There is a need to meet the needs of all learners in the educational environment.

Systemic Challenge #4 (*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:

There is a need to meet the needs of all learners in the educational environment.

Systemic Challenge #5 (*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:

There is a need to meet the needs of all learners in the educational environment.

Systemic Challenge #6 (*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:

There is a need to will manage and adapt to the projected growth and changes the district will experience over the next six years.

Systemic Challenge #7 (*Guiding Question #10*) Establish a district system that fully ensures professional development is focused, comprehensive and implemented with fidelity.

Aligned Concerns:

There is a need to meet the needs of all learners in the educational environment.

Systemic Challenge #8 (*Guiding Question #13*) Establish a system that fully ensures the district's resources effectively address instructional priorities aligned with the district's vision and mission and fully ensures that the expenditure and accounting of funds meets all legal and ethical requirements within the parameters of generally accepted accounting practices.

Aligned Concerns:

There is a need to will manage and adapt to the projected growth and changes the district will experience over the next six years.

District Level Plan

Action Plans

Goal #1: Goal Area 1: The district will manage and adapt to the projected growth and changes the district will experience over the next six years.

Related Challenges:

- 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.
- Establish a system that fully ensures the district's resources effectively address instructional priorities aligned with the district's vision and mission and fully ensures that the expenditure and accounting of funds meets all legal and ethical requirements within the parameters of generally accepted accounting practices.

Indicators of Effectiveness:

Type: Annual

Data Source: Annual Final Budget

Review current and future staffing needs

Specific Targets: District operates within budget projections.

Strategies:

The district will utilize professional evaluations in the form of feasibility studies to guide plans to maintain and grow facilities.

Description:

The district will utilize professional evaluations in the form of feasibility studies to guide plans to maintain and grow facilities.

SAS Alignment: Materials & Resources, Safe and Supportive Schools

The district will annually review current and future staffing needs as a part of the budget development process.

Description:

On an annual basis the District will review current and future staffing needs as a part of the budget development process.

SAS Alignment: Materials & Resources, Safe and Supportive Schools

The district will facilitate a Superintendent Advisory Council (SAC) once per quarter.

Description:

The purpose of this committee is to support district staff members and leaders in the management of the changes experienced due to growth within the district.

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

Implementation Steps:

Enrollment Projections

Description:

The district will utilize annual enrollment projection process to monitor available staffing and building utilization.

Completed by Business Office and reported to Superintendent

Start Date: 9/4/2018 **End Date:** 6/30/2022

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

Supported Strategies:

- The district will utilize professional evaluations in the form of feasibility studies to guide plans to maintain and grow facilities.
- The district will annually review current and future staffing needs as a part of the budget development process.

Collaboration with Township Officials

Description:

The Board of School Directors will continue to maintain a collaborative relationship with township commissioners regarding changes and potential changes in the township that may impact the district, including construction projects.

Regular annual meetings are held.

Start Date: 9/4/2018 **End Date:** 6/30/2022

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

Supported Strategies:

- The district will utilize professional evaluations in the form of feasibility studies to guide plans to maintain and grow facilities.
- The district will annually review current and future staffing needs as a part of the budget development process.

Facilities Task Force

Description:

The district will re-establish the Facilities Task Force to assess enrollment, facilities and future projects for the district. This committee solicits input from diverse stakeholders including board members, administrators,

teachers, staff members, community members, parents, architect and students.

Facilities Task Force is reconvened when needed

Start Date: 9/4/2018 **End Date:** 6/30/2022

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

Supported Strategies:

- The district will utilize professional evaluations in the form of feasibility studies to guide plans to maintain and grow facilities.
- The district will annually review current and future staffing needs as a part of the budget development process.

Capital Project Lists

Description:

The Facilities Department will maintain a capital project list for at least a 5 year period. This allows the district to plan for equipment replacement or re-commissioning to extend the life of equipment, replace equipment or manage building project needs in a fiscally responsible way.

Projects lists is annually updated and submitted

Start Date: 9/4/2018 **End Date:** 6/30/2022

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

Supported Strategies:

- The district will utilize professional evaluations in the form of feasibility studies to guide plans to maintain and grow facilities.
- The district will annually review current and future staffing needs as a part of the budget development process.

The district will facilitate a Superintendent Advisory Council (SAC) once per quarter.

Description:

The committee will support district staff members and leaders in the management of and adaptation to the changes experienced due to growth within the district.

Start Date: 9/4/2018 **End Date:** 6/30/2022

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

Supported Strategies:

- The district will facilitate a Superintendent Advisory Council (SAC) once per quarter.

Goal #2: Goal Area 2: The district will meet the needs of all learners in the educational environment.

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 barriers to student learning are addressed in order to increase student achievement and graduation rates.
- Establish a district system that fully ensures students who are academically at risk are identified early and are supported by a process that provides interventions based upon student needs and includes procedures for monitoring effectiveness.
- 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.
- Establish a district system that fully ensures professional development is focused, comprehensive and implemented with fidelity.

Indicators of Effectiveness:

Type: Annual

Data Source: Achievement scores on local and state assessments

Specific Targets: There will be an increase in achievement scores in the sub-groups.

Strategies:

The district will define the Portrait of a Lower Moreland Graduate.

Description:

The District will define what tools and knowledge graduates should be equipped with in order to position them for success after their Lower Moreland experience. This definition will be shared with stakeholders and become a part of programming K-12.

SAS Alignment: None selected

The district will continue to review and maintain a curricular program predicated on federal, state and local requirements, data analysis and students' needs.

Description:

The curricular program will be reviewed by departmental rotation on a six year cycle. This cycle allows the district to budget for large adoptions in different years and to plan appropriately for the design and implementation of new curricula.

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

Implementation Steps:

Develop college and career pathways

Description:

The district will create K-12 learning opportunities to foster students' college and/or career readiness.

Start Date: 9/4/2018 **End Date:** 6/30/2022

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

Supported Strategies:

- The district will define the Portrait of a Lower Moreland Graduate.
- The district will continue to review and maintain a curricular program predicated on federal, state and local requirements, data analysis and students' needs.

Analyze student data and support instructional practice and curricular planning

Description:

Determine baseline data and monitor student progress through curriculum based assessments, benchmark assessments and summative assessments. Recommend and adopt necessary intervention tools and additional supports as needed.

Start Date: 9/4/2018 **End Date:** 6/30/2022

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

Supported Strategies:

- The district will define the Portrait of a Lower Moreland Graduate.
- The district will continue to review and maintain a curricular program predicated on federal, state and local requirements, data analysis and students' needs.

Foster social /emotional resilience in students

Description:

Social emotional learning curriculum will be developed and implemented in the district.

Start Date: 9/4/2018 **End Date:** 6/30/2020

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

Supported Strategies:

- The district will define the Portrait of a Lower Moreland Graduate.
- The district will continue to review and maintain a curricular program predicated on federal, state and local requirements, data analysis and students' needs.

Professional Development

Description:

Craft and implement a professional development plan that focuses on best practices, student needs and faculty & administrative input.

Start Date: 9/4/2018 **End Date:** 6/30/2022

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

Supported Strategies:

- The district will define the Portrait of a Lower Moreland Graduate.
- The district will continue to review and maintain a curricular program predicated on federal, state and local requirements, data analysis and students' needs.

Language and Literacy Acquisition (Reading and Writing Across Disciplines)

Description:

Reading and Writing standards for other subjects are shared with staff members and available for inclusion in curriculum maps. Discussion about these standards occurs with a focus on student PSSA and Keystone data.

Start Date: 9/4/2018 **End Date:** 6/30/2022

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

Supported Strategies:

- The district will define the Portrait of a Lower Moreland Graduate.
- The district will continue to review and maintain a curricular program predicated on federal, state and local requirements, data analysis and students' needs.

*Update curriculum and assessment using a planned review cycle***Description:**

Stakeholder committees will conduct a needs assessment of each curricular area once every six years. During this process current practices will be reviewed and research will be conducted on best practices and trends in the curricular area. New materials and resources will be reviewed, adopted and implemented. Standards aligned curriculum will be crafted during this process and refined throughout the implementation.

Start Date: 9/4/2018 **End Date:** 6/30/2022

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

Supported Strategies:

- The district will define the Portrait of a Lower Moreland Graduate.
- The district will continue to review and maintain a curricular program predicated on federal, state and local requirements, data analysis and students' needs.

*Teaching Diverse Learners in an Inclusive Setting***Description:**

Inclusionary practices are being used in the district and will continue to be expanded.

Start Date: 9/4/2018 **End Date:** 6/30/2022

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

Supported Strategies:

- The district will define the Portrait of a Lower Moreland Graduate.
- The district will continue to review and maintain a curricular program predicated on federal, state and local requirements, data analysis and students' needs.

Appendix: Professional Development Implementation Step Details

LEA Goals Addressed: **Goal Area 2: The district will meet the needs of all learners in the educational environment.**

Strategy #1: The district will define the Portrait of a Lower Moreland Graduate.

Strategy #2: The district will continue to review and maintain a curricular program predicated on federal, state and local requirements, data analysis and students' needs.

Start	End	Title			Description	Type	App.
9/4/2018	6/30/2020	Foster social /emotional resilience in students			Social emotional learning curriculum will be developed and implemented in the district.	For Profit Company	No
		Person Responsible	SH	S	EP	Provider	
		Director of Curriculum, Director of Special Education, Principals, Curriculum Leaders, Instructional Coaches	5	3	50	EduPlanet21 or like vendor	

Knowledge Participants will gain knowledge of social emotional learning concepts, curriculum development and implementation and classroom and school level activities.

Supportive Research Focus will be on components of social emotional learning, lesson design and curriculum development.

Designed to Accomplish
 For classroom teachers, school Increases the educator’s teaching skills based on research on effective practice, with

counselors and education specialists:

attention given to interventions for struggling students.

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

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

Training Format	Series of Workshops Professional Learning Communities		
Participant Roles	Classroom teachers Principals / Asst. Principals School counselors	Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Creating lessons to meet varied student learning styles Peer-to-peer lesson discussion Lesson modeling with mentoring	Evaluation Methods	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Participant survey

LEA Goals Addressed: **Goal Area 2: The district will meet the needs of all learners in the educational environment.**

Strategy #1: The district will define the Portrait of a Lower Moreland Graduate.
Strategy #2: The district will continue to review and maintain a curricular program

predicated on federal, state and local requirements, data analysis and students' needs.

Start	End	Title	Description	Person Responsible	SH	S	EP	Provider	Type	App.
9/4/2018	6/30/2022	Professional Development	Craft and implement a professional development plan that focuses on best practices, student needs and faculty & administrative input.	Principal, Assistant superintendent, assistant principals, lead teachers	7	5	270	Lower Moreland School District	School Entity	Yes

Knowledge

Teachers will identify an area of interest and develop a SMART Goal to determine the impact of their professional learning on their students.

Supportive Research

The differentiated model allows for professional learning in the areas of educating EL's, creating a future ready LM, social emotional learning, STEM, assessment, differentiated instruction and visible learning.

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

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.

Empowers educators to work effectively with parents and community partners.

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.

Training Format
 LEA Whole Group Presentation
 Series of Workshops
 School Whole Group Presentation
 Live Webinar
 Online-Asynchronous
 Professional Learning Communities
 Offsite Conferences

Participant Roles	Dir Classroom teachers Principals / Asst. Principals Supt / Ast Supts / CEO / Ex School counselors New Staff Other educational specialists	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	Analysis of student work, with administrator and/or peers Creating lessons to meet varied student learning styles Peer-to-peer lesson discussion Lesson modeling with	Evaluation Methods	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Classroom student assessment data Participant survey
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mentoring
Journaling and reflecting

Review of written reports
summarizing instructional activity
SMART Goal

LEA Goals Addressed: **Goal Area 2: The district will meet the needs of all learners in the educational environment.**

Strategy #1: The district will define the Portrait of a Lower Moreland Graduate.

Strategy #2: The district will continue to review and maintain a curricular program predicated on federal, state and local requirements, data analysis and students' needs.

Start	End	Title	Description	Person Responsible	SH	S	EP	Provider	Type	App.
9/4/2018	6/30/2022	Language and Literacy Acquisition (Reading and Writing Across Disciplines)	Reading and Writing standards for other subjects are shared with staff members and available for inclusion in curriculum maps. Discussion about these standards occurs with a focus on student PSSA and Keystone data.	Director of Curriculum, Principals, Curriculum Leaders	3	12	25	District	School Entity	No

Knowledge

Teachers become familiar with state standards for ELA and Reading and Writing for Other Subjects and include these standards in curriculum maps.

Teachers learn how to utilize the features of a data warehousing and assessment tool.

Supportive Research

Understanding By Design and Data Analysis are components of this professional learning.

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

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.

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

Series of Workshops

Training Format

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

Peer-to-peer lesson
discussion

Evaluation Methods

Student PSSA data
Standardized student assessment
data other than the PSSA
Classroom student assessment data

LEA Goals Addressed: Goal Area 2: The district will meet the needs Strategy #1: The district will define the

of all learners in the educational environment.

Portrait of a Lower Moreland Graduate. Strategy #2: The district will continue to review and maintain a curricular program predicated on federal, state and local requirements, data analysis and students' needs.

Start	End	Title	Description				Type	App.
9/4/2018	6/30/2022	Update curriculum and assessment using a planned review cycle	Stakeholder committees will conduct a needs assessment of each curricular area once every six years. During this process current practices will be reviewed and research will be conducted on best practices and trends in the curricular area. New materials and resources will be reviewed, adopted and implemented. Standards aligned curriculum will be crafted during this process and refined throughout the implementation.				For Profit Company	No
		Person Responsible Director of Curriculum, Director of Special Education, Principals, Curriculum Leaders, Instructional Coaches	SH 3	S 4	EP 50	Provider Vendors		

Knowledge

Support and training for teachers for new curricular materials and programs will be provided by the vendor and/or local IU or consultant.

Supportive Research

Topics will include, but not be limited to, lesson design, assessment design, data analysis, technology, differentiated instruction and curriculum development.

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.
Empowers educators to work effectively with parents and community partners.

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.

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.

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

Instructs the leader in managing resources for effective results.

Training Format

Series of Workshops
School Whole Group Presentation
Live Webinar
Department Focused Presentation

Participant Roles

Classroom teachers
Principals / Asst. Principals
Paraprofessional

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 student work,
with administrator and/or peers
Peer-to-peer lesson

Evaluation Methods

Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and

discussion
Lesson modeling with
mentoring

standards, classroom environment,
instructional delivery and professionalism.

LEA Goals Addressed: **Goal Area 2: The district will meet the needs of all learners in the educational environment.**

Strategy #1: The district will define the Portrait of a Lower Moreland Graduate.

Strategy #2: The district will continue to review and maintain a curricular program predicated on federal, state and local requirements, data analysis and students' needs.

Start	End	Title	Description	Person Responsible	SH	S	EP	Provider	Type	App.
9/4/2018	6/30/2022	Teaching Diverse Learners in an Inclusive Setting	Inclusionary practices are being used in the district and will continue to be expanded.	Director of Special Education, Director of Curriculum, Principals	3	5	10	TLS and Teacher Leaders	Individual	No

Knowledge Teachers become equipped with strategies to meet the needs of all learners in the educational environment.

Supportive Research Areas of focus for professional learning include differentiated instruction and strategies for co-teaching.

Designed to Accomplish
For classroom teachers, school counselors and education specialists: 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.
Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.

Series of Workshops

Training Format

Participant Roles

Classroom teachers

Grade Levels

Elementary - Primary (preK - grade 1)
Elementary - Intermediate (grades 2-5)
Middle (grades 6-8)
High (grades 9-12)

Follow-up Activities

Creating lessons to meet varied student learning styles
Peer-to-peer lesson discussion
Lesson modeling with mentoring

Evaluation Methods

Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.
Participant survey

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 Murray Cohen on 4/27/2018

Board President

Affirmed by Marykay Feeley on 4/26/2018

Superintendent/Chief Executive Officer