Upper Merion Area SD

District Level Plan

07/01/2018 - 06/30/2021

District Profile

Demographics

435 Crossfield Rd
King of Prussia, PA 19406
(610)205-6400
Superintendent: John Toleno
Director of Special Education: John Moody

Planning Process

Upper Merion Area School District has employed a comprehensive and collaborative process to ensure district and community involvement in strategic planning. It has been our goal to include staff and community stakeholders in the task of designing educational improvement and organizational adjustments as we continue to prepare students for a lifetime of learning and success. A committee structure consisting of the following major committees was employed: Comprehensive Plan Community Committee, Professional Development Committee, Instructional Academic Council, K-12 Literacy Committee, Pre-Kindergarten-3rd Grade Committee, and individual school strategic planning committees . Each committee employed sub-committees as needed. A district administrator served as a chairperson for each major committee. The Superintendent was responsible for overall planning, although each committee chairperson was responsible for scheduling and planning meetings as well as subcommittee structures. The timeline for strategic planning was June 2016 to November 2016. The Superintendent announced the strategic planning process at the June 2016, school board meeting. Communications were also generated via email and School Messanger during the process. The District utilized the district website to keep all stakeholders informed during the entire process.

Mission Statement

The mission of the Upper Merion Area School District is to inspire excellence...in every student, every day.

Vision Statement

We envision our district to be one where...

Our Students

- graduate prepared academically, culturally, and technologically prepared for the challenges of the 21st century
- graduate prepared to be life long learners
- graduate with a strong sense of self, a deep concern for fellow human beings, and a lasting commitment to their community

Our Parents

- are engaged in their children's educational experiences
- work collaboratively with school personnel to understand and support educational endeavors
- model high ethical and work standards and demonstrate the value of school attendance

Our Community

- works collaboratively to foster supportive partnerships that benefit all students
- takes pride in our schools
- holds high expectations for all students

Our Leadership and Governance

- support a culture of learning
- serve as educational mentors
- are future-focused and guide change
- model perseverance, strong work ethic and lifelong learning

Shared Values

Core values which guide our thoughts, decisions, and actions are: Developing Relationships, Respecting Multiple Perspectives, Honesty, Integrity, Respect, Commitment, and Collaboration

Principles of Professionalism which provide guidelines for decisions and performance include:

- We believe that learning takes place in multiple contexts and that one domain does not take precedence over another
- We believe that families and the community must be partners in influencing student success
- We believe that all students can learn
- We believe that excellence is inspired in a culture of respect that extends to all students and adults
- We need to approach learning with respect for the cultural and linguistic identity of students and their families
- We need to actively foster engagement, alignment, and collaboration between all aspects of the school district and community partners
- We need to use valid data to identify and prioritize needs and to measure success
- We need to be future focused

Educational Community

Upper Merion Area School District offers a comprehensive program for over 4,000 students from Upper Merion Township, and the Boroughs of Bridgeport and West Conshohocken. The 617 member staff is comprised of 24 administrators, 330 professional staff members and 306 full and part-time support personnel. Upper Merion Area School District has an estimated community population of 34,169. Community demographics provide rich data regarding trends and have been valuable in strategic planning. The following percentages provide information regarding diversity within the community: White, 57%, Asian, 17%; Pacific Islander/American Indian/Other, 1%; Multi-Racial (not Hispanic) 4%; Black, 10%; and Hispanic/Latino 11%.

Upper Merion Area School District students and families bring a rich array of interests, traditions, backgrounds, and experiences to the District. We consider our diversity to be a strength upon which we will continue to capitalize as we prepare students all students to be career and college ready.

Planning Committee

Name	Role
Robert Devers	Administrator : Professional Education
Staci Futrick	Administrator : Special Education
Fred Remelius	Administrator : Professional Education
Susan Silver	Administrator : Professional Education Special Education
Robyn Briggs	Board Member : Professional Education
Alice Budno Hope	Board Member : Professional Education
Mara Buri	Board Member : Professional Education
Eric Elvanian	Board Member : Special Education
Joan Kellett	Board Member : Professional Education
Gary Ledebur	Board Member : Professional Education
Gary Ledebur	Board Member : Special Education
Maggie Philips	Board Member : Professional Education
Thad Radzanowski	Board Member : Professional Education
Eric Wellington	Board Member : Professional Education
Jonathan Bauer	Building Principal : Professional Education Special Education
Tom Campbell	Building Principal : Professional Education
Anthony Grazel	Building Principal : Professional Education
Carole Hoy	Building Principal : Professional Education Special Education
Frank McCartney	Building Principal : Professional Education
Angela Regrut	Building Principal : Professional Education
Adam Slavin	Building Principal : Professional Education
Steven Van Mater	Building Principal : Professional Education
Christine Olsen-Liney	Business Representative : Professional Education
Shubhra Wells	Business Representative : Professional Education
Robyn Briggs	Community Representative : Professional Education
Gino Cavaliere	Community Representative : Professional Education
Cheryl Courtney	Community Representative : Professional Education

Karyn Homka	Community Representative : Professional Education
Christopher Huff	Community Representative : Professional Education
Jessica Keen	Community Representative : Professional Education
Ryan Keen	Community Representative : Professional Education
Thomas Kohler	Community Representative : Professional Education
Ann Lister	Community Representative : Professional Education
Jim Newby	Community Representative : Professional Education
Carl Schultheis	Community Representative : Professional Education
Julie Shaw	Community Representative : Professional Education
Caryn Stivelman	Community Representative : Professional Education
Christine Woyshner	Community Representative : Professional Education
Christine Woyshner	Community Representative : Professional Education
Jeanne Zelli	Community Representative : Professional Education
Edward Mazzilli	Ed Specialist - Instructional Technology : Professional Education
Pat Berger	Ed Specialist - Other : Professional Education
Jacque Montemuro	Ed Specialist - Other : Special Education
Melissa Besz	Ed Specialist - School Counselor : Professional Education
Kelly Gallagher	Ed Specialist - School Counselor : Professional Education
Kara Howell	Ed Specialist - School Counselor : Professional Education
Barbara Micucci	Ed Specialist - School Counselor : Professional Education
Nicole Miller	Ed Specialist - School Counselor : Professional Education

Rosemarie Foote	Ed Specialist - School Psychologist : Professional Education
Edward Snieska	Ed Specialist - School Psychologist : Special Education
MaryBeth Adiletto	Elementary School Teacher - Regular Education : Professional Education
Sheryl Atlee	Elementary School Teacher - Regular Education : Professional Education
Donna Bielawski	Elementary School Teacher - Regular Education : Professional Education
Janelle Johnson	Elementary School Teacher - Regular Education : Professional Education
Janelle Johnson	Elementary School Teacher - Regular Education : Professional Education
Karen Kulp	Elementary School Teacher - Regular Education : Professional Education
Kate Kushner	Elementary School Teacher - Regular Education : Professional Education
Alyssa O'Sullivan	Elementary School Teacher - Regular Education : Professional Education
Julie Overly	Elementary School Teacher - Regular Education : Professional Education
Maureen Russell	Elementary School Teacher - Regular Education : Professional Education
Joseph Schuberth	Elementary School Teacher - Regular Education : Special Education
Amy Nolan	Elementary School Teacher - Special Education : Special Education
Leslie Rooney	Elementary School Teacher - Special Education : Professional Education
Rachel Darnell	High School Teacher - Regular Education : Professional Education
Stephanie Dell'Elmo	High School Teacher - Regular Education : Professional Education
Laura Ebersole	High School Teacher - Regular Education : Professional Education
Stephen Kozol	High School Teacher - Regular Education : Professional Education
Rebecca McDonnell	High School Teacher - Regular Education : Professional Education

Jennifer Rieger	High School Teacher - Regular Education : Professional Education
Pete Vreeland	High School Teacher - Regular Education : Professional Education
Jenny Williams	High School Teacher - Regular Education : Professional Education
Cheryl Bacchi	High School Teacher - Special Education : Special Education
Amy Odgers	Instructional Coach/Mentor Librarian : Professional Education
Donna Gafney	Intermediate Unit Staff Member : Professional Education
Rebecca Millsbaugh	Intermediate Unit Staff Member : Professional Education
Amber Molloy	Intermediate Unit Staff Member : Professional Education
Karen Stover-Perri	Intermediate Unit Staff Member : Professional Education
Davis Chubb	Middle School Teacher - Regular Education : Professional Education
Melissa Cosgriff	Middle School Teacher - Regular Education : Professional Education
Peter Cress	Middle School Teacher - Regular Education : Professional Education
Rose Gersten	Middle School Teacher - Regular Education : Professional Education
Eileen Hunter	Middle School Teacher - Regular Education : Professional Education
Gerry Laucella	Middle School Teacher - Regular Education : Professional Education
Angela Murphy	Middle School Teacher - Regular Education : Professional Education
Jill Murray	Middle School Teacher - Regular Education : Professional Education
John Funk	Middle School Teacher - Special Education : Special Education
Eric Chung	Parent : Professional Education
Vaishali Deshpandi	Parent : Professional Education
Lisa Lamesta	Parent : Professional Education
Julie Levick	Parent : Professional Education

Paula Longo-Gilligan	Parent : Special Education
Linda Moser	Parent : Special Education
Sheldon Opielski	Parent : Professional Education
Susanna Orangers	Parent : Special Education
Brenda Rodriguez	Parent : Professional Education
Michelle Suess	Parent : Special Education
Lara Tatman	Parent : Professional Education
Maria Villagracia	Parent : Professional Education
John Moody	Special Education Director/Specialist : Special Education
Sean Gardiner	Student Curriculum Director/Specialist : Professional Education
Andrew Kuhn	Student Curriculum Director/Specialist : Professional Education
Hope MacDougall	Support Staff Secretary : Professional Education
Anita Pierson	Support Staff Secretary : Professional Education

Core Foundations

Standards

Mapping and Alignment

Elementary Education-Primary Level

Standards	Mapping	Alignment
Arts and Humanities	Accomplished	Accomplished
Career Education and Work	Developing	Developing
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	Non Existent	Non Existent
Geography	Accomplished	Accomplished
Health, Safety and Physical Education	Accomplished	Accomplished
History	Accomplished	Accomplished
Science and Technology and Engineering Education	Accomplished	Accomplished
Alternate Academic Content Standards for Math	Developing	Developing
Alternate Academic Content Standards for Reading	Developing	Developing
American School Counselor Association for Students	Accomplished	Accomplished
Early Childhood Education: Infant-Toddler⟶Second Grade	Accomplished	Developing
English Language Proficiency	Accomplished	Developing
Interpersonal Skills	Accomplished	Accomplished
School Climate	Accomplished	Accomplished

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

The distirct is In the proces of aligning the currciula to the PA common core and appropriate content standards.

Elementary Education-Intermediate Level

Standards	Mapping	Alignment
Arts and Humanities	Accomplished	Accomplished
Career Education and Work	Accomplished	Developing
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	Developing
Alternate Academic Content Standards for Reading	Accomplished	Developing
American School Counselor Association for Students	Accomplished	Accomplished
English Language Proficiency	Accomplished	Developing
Interpersonal Skills	Accomplished	Accomplished
School Climate	Accomplished	Accomplished

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

The distirct is In the proces of aligning the currciula to the PA common core standards.

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

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

The distirct is In the proces of aligning the currciula to the PA common core standards and appropriate content standards

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

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

The distirct is In the proces of aligning the currciula to the PA common core standards and appropriate content standards.

Adaptations

Elementary Education-Primary Level

Checked answers

None.

Unchecked answers

None.

Elementary Education-Intermediate Level

Checked answers

None.

Unchecked answers

None.

Middle Level

Checked answers

None.

Unchecked answers

None.

High School Level

Checked answers

None.

Unchecked answers

None.

Explanation for any standards checked:

This narrative is empty.

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:

With the implementation of the common core and a focus on interdiscilpinary learning, the district is continuing work on the above goals through continued curriculum evaluation and development in alignment with PDE Common Core Standards.

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

This narrative is empty.

Elementary Education-Intermediate Level

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

Processes used to ensure Accomplishment:

With the implementation of the common core and a focus on interdiscilpinary learning, the district is continuing work on the above goals through continued curriculum evaluation and development in alignment with PDE Common Core Standards.

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

This narrative is empty.

Middle Level

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

Processes used to ensure Accomplishment:

With the implementation of the common core and a focus on interdiscilpinary learning, the district is continuing work on the above goals through continued curriculum evaluation and development in alignment with PDE Common Core Standards.

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

This narrative is empty.

High School Level

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

Processes used to ensure Accomplishment:

With the implementation of the common core and a focus on interdiscilpinary learning, the district is continuing work on the above goals through continued curriculum evaluation and development in alignment with PDE Common Core Standards.

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

This narrative is empty.

Modification and Accommodations

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

Here is a sampling of the supports that are provided to special education students in the district:

Environmental/physical accommodations/modifications

Providing preferential seating

Altering physical arrangement of classroom

Reducing distractions

Modifying equipment

Adapting writing utensils

Providing space for movement or breaks

Instructional / grading modifications

Modifying materials

Providing one to one instruction

Varying method of instruction

Modifying content of lesson

Providing alternative assignments

Providing extra visual and verbal cues and prompts

Providing study sheets

Conducting an assistive technology evaluation

Providing augmentative communication devices

Specialized equipment such as standers

Allowing use of computer and calculator

Allowing use of tape recorder

Providing books on tape

Providing textbooks for at home use

Providing notetaker or teacher outlines, study guides

Modifying workload or length of assignments/tests

Modifying time demands

Allowing answers to be dictated

Providing word bank

Providing hands-on activities

Utilizing specialized curriculum

Large print or Braille materials

Providing highlighted materials

Providing adapted physical education

Following routine or schedule

Social/behavioral interventions/supports:

Providing immediate feedback

Allowing breaks

Conducting functional behavioral analysis

Implementing behavioral intervention strategies

Implementing behavior modification plan

Developing crisis intervention plan

Using varied reinforcement system

Provide peer buddies

Provide counseling

Providing verbal and visual cues regarding transition

Providing verbal and visual cues regarding directions or staying on task

Providing study skills instruction

Providing visual daily schedule

Adjusting assignment timelines

Providing checklists

Giving notice, warning before change in activities

Allowing daily check-in with case manager or special education teacher

Staff supports/collaboration:

Enhanced staffing

Providing one on one aide

Health care assistant

Interpreter

Bus nurse

Providing small group instruction

Providing staff development

Testing Accommodations:

Allowing answers to be dictated

Allowing frequent rest breaks

Allowing additional time

Allowing oral testing

Giving no timed tests

Giving choice of test (multiple-choice, essay, true-false)

Accepting short answers

Allowing open book or open note tests

Shortening test

Reading test to student

Providing study guide prior to test

Highlighting key directions

Giving test in alternative site

Allowing calculator, word processor

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
- Department Supervisors

Unchecked Answers

- Building Supervisors
- Instructional Coaches
- Not Reviewed

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

Strategies, once identified, are incorporated through professional development, administrative support, and feedback provided following classroom observations.

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

Building Supervisors (Subject Area Leaders) and Instructional Coaches are permitted to formally evaluate teachers and their lesson plans. However, these individuals do work with teachers to reflect on their teaching and discuss appropriate instructional strategies in a non-evaluative manner.

Responsiveness to Student Needs

Elementary Education-Primary Level

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

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

This narrative is empty.

Elementary Education-Intermediate Level

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

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

This narrative is empty.

Middle Level

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

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

This narrative is empty.

High School Level

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

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

This narrative is empty.

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.

The District has a rigorous screen and interview process that is conducted collaboratively between the Director of Human Resources and District administrators.

Assessments

Local Graduation Requirements

Course Completion	SY 18/19	SY 19/20	SY 20/21
Total Courses			
English	4.00	4.00	4.00
Mathematics	3.00	3.00	3.00
Social Studies	3.50	3.50	3.50
Science	3.00	3.00	3.00
Physical Education	1.00	1.00	1.00
Health	1.00	1.00	1.00
Music, Art, Family & Consumer Sciences, Career and Technical Education	2.00	2.00	2.00
Electives			
Minimum % Grade Required for Credit (Numerical Answer)			

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*

- Completion of secondary level coursework in English Language Arts (Literature), Algebra I and Biology in which a student demonstrates proficiency on the associated Keystone Exam or related project-based assessment if § 4.4(d)(4) (relating to general policies) applies.

- Locally approved and administered assessments, which shall be independently and objectively validated once every 6 years. Local assessments may be designed to include a variety of assessment strategies listed in ? 4.52(c) and may include the use of one or more Keystone Exams. Except for replacement of individual test items that have a similar level of difficulty, a new validation is required for any material changes to the assessment. Validated local assessments must meet the following standards:

    I. Alignment with the following State academic standards: English Language Arts (Literature and Composition); Mathematics (Algebra I) and Environment and Ecology (Biology).

    II. Performance level expectations and descriptors that describe the level of performance required to achieve proficiency comparable to that used for the Keystone Exams.

    III. Administration of the local assessment to all students, as a requirement for graduation, except for those exempted by their individualized education program under subsection (g), regarding special education students, or gifted individualized education plan as provided in ? 16.32 (relating to GIEP).

    IV. Subject to appropriations provided by law, the cost to validate local assessments shall be evenly divided between the school district, AVTS or charter school, including a cyber-charter school, and the Department. If the Department does not provide sufficient funding to meet its share, local assessments submitted for validation shall be deemed valid until a new validation is due to the Department.

    V. The Department will establish a list of entities approved to perform independent validations of local assessments in consultation with the Local Assessment Validation Advisory Committee as provided in ? 4.52(f).

    VI. School boards shall only approve assessments that have been determined to meet the requirements of this subsection by an approved entity performing

the independent validation. If a school district, AVTS or charter school, including a cyber-charter school, uses a local assessment that has not been independently validated, the Secretary will direct the school entity to discontinue its use until the local assessment is approved through independent validation by an approved entity.

- 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.

Unchecked answers

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

Methods and Measures

Summative Assessments

Summative Assessments	EEP	EEI	ML	HS
Teacher designed assessments, curriculum based assessments, end of unit publisher assessments	X	X	X	X

Benchmark Assessments

Benchmark Assessments	EEP	EEI	ML	HS
Reading assessments include NWEA-MAP & Study Island Benchmarks (elementary through middle school) CDTs	X	X	X	X

Formative Assessments

Formative Assessments	EEP	EEI	ML	HS
Teachers regularly use a wide variety of formative assessments at all levels.	X	X	X	X

Diagnostic Assessments

Diagnostic Assessments	EEP	EEI	ML	HS
At the elementary level Oral Reading Fluency, NWEA-MAP	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	X	X	X	X
Instructional Coach Review				
Teacher Peer Review			X	

Provide brief explanation of your process for reviewing assessments.

The District is working toward the development and implementation of project-based assessments as well as common assessments across common courses. Teachers are working collaboratively to design assessments and evalute student performance across classes. This is currently a work in progress. Once the assessments are reviewed at the building levels, the assessments are given final review by the Assistant Superintendent of Curriculum and Instruction and the Superintendent.

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.

NA

Collection and Dissemination

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

The District utilizes a data warehouse program, Sapphire Assessment Tracker, wherein all student data is stored and available for data analysis by district leaders as well as instructional teams. Assessment Tracker provides the ability to intersect multiple data points such as academics, attendance, discipline, ethnicity, special needs, ecomonically disadvantaged status, etc.

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.

Each building in the district employs a data team model. In addition to individual teachers, data teams look at data across a grade, discipline, or building in order to identify strengths and weaknesses. Data is examined at the grade level, the class level and the individual level in order to identified the need for targeted or extended instruction. The district has adopted the Victoria Bernhardt's concept of Mutlpie Measures to identify root causes and to develop actions plans for students. These measures include demographic data, perception data, student learning data, and school process data.

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 uses on-going and embedded professional development to instruct teachers in specific research based instructional strategies. Many of the reading strategies are based upon WestEd Reading/Writing Apprenticeship and Fountas and Pnniell's Balanced Literacy Framework. The District attempts to use student data as well as research available relative to specific types of learners and strives to develop a knowledge base upon which all teachers can draw. The District has experienced rapidly changing demographic profiles and social conditions (including gender, socioeconomic status, culture, ethnic, and linguistic heritage) and is attempting to make an effort to identify diverse strategies that will work for diverse learners.

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

The district is working on identifying and understanding diverse instructional strategies. Going forward the district will employ professional development to provide a wide rage of instructional strategies to be used by all teachers.

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	
Press Releases	X	X	X	X
School Calendar	X	X	X	X
Student Handbook	X	X	X	X

Provide brief explanation of the process for incorporating selected strategies.

The District consistently uses the curriculum documents, an annual assessment plan, teacher-grade level meetings, building meetings, School Board Committee meetings, publications on the District Website and individual meeting with parents to distribute and, or communicate assessment and assessment results. Each year the District will publish annual reports to the Community via the Superintendent's office.

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

This year the District will contact local media and share prepared press releases as another means of distributing district assessment information to the community. The District will also publish and mail a District Annual report to all community members.

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.

The district's process for continuous student improvement includes the following: Each school has written a school improvement plan based upon student data, each school employs a data team which continually accesses and analyzes student achievement for instructional planning, each school has a schedule that provides for remediation and enrichment time for all students. Additionally the student services and special education department are writing annual goals for student achievement. The District hopes to reduce class size with the addition of another elementary building, increase co-teaching, hire more ESL staff, hire behavior specialists to support struggling students and provide extensive professional development. The rate at which our goals are met depend upon fiscal challenges.

Programs, Strategies and Actions

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

Internet Web-based System for the Management of Student Discipline	X	X	X	X

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

Counseling Services for Students enrolled in alternative education programs: District does not have elementary students in alternative education.
Placement of School Resource Officers: District does not employ school resource officers. However, the district hired a District School Safety Officer as well as Hallway monitors in the High School and Middle School

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.)

1. Public Meetings - 4x a year - to educate public of services and programs
2. Newsletter - 4x a year - information about the current programs and services across all grade levels and buildings
3. Handbook - detailed information about identification, selection, programs and services offered gifted students

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

Describe your entity's process for identifying gifted children.

1. Based on teacher or parent referral, student is screened for intelligence and achievement by school counselor.
2. If request for mg evaluation is submitted by parent, and school counselor cannot complete the screening within ten days, counselor prepares and issues a GNORA stating no MG eval will take place, but a screening will ensue.
3. If student does not pass screening criteria, GNORA is issued including data collected and reviewed, stating that request for mg eval is refused.
4. If student passes screening criteria, or if parent challenges GNORA refusal, counselor prepares mg referral packet that includes teacher and parent input.
5. Referral packet is forwarded to school psychologist, who prepares and issues eval permission form.

6. When signed parent permission is received, psychologist conducts assessment of intelligence and, if indicated, academic achievement.

7. Psychologist prepares GWR, indicating eligibility.

8. If student is not eligible, psychologist prepares and issues GNORA stating such.

9. If student is eligible, GWR is referred to Gifted Support teacher, who arranges Gifted IEP development and meeting

SCREENING AND IDENTIFICATION

Classroom teachers, parents, or other school personnel can identify students as potential candidates for the gifted services. Referrals are made by written request to the building principal, or delegate, who will acknowledge the referral in writing and send a letter to the parents explaining the gifted evaluation process, including procedural safeguards. A tiered evaluation then proceeds through three levels:

Tier 1: The classroom teacher and school counselor review student performance in the general education curriculum, report card information, Upper Merion Area School District performance tasks and standardized assessment information. If this data is in the advanced range, the counselor will administer an individualized assessment including, a short-form IQ test, and achievement tests. If the student's measured IQ is 125 or above, the student proceeds for further eligibility evaluation. If these criteria are not met, a letter is sent to the parents explaining the decision and the procedures for contesting it.

Tier II: Parents complete a Parent Input Form, describing the student's perceived strengths and needs. The student's regular classroom teacher completes a Gifted Evaluation Scale - Teacher Form and may submit a work sample or portfolio. If the input forms indicate strong evidence of possible giftedness, a need for specially designed instruction, and the IQ test score is 125 or higher, the case proceeds to Gifted Multidisciplinary Evaluation (GMDE). If these criteria are not met, a letter is sent to the parents explaining the decision and the procedures for contesting it.

Level III: MDE The MDE follows state guidelines for assessment and eligibility; see the "Parent Guide to Special Education for the Gifted" for details. The MDE includes administration of a comprehensive psychological evaluation by a district school psychologist. If the student scores a Full Scale or Composite IQ greater than or equal to 126 and exhibits multiple criteria of giftedness (as shown in the Parent and Teacher Input Forms), then the student is deemed Mentally Gifted. The multidisciplinary team then develops a Gifted Individualized Educational Plan (GIEP). If wide discrepancies exist between verbal and spatial scores on the IQ subtests, or if there is evidence that other factors (such as English as a second language) are masking the student's aptitude, the evaluation team considers the other criteria for giftedness more closely before making a decision. Parents are kept informed at every stage of the screening process, and their input is actively sought. Parents also have the right to contest the decisions made, as outlined above.

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

SCREENING AND IDENTIFICATION
Classroom teachers, parents, or other school personnel can identify students as potential candidates for the gifted services. Referrals are made by written request to the building principal, or delegate, who will acknowledge the referral in writing and send a letter to the parents explaining the gifted evaluation process, including procedural safeguards. A tiered evaluation then proceeds through three levels:
Tier 1: The classroom teacher and school counselor review student performance in the general education curriculum, report card information, Upper Merion Area School District performance tasks and standardized assessment information. If this data is in the advanced range, the counselor will administer an individualized assessment including, a short-form IQ test, and achievement tests. If the student's measured IQ is 125 or above, the student proceeds for further eligibility evaluation. If these criteria are not met, a letter is sent to the parents explaining the decision and the procedures for contesting it.
Tier II: Parents complete a Parent Input Form, describing the student's perceived strengths and needs. The student's regular classroom teacher completes a Gifted Evaluation Scale - Teacher Form and may submit a work sample or portfolio. If the input forms indicate strong evidence of possible giftedness, a need for specially designed instruction, and the IQ test score is 125 or higher, the case proceeds to Gifted Multidisciplinary Evaluation (GMDE). If these criteria are not met, a letter is sent to the parents explaining the decision and the procedures for contesting it.
Level III: MDE The MDE follows state guidelines for assessment and eligibility; see the "Parent Guide to Special Education for the Gifted" for details. The MDE includes administration of a comprehensive psychological evaluation by a district school psychologist. If the student scores a Full Scale or Composite IQ greater than or equal to 126 and exhibits multiple criteria of giftedness (as shown in the Parent and Teacher Input Forms), then the student is deemed Mentally Gifted. The multidisciplinary team then develops a Gifted Individualized Educational Plan (GIEP). If wide discrepancies exist between verbal and spatial scores on the IQ subtests, or if there is evidence that other factors (such as English as a second language) are masking the student's aptitude, the evaluation team considers the other criteria for giftedness more closely before making a decision. Parents are kept informed at every stage of the screening process, and their input is actively sought. Parents also have the right to contest the decisions made, as outlined above.

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.

The district believes that gifted, like all students, learn best when provided with challenging instruction which can be delivered in a range of settings. Thus, Upper Merion Area School District is committed to a program that is flexible and dynamic, multi-leveled, and designed to expand the abilities of each learner. Research has also shown that gifted students benefit from being grouped together for meaningful instruction during the day. Each student identified as Gifted, will have a GIEP tailored to his/her specific strengths and needs for specialized instruction.
Programming is expressed in the GIEP and can include combinations of the following:
Enrichment - Beginning in elementary school and delivered through differentiation of core content at all grade levels, as well as pull out instruction by a dedicated GIEP teacher,

students will be provided with opportunities for deeper investigation of standards using materials commensurate with their cognitive and academic strengths;
Acceleration - Instruction is matched to the competence level of the student. This can be achieved through curriculum compacting and telescoping at all levels. Additional acceleration in Mathematics begins in grade 5 and continues in high school in honors, AP, Online, and Dual enrollment course offerings in all content areas.
Individualization , When instruction is matched specifically to the student's achievement, ability, and interest, students become self motivated and have opportunity to achieve beyond expectation. Individualized programming can be initiated at any level in accordance with IEP team determinations.
Elementary Gifted Education:
*Aligned Pull Out*EXCEL Period*Enrichment Consultation and Resource Preparation Middle School Gifted Education:Grade 5-6
*Homogeneous Grouping for Science/SS*Math Acceleration*Consultation for LA* Individual Learning Projects*Gifted GuidanceGrade 7-8
*Homogeneous Grouping Social Studies*Math Acceleration*Consultation for LA/SCI*Individual Learning Projects*Gifted Guidance High School Gifted Education: *Enrichment in all Contents Areas*Acceleration through VHS, MCCC*Gifted Resource Room*Gifted Seminar

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
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		
Wellness/Health Appraisal	X	X	X	X

Explanation of developmental services:

This narrative is empty.

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:

This narrative is empty.

Consultation and Coordination Services

Consultation and Coordination Services	EEP	EEI	ML	HS
Alternative Education			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:

This narrative is empty.

Communication of Educational Opportunities

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

Communication of Student Health Needs

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

Frequency of Communication

Elementary Education - Primary Level

- More than once a month

Elementary Education - Intermediate Level

- More than once a month

Middle Level

- Monthly

High School Level

- Monthly

Collaboration for Interventions

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

Special education teachers, psychologists, ELL teachers, Reading Specialists, School Counselors, IEP case managers and related service providers have ongoing contact with regular education teachers via face-to-face meetings, professional development, child study team meetings, common planning plan and/or email correspondence. Each school has a data team that reviews student progress and plans interventions.

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

Describe how the District accomplishes coordination with community operated infant and toddler centers, as well as preschool early intervention programs.

- Our district has an Early Childhood Committee. This committee is facilitated by our Assistant Superintendent. The district representatives on this committee are teachers from each of our own nursery (Little Vikings), Pre-K (at Bridgeport Elementary and at Extended Day) and kindergarten programs.

All of the Early Childhood Providers in the Upper Merion Area School District attendance area are invited to become members of our Early Childhood Committee. We currently have 15 sites that send representatives from their organization to our meetings. These organizations have programs from basic child daycare to fully accredited kindergarten programs. A transition plan has been created and implemented.

The Committee meets three times a year. Meeting agenda topics usually consists of sharing current trends in early childhood, discussion of articles, teaching strategies, available programs, lesson plans and activities, student achievement and reporting student progress,

social and emotional programs. They also have an opportunity to learn from each other. Our district uses this forum to educate these providers about our early childhood and primary programs. We communicate information about our district and our services that would be helpful for their customers. The partnership they have with our district is a selling point for their center. Parents would want to use their services knowing that we coordinate our efforts with them.

Since most of their students will be entering one of our elementary schools we inform them about requirements for registration and getting ready for kindergarten expectations. We provide them with dates and times for our orientations and events. The teachers and their students from these sites are invited to visit our kindergarten classes throughout the year. We educate them on the assessments that are given to our students prior to beginning public school. Meetings are also spent reviewing and discussing the PA State Standards for Early Literacy and Early Childhood Education. The Common Core Standards that have been drafted for English Language Arts and Mathematics have now included Pre-K in their documents.

Parents of students attending early intervention programs through the intermediate unit are invited to meetings with the school district in February before they are eligible to start kindergarten programming. At these transition meetings records are shared with the district and permission forms are issued to start the evaluation process. This process occurs in the spring so that IEPs are developed for school age programming prior to kindergarten beginning. In this way special education services are seamless.

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.

- Our before and after school child care program is offered to all students in grades pre-K-6. There is community coordination through our Township Park and Recreation after school program that offers seasonal sports and clubs in our buildings. Our Township Library also offers many evening and weekend opportunities and events for our students and families. Both offer summer camps and programs.

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.

Address coordination activities designed to identify and serve children with disabilities and the supports and accommodations available to ensure both physical and programmatic access.

- Recrords are exchanged and meetings have been held for students coming from an early intervention provider.
- If needed, the district develops IEP plans for these students prior to their entrance into our kindergarten programs. The district also develops 504 plans and health plans for students who require this type of support.
- Students are screened in kindergarten and if the parent or teacher suspect a child may have a disability, they are referred to the child study team.

How does the district coordinate with pre-kindergarten programs operated directly by the District and those operated by community agencies under contract from the District.

- Students attending our pre-kindergarten programs are already registered in out Student Information System. It is a smooth transition for these students. We also record scores from our pre-K assessments into our tracking system. A progress report for our pre-K students has been developed.
- Community agencies servicing our students work closely with our Student Services Department who plan the transition of early intervention students or alternative programs into our schools.

Describe how the District provides for a smooth transition from the home setting and any early childhood care or educational setting the students attend, to the school setting.

- Parents may sign a release of information form in order for their daycare providers to communicate with us or to share reports, etc. for us to learn more about the student and assist us in preparing appropriate services and ordering appropriate materials. Parents are

encouraged to bring their child to their elementary school and visit the kindergarten classroom and begin attending school events.

- Students are also assessed prior to the start of school to determine strengths and needs. Observations and home visits are conducted for students participating in an early intervention program.

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.

Processes used to ensure accomplishment include adoption of standards-based instructional materials, materials available for differentiation, on-line access to Math and Language Arts materials. Additionally the schools use Compass Learning and First in Math, on-line differentiated programs that is available at school and at home.

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

This narrative is empty.

Elementary Education-Intermediate Level

Material and Resources Characteristics	Status
Aligned and supportive of academic standards, progresses level to level and demonstrates relationships among fundamental concepts and skills	Accomplished
A robust supply of high quality aligned instructional materials and resources available	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.

Processes used to ensure accomplishment include adoption of standards-based instructional materials, materials available for differentiation, on-line access to Math and Language Arts materials. Additionally the schools use Compass Learning and First in Math, on-line differentiated programs that is available at school and at home.

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

This narrative is empty.

Middle Level

Material and Resources Characteristics	Status
Aligned and supportive of academic standards, progresses level to level and demonstrates relationships among fundamental concepts and skills	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.

The district is in its 4th year of our adopted Language Arts curriculum for Grades 5 and 6 and the district has completed work on the 7th and 8th grade ELA curriculum. Teachers have begun the training process on literacy across on content with instructional stategies to support literacy.

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

This narrative is empty.

High School Level

Material and Resources Characteristics	Status
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.

Processes used to ensure accomplishment include adoption of standards-based instructional materials, materials available for differentiation, on-line access to content-specific materials. Additionally the school usees Compass Learning, on on-line differentiated program that is available at school and at home.

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

This narrative is empty.

SAS Incorporation

Elementary Education-Primary Level

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

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

Further explanation for columns selected "

The District is working toward greater use of the SAS materials and resources.

Elementary Education-Intermediate Level

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

	less than 50% of district classrooms
Alternate Academic Content Standards for Math	Implemented in less than 50% of district classrooms
Alternate Academic Content Standards for Reading	Implemented in less than 50% of district classrooms
American School Counselor Association for Students	Implemented in less than 50% of district classrooms
English Language Proficiency	Implemented in less than 50% of district classrooms
Interpersonal Skills	Implemented in less than 50% of district classrooms
School Climate	Implemented in less than 50% of district classrooms

Further explanation for columns selected "

The District is working toward greater implementation and use of SAS materials and resources.

Middle Level

Standards	Status
Arts and Humanities	Implemented in less than 50% of district classrooms
Career Education and Work	Implemented in less than 50% of district classrooms
Civics and Government	Implemented in less than 50% of district classrooms
PA Core Standards: English Language Arts	Implemented in 50% or more of district

	classrooms
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Implemented in 50% or more of district classrooms
PA Core Standards: Mathematics	Implemented in 50% or more of district classrooms
Economics	Implemented in less than 50% of district classrooms
Environment and Ecology	Implemented in less than 50% of district classrooms
Family and Consumer Sciences	Implemented in less than 50% of district classrooms
Geography	Implemented in less than 50% of district classrooms
Health, Safety and Physical Education	Implemented in 50% or more of district classrooms
History	Implemented in less than 50% of district classrooms
Science and Technology and Engineering Education	Implemented in 50% or more of district classrooms
Alternate Academic Content Standards for Math	Implemented in less than 50% of district classrooms
Alternate Academic Content Standards for Reading	Implemented in less than 50% of district classrooms
American School Counselor Association for Students	Implemented in less than 50% of district classrooms
English Language Proficiency	Implemented in less than 50% of

	district classrooms
Interpersonal Skills	Implemented in less than 50% of district classrooms
School Climate	Implemented in less than 50% of district classrooms
World Language	Implemented in less than 50% of district classrooms

Further explanation for columns selected "

The District is working toward greater implementation and use of SAS resources and materials.

High School Level

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

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

	classrooms

Further explanation for columns selected "

The District is working toward greater implementation and use of SAS resources and materials.

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.

Not answered

Professional Education

Characteristics

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

District's Professional Education Characteristics	EEP	EEI	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	X	X	X	X

materials and interventions for gifted 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.	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.

District Professional Development is designed around a cohort model which focuses on collaboration and job-embedded work, driven by student need. District goals and initiatives are identified each year and professional development activities and strategies planned accordingly. Educational administrators are trained through a Principals' Academy to develop characteristics and skills for 21st century leaders: knowlege about curriculum, instruction, assessment; data collection and analysis for root cause identification and decision making; and characteristcs of effective leadership. The focus for all professional development is to ensure language and literacy aquisition for all students and to provide inclusive settings for our diverse learners.

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

Not applicable

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:
8/24/2015

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 plans to conduct the training on approximately:
9/25/2017

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.

This section was not answered.

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 establishment of the district's professional development program is driven by needs assessment and analysis of all student data , The district includes on-going assessment of its professional development practices through completion surveys on My Learning Plan. Professional development is provided in mutiple venues; through highly qualified presentators, through job-embedded activities; through collaborative review of instruction and assessment within a framework of best practices. The focus for all professional development is to ensure language and literacy aquisition for all students and to provide inclusive settings for our diverse learners.
The LEA has an ongoing monitoring system in place which will employ the Charlotte Danielson framework for effective teaching. Monitoring includes walkthroughs as well as informal and formal observations.

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

Not applicable

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 primary mission of the UMASD Teacher Induction Program (TIP) is to provide exemplary training, support and retention of teachers new to the district and teachers re-assigned within the district in order to increase student achievement.
The goal of the program is to facilitate teachers' professional development during their two to three-year induction period. As a result of this process, new teachers can better promote student achievement in a culturally diverse environment by successfully implementing the goals, objectives, policies, procedures, and research-based practices required by the school system. Through professional learning experiences that are results-driven, job embedded, and collaborative, teachers are offered the opportunity to become part of a community of learners committed to remaining in the district as professional educators and leaders.

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

Not applicable.

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 employs a comprehensive induction plan that is reviewed annually to ensure that components of the plan are aligne to district and student needs. The needs of inductees are assessed in an on-going manner. The Assistant Superintendent of Curriculum and Instruction works closely with inductees, employing strategies identified in PDE's Standards Aligned System. Inductees are part of teacher meetings, which provide time for job-embedded collaboration consisting of discussions relative to curriculum, instruction, assessment, data analysis, and student need. This year inductees will be trained in the components of effective teaching using the Charlotte Danielson model. Principals work

closely with inductees to ensure that student needs are met through a range of data analysis and use of differentiate classroom strategies.

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.

The Assistant Superintendent of Curriculum and Instruction has oversight for the induction program and works with building principals to identify mentors. Mentors are required to attend training and work with the Assistant Superintendent of Curriculum and Instruction throughout the induction year. Mentors observe their mentees 2x a year and participate in collaborative conversations to discuss lesson reflections.

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

Not applicable.

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

If necessary, provide further explanation.

This narrative is empty.

Monitoring and Evaluating the Induction Program

Identify the procedures for monitoring and evaluating the Induction program.

Ongoing evaluation and refinement of the new teacher induction program is the responsibility of the Assistant Superintendent of Curriculum and Instruction. At the end of each inductee instructional session, exit cards with evaluations are given to each inductee to complete. Based on this needs assessment, topics are motified to address specific concerns. During the course of the year, feedback is received from the mentor teacher relative to the topics discussed as recorded in the logs of the mentor/inductee meetings. Each inductee has multiple walk-throughs where opportunities are presented to gain additional feedback of needs . Inductees as well as mentors also complete end of year feedback reports.

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: **444**

Identification Method

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

Identification Method

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

1.) Teacher or parent identifies concern with acquisition of skill realted to an academic, social-emotional, and/or behavior area and brings the concerns to the school-based data review team. The School Based Data Team is an interdisciplary team comprised of Administrators, General Education/Special Eductaion Teachers, Support Staff, including School Psychologist, School Counselor, School Nurse. Additional participants can be included on the team depending on the concerns epressed in referral. Parent participation is not required, however, notice of meeting and participation is strongly encouraged.

2.) The School Based Team meets and reviews the data and solicits information from the teacher or referring agent, and proposes interventions. These pre-referral interventions can take many forms, with varying intensities and duration, including classroom based differentiation, academic intervention groups, counseling, behavior plans, and schedule changes. A schedule for review of data collected and possible changes to the intervention is determined.

3.) School Psychologist, as a member of the team, facilitates or participates in discussion to determine if the interventions were successful in supportting educational progress. If it is determined that the interventions were not successful, the special education referral process is initiated. Parent participation is strongly advised in this stage.

4.) Psychologist issues the Prior Written Notice informing parents of the district's intent to evaluate and the options considered.

5.) Upon receipt of the PWN, the psychologist prepares the evaluation plan and issues the

Permission to Evaluate.

6.) The evaluation would include: assessments of cognitive abilities and academic achievement, behavior and functional performance as well as any other assessment devices to explore the reason for referral. All evaluations and assessment tools used have gone through a pre-approval process to insure that instruments are considered cullturally and racially unbiased. This is to prevent wrongfull identification of students in special education due to factors of race, ethnicity, sexual orientation, and culture.

7.) Upon receipt of the signed permission, the psychologist administers the proposed tests to the student.

8.) Psychologist analyzes the aptitude and achievement scores obtained from testing and determines if there is a significant discrepancy between the two (by way of the predicted achievement statistical model) and also addresses the exclusionary criteria components of the Specific Learning Disability category. Psychologist will also analyze assessment results to determine the presence of any other eligibility category as well as the need for Specially Designed Instruction.

9.) Psychologist prepares the Evaluation Report, integrating information from the assessment, teacher input, parent input, and classroom observation, etc. Psychologists review reports with parents to provide an explanation of results.

10.) If the student meets eligibility criteria for classification in special eductaion and requires specially designed instruction, the psychologist forwards the report to the IEP case manager responsible for developing the student's IEP based on the academic and functional needs identified.

11.) If the student is not eligible for special education, the psychologist prepares the Notice of Recommended Educational Placement (NOREP) to this effect and issues it to the student's parent/guardian. The student is referred back to the the School Based Support team team for continued monitoring and intervention.

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

There is no significant disproportionality in any group.

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?

There are no residential facilities located within the boundaries of the Upper Merion Area School District. If an Upper Merion student is placed in a 1306 program outside of our district, the district shares student records including, if applicable, special education records, with the facility.

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).

Quarterly meetings with district oersonell are held to review of student enrollment and placement in out of district settings including incarcerated youth. The Montgomery County Intermediate Unit serves as a liaison with facilities for incarcerated special education students. The IU representative works with the district to ensure that FAPE is being implemented. Transition meetings are held for students when they are able to return to the district.

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.

District Procedures

1. During IEP development, the team discusses the student's identified needs, present levels of educational performance, academic strengths and needs, and determines the Specially Designed Instruction needed, and evaluates whether the IEP goals can be addressed within the Least Restrictive Environment with supplementary aids and services.
2. If the team determines the needs cannot be addressed and the SDI implemented in the Least Restrictive Environment, the next tier of support (i.e., Itinerant) is considered. If that level is still deemed not sufficient, then the next tiers of support are considered (Supplemental, Full-time).
3. All decisions made regarding educational placement are conducted in a team forum with consensus.

Evidence Based Programs

1. The district utilizes fidelity checklists to ensure programming is implemented as intended. Prior to implementation of needed programs, staff members are given access to training, and follow-up refresher courses are offered periodically.
2. Educators have the opportunity to access training on these programs and models provided through PDE/PaTTAN and receive consultation and technical assistance.
3. This includes solicited services such as: IEP compliance procedures taught by itinerant educational consultants from PDE, behavior specialists contracted though the MCIU, as well as privately contracted personnel, and evaluators in specialty areas such as those for students with low incidence disabilities and sensory and communication impairments.
4. The district has many classrooms using the Autism Initiative Framework. Consultants from the project are in our schools and our staff attend regular professional development.
5. The district regularly uses services from MCIU including SWPBIS Consultation, BrainSteps, Assistive Technology evaluation and consultation, Indicator 13 training, teacher assistant training and teacher training.

Supplementary Aids and Services

Here is a sampling of the supports that are provided to special education students in the

district:
Environmental/physical accommodations/modifications
Providing preferential seating
Altering physical arrangement of classroom
Reducing distractions
Checks for understanding
Modifying equipment
Adapting writing utensils
Providing space for movement or breaks
Instructional / grading modifications
Modifying materials
Providing one to one instruction
Varying method of instruction
Modifying content of lesson
Providing alternative assignments
Providing extra visual and verbal cues and prompts
Providing study sheets
Conducting an assistive technology evaluation
Providing augmentative communication devices
Specialized equipment such as standers
Allowing use of computer and calculator
Allowing use of tape recorder
Providing books on tape
Providing textbooks for at home use
Providing notetaker or teacher outlines, study guides
Modifying workload or length of assignments/tests
Modifying time demands
Allowing answers to be dictated
Providing word bank
Providing hands-on activities
Utilizing specialized curriculum
Large print or Braille materials
Providing highlighted materials
Providing adapted physical education
Following routine or schedule
Social/behavioral interventions/supports:
Providing immediate feedback
Allowing breaks
Conducting functional behavioral analysis
Implementing behavioral intervention strategies
Implementing behavior modification plan
Developing crisis intervention plan
Using varied reinforcement system

Provide peer buddies
Provide counseling
Providing verbal and visual cues regarding transition
Providing verbal and visual cues regarding directions or staying on task
Providing study skills instruction
Providing visual daily schedule
Adjusting assignment timelines
Providing checklists
Giving notice, warning before change in activities
Allowing daily check-in with case manager or special education teacher
Staff supports/collaboration:
Specialized or contracted staffing
Providing one on one aide
Health care assistant
Interpreter
Bus nurse
Providing small group instruction
Providing staff development
Testing Accommodations:
Allowing answers to be dictated
Allowing frequent rest breaks
Allowing additional time
Allowing oral testing
Untimed tests
Giving choice of test (multiple-choice, essay, true-false)
Accepting short answers
Allowing open book or open note tests
Shortening test
Reading test to student
Providing study guide prior to test
Highlighting key directions
Giving test in alternative site
Allowing calculator, word processor

SPP Targets

1. In order to answer this question, the district must calculate the percentage of time each special education student spends outside the general educational setting and compare the student percentages for each level of support with the state's average (i.e., the SPP targets). Using special education data reports (LEA Performance on State Performance Plan (SPP) Targets from School Year 2013-2014 the following data:

2. The school district requires documentation that all school support systems were implemented and exhausted prior to the referral for out-of-school placements. These supports include the following: parent and student conferencing, guidance services, school-based counseling, FBA, PBSP; SAP team referrals, as well as the hierarchy of special education levels. The data is assembled into a referral packet presented by the principal for additional consultation with the Supervisor of Special Eductaion and final recommendations of the IEP team made to the Director of Student Services.

- Special education inside regular education class - UMASD had students inside the regular education class 80 percent or more (57.2%) – less than the state average (62.4%); less than the SPP Target (62.1%)
- Special education inside regular education class - UMASD had students inside the regular education class less than 40 percent (7.5%) – less than the state average (8.9%); less than the SPP Target (8.9%)
- Special education students in other settings – UMASD had students in special education in other settings at a higher rate (5.7%) than the state average (4.8%); higher than the SPP target (4.6%)

SE Inside Regular Education Class 80% or More
LEA 57.2% Target 62.1%

Activities to meet Target of 62.1%:
1. The LEA will review this data and target with Administrators and teaching staff to identify road blocks and develop action plans
Evidence of change: LEA will provide PDE advisor with meeting agendas, building schedules, and action plans
2. LEA will oversee Systematic implementation of Co-teaching in grades 3-12 to reduce pull out instruction and provide appropriate supports to special education students in the general educataion setting. Evidence of change: LEA will provide PDE advisor with teacher/student schedules.
3. The LEA will insure continuation of research based Social Emotional Learning Program (Positive Action) and expansion of School Wide Positive Behavior Intervention System
Evidence of change: LEA will provide PDE advisor schedule for Positive Action Lessons in grades K-4 and implementation on SWPBIS
4. Professional Development- Administrative Teams and Teaching Teams will have ongoing consultation and professional development on Co-teaching, Blended Learning Models, and PBIS
Evidence of change: LEA will provide PDE advisor schedule of Professional development for Co-teaching, blended learning, and PBIS

SE Inside Regular Class Less than 40%
LEA 7.5% Target 8.9%

Activities to maintain Target of 8.9 % or less
1. The LEA will review this data and target with Administrators and teaching staff to identify any road blocks and develop action plans. Evidence of change: LEA will provide PDE advisor with agendas, building schedules, and action plans
2. LEA will work with special ed teachers K-12 on correctly calculating amount of time students are receiving special education services.Evidence of change: LEA will provide PDE advisor with agendas and notes from monthly meetings.
3. LEA will hire a Behavior Analyst to increase positive school behaviors and to work with students who have social skill deficits and problem behaviors which impact their ability to learn. Evidence of change: LEA will provide PDE advisor with copies of the school board agenda approving the hiring of this staff member for that role.

4. LEA will utilize District Behavior Analyst to provide buiding teams consutation and training in positive behavior support plans (PBSP) to maintain students in general eductaion settings Evidence of change: LEA will provide PDE advisor with examples of trainings, and behavior plans/data for PBSP at all levels.

5. Implementation of research based School-Wide Positive Behavior Intervention Support program K-4. Evidence of change: LEA will provide PDE advisor with board agenda documenting approval to participate in SWPBIS training and implementation schedule.
6. Systematic implementation of Co-teaching in grades 3-12 to reduce pull out instruction and provide appropriate supports to special education students in the general education settings. Evidence of change: LEA will provide PDE advisor with teacher/student schedules. Effectiveness of co-teaching model will be measured through student Progress Monitoring Data, Curriculum Based Assessment, PSSA/Keystone, and Co-teaching Professional Development Teacher Survey.
7. Professional Development - Align interventions and replacement instruction according to a multi-tiered system of supports to target deficit skills and maximize exposure to general eductaion settings. Evidence of change: LEA will provide PDE advisor with agenda items for Direct Instruction Purchases and PD for Intervention Teams.

SE in Other Settings
LEA 5.7% Target 4.8%

Activities to meet Target of 3.3% or less
1. The LEA will review this data and target with Administrators and teaching staff to identify road blocks and develop action plans. Evidence of change: LEA will provide PDE advisor with meeting agendas and action plans developed at the meetings.
2. Professional development for teachers, support staff and crisis teams in verbal de-escalation and crisis intervention. Evidence of change: LEA will provide PDE advisor with schedule for district and building teams regardig crisis intervention
3. LEA will utilize district Behavior Analyst to increase positive school behaviors and to work with students who have social skill deficits and problem behaviors which impact their

ability to learn. Evidence of change: LEA will provide PDE advisor with copies of behavior plans and data reflecting student progress and mainatining studnets in district based settings.
4. The LEA will create a district based Elmentary Emotional Support Program to provide more intensive support and intervention to teach adaptive behavior and approproiate social skills that will maintain students with emotional disturbance and behavior challenges in district settings. Evidence of change: LEA will provide PDE advisor with copies of the agenda items hiring staff and supplies for Emotional Support
5. Implementation of research based school-wide positive behavior support program K-4.

Evidence of change: LEA will provide PDE advisor with board agenda documenting approval to participate in SWPBIS training and implementation schedule
6. The LEA will contract with mental health providers to integrate mental health services within the school day (High School) and address students with serious emotional disturbance that interfere with ability to remain in genereal eductain settings. Evidence of change: LEA will provide agenda item approving contracted services and schedules for students recieving clinical services in a general eductaion setting. Effectiveness of program will be assessed according to Providers Level of Care Assessment, Student Attendance, Student Grades, and Student Discipline Reports.

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.

The district has Policy 113.1 governing Discipline of Students with Disabilities. This policy requires that the district develop and implement positive Behavior Support Plans and programs for students with disabilities who require specific interventions to address behaviors that interfere with learning.
In addition, this policy addresses students with disabilities who violate the Code of Student Conduct, or engage in inappropriate behavior, disruptive or prohibited activities and/or actions injurious to themselves or others, which would typically result in corrective action or discipline of students without disabilities, will be disciplined in accordance with state and federal laws and regulations and if applicable, their Individualized
Education Program (IEP) and Behavior Support Plan. No student with a disability will be

subjected to a disciplinary change in placement if the student's particular misconduct is a manifestation of his/her disability. However, under certain circumstances a student may be placed in an interim alternative educational setting by school personnel or the IEP team could, if appropriate, change the student's educational placement to one which is more restrictive than the placement where the misconduct occurred.

Policy 113.2 Positive Behavior Support Plans states that the district's behavior support programs will be based on positive rather than negative behavior techniques to ensure that students shall be free from demeaning treatment and unreasonable use of restraints or other aversive techniques. The use of restraints shall be considered a measure of last resort and shall only be used after other less restrictive measures, including de-escalation techniques. Behavior support programs and plans shall be based on a functional assessment of behavior and shall include a variety of research-based techniques to develop and maintain skills that will enhance students' opportunity for learning and self-fulfillment.

Development of School Wide Posiive Behavior Intervention Systems and social emotional learning programs (Positive Action) aligned with and the Community of Caring Framework delivered by the classroom teacher and school guidance counselor at the K through 12th grade levels.

Components include:

Direct teaching of replacement behaviors

Social Skills instruction

Lesson embedded into the district curriculum

Teaching behavioral expectations in the environment to which they pertain (e.g., cafeteria expectations are taught in the cafeteria accompanied by positive reinforcement for appropriate behavior)

Class-wide levels of support are available to include the following: classroom expectations are generated as a class, kept to 5 or fewer, are positively stated, and are frequently reviewed and reinforced

School counselors provide guidance lessons at each grade level

School counselors also identify children in need for group intervention and formulate groups with common themes to accommodate those needs

Additional supports include:

- community counselors from private agencies are contracted to provide school-based counseling in both individual and group formats;

- social workers and psychologists

- mental health and D&A assessments at the local MH/MR center as well as the presence of contracted mental health counselor

For students which school-wide, class-wide and group interventions have been deemed unsuccessful, individual behavior plans are developed using ABA principles, hypotheses regarding the function of behavior are developed, and subsequent positive behavior support plans to address the hypothesized functions of behavior.

Staff members have the opportunity to participate in trainings on de-escalation procedures, classroom management plans, and interventions to promote positive behavior. Appropriate staff memebers are sent to non-violent crisis intervention training to support students with challenging behaviors. Regualr education teachers are provided support and guidance on the implementation of Positive Behavior Support Plans.

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 school district provides a full continuum of supports and services within the district and placement options are available to students in every disability category. At each IEP meeting the district looks at the least restrictive environment options first. The district works collaboratively with state and county agencies to provide supplementary aides and services and assist parents in obtaining community supports.The district uses the CASSP process and has active SAP teams. The district uses community resources to staff two part time counselors who provide research based interventions for at-risk students. If at any time the district has trouble placing a special needs student, the district would contact the Intensive Interagency contact at PaTTAN for assistance.

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.

Program highlights include:

- Highly qualified staff
- Full continuum of special education programs

- Inclusion of all district students for a part of their day
- Co-teaching Professional Development
- Special Population Programming for students with Multiple Disabilities, Autism, and Emotional Disabilities
- Elementary Emotional Support
- LIFE Skills Programming
- School based mental health programs
- RTII programs at the elementary level
- Use of research based educational programs such as Read 180, Headsprout, Language for Learning, etc.
- Use of technology to allow special education students to access their learning
- Building level data teams who review student progress and make appropriate interventions
- Use of technology to track student progress
- Counseling services provided to identified students
- Transition coordinator at the HS level
- Job coaching available to students at the High School
- Specialized nursing services
- Social skills groups run at all levels
- Community of Caring Philosophy in each building
- School Wide Positive Behavior Intervention Systems
- Positive Action Program in each elementary building
- Supplemental behavioral support for each building

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
The Academy	Other	Alternative Education	4
Martin Luther	Approved Private Schools	ES	1
Bancroft School	Out-of-State Schools	MD	1
Home of the Merciful Savior	Approved Private Schools	MD	1
Wordsworth	Approved Private Schools	ES	1
Vanguard	Approved Private Schools	AS	4
George Crothers School	Approved Private Schools	MD	1
Timothy School	Approved Private Schools	AS	2
Overbrook School for the Blind	Approved Private Schools	BVIS	2
Delaware County IU	Neighboring School Districts	SI	1
Elwyn Alternative	Approved Private Schools	Autism	1
Green Valley Academy	Other	ES	1
Woods School	Approved Private Schools	ES	1
Melmark	Approved Private Schools	Autism	1
Lakeside	Approved Private Schools	ES	1
MCIU	Special Education Centers	ES	2
CSF Buxmont	Approved Private Schools	ES	1
Mill Creek School	Approved Private Schools	Emotional Support	1
Upper Merion Vantage Academy	Other	Alternative Education	8

Special Education Program Profile

Program Position #1

Operator: School District

PROGRAM DETAILS

Type: Class

Implementation Date: August 29, 2016

Reason for the proposed change: Implemented due to an increase of students with Multiple Disabilities.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Multiple Disabilities Support	6 to 9	2	0.3
Locations:				
Roberts Elementary	An Elementary 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	Multiple Disabilities Support	5 to 8	5	0.6
Locations:				
Roberts Elementary 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	Multiple Disabilities Support	5 to 8	2	0.1
Locations:				
Roberts Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #2

Operator: School District

PROGRAM DETAILS

Type: Class

Implementation Date: August 31, 2015

Reason for the proposed change: An increase in Kindergarten students requiring itinerant supports.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	8 to 10	18	0.9
Locations:				
Roberts Elementary	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	6 to 9	5	0.1

Locations:				
Roberts Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #3

Operator: School District

PROGRAM DETAILS

Type: Position

Implementation Date: August 29, 2016

Reason for the proposed change: Due to an increase of students that require itinerant and supplemental supports.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	7 to 9	3	0.3
Locations:				
Roberts 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%)	Autistic Support	5 to 10	2	0.3
Justification: These students' cognitive, social, academic, and behavioral needs are similar and necessitate being educated together.				
Locations:				
Roberts	An Elementary 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	Autistic Support	5 to 10	2	0.3
Justification: These students' cognitive, social, academic and behavioral needs are similar and necessitate being educated together.				
Locations:				
Roberts Elementary	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 10	5	0.1
Locations:				
Roberts	An Elementary School Building	A building in which General Education programs are operated		

Program Position #4

Operator: School District

PROGRAM DETAILS

Type: Position

Implementation Date: August 31, 2015

Reason for the proposed change: Due to an increase in kindergarten students that require itinerant level supports.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	6 to 10	16	0.8
Justification: The caseload serves students that are outside the three-year age range because students outside the age range are not instructed in a contained classroom during the same period.				
Locations:				
Bridgeport Elementary	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	5 to 10	10	0.2
Justification: The caseload serves students that are outside the three-year age range because students outside the age range are not instructed in a contained classroom during the same period.				
Locations:				
Bridgeport Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #5

Operator: School District

PROGRAM DETAILS

Type: Position

Implementation Date: August 31, 2015

Reason for the proposed change: Implementation of Co-Teaching Model

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	9 to 11	50	1
Locations:				
Bridgeport Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #6

Operator: School District

PROGRAM DETAILS

Type: Position

Implementation Date: August 29, 2016

Reason for the proposed change: Increase in students needing Full-Time Autistic Support Services

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	7 to 10	2	0.3
Locations:				
Caley Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special	Autistic Support	7 to 10	4	0.5

Education Class				
Locations:				
Caley Elementary	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	7 to 10	1	0.1
Locations:				
Caley	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	2	0.1
Locations:				
Caley Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #7

Operator: School District

PROGRAM DETAILS

Type: Position

Implementation Date: August 31, 2015

Reason for the proposed change: Due to an increase of students requiring itinerant level autistic support services.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	5 to 7	4	0.5
Locations:				
Caley Elementary	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	5 to 7	2	0.2
Locations:				
Caley Elementary	An Elementary 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	Autistic Support	5 to 7	2	0.3
Locations:				
Caley Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #8

Operator: School District

PROGRAM DETAILS

Type: Position

Implementation Date: August 29, 2016

Reason for the proposed change: Due to a change in caseload assignment and student needs.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	6 to 10	10	0.2
Justification: The age span of students on this caseload that the teacher services is between 6 and 10; however, the students are not educated in the same classroom at the same time. This teacher provides supports for multiple grade levels during the school day.				
Locations:				
Caley 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%)	Learning Support	6 to 10	10	0.5
Justification: The age span of students on this caseload that the teacher services is between 6 and 10; however, the students are not educated in the same classroom at the same time. This teacher provides supports for multiple grade levels during the school day and groups students. The students are not instructed in a contained classroom during the same period.				
Locations:				
Caley Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Blind or Visually Impaired Support	6 to 10	5	0.1
Justification: The age span of students on this caseload that the teacher services is between 6 and 10; however, the students are not educated in the same classroom at the same time. This teacher provides supports for multiple grade levels during the school day.				
Locations:				
Caley Elementary	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 10	2	0.2
Justification: The age span of students on this caseload that the teacher services is between 6 and 10; however, the students are not educated in the same classroom at the same time. This teacher provides supports for multiple grade levels during the school day.				
Locations:				
Caley Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #9

Operator: School District

PROGRAM DETAILS

Type: Position

Implementation Date: August 31, 2015

Reason for the proposed change: Due to a change in caseload assignment and students' needs.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	9 to 12	10	0.2
Locations:				
Caley 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%)	Learning Support	9 to 12	16	0.8
Locations:				
Caley Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #10

Operator: School District

PROGRAM DETAILS

Type: Position

Implementation Date: August 31, 2015

Reason for the proposed change: Due to a change in caseload assignment and students' needs.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	8 to 11	10	0.2
Locations:				
Candlebrook 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%)	Learning Support	8 to 11	16	0.8
Locations:				
Candlebrook Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #11

Operator: School District

PROGRAM DETAILS

Type: Position

Implementation Date: August 31, 2015

Reason for the proposed change: Due to change in the number of students that require itinerant level supports.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	5 to 11	25	0.5
Justification: The age span of students on this caseload that the teacher services is between 5 and 11; however,				

the students are not educated in the same classroom at the same time. The teacher provides supports for multiple grade levels during the school day and groups students. The students are not instructed in a contained classroom during the same period.				
Locations:				
Candlebrook Elementary	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	5 to 8	6	0.5
Locations:				
Candlebrook	An Elementary School Building	A building in which General Education programs are operated		

Program Position #12

Operator: School District

PROGRAM DETAILS

Type: Class

Implementation Date: August 29, 2016

Reason for the proposed change: Increase in the number of students that require Autistic supports

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Autistic Support	10 to 13	4	0.5
Locations:				
Upper Merion Area Middle 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%)	Autistic Support	10 to 13	2	0.2
Locations:				
Upper Merion Area Middle School	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	10 to 13	3	0.3
Locations:				
Upper Merion Area Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #13

Operator: School District

PROGRAM DETAILS

Type: Position

Implementation Date: August 29, 2016

Reason for the proposed change: Due to a change in caseload assignment and students' needs.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 14	4	0.2
Locations:				
Upper Merion Area Middle 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%)	Autistic Support	11 to 14	1	0.1
Justification: These students' cognitive, social, academic, behavior needs are similar and necessitate being educated together.				
Locations:				
Upper Merion Middle 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%)	Life Skills Support	11 to 14	4	0.5
Locations:				
Upper Merion Area Middle School	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	11 to 14	2	0.2
Locations:				
Upper Merion Area School District	A Middle School Building	A building in which General Education programs are operated		

Program Position #14

Operator: School District

PROGRAM DETAILS

Type: Class

Implementation Date: August 29, 2016

Reason for the proposed change: Delete

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	10 to 13	8	0.4
Locations:				
Upper Merion Area Middle School	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	Autistic Support	10 to 13	2	0.2

Education Class				
Locations:				
Upper Merion Area Middle 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%)	Autistic Support	10 to 13	2	0.2
Locations:				
Upper Merion Area Middle 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%)	Life Skills Support	10 to 13	4	0.2
Locations:				
Upper Merion Area Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #15

Operator: School District

PROGRAM DETAILS

Type: Class

Implementation Date: August 31, 2015

Reason for the proposed change: Caseload Adjustment

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	10 to 13	20	1
Locations:				
Upper Merion Area Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #16

Operator: School District

PROGRAM DETAILS

Type: Class

Implementation Date: August 29, 2016

Reason for the proposed change: Age Range Adjustment

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	11 to 14	7	0.6
Locations:				
Upper Merion Area Middle 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	Emotional Support	11 to 14	10	0.2
Locations:				
Upper Merion Area Middle 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	11 to 14	10	0.2
Locations:				
Upper Merion Area Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #17

Operator: School District

PROGRAM DETAILS

Type: Position

Implementation Date: August 29, 2016

Reason for the proposed change: new programming and support through co-teaching

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	10 to 13	5	0.1
Locations:				
Upper Merion Area Middle 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	10 to 13	6	0.3
Locations:				
Upper Merion Area Middle 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	10 to 13	6	0.3
Locations:				
Upper Merion Area Middle 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	Autistic Support	10 to 13	3	0.3
Locations:				
Upper Merion Area Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #18

Operator: School District

PROGRAM DETAILS

Type: Class

Implementation Date: August 29, 2016

Reason for the proposed change: original age range information and caseload information was incorrect

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	10 to 13	16	0.8
Locations:				
Upper Merion Area Middle 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	10 to 13	4	0.2
Locations:				
Upper Merion Area Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #19

Operator: School District

PROGRAM DETAILS

Type: Class

Implementation Date: August 31, 2015

Reason for the proposed change: new position

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	10 to 13	8	0.7
Locations:				
Upper Merion Area Middle 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	10 to 13	15	0.3
Locations:				
Upper Merion Area Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #20

Operator: School District

PROGRAM DETAILS

Type: Position

Implementation Date: August 29, 2016

Reason for the proposed change: New Program design in co-teaching

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	10 to 13	10	0.2
Locations:				

Upper Merion Area Middle 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	Autistic Support	10 to 13	5	0.4
Locations:				
Upper Merion Area Middle 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	10 to 13	8	0.4
Locations:				
Upper Merion Area Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #21

Operator: School District

PROGRAM DETAILS

Type: Class

Implementation Date: August 29, 2016

Reason for the proposed change: Caseload Adjustment

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 13	4	0.2
Locations:				
Upper Merion Area Middle 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	Emotional Support	11 to 14	5	0.1
Locations:				
Upper Merion Area Middle 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%)	Autistic Support	11 to 14	2	0.2
Locations:				
Upper Merion Area Middle 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	11 to 14	5	0.1
Locations:				
Upper Merion Area	A Middle School	A building in which General Education		

Middle School	Building	programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	11 to 14	5	0.4
Locations:				
Upper Merion Area Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #22

Operator: School District

PROGRAM DETAILS

Type: Class

Implementation Date: August 29, 2016

Reason for the proposed change: new assignment

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	12 to 15	25	0.5
Locations:				
Upper Merion Area Middle 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 15	10	0.5
Locations:				
Upper Merion Area Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #23

Operator: School District

PROGRAM DETAILS

Type: Position

Implementation Date: August 31, 2015

Reason for the proposed change: Adjust FTE allocation

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 15	8	0.4
Locations:				
Upper Merion Area Middle 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 15	8	0.4
Locations:				
upper merion Middle 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	11 to 15	10	0.2
Locations:				
Upper Merion Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #24

Operator: School District

PROGRAM DETAILS

Type: Position

Implementation Date: August 31, 2015

Reason for the proposed change: Adjust FTE allocation

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 18	20	0.4
Locations:				
Upper Merion Area 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	14 to 18	20	0.4
Locations:				
Upper Merion 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	4	0.2
Locations:				
Upper Merion Area High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #25

Operator: School District

PROGRAM DETAILS

Type: Position

Implementation Date: August 29, 2016

Reason for the proposed change: Adjust FTE allocation for new school year

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 18	35	0.7
Locations:				
Upper Merion Area 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%	Learning Support	14 to 18	4	0.2

but More Than 20%)				
Locations:				
Upper Merion Area 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	14 to 18	5	0.1
Locations:				
Upper Merion Area High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #26

Operator: School District

PROGRAM DETAILS

Type: Position

Implementation Date: August 29, 2016

Reason for the proposed change: Adjust FTE allocation for the 2016-2017 School Year

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 18	12	0.6
Locations:				
Upper Merion Area 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 18	10	0.2
Locations:				
Upper Merion 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	Autistic Support	14 to 18	2	0.2
Locations:				
Upper Merion Area High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #27

Operator: School District

PROGRAM DETAILS

Type: Position

Implementation Date: August 29, 2016

Reason for the proposed change: Adjust FTE allocation for the 2016-2017 School Year

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 18	4	0.2
Locations:				
Upper Merion Area High School	A Senior High	A building in which General		

	School Building	Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	14 to 21	4	0.5
Justification: These students' cognitive, social, academic, behavior, medical, and transition needs are similar and necessitate being educated together.				
Locations:				
Upper Merion 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%)	Life Skills Support	14 to 21	2	0.1
Justification: These students' cognitive, social, academic, behavior, medical, and transition needs are similar and necessitate being educated together.				
Locations:				
Upper Merion 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	14 to 18	3	0.2
Locations:				
Upper Merion Area High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #28

Operator: School District

PROGRAM DETAILS

Type: Position

Implementation Date: August 31, 2015

Reason for the proposed change: Adjust FTE allocation

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Autistic Support	14 to 21	4	0.5
Justification: These students' cognitive, social, academic, behavior, medical, and transition needs are similar and necessitate being educated together.				
Locations:				
Upper Merion Area 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	14 to 21	7	0.5
Justification: These students' cognitive, social, academic, behavior, medical, and transition needs are similar and necessitate being educated together.				
Locations:				
Upper Merion High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #29

Operator: School District

PROGRAM DETAILS

Type: Position

Implementation Date: August 29, 2016

Reason for the proposed change: Adjust FTE allocation for the 2015-2016 School Year

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 18	5	0.1
Locations:				
Upper Merion Area School District	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%)	Emotional Support	14 to 18	10	0.5
Locations:				
Upper Merion 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	14 to 18	5	0.1
Locations:				
Upper Merion 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	6	0.3
Locations:				
Upper Merion Area High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #30

Operator: School District

PROGRAM DETAILS

Type: Position

Implementation Date: August 29, 2016

Reason for the proposed change: Adjust FTE allocation for the 2016-2017 School Year

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 18	10	0.2
Locations:				
Upper Merion Area 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	10	0.5
Locations:				
Upper Merion 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	Autistic Support	14 to 18	3	0.3
Locations:				
Upper Merion Area High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #31

Operator: School District

PROGRAM DETAILS

Type: Position

Implementation Date: August 29, 2016

Reason for the proposed change: Adjust FTE allocation for the 2016-2017 School Year.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 18	15	0.3
Locations:				
Upper Merion Area 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	4	0.2
Locations:				
Upper Merion 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	Autistic Support	14 to 18	6	0.5
Locations:				
Upper Merion Area High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #32

Operator: School District

PROGRAM DETAILS

Type: Position

Implementation Date: August 31, 2015

Reason for the proposed change: Adjust FTE

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 18	15	0.3
Locations:				
Upper Merion Area	A Senior High School	A building in which General Education		

High School	Building	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	14	0.7
Locations:				
Upper Merion High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #33

Operator: School District

PROGRAM DETAILS

Type: Position

Implementation Date: August 31, 2015

Reason for the proposed change: Adjust FTE

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 18	16	0.8
Locations:				
Upper Merion Area 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 18	10	0.2
Locations:				
Upper Merion High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #34

Operator: School District

PROGRAM DETAILS

Type: Position

Implementation Date: August 31, 2015

Reason for the proposed change: Change in assignment

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 18	25	0.5
Locations:				
Upper Merion Area 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	10	0.5
Locations:				
Upper Merion High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #35

Operator: School District

PROGRAM DETAILS

Type: Position

Implementation Date: August 29, 2016

Reason for the proposed change: Change is FTE assignment for the 2016-2017 School Year.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 11	65	1
Justification: Services are provided individually				
Locations:				
Roberts Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #36

Operator: School District

PROGRAM DETAILS

Type: Position

Implementation Date: August 31, 2015

Reason for the proposed change: Adjust FTE

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 12	32	0.5
Justification: Services are provided individually				
Locations:				
Bridgeport Elementary	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	10 to 15	32	0.5
Justification: The age span of students on this caseload that the clinician services is between 10 and 15; however, the students are not serviced at the same time. The speech clinician groups students appropriate to age and ability. However, due to the nature of the position, the speech clinician services all students in the building with speech related needs.				
Locations:				
Upper Merion Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #37

Operator: School District

PROGRAM DETAILS

Type: Position

Implementation Date: August 31, 2015

Reason for the proposed change: Adjust FTE allocation

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 12	65	1
Justification: Services are provided individually				
Locations:				
Caley Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #38

Operator: School District

PROGRAM DETAILS

Type: Position

Implementation Date: August 31, 2015

Reason for the proposed change: Adjust caseload maximum

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 12	50	1
Justification: Services are provided individually				
Locations:				
Candlebrook Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #39

Operator: School District

PROGRAM DETAILS

Type: Position

Implementation Date: August 31, 2015

Reason for the proposed change: Increased FTE

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	11 to 15	65	1
Locations:				
Upper Merion Area Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #40

Operator: School District

PROGRAM DETAILS

Type: Position

Implementation Date: August 31, 2015

Reason for the proposed change: Change in assignment

PROGRAM SEGMENTS

Program Position #41

Operator: School District

PROGRAM DETAILS

Type: Class

Implementation Date: August 31, 2015

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	8 to 11	50	1
Locations:				
Bridgeport Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #42

Operator: School District

PROGRAM DETAILS

Type: Class

Implementation Date: August 29, 2016

Reason for the proposed change: FTE adjustment for the 2016-2017 School Year

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	6 to 11	10	0.5
Justification: These students' academic, social and behavior needs are similar and necessitate being educated together.				
Locations:				
Candlebrook Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	6 to 11	25	0.5
Justification: These students' cognitive, social, academic, behavior, and medical needs are similar and necessitate being educated together.				
Locations:				
Candlebrook Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #43

Operator: School District

PROGRAM DETAILS

Type: Position

Implementation Date: August 29, 2016

Reason for the proposed change: FTE adjustment for the 2016-2017 school year

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 18	12	0.6
Locations:				
Upper Merion 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 18	10	0.2
Locations:				

Upper Merion 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%)	Emotional Support	14 to 18	4	0.2
Locations:				
Upper Merion Area High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #44

Operator: School District

PROGRAM DETAILS

Type: Position

Implementation Date: August 29, 2016

Reason for the proposed change: FTE allocation for the 2016-2017 school year

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 18	6	0.3
Locations:				
Upper Merion 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%)	Life Skills Support	14 to 21	6	0.3
Justification: These students' cognitive, social, academic, behavior, and transition needs are similar and necessitate being educated together.				
Locations:				
Upper Merion 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	14 to 19	5	0.1
Justification: These students' cognitive, social, academic and behavior needs are similar and necessitate being educated together.				
Locations:				
Upper Merion Area 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	Life Skills Support	14 to 19	2	0.1
Justification: These students' cognitive, social, academic and behavior needs are similar and necessitate being educated together.				
Locations:				
Upper Merion Area 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	Autistic Support	14 to 19	1	0.1
Justification: These students' cognitive, social, academic and behavior needs are similar and necessitate being educated together.				
Locations:				
Upper Merion Area 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	14 to 19	2	0.1
Justification: These students' cognitive, social, academic and behavior needs are similar and necessitate being educated together.				
Locations:				
Upper Merion Area High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #45

Operator: School District

PROGRAM DETAILS

Type: Position

Implementation Date: August 29, 2016

Reason for the proposed change: Adjust FTE for the 2016-2017 School Year

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 15	8	0.4
Locations:				
Upper Merion Middle 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	12 to 15	5	0.1
Locations:				
Upper Merion Middle 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	Blind or Visually Impaired Support	12 to 15	5	0.1
Locations:				
Upper Merion Area Middle 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%)	Autistic Support	12 to 15	3	0.4
Locations:				
Upper Merion Area Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #46

Operator: Intermediate Unit

PROGRAM DETAILS

Type: Class

Implementation Date: August 31, 2015

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Speech and Language Support	11 to 15	8	1
Locations:				
Upper Merion Area Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #47

Operator: Intermediate Unit

PROGRAM DETAILS

Type: Position

Implementation Date: August 31, 2015

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Blind or Visually Impaired Support	5 to 21	20	0.4
Justification: Itinerant Vision support is contracted at 15 hours weekly to support Blind or Visually Impaired Students throughout the district				
Locations:				
Multiple Buildings	A Middle School Building	A building in which General Education programs are operated		

Program Position #48

Operator: School District

PROGRAM DETAILS

Type: Class

Implementation Date: August 29, 2016

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	10 to 13	50	1
Locations:				
Upper Merion Area Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #49

Operator: School District

PROGRAM DETAILS

Type: Class

Implementation Date: August 29, 2016

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE

Itinerant	Learning Support	10 to 13	50	1
Locations:				
Upper Merion Area Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #50

Operator: School District

PROGRAM DETAILS

Type: Class

Implementation Date: August 29, 2016

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	5 to 8	50	1
Locations:				
Roberts Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #51

Operator: School District

PROGRAM DETAILS

Type: Position

Implementation Date: August 28, 2017

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	11 to 15	25	0.5
Locations:				
Upper Merion Area Middle 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	Autistic Support	11 to 15	6	0.5
Locations:				
Upper Merion Area Middle School	A Middle School Building	A building in which General Education programs are operated		

Special Education Support Services

Support Service	Location	Teacher FTE
Psychologist	Upper Merion Area High School	1
Psychologist	Upper Merion Area Middle School	1
Psychologist	Bridgeport Elementary & Caley Elementary	1
Social Worker	Upper Merion Area High School, Caley Elementary	1
Social Worker	Upper Merion Area Middle School, Roberts Elementary, Candlebrook Elementary, Bridgeport Elementary	1
Director of Student	Administration Building	1

Services		
Supervisor of Special Education	Administration Building	1
Paraprofessional	Bridgeport Elementary	1
Personal Care Aid	Caley Elementary	1
Paraprofessional	Caley Elementary	1
Paraprofessional	Caley Elementary	1
Paraprofessional	Caley Elementary	1
Paraprofessional	Caley Elementary	1
Paraprofessional	Caley Elementary	1
Paraprofessional	Caley Elementary	1
Paraprofessional	Candlebrook Elementary	1
Paraprofessional	Candlebrook Elementary	1
Paraprofessional	Roberts Elementary	1
Paraprofessional	Roberts Elementary	1
Paraprofessional	Roberts Elementary	1
Paraprofessional	Roberts Elementary	1
Paraprofessional	Roberts Elementary	1
Personal Care Assistant	Roberts Elementary School	1
Personal Care Assistant	Roberts Elementary School	1
Paraprofessional	Upper Merion Area Middle School	1
Paraprofessional	Upper Merion Area Middle School	1
Paraprofessional	Upper Merion Area Middle School	1
Paraprofessional	Upper Merion Area Middle School	1
Paraprofessional	Upper Merion Area Middle School	1
Paraprofessional	Upper Merion Area Middle School	1
Paraprofessional	Upper Merion Area Middle School	1
Paraprofessional	Upper Merion Area Middle School	1
Paraprofessional	Upper Merion Area Middle School	1
Paraprofessional	Upper Merion Area Middle School	1
Paraprofessional	Upper Merion Area High School	1
Paraprofessional	Upper Merion Area High School	1
Paraprofessional	Upper Merion Area High School	1
Paraprofessional	Upper Merion Area High School	1
Paraprofessional	Upper Merion Area High School	1
Paraprofessional	Upper Merion Area High School	1
Personal Care Assistant	Upper Merion Area High School	1
Personal Care Assistant	Upper Merion Area High School	1
Job Coach	Upper Merion Area High School	1
Personal Care Aid	Bridgeport	1
Paraprofessional	Candlebrook	0.6
Paraprofessional	Candlebrook	0.4
Paraprofessional	Roberts	0.6

Personal Care Aid	Upper Merion Area Middle School	1
Personal Care Aid	Upper Merion Area Middle School	1
Paraprofessional	Upper Merion Area High School	0.6
Paraprofessional	Upper Merion Area High School	0.6
Physical Therapist	All UMASD Buildings	1
Occupational Therapist	All UMASD Buildings	1
Occupational Therapist	All UMASD Buildings	1
Behavior Analyst	District	1
Personal Care Assistant	Roberts Elementary School	1
Personal Care Assistant	Roberts Elementary School	1
Personal Care Assistant	Roberts Elementary School	1
Paraprofessional	Bridgeport Elementary	1
Personal Care Assistant	Upper Merion Area Middle School	1
School Psychologist	Candlebrook Elementary & Roberts Elementary	1

Special Education Contracted Services

Special Education Contracted Services	Operator	Amt of Time per Week
Psychologist	Outside Contractor	25 Hours
Nurse	Outside Contractor	5 Days
Personal Care Aid	Outside Contractor	5 Days
Personal Care Aid	Outside Contractor	5 Days
Personal Care Aid	Outside Contractor	5 Days
Therapist	Outside Contractor	5 Days
Therapist	Outside Contractor	5 Days
Instructional Consultants	Outside Contractor	0.5 Days
In-School Counselor	Outside Contractor	0.4 Days
Speech and Lanuguage 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:

After viewing school level accomplishments and systemic challenges, it is clear that the district provides a well-rounded comprehensive education. District achievement data indicates a need to continually identify and target the needs of all learners, using a standards aligned system along with a balanced assessment plan as well as effective instructional strategies.
District strengths include a collaborative and caring culture among students, staff, parents and communiy, a comprehensive district-wide ESL program, a strong and focused student services department, job-embedded and on-going professional development aligned to targeted student needs, and a strong focus on the arts as well as academics. We believe that every student should graduate college and career ready and district patterns support work in this area.

District Accomplishments

Accomplishment #1:

Upper Merion Area High School

· School Performance Profile Building Level Academic Score was 96.8.

· 90% of our high school graduates for the Class of 2014 went on to continue their education in 4 year, 2 year, or technical schools.

· 1 Finalist and 9 Commended Scholars were recognized in the 2014 National Merit National Merit® Scholarship Program.

· Upper Merion Area High School earned a silver medal in the US News and Word Report 2014 High School rankings. Schools are ranked based on their performance on state-required tests and how well they prepare students for college.

· UMAHS was a member of the National Network of Partnership Schools. Our team's submission was accepted to the 2014 NNPS "Promising Partnership Practices" publication. The article "Involving Parents In Career Readiness Events" details the high school's efforts to promote "College and Career Readiness" through various events. We were one of only two Pennsylvania schools to have a "Promising Practice" published.

· Students took a total of 510 Advanced Placement tests through College Board. This was the highest number of tests all-time for Upper Merion.

· Reading Support classes were added for 9th grade students taught by Reading Specialist

· Keystone Literature and Keystone Algebra courses were created to support students in preparation for Keystone testing.

· UMAHS held its bi-annual Diversity Day celebration. This year's theme was "Viva La Revolution". Diversity Day is an all-school event that allows the students of Upper Merion Area High School to learn about other cultures through speakers, activities, food, and fun.

· Upper Merion Area High School was recognized as a No Place for Hate School in 2014 by the Anti-Defamation League. No Place for Hate is an initiative of that enables our school to challenge anti-Semitism, racism and bigotry in all forms. No Place for Hate aims to reduce bias and bullying, increase appreciation for diversity and build communities of respect.

· UMAHS continued to focus on technology integration with professional development for teachers on the SAMR model. This was our 5th year of being a one-to-one school where all students are issued laptops for home and school use.

2014-2015

· School Performance Profile Building Level Academic Score was 93.9

· 92% of our high school graduates for the Class of 2015 went on to continue their education in 4 year, 2 year, or technical schools.

· 9 Commended Scholars were recognized in the 2015 National Merit National Merit® Scholarship Program.

· Upper Merion High School earned a silver medal in the US News and Word Report 2015 High School rankings. Schools are ranked based on their performance on state-required tests and how well they prepare students for college.

· Upper Merion Area High School was ranked #36 in the 2015 Best High Schools in Pennsylvania rankings from niche.com.

· Students took a total of 398 Advanced Placement tests through College Board.

· We redesigned our STEM lab areas to increase the amount of available technology for students in our Technology and Engineering courses. We also created a Markerspace that is available for hands-on activities for all subject areas.

· UMAHS was a member of the National Network of Partnership Schools. Our NNPS team wrote up their literacy activities and they were accepted as a contribution to the 2015 edition of Promising Partnership Practices.

· Upper Merion Area High School was recognized as a No Place for Hate School in 2015 by the Anti-Defamation League. No Place for Hate is an initiative of that enables our school to challenge anti-Semitism, racism and bigotry in all forms. No Place for Hate aims to reduce bias and bullying, increase appreciation for diversity and build communities of respect.

2015-2016

· School Performance Profile Building Level Academic Score was 83.5.

· 92% of our high school graduates for the Class of 2016 went on to continue their education in 4 year, 2 year, or technical schools.

· 2 Finalists and 4 Commended Scholars were recognized in the 2016 National Merit National Merit® Scholarship Program.

· Upper Merion Area High School was ranked #38 in Pennsylvania and #1392 nationally and earned a silver medal in the US News and Word Report 2016 High School rankings. Schools are ranked based on their performance on state-required tests and how well they prepare students for college.

· Upper Merion Area High School was ranked #45 in the 2016 Best High Schools in Pennsylvania rankings from niche.com. In addition to the overall raking UM was raking #27 in college readiness rankings and #31 in high schools with the best academics rankings.

· Students took a total of 418 Advanced Placement tests through College Board.

· Keystone Biology courses were created to support students who did not score proficient on the Keystone Biology test.

· Co-teaching supports were increased in 9th and 10th grade college prep level courses in English, Math, Social Studies, and Science.

· UMAHS held its bi-annual Diversity Day celebration. This year's theme was "Coexist". Diversity Day is an all-school event that allows the students of Upper Merion Area High School to learn about other cultures through speakers, activities, food, and fun.

· UMAHS partnered with the American Heart Association to run a "Hoops for Heart" program through our Physical Education classes.

· Upper Merion Area High School was recognized as a No Place for Hate School in 2016 by the Anti-Defamation League. No Place for Hate is an initiative of that enables our school to challenge anti-Semitism, racism and bigotry in all forms. No Place for Hate aims to reduce bias and bullying, increase appreciation for diversity and build communities of respect.

· Upper Merion students raised over $17,000 for pediatric cancer research through the annual MiniTHON program.

Accomplishment #2:

Upper Merion Area Middle School

Character Education Partnership (CEP) Promising Practices Awards in 2013 and 2014.

MS Sportsmanship Award 2015 & 2016

Technology and Engineering Education / STEM Accomplishments – 2013-2016

Technology Student Association - MS Chapter

· State Champions – 2013

  - PA - Calculator Robots
  - Biomedical Research Essay
  - Communication Challenge

- Community Service Video
- Environmental Focus
- Global Manufacturing
- Leadership Strategies

· Outstanding Middle School TSA Chapter in Pennsylvania - 2013

· State Champions – 2014

- Essays on Technology - Place 1
- PA Robotics - Team – Place 1
- PA-Snapshot – Digital Photography - Place 1

· State Champions - 2015

- Communication Challenge - Place 1
- PA-Snapshot – Digital Photography - Place 1

Grants and Sponsorships for Technology and Engineering Education

· Upper Merion Education Foundation

- Viking Video - Digital Camera - 2013
- Viking Robotics – Vex Robotics Equipment – 2014

· Upper Merion Board of Community Assistance

- STEM Academic Teams – 2013
- STEM Academic Teams – 2014
- STEM Academic Teams – 2015

· Exxon / Mobil Education Alliance

- STEM Initiative – 2013
- STEM Initiative – 2014

- NASA Summer of Innovation
    - STEM Academic Teams – 2013
- Toshiba Foundation
    - STEM Lab Upgrades – 2013
- Bentley Solutions - STEM Grant
    - STEM Initiative – 2013
    - STEM Initiative – 2014
    - STEM Initiative – 2015
- Lockheed Martin - Viking Robotics Sponsor
    - FIRST FLL Robotics Team – 2013
    - FIRST FLL Robotics Team – 2014
    - FIRST FLL Robotics Team – 2015
    - FIRST FLL Robotics Team – 2016
- Parenteral Drug Association-Delaware Valley Chapter-Outreach Program for STEM in Local Schools
    - Viking Robotics Program - 2015

Implementation of Co-teaching to Support all Learners

New Gifted Support Model - Social Studies

Viking Relief Day - raise funds for charity

CREATE Club (culture, respect, empathy, appreciation, tolerance, education)

- Bubbles for Brielle fundraiser to fight childhood cancer

- Suds for Syria – carwash fundraiser to raise money for children in Syria

- Presentation at MLK assembly

- Speak Out – 8th annual

University Partnerships

West Chester University – host ELL students from Upper Merion

Eastern Univeristy: 5 teachers in PA Instructional Coaching Cohort

Arcadia University - Co-teaching Consultants

ESL Department Activities:

ESL Family picnic host – 8th annual

Holocaust remembrance assembly

Aquaponics Curriculum 2016-2017

Partnership with Riverbend Environmental Education Center

IPAD Initiative 2015-2016:

Implementation of iPAD one-to-one for all

Support for implementation: Technology Coach and Professional Development

Accomplishment #3:

Bridgeport Elementary School

· *Bridgeport Elementary School held the 2nd annual Pink Walk to raise $1700.00 for Childhood cancer.*

· *Worked in conjunction with the Bridgeport Police Department to collect canned goods in memory of Patricia Simons, former Norristown Police Officer and Upper Merion graduate.*

· *4th grade students placed 2nd with their Quilt entry in the MLK recognition program.*

· *Partner with Cotsco to provide a before school Reading program for grade 2 students.*

· *Partner with First Niagra to offer a Big Brother Big Sister program to 25 3rd and 4th grade students.*

· *Bridgeport Bears Read Regularly reading incentive program*

· *Currently implementing an Alpha club (Optimist Club) with our grade 3 students.*

· *Research and planning for the implementation of a School-Wide positive behavior program.*

· *PTC annual Spaghetti Dinner honoring community service workers (i.e., police, firefighters, Borough Council members, School Board members)*

· *Partnered with Allied Power and Cable Company to implement a Bridgeport Elementary School beautification project where students prepared our gardens and planted flowers.*

· *Grade 4 students volunteered their services at Cradles to Crayons in Conshohocken.*

· *Grade 3 and music students participated in the annual Bridgeport Veteran's Day Memorial ceremony.*

· *Hosted the annual Memorial Day Flag raising ceremony in memory of our Veteran's (Police, Fire, EMS, local Veterans all attended).*

· *Created cards and banners for the Coatesville Veteran's hospital residents.*

· *Grade 4 student (Emily Chung) received the Outstanding Youth Award from the Optimist Club.*

· *Riverbend Environment Educational programs funded by ASTM (American Standards of Testing Materials)*

· *Students raised $2647 for the American Cancer Society through the Jump Rope for Heart program*

· *University of Pennsylvania donated materials to grade 1 for project-based Science learning.*

· *Book buddy program partnering grade 4 students with grade K, 1, or 2 students.*

· *Grade 4 students research biographies and create a Wax Museum presentation for grade 3 students and parents.*

· *Grandparent's Day festivities planned and held annually for our families.*

Points of Pride, 2015-16

· *Bridgeport Elementary School held the 3rd annual Pink Walk to raise money for Childhood cancer.*

· *Worked in conjunction with the Bridgeport Police Department to collect canned goods for needy families*

· *Partner with Cotsco to provide a before school Reading program for grade 2 students.*

· *Partner with First Niagra to offer a Big Brother Big Sister program to 25 3rd and 4th grade students.*

· *Bridgeport Bears Read Regularly reading incentive program*

· *Implemented an Alpha club (Optimist Club) with our grade 3 students.*

· *Research and planning for the implementation of a School-Wide positive behavior program.*

· *Implemented an ASAP (After School Achievement Program) to provide ELA and Math tutoring to 20 grade 3 and 4 students.*

· *PTC annual Spaghetti Dinner honoring community service workers (i.e., police, firefighters, Borough Council members, School Board members)*

· *Partnered with Allied Power and Cable Company to implement a Bridgeport Elementary School beautification project where students prepared our gardens and planted flowers.*

· *Grade 3 and music students participated in the annual Bridgeport Veteran's Day Memorial ceremony.*

· *Hosted the annual Memorial Day Flag raising ceremony in memory of our Veteran's (Police, Fire, EMS, local Veterans all attended).*

· *Created cards and banners for the Coatesville Veteran's hospital residents.*

· *Grade 3 student (Ella Meyers) received the Outstanding Youth Award from the Optimist Club.*

· *Riverbend Environment Educational programs funded by ASTM (American Standards of Testing Materials)*

· *Students raised money for the American Cancer Society through the Jump Rope for Heart program.*

· *Book buddy program partnering grade 4 students with grade K, 1, or 2 students.*

· *Grade 4 students research biographies and created a Wax Museum presentation for parents and grade 3 students.*

· *The Alpha Club collected gently used clothing for Cradles to Crayons*

· *Select students participated in the annual Viking Day at the Upper Merion Area Middle School*

· *Grandparent's Day festivities planned and held annually for our families.*

Accomplishment #4:

Caley Elementary School

Caley students exceeded the state average for proficiency and advanced scores on the 2015-2016 PSSA in third and fourth grade English Language Arts and Math assessments by over 22%.

Caley celebrated its 50th anniversary this year with commemorative citations from Senator Daylin Leach and Representative Tim Briggs.

Our students participated in *Alex's Lemonade Stand* and *UNICEF* fundraisers this fall.

Our second grade led a school-wide pet food drive collecting over 400 cans and bags of food for local animal shelters.

We are eagerly anticipating our second year of the "Girls on the Run" program for our third and fourth grade this spring.

Our WatchDOGS (Dads of Great Students) is in its seventh year. We have averaged nearly 100 fathers and father-like figures per year. Our kickoff event in September had over 200 participateed.

Caley is a *Community of Caring* school where students are encouraged to learn and explore five core principles: Caring, Respect, Responsibility, Trust and Family. These core values are one way that we have created a safe and healthy learning environment for our students over the years.

o Additional information about the *Community of Caring* program can be found at: http://education.utah.edu/research/programs/community/index.php

· **Caley has been designated as a *No Place for Hate*® school** by the Anti-Defamation League. By engaging in targeted conversations about diversity, Caley students increase their appreciation for diversity and work to build a community of respect.

o Additional information about *No Place for Hate*® can be found at: http://philadelphia.adl.org/

STEM Initiative Timeline:

· **Year 1 (2016-2017) –** Exposure to the Lakeshore STEM Kits

· **Year 2 (2017-2018) –** STEM Committee and book study

· **Year 3 (2018-2019) –** Implementation of a STEM lens in ELA, Social Studies, Science, Math and the Special Areas curriculum

Accomplishment #5:

Roberts

-Mrs. Callahan's 3rd grade class received an honorable mention in the Mrs. P BE A FAMOUS WRITER CONTEST.

-Roberts Elementary School Alpha Club has participated in many charitable events such as Alex's Lemonade Stand and Cradles to Crayons. For Cradles to Crayons, Roberts Elementary School won the 3rd Annual Metroplex May Day Battles of the School's competition where schools around the Greater Philadelphia Area combined collected various items enough to serve 2,184 children. Additionally, the Roberts Elementary School Alpha club collected books in order to help a school library in Philadelphia, Pennsylvania.

- Girls on the Run

-Let Me Run (Boys Running Program)

-The Roberts Elementary School is in its 2nd year of STEM to increase student engagement.

-Music Grant received $1393.64 (purchased ukeles)

-Toshiba America Foundation Grant for Pedal-A-Watt $899.00

-The Robets Elementary School has implemented a Learning Garden and has received various donations from Whole Foods for ($2000), The Upper Merion Park & Historic Foundation ($500) and Wayne Woods Garden Club ($500).

-Upper Merion Township BCA Grant $5000.

- The Roberts Elementary School First Grade makes blankets every year for a Woman's Shelter.

-The Roberts Elementary School's Second Grade collects donations every year for the SPCA

-Watch Dog Dad's volunteer every Wednesday during the school year

-The Roberts Elementary School is in the implementation phase of School-Wide Positive Behavior Intervention Support Systems.

Accomplishment #6:

Candlebrook Elementary School

District Concerns

Concern #1:

The committees have reviewed and discussed concerns specific to buildings as well as to the district as a whole.

Data indicates a continued achievement gap between specific disaggregated groups of students. Data also indicates that not all students are making a year's worth of growth each year. Data indicates a need to enhance accomplishments and achievement for all students by providing equitable access to a well-rounded, rigorous K-12 program.

Concern #2:

The committees have reviewed and discussed concerns specific to buildings as well as to the district as a whole. Data indicates a need to increase co-teaching across all grade levels and content in order to effectively ensure approprate learning settings for our diverse learners.

Concern #3:

Data gleamed from standardized assessments such as the PSSAs and Keystone Exams indicate a need to focus on writing across all grade levels. Specific to these results is data indicating basic performance on text-dependent anaylsis questions and responding to non-fiction writing prompts.

Concern #4:

Perception survey data, attendance data, and behavioral data indicate a need to address transition years for students entering 5th and 8th grade as well as overall building culture in several of the school buildings.

Prioritized Systemic Challenges

Systemic Challenge #1 *(Guiding Question #0)* Provide a 21st century culture for customized learning

Aligned Concerns:

The committees have reviewed and discussed concerns specific to buildings as well as to the district as a whole.

Data indicates a continued achievement gap between specific disaggregated groups of students. Data also indicates that not all students are making a year's worth of growth each year. Data indicates a need to enhance accomplishments and achievement for all students by providing equitable access to a well-rounded, rigorous K-12 program.

Data gleamed from standardized assessments such as the PSSAs and Keystone Exams indicate a need to focus on writing across all grade levels. Specific to these results is data indicating basic performance on text-dependent anaylsis questions and responding to non-fiction writing prompts.

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:

The committees have reviewed and discussed concerns specific to buildings as well as to the district as a whole.

Data indicates a continued achievement gap between specific disaggregated groups of students. Data also indicates that not all students are making a year's worth of growth each year. Data indicates a need to enhance accomplishments and achievement for all students by providing equitable access to a well-rounded, rigorous K-12 program.

The committees have reviewed and discussed concerns specific to buildings as well as to the district as a whole. Data indicates a need to increase co-teaching across all grade levels and content in order to effectively ensure approprate learning settings for our diverse learners.

Data gleamed from standardized assessments such as the PSSAs and Keystone Exams indicate a need to focus on writing across all grade levels. Specific to these results is data indicating basic performance on text-dependent anaylsis questions and responding to non-fiction writing prompts.

Systemic Challenge #3 *(Guiding Question #0)* Provide professional learning that is focused, job-embedded, and results in a 21st century culture of learning for all students

Aligned Concerns:

The committees have reviewed and discussed concerns specific to buildings as well as to the district as a whole.

Data indicates a continued achievement gap between specific disaggregated groups of students. Data also indicates that not all students are making a year's worth of growth each year. Data indicates a need to enhance accomplishments and achievement for all students by providing equitable access to a well-rounded, rigorous K-12 program.

The committees have reviewed and discussed concerns specific to buildings as well as to the district as a whole. Data indicates a need to increase co-teaching across all grade levels and content in order to effectively ensure approprate learning settings for our diverse learners.

Systemic Challenge #4 *(Guiding Question #0)* Maintain a balanced and consistent assessment system

Aligned Concerns:

The committees have reviewed and discussed concerns specific to buildings as well as to the district as a whole.

Data indicates a continued achievement gap between specific disaggregated groups of students. Data also indicates that not all students are making a year's worth of growth each year. Data indicates a need to enhance accomplishments and achievement for all students by providing equitable access to a well-rounded, rigorous K-12 program.

Data gleamed from standardized assessments such as the PSSAs and Keystone Exams indicate a need to focus on writing across all grade levels. Specific to these results is data indicating basic performance on text-dependent anaylsis questions and responding to non-fiction writing prompts.

Systemic Challenge #5 *(Guiding Question #0)* Smooth transitions that support all students as they move from grade to grade, building to building, district to district, and high school to post-secondary plans

Aligned Concerns:

The committees have reviewed and discussed concerns specific to buildings as well as to the district as a whole. Data indicates a need to increase co-teaching across all grade levels and content in order to effectively ensure approprate learning settings for our diverse learners.

Perception survey data, attendance data, and behavioral data indicate a need to address transition years for students entering 5th and 8th grade as well as overall building culture in several of the school buildings.

District Level Plan

Action Plans

Goal #1: Maximize the district's 21st Century learning culture for personalized learning for all students with a focus on language and literacy acquisition for all learners in an inclusionary environment.

Related Challenges:

- Establish a district system that fully ensures the consistent implementation of effective instructional practices across all classrooms in each school.
- Provide a 21st century culture for customized learning
- Maintain a balanced and consistent assessment system
- Provide professional learning that is focused, job-embedded, and results in a 21st century culture of learning for all students
- Smooth transitions that support all students as they move from grade to grade, building to building, district to district, and high school to post-secondary plans

Indicators of Effectiveness:

Type: Annual

Data Source: PSSA, PVAAS, Keystone Assessments, College and Post-Secondary Plans, participation in athletics and extra-curricular activities

Specific Targets: PSSA, PVAAS, Keystone Assessments will show annual growth

Number of students with post-secondary plans in place will increase annually

Participation by a broad range of students in athletics and extra-curricular actives will increase

Strategies:

Provide access to a standards-based, 21st century educational programs for all students

Description:

The district will continue to research and implement 21st century educational best-practices.

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

Co-teaching and Collaboration Strategies for Teaching All Students in an Inclusive Setting

Description:

Next steps to co-teaching for students with special needs, the district will expand the model to other areas.

The district has embarked on a partnership with Malloy College Professor, Dr. Andrea Honigsfeld. Dr. Honigsfeld has presented to staff on strategies for co-teaching and collabroation in meeting the needs of our ELL ppopulation. Our ESL teachers as well as our general education teachers will participate in professional development on these strategies. In addition, the district has continued its partnership with the MCIU with regard to co-teaching professional development.

The purpose of this strategy is to:

1. Better define teacher collaboration, collaborative team teaching, and co-teaching in the context of ESL.

2. To help establish a vehicle for professional development toward creative collaboration between ESL and general-education teachers

3. To imploy an effective co-teaching model to diffierentiate instruction for ELLs

4. To focus on inclusion for all learners

SAS Alignment: Standards, Instruction, Materials & Resources

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

Description:

Using Bernhardt's "Multiple Measures" for data analysis, the district will continue to engage in data meetings at the district and building levels. Current student learning data will be evaluated and the district will streamline testing for students in a more efficient manner. Measures of Academic Progress (MAP) was chosen to identify essential information

about what each student knows and is ready to learn. The NWEA MAP creates a personalized assessment experience by adapting to each student's learning level. In addition to student learning data, the district identifies demographic data, perception data, and school proces data to inform instruction. Student learning data is housed in the Sapphire Suite Learning System which is a web-based administrative tool designed by K-12 systems

Using Student Achievement Data to Support Instructional Decision Making provides a WWC reporting of various strategies related to the acquisition, analysis, and application of student data. (Source: http://ies.ed.gov/ncee/wwc/pdf/practice_guides/dddm_pg_092909.pdf)

SAS Alignment: Assessment, Instruction

Seek to eliminate gaps in opportunity, access, and outcomes that are highly predictable by students' race, ethnicity, socioeconomic status, and location, while simultaneously improving outcomes for each and every student.

Description:

The district will create a team to explore equitable practices in order to address our equity needs.

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

Focus on Diversity, Equity, and Social Justice

Description:

Year 1 - 2016-2017 - Principals Academy professional development on equity - 4x a year

Year 2 - 2017-2018 - Leadership (all administrators), School Board members, and staff will participate in surveys and training by Diversity Traing Group (DTG) on Diversity, Equity, and Social Justice. Diveristy Focus Group will develop a district-wide Diversity and Inclusion Strategy and Plan

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Year 3 - 2018-2019 - Continuation of training and implementation of plan

Year 4 - 2019-2020 - Continuation of training and implementation of plan

Year 5 - 2020-2021 - Continuation of training and implementation of plan

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

Multi-Tiered Systems of Support (MTSS-RtII)

Description:

Pennsylvania's Multi-Tiered System of Supports (MTSS) is defined as a comprehensive system of supports that in the commonwealth includes standards-aligned, culturally responsive and high quality core instruction, universal screening, data-based decision-making, tiered services and supports, family engagement, central/building level leadership, RtII/SLD determination and professional learning. Simply put, PA-MTSS represents a broad set of evidence-based practices that may be implemented across a system to include Academics AND Behavior within a recursive and systematic problem-solving process. PA-MTSS is relatively synonymous with RtII and is intended to help ALL students meet with continuous academic and behavioral success. (Source: http://www.pattan.net/category/Educational%20Initiatives/Multi-Tiered%20Systems%20of%20Support%20(MTSS-RtII) Resource: http://effectivestrategies.wiki.caiu.org/School+Improvement+Resources)

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

Implementation Steps:

Continue to implement, monitor and evaluate all curriculum through the district curriculum renew cycle assuring for 21st Century and standards aligned curricula.

Description:

All content curriculum will be aligned to core standards, reviewed on a 6 year cycle, and updated annually if required. For the 2017-2018 school year, World Language, STEM (K-4),Science (5-12) and Social Studies (5-12) will be completed. For the 2018-2019 school year, AP curriculum will be introduced for World Language.

Start Date: 9/1/2018 **End Date:** 6/30/2021

Program Area(s): Professional Education

Supported Strategies:

- Provide access to a standards-based, 21st century educational programs for all students

Integration of STEM and Literacy

Description:

Adopt, implement, and monitor the STEM project-based learning and integration of STEM and ELA in grades K-12.

Start Date: 9/1/2017 **End Date:** 6/30/2021

Program Area(s): Professional Education

Supported Strategies:

- Provide access to a standards-based, 21st century educational programs for all students

Extend opportunities for learning through technology

Description:

Expand use of on-line resources; expand use of digital technology for classroom instruction and learning including but not limited to iPads and Apple TV, wikispaces, iMovies, podcasts; ; develop blended learning opportunities. Committee created to for next steps in technology integration such as one-to one at the elementary levels. Implement elementary technology integration.

Start Date: 9/1/2017 **End Date:** 6/30/2021

Program Area(s): Professional Education, Teacher Induction, Educational Technology

Supported Strategies:

- Provide access to a standards-based, 21st century educational programs for all students

Prepare students to be career and, or college ready

Description:

21st Century skills will be reflected in lesson planning; based upon the Partnership for 21st Century Schools and the P21 Common Core Toolbox. Enhance STEAM (Science, Technology, Engineering, Art, Math) opportunities for all students through Technology Education and Family and Consumer Science. Further develop relationships with colleges to provide opportunities for dual enrollment, summer courses, programs for at-risk students, and course articulation. Partner with local artists to provide mentoring/internship programs for high school art students. Use Naviance to support the college process for students and families. Monitoring of attendance for post-secondary will be on-going.

Start Date: 9/3/2017 **End Date:** 6/30/2021

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

Supported Strategies:

- Provide access to a standards-based, 21st century educational programs for all students

District-wide focus on literacy leadership and learning across all content areas

Description:

Formation of a UMAEA literacy committee with K-12 representation. This committee will attend multiple meetings to best understand the balanced literacy approach and literacy across all content. This committee will become building leaders to assist in the training of all staff in these strategies. Year 1 includes training for committee members with professional development for all staff facilitated by district administrators. Year 2 includes embedding these strategies into all content areas to best maximinze literacy for all students including ELLs, Special Ed., Gifted, and our Economicaly disadvantaged. Year 3 includes monitoring

implementation of effective instructional literacy practices with a focus on writing.

Start Date: 9/1/2016 **End Date:** 6/30/2021

Program Area(s): Professional Education

Supported Strategies:

- Provide access to a standards-based, 21st century educational programs for all students
- Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing
- Seek to eliminate gaps in opportunity, access, and outcomes that are highly predictable by students' race, ethnicity, socioeconomic status, and location, while simultaneously improving outcomes for each and every student.

Positive Behavior Interventions and Supports (PBIS)

Description:

The Distinct will develop a district Positive Behavior Interventions and Supports (PBIS) committee to create a strong PBIS model as identified by state; professional development will be provided to district staff; All four elementary schools will implement this program by 2019-2020 school year. This program will help to ensure academic achievement for all students by creating a positive school culture.

Positive behavior support is an application of a behaviorally-based systems approach to enhance the capacity of schools, families, and communities to design effective environments that improve the link between research-validated practices and the environments in which teaching and learning occurs. Attention is focused on creating and sustaining Tier 1 supports (universal), Tier 2 supports (targeted group), and Tier 3 supports (individual) systems of support that improve lifestyle results (personal, health, social, family, work, recreation) for all children and youth by making targeted behaviors less effective, efficient, and relevant, and desired behavior more functional. https://www.pbis.org/school

Start Date: 9/1/2016 **End Date:** 6/30/2021

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

Supported Strategies:

- Provide access to a standards-based, 21st century educational programs for all students

Co-teaching and Collaboration Strategies for Teaching ELLs Implementation

Description:

Year 1 (2016-2017) Implement co-teaching pilot in two classrooms at one elementary school with one ESL teacher, a 1st grade teacher, and a 3rd grade teacher. Provide training and on-sight monitoring through partnership with Dr. Honigsfled. Anaylze perception and student learning data. Principal and adminstrator training in these strategies as well.

Year 2 (2017 - 2018) Expand model to other elementary schools. Continue training and on-sight monitoring. Identify strengths and needs of strategy.

Year 3 (2018-2019) Expand model to middle school and high school.

Year 4 and beyond - contunie to support co-teaching

Start Date: 9/1/2016 **End Date:** 6/28/2021

Program Area(s): Professional Education, Teacher Induction

Supported Strategies:

- Provide access to a standards-based, 21st century educational programs for all students

- Co-teaching and Collaboration Strategies for Teaching All Students in an Inclusive Setting
- Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing
- Seek to eliminate gaps in opportunity, access, and outcomes that are highly predictable by students' race, ethnicity, socioeconomic status, and location, while simultaneously improving outcomes for each and every student.

Implementation of NWEA MAP ELA testing in grades K-8

Description:

Year 1 (2016-2017) Students were assessed using the NWEA MAP assessment in English/Language Arts for grades K-4. The Fall administration of this assessmernt provided a benchmark and aide in differentiation for small groups in a balanced literacy approach. In addition, placement in MTSS was supported by the data gleamed from this assessment such as lexile scores and RIT ranges. Subsequent testing (Winter & Spring) identified growth and help to adjust instruction.

Year 2 (2017-2018) Expand to grades 5-8

Year 3 and on - use data to drive instructional decisions and practices

Start Date: 10/3/2016 **End Date:** 6/30/2021

Program Area(s): Professional Education

Supported Strategies:

- Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing
- Seek to eliminate gaps in opportunity, access, and outcomes that are highly predictable by students' race, ethnicity, socioeconomic status, and location, while simultaneously improving outcomes for each and every student.

Diversity, Equity and Social Justice Training

Description:

Three year initiative to train all stake-holders. The Hackman Consulting Group LLC will provide professional development for leadership, staff, school board members, parents, and community on diversity and equity.

Start Date: 10/12/2017 **End Date:** 6/30/2021

Program Area(s): Professional Education

Supported Strategies:

- Seek to eliminate gaps in opportunity, access, and outcomes that are highly predictable by students' race, ethnicity, socioeconomic status, and location, while simultaneously improving outcomes for each and every student.
- Focus on Diversity, Equity, and Social Justice

Multi-Tiered System of Supports - RtII & PBIS

Description:

Pennsylvania's Multi-Tiered System of Supports (MTSS) is defined as a comprehensive system of supports that in the commonwealth includes standards-aligned, culturally responsive and high quality core instruction, universal screening, data-based decision-making, tiered services and supports, family engagement, central/building level leadership, RtII/SLD determination and professional learning. Simply put, PA-MTSS represents a broad set of evidence-based practices that may be implemented across a system to include Academics AND Behavior within a recursive and systematic problem-solving process. PA-MTSS is relatively synonymous with RtII and is intended to help ALL students meet with continuous academic and behavioral success.

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

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

Supported Strategies:

- Provide access to a standards-based, 21st century educational programs for all students
- Co-teaching and Collaboration Strategies for Teaching All Students in an Inclusive Setting
- Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing
- Seek to eliminate gaps in opportunity, access, and outcomes that are highly predictable by students' race, ethnicity, socioeconomic status, and location, while simultaneously improving outcomes for each and every student.
- Focus on Diversity, Equity, and Social Justice
- Multi-Tiered Systems of Support (MTSS-RtII)

Goal #2: Establish a district system that fully ensures the consistent implementation of effective instructional practices across all classrooms in each school.

Related Challenges:

- Provide a 21st century culture for customized learning
- Maintain a balanced and consistent assessment system
- Provide professional learning that is focused, job-embedded, and results in a 21st century culture of learning for all students
- Smooth transitions that support all students as they move from grade to grade, building to building, district to district, and high school to post-secondary plans

Indicators of Effectiveness:

Type: Interim

Data Source: PSSA (Annual) and Keystone Exams (October, December, May)

Benchmark Exams (on-going)

Curriculum Based Assessments (on-going)

Specific Targets: Proficient or Advanced Ratings on PSSA and Keystone Exams

PVAAS growth

Proficient mastery on curriculum based assessments; meeting grade level expectations

Strategies:

Curriculum, instruction, assessment and instructional materials will be aligned to PA Core Standards, The Danielson Framework for Effective Teaching, and 21st century learning will be ensured for all students

Description:

Curriculum, instructional strategies, and assessments will be aligned to PA Core standards and content standards through the oversight of the Curriculum and Instrcution Department. Through the district curriculum cycle, each content will be algined by 2020. In addition, instructional practices to support the skills and concepts of the core standards will be implemented.

Professional teaching will be aligned to the Danielson framework for teaching and observed using the Danielson Model. The District will continue to implement PDE Effective Educator System. Educator evaluations will now be managed on the OASYS Management System (Frontline) to better facilitate evaluations and to align strengths and needs to individualized staff professional development.

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

Maintain a balanced and standards-aligned district-wide assessment system

Description:

A research-based, standards- aligned assessment plan will be enhanced to include common assessments, benchmark tests, end of year exams, regular formative and summative assessments. Authentic project based assessments will ensure continual progress monitoring for all students.

SAS Alignment: Standards, Assessment, Curriculum Framework, Instruction

Provide access for all students to content through multiple uses of technology as a regular part of the learning experience

Description:

Extend opportunities for classroom learning through technology (2017 through 2020)

Expand use of Ipad and Apple TV as tools for instruction and learing; Develop and implement one-to-one devise for the elementary schools; expand use of digital learning systems across all buildings; extend opportunities for 24/7 blended learning

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

Differentiated Instruction to support the needs of diverse learners in all settings

Description:

"Learning Styles: Concepts and Evidence
http://www.psychologicalscience.org/journals/pspi/PSPI_9_3.pdf
Learning Styles
http://en.wikipedia.org/wiki/Learning_styles#cite_note-33
WWC: Assisting Students Struggling with Reading: Response to Intervention and Multi-Tier Intervention in the Primary Grades
http://ies.ed.gov/ncee/wwc/pdf/practice_guides/rti_reading_pg_021809.pdf
Differentiated Instruction Reexamined
http://www.hepg.org/hel/article/499
Investigating the Impact of Differentiated Instruction in Mixed Ability Classrooms
http://www.icsei.net/icsei2011/Full%20Papers/0155.pdf

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

SAS Alignment: Assessment, Instruction

Improving Language and Literacy Acquisition for all students across all content areas

Description:

Literacy is the foundation of knowledge acquisition; therefore, all students must know how to read and write in the content areas to achieve. Effective content area teachers help students successfully and productively access, read, and understand text. Students need support with learning the skills that reinforce how to attack new text, solve problems, and learn new content. Texts are one of the tools of the trade for students. If students know how to read them and use them, there is a greater chance of transferring and retaining important and relevant content. When this happens, the success rate for students to know, understand, and be able to successfully perform in the content area will be greatly increased. Pennsylvania Department of Education, Bureau of Special Education, Pennsylvania Training and Technical Assistance Network. (Source: http://effectivestrategies.wiki.caiu.org/file/view/Rdg-Tch-Cont.pdf/528268030/Rdg-Tch-Cont.pdf) Resource: http://effectivestrategies.wiki.caiu.org/Instructional+Practices

SAS Alignment: Instruction

Full Day Kindergarten Program

Description:

The district will move from half-day kindergarten to full day kindergarten in the 2018-2019 school year with the addition of a fifth elementary school. The 2016-2017 & the 2017-2018 school year will include curriculum writing and planning for the full-day program with training for teachers and staff. Implementation (2018-2019(will be monitored.

This project explores the impact of full-day (FDK) kindergarten vs. half-day kindergarten (HDK) on student academic achievement. The participant samples were drawn from a large school district in the Midwest. Specifically, the data set highlights the effects of FDK vs. HDK on the achievement of inner-city minority students with low/moderate income status. The HDK sample of inner-city students were bussed to suburban schools as a result of a lawsuit settlement designed to desegregate the

local schools (Roduta, 2004). The authors explored the state-mandated third-grade test scores to conduct a statistical examination of the achievement of the students. The analyses of the data indicated that low socioeconomic status inner-city minority students who attended FDK programs perform significantly better on the third grade Indiana State Testing Equivalency and Proficiency (ISTEP+) test in both math and English/language arts when compared to similar students who attended half-day programs. These results and the justification of bussing low socioeconomic status minority students from the inner-city to HDK suburban schools to achieve diversity, when their peers remain in FDK schools and show significantly greater gains in academic achievement up through second grade are discussed. (Source: http://opus.ipfw.edu/cgi/viewcontent.cgi?article=1009&context=spe) Resource: http://effectivestrategies.wiki.caiu.org/Organizational+Structure

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

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

Description:

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

SAS Alignment: Instruction

Transitioning from early childhood programs to elementary school

Description:

1. Early Childhood Coalition created to develop Pre-K program for economically disadvantaged students to help prepare them for kindergarten.

2. Early Childhood Committee facilitated by Assistant Superintendent - Meeting 4x a year with early childhood providers from the community to share information.

Significant changes occur for all of us at different times in our lives. When children in preschool early intervention reach the age of 5 or 6, they will move on to a school-age program. Examples of school-age programs are public schools, charter schools, and home education programs. During this transition to a school-age program, it is important for families to have as

much information as possible about the process. The Bureau of Special Education (BSE) and the Bureau of Early Intervention Services (BEIS) have developed this guide to help families learn more about transition from preschool early intervention to a school-age program. (Source: Early Childhood Outcomes and Transitioning from Early Intervention to School Age Programs Resource: http://effectivestrategies.wiki.caiu.org/School+Improvement+Resources)

SAS Alignment: Standards, Assessment, Curriculum Framework, Instruction

Pre-K Program

Description:

District will develop a plan for a Pre-Kindergarten program for our economically disadvantaged students

Pre-K Mathematics Programs, Preschool Ladders to Literacy Program, Preschool Behavior Programs, HighScope Perry Preschool Study. WWC has identified commercial pre-K mathematics programs that have a positive effect on student achievement. (Sources: http://ies.ed.gov/ncee/wwc/pdf/intervention_reports/WWC_PreK_Math_073007.pdf, http://ies.ed.gov/ncee/wwc/pdf/intervention_reports/wwc_ladders_031213.pdf, http://ies.ed.gov/ncee/wwc/pdf/intervention_reports/WWC_Positive_Action_042307.pdf, http://www.highscope.org/content.asp?contentid=219, http://ies.ed.gov/ncee/wwc/interventionreport.aspx?sid=380#) Resources: http://effectivestrategies.wiki.caiu.org/Programs

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

Implementation Steps:

Provide students with personalized instruction through differentiated instruction

Description:

Continue to employ a combination of school-based teams (data teams, student assistance teams, child study teams, RtII, MTSS, Child Study Teams) to collect analyze intersecting data and research in order to personalize instruction and create a culturally responsive learning environment. Contnue to support and monitor professional development

in differentiation, meeting the needs of all students, and data driven instruction.

Start Date: 9/1/2017 **End Date:** 6/30/2021

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

Supported Strategies:

- Curriculum, instruction, assessment and instructional materials will be aligned to PA Core Standards, The Danielson Framework for Effective Teaching, and 21st century learning will be ensured for all students
- Maintain a balanced and standards-aligned district-wide assessment system
- Differentiated Instruction to support the needs of diverse learners in all settings
- Instruction - Teacher Effectiveness, Principal Effectiveness and Student Learning Objectives (SLOs)

Participate in the Delaware Valley Minority Consortium for Equity and Excellence

Description:

Staff will attend workshops through the Delaware Valley Minority Consortium for Equity and Excellence for the purposes of understanding culturally responsive instruction.

Start Date: 9/1/2017 **End Date:** 6/30/2021

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

Supported Strategies:

- Curriculum, instruction, assessment and instructional materials will be aligned to PA Core Standards, The Danielson Framework for Effective Teaching, and 21st century learning will be ensured for all students
- Differentiated Instruction to support the needs of diverse learners in all settings
- Instruction - Teacher Effectiveness, Principal Effectiveness and Student Learning Objectives (SLOs)

Extend opportunities for learning through technology

Description:

Expand use of on-line resources; expand use of digital technology for classroom instruction and learning including but not limited to iPads and Apple TV, wikispaces, iMovies, podcasts; ; develop blended learning opportunities. Committee created to for next steps in technology integration such as one-to one at the elementary levels. Implement elementary technology integration.

Start Date: 9/1/2017 **End Date:** 6/30/2021

Program Area(s): Professional Education, Teacher Induction, Educational Technology

Supported Strategies:

- Provide access for all students to content through multiple uses of technology as a regular part of the learning experience
- Differentiated Instruction to support the needs of diverse learners in all settings

Integrate science and social studies content with Language Arts at the elementary and middle school levels

Description:

The content from social studies, science, and language arts will be integrated in order to deliver thematic instruction and help students to make connections across content areas.

Interdisciplinary Teaching Increases Student Learning

Engaging students and helping them to develop knowledge, insights, problem solving skills, self-confidence, self-efficacy, and a passion for learning are common goals that

educators bring to the classroom, and interdisciplinary instruction and exploration promotes realization of these objectives. Repko (2009) asserts that interdisciplinary instruction fosters advances in cognitive ability and other educational researchers (Kavaloski 1979, Newell 1990, Field et al. 1994, Vess 2009) have identified a number of distinct educational benefits of interdisciplinary learning including gains in the ability to:

- **Recognize bias**
- **Think critically**
- **Tolerate ambiguity**
- **Acknowledge and appreciate ethical concerns**

Start Date: 9/2/2016 **End Date:** 6/30/2021

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

Supported Strategies:

- Curriculum, instruction, assessment and instructional materials will be aligned to PA Core Standards, The Danielson Framework for Effective Teaching, and 21st century learning will be ensured for all students
- Differentiated Instruction to support the needs of diverse learners in all settings
- Improving Language and Literacy Acquisition for all students across all content areas

Develop a partnerships with community business leaders, higher education partners and STEM professionals to enhance 21st century learning

Description:

The district will continue identify and expand potential partners; communicate with partners, and develop and implement relationships

comprised of internal and external stakeholders for to plan for on-going partnership and collaboration.

West Chester University, Eastern University, Cabrini University, Riverbend Environmental Education Center, etc.

Start Date: 9/1/2016 **End Date:** 6/30/2021

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

Supported Strategies:

- Curriculum, instruction, assessment and instructional materials will be aligned to PA Core Standards, The Danielson Framework for Effective Teaching, and 21st century learning will be ensured for all students
- Provide access for all students to content through multiple uses of technology as a regular part of the learning experience
- Differentiated Instruction to support the needs of diverse learners in all settings

Develop and Implement Full Day Kindergarten Program

Description:

District will develop a full day curriculum program to prepare for the 2018-2019 school year when a fifth elementary school will open. A full-day curriculum and schedule will be created during the 2017-2018 school year.

Start Date: 9/1/2017 **End Date:** 6/30/2020

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

Supported Strategies:

- Curriculum, instruction, assessment and instructional materials will be aligned to PA Core Standards, The Danielson Framework for Effective Teaching, and 21st century learning will be ensured for all students

- Maintain a balanced and standards-aligned district-wide assessment system
- Differentiated Instruction to support the needs of diverse learners in all settings
- Improving Language and Literacy Acquisition for all students across all content areas
- Full Day Kindergarten Program
- Instruction - Teacher Effectiveness, Principal Effectiveness and Student Learning Objectives (SLOs)

Differentiated Superivsion

Description:

The UMAEA will now have the opportunity to participate in differentiated supervision. **Differentiated Supervision:** The Pennsylvania Department of Education explains differentiated supervision in the following manner:

"Differentiated Supervision recognizes the level of experience, the effectiveness, and

professionalism of teachers as well as the intensity and time commitment to Formal Observation.In Differentiated Supervision, professional employees develop an action plan for professional development unique to their needs and interests."

Goal: As educators, we believe differentiated instruction to be valuable; therefore, as reflective learners our goal is to examine and engage in varied modes for professional growth to improve our practice and student achievement.

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

Program Area(s): Professional Education, Teacher Induction

Supported Strategies:

- Curriculum, instruction, assessment and instructional materials will be aligned to PA Core Standards, The Danielson Framework for Effective Teaching, and 21st century learning will be ensured for all students
- Maintain a balanced and standards-aligned district-wide assessment system
- Differentiated Instruction to support the needs of diverse learners in all settings

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

Goal #3: Provide professional learning that is focused, job-embedded, and results in a 21st century culture of learning for all students

Related Challenges:

- Establish a district system that fully ensures the consistent implementation of effective instructional practices across all classrooms in each school.
- Provide a 21st century culture for customized learning
- Maintain a balanced and consistent assessment system
- Smooth transitions that support all students as they move from grade to grade, building to building, district to district, and high school to post-secondary plans

Indicators of Effectiveness:

Type: Interim

Data Source: Annual professional development

PSSA (Annual) and Keystone Exams (October, December, May)

Curriculum Based Assessments (on-going)

Specific Targets: Proficient or Advanced Ratings on PSSA and Keystone Exams

PVAAS growth

Proficient mastery on curriculum based assessments; meeting grade level expectations

Strategies:

Provide data-driven, research-based professional development designed to improve language and literacy for all students

Description:

Provide annual professional development for all UMASD teachers based upon (1) Standards for Professional Learning identified by *Learningforward* (2) Effective Educator as identified in the Charlotte Danielson Model of Effective Teaching, (3) student need as identified through data collection and analysis and (4) awareness and respect for cultural differences. The Assistant Superintendent of Curriculum and Instruction will oversee the development of the district's professional development plan each year in collaboration with Student Services, Technology, Building Principals, and the C & I department. Year 1 will see a focus on best practices for literacy across all content and the balanced literacy approach as well as the integration of STEM. Year 2 and 3 will be adjusted as need determines.

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

Technology and Student Achievement

Description:

Expand implementation of educational technology to K-4 buildings in the Fall of 2017.

Provide on-going and embedded professional development for staff with regard to technology integration as per SAMR model.

The International Society for Technology in Education cites research that indicates an increase in access to technology has a positive effect on student achievement. (Source: http://www.k12hsn.org/files/research/Technology/ISTE_policy_brief_student_achievement.pdf) Resource: http://effectivestrategies.wiki.caiu.org/Organizational+Structure

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

Maintain Effective Characteristics for High Quality Professional Development

Description:

"According to the research, high-quality professional-learning opportunities for teachers contain the following five characteristics:

- Aligns with school goals, state and district standards and assessments, and other professional-learning activities.
- Focuses on core content and modeling of teaching strategies for the content.
- Includes opportunities for active learning of new teaching strategies.
- Provides the chance for teachers to collaborate.
- Includes follow-up and continuous feedback.

Dr. Jana Hunzicker, Assistant Professor, Department of Teacher Education, Bradley University, June 2010." (Source http://files.eric.ed.gov/fulltext/ED510366.pdf) Resource: http://effectivestrategies.wiki.caiu.org/Professional+Development

SAS Alignment: Safe and Supportive Schools

Instructional Coaching model to help enhance effective instructional practices

Description:

The district will expand on our instructional coaching program.

Kansas Coaching Project: Instructional coaches are on-site professional developers who teach educators how to use proven instructional methods. To be successful in this role, coaches must be skilled in a variety of roles, including public relations guru, communicator extraordinaire, master organizer and, of course, expert educator. (Source: http://instructionalcoach.org/about/about-coaching) Resource: http://effectivestrategies.wiki.caiu.org/Professional+Development

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

Implementation Steps:

Student data will be reviewed annually for professional development planning purposes

Description:

Annual data collection includes (1) student learning data (achievement and growth) (2) teacher data relative to effective teaching (3) curriculum changes (4) technology needs for 21st century learners 5) School process data, 6) Perception data, and 7) Demographic data

Start Date: 9/3/2017 **End Date:** 6/30/2021

Program Area(s): Professional Education, Teacher Induction

Supported Strategies:

- Provide data-driven, research-based professional development designed to improve language and literacy for all students
- Maintain Effective Characteristics for High Quality Professional Development

Professional development will reflect long-term planning

Description:

Annual professional development schedule and activities will be designed around student needs and State initiatives within a 3-year framework. Beginning in August of 2017, the district focus continues to include literacy across all content and balanced literacy.

Start Date: 9/3/2017 **End Date:** 6/30/2020

Program Area(s): Professional Education, Teacher Induction

Supported Strategies:

- Provide data-driven, research-based professional development designed to improve language and literacy for all students
- Maintain Effective Characteristics for High Quality Professional Development

Professional development will be evaluated annually

Description:

Annual monitoring and evaluation of professional development via teacher feedback, classroom observations by principals, and the C & I Department

Start Date: 9/3/2017 **End Date:** 6/30/2021

Program Area(s): Professional Education, Teacher Induction

Supported Strategies:

- Provide data-driven, research-based professional development designed to improve language and literacy for all students
- Maintain Effective Characteristics for High Quality Professional Development

Extend opportunities for learning through technology

Description:

Expand use of on-line resources; expand use of digital technology for classroom instruction and learning including but not limited to iPads and Apple TV, wikispaces, iMovies, podcasts; ; develop blended learning opportunities. Committee created to for next steps in technology integration such as one-to one at the elementary levels. Implement elementary technology integration.

Start Date: 9/1/2017 **End Date:** 6/30/2021

Program Area(s): Professional Education, Teacher Induction, Educational Technology

Supported Strategies:

- Technology and Student Achievement
- Maintain Effective Characteristics for High Quality Professional Development

- Instructional Coaching model to help enhance effective instructional practices

Maintain on-going professional development to support new programs as well as existing initiatives.

Description:

Professional development will be maintained during the implementation of all new programs. PD will be compliant with Learning Forward Standards for Professional Development.

Start Date: 9/4/2017 **End Date:** 6/30/2021

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

Supported Strategies:

- Provide data-driven, research-based professional development designed to improve language and literacy for all students
- Maintain Effective Characteristics for High Quality Professional Development
- Instructional Coaching model to help enhance effective instructional practices

Implement and utilize a committee structure to ensure consistent implementation of district curriculum, instruction, assessment, and professional development

Description:

Implement a District Committee structure to ensure alignment to PA standards, interdisciplinary connections and professionnal collaboration across regular education and special education teachers from all buildings. Committees will work to further develop and monitor district initiative as well as district curriculum, instruction, and assessment.

Start Date: 8/31/2017 **End Date:** 6/30/2021

Program Area(s): Professional Education, Teacher Induction

Supported Strategies:

- Provide data-driven, research-based professional development designed to improve language and literacy for all students
- Maintain Effective Characteristics for High Quality Professional Development

District-wide focus on literacy leadership and learning across all content areas

Description:

Formation of a UMAEA literacy committee with K-12 representation. This committee will attend multiple meetings to best understand the balanced literacy approach and literacy across all content. This committee will become building leaders to assist in the training of all staff in these strategies. Year 1 includes training for committee members with professional development for all staff facilitated by district administrators. Year 2 includes embedding these strategies into all content areas to best maximinze literacy for all students including ELLs, Special Ed., Gifted, and our Economicaly disadvantaged. Year 3 includes monitoring implementation of effective instructional literacy practices with a focus on writing.

Start Date: 9/1/2016 **End Date:** 6/30/2021

Program Area(s): Professional Education

Supported Strategies:

- Provide data-driven, research-based professional development designed to improve language and literacy for all students
- Maintain Effective Characteristics for High Quality Professional Development
- Instructional Coaching model to help enhance effective instructional practices

Instructional Coaching Initiative

Description:

1. Greater Pennsylvania Instructional Cohort - particpate in year 3 of GPIC cohort to support instructional coaching (10 teachers)

2. Expand coaching positions from 1 MS Instructional Coach to 1 HS instructional coach and 4 elementary instructional coaches including a elementary technology coach to help support technology at this level.

3. Cabrini University partnership - (1 Principal Cohorts and 1 Future Principals). Combining the best practices and skills found in our Instructional Coaching program will be merged into Principal Professional Learning Communities (PPLCs) and bringing PreK-4 continuum research into the IC coursework and as key examples in the pre-licensure courses.

p.p1 {margin: 0.0px 0.0px 0.0px 0.0px; text-align: justify; font: 15.0px Calibri; -webkit-text-stroke: #000000} span.s1 {font-kerning: none} **Start Date:** 8/29/2016 **End Date:** 6/30/2020

Program Area(s): Professional Education, Educational Technology

Supported Strategies:

- Provide data-driven, research-based professional development designed to improve language and literacy for all students
- Maintain Effective Characteristics for High Quality Professional Development
- Instructional Coaching model to help enhance effective instructional practices

Goal #4: Provide a 21st century culture for customized learning

Related Challenges:

- Maintain a balanced and consistent assessment system
- Smooth transitions that support all students as they move from grade to grade, building to building, district to district, and high school to post-secondary plans

Indicators of Effectiveness:

Type: Annual

Data Source: Curriculum materials and effective instructional pedagogy.

Specific Targets: Professional Development Plan

Curriculum Evaluation

Strategies:

Focus on Diversity, Equity, and Social Justice

Description:

Year 1 - 2016-2017 - Principals Academy professional development on equity - 4x a year

Year 2 - 2017-2018 - Leadership (all administrators), School Board members, and staff will participate in surveys and training by Diversity Traing Group (DTG) on Diversity, Equity, and Social Justice. Diveristy Focus Group will develop a district-wide Diversity and Inclusion Strategy and Plan

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Year 3 - 2018-2019 - Continuation of training and implementation of plan

Year 4 - 2019-2020 - Continuation of training and implementation of plan

Year 5 - 2020-2021 - Continuation of training and implementation of plan

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

Curriculum, instruction, assessment and instructional materials will be aligned to PA Core Standards, The Danielson Framework for Effective Teaching, and 21st century learning will be ensured for all students

Description:

Curriculum, instructional strategies, and assessments will be aligned to PA Core standards and content standards through the oversight of the Curriculum and Instrcution Department. Through the district curriculum cycle, each content will be algined by 2020. In addition, instructional practices to support the skills and concepts of the core standards will be implemented.

Professional teaching will be aligned to the Danielson framework for teaching and observed using the Danielson Model. The District will continue to implement PDE Effective Educator System. Educator evaluations will now be managed on the OASYS Management System

(Frontline) to better facilitate evaluations and to align strengths and needs to individualized staff professional development.

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

Differentiated Instruction to support the needs of diverse learners in all settings

Description:

"Learning Styles: Concepts and Evidence
http://www.psychologicalscience.org/journals/pspi/PSPI_9_3.pdf
Learning Styles
http://en.wikipedia.org/wiki/Learning_styles#cite_note-33
WWC: Assisting Students Struggling with Reading: Response to Intervention and Multi-Tier Intervention in the Primary Grades
http://ies.ed.gov/ncee/wwc/pdf/practice_guides/rti_reading_pg_021809.pdf
Differentiated Instruction Reexamined
http://www.hepg.org/hel/article/499
Investigating the Impact of Differentiated Instruction in Mixed Ability Classrooms
http://www.icsei.net/icsei2011/Full%20Papers/0155.pdf
Resource: http://effectivestrategies.wiki.caiu.org/Instructional+Practices
"

SAS Alignment: Assessment, Instruction

Improving Language and Literacy Acquisition for all students across all content areas

Description:

Literacy is the foundation of knowledge acquisition; therefore, all students must know how to read and write in the content areas to achieve. Effective content area teachers help students successfully and productively access, read, and understand text. Students need support with learning the skills that reinforce how to attack new text, solve problems, and learn new content. Texts are one of the tools of the trade for students. If students know how to read them and use them, there is a greater chance of transferring and retaining important and relevant content. When this happens, the success rate for students to know, understand, and be able to successfully perform in the content area will be greatly increased. Pennsylvania Department of Education, Bureau of Special Education, Pennsylvania Training and Technical Assistance Network. (Source:

http://effectivestrategies.wiki.caiu.org/file/view/Rdg-Tch-Cont.pdf/528268030/Rdg-Tch-Cont.pdf) Resource: http://effectivestrategies.wiki.caiu.org/Instructional+Practices

SAS Alignment: Instruction

Implementation Steps:

Continue to implement, monitor and evaluate all curriculum through the district curriculum renew cycle assuring for 21st Century and standards aligned curricula.

Description:

All content curriculum will be aligned to core standards, reviewed on a 6 year cycle, and updated annually if required. For the 2017-2018 school year, World Language, STEM (K-4),Science (5-12) and Social Studies (5-12) will be completed. For the 2018-2019 school year, AP curriculum will be introduced for World Language.

Start Date: 9/1/2018 **End Date:** 6/30/2021

Program Area(s): Professional Education

Supported Strategies:

- Curriculum, instruction, assessment and instructional materials will be aligned to PA Core Standards, The Danielson Framework for Effective Teaching, and 21st century learning will be ensured for all students
- Differentiated Instruction to support the needs of diverse learners in all settings
- Improving Language and Literacy Acquisition for all students across all content areas

Extend opportunities for learning through technology

Description:

Expand use of on-line resources; expand use of digital technology for classroom instruction and learning including but not limited to iPads and Apple TV, wikispaces, iMovies, podcasts; ; develop blended learning opportunities. Committee created to for next steps in technology

integration such as one-to one at the elementary levels. Implement elementary technology integration.

Start Date: 9/1/2017 **End Date:** 6/30/2021

Program Area(s): Professional Education, Teacher Induction, Educational Technology

Supported Strategies:

- Curriculum, instruction, assessment and instructional materials will be aligned to PA Core Standards, The Danielson Framework for Effective Teaching, and 21st century learning will be ensured for all students
- Differentiated Instruction to support the needs of diverse learners in all settings
- Improving Language and Literacy Acquisition for all students across all content areas
- Focus on Diversity, Equity, and Social Justice

Maintain on-going professional development to support new programs as well as existing initiatives.

Description:

Professional development will be maintained during the implementation of all new programs. PD will be compliant with Learning Forward Standards for Professional Development.

Start Date: 9/4/2017 **End Date:** 6/30/2021

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

Supported Strategies:

- Curriculum, instruction, assessment and instructional materials will be aligned to PA Core Standards, The Danielson Framework for Effective Teaching, and 21st century learning will be ensured for all students
- Differentiated Instruction to support the needs of diverse learners in all settings
- Improving Language and Literacy Acquisition for all students across all content areas

- Focus on Diversity, Equity, and Social Justice

Student data will be reviewed annually for professional development planning purposes

Description:

Annual data collection includes (1) student learning data (achievement and growth) (2) teacher data relative to effective teaching (3) curriculum changes (4) technology needs for 21st century learners 5) School process data, 6) Perception data, and 7) Demographic data

Start Date: 9/3/2017 **End Date:** 6/30/2021

Program Area(s): Professional Education, Teacher Induction

Supported Strategies:

- Curriculum, instruction, assessment and instructional materials will be aligned to PA Core Standards, The Danielson Framework for Effective Teaching, and 21st century learning will be ensured for all students
- Differentiated Instruction to support the needs of diverse learners in all settings
- Improving Language and Literacy Acquisition for all students across all content areas
- Focus on Diversity, Equity, and Social Justice

Professional development will reflect long-term planning

Description:

Annual professional development schedule and activities will be designed around student needs and State initiatives within a 3-year framework. Beginning in August of 2017, the district focus continues to include literacy across all content and balanced literacy.

Start Date: 9/3/2017 **End Date:** 6/30/2020

Program Area(s): Professional Education, Teacher Induction

Supported Strategies:

- Curriculum, instruction, assessment and instructional materials will be aligned to PA Core Standards, The Danielson Framework for Effective Teaching, and 21st century learning will be ensured for all students
- Differentiated Instruction to support the needs of diverse learners in all settings
- Improving Language and Literacy Acquisition for all students across all content areas
- Focus on Diversity, Equity, and Social Justice

Professional development will be evaluated annually

Description:

Annual monitoring and evaluation of professional development via teacher feedback, classroom observations by principals, and the C & I Department

Start Date: 9/3/2017 **End Date:** 6/30/2021

Program Area(s): Professional Education, Teacher Induction

Supported Strategies:

- Curriculum, instruction, assessment and instructional materials will be aligned to PA Core Standards, The Danielson Framework for Effective Teaching, and 21st century learning will be ensured for all students
- Differentiated Instruction to support the needs of diverse learners in all settings
- Improving Language and Literacy Acquisition for all students across all content areas
- Focus on Diversity, Equity, and Social Justice

Implement a district-wide model of PBIS

Description:

In order to support transition from 4th grade to 5th grade, two elementary schools will utilize the PBIS model along with Community of Caring in the first year of implementation. Year 2 will bring the implementation to the

other 2 elementary schools. By 2019-2020 school year, all beuildings will implement the PBIS model. In addition to supporting transitions, PBIS will enhance school culture and help to address behavior as well as academic needs.

Start Date: 9/1/2016 **End Date:** 6/30/2021

Program Area(s): Student Services

Supported Strategies:

- Curriculum, instruction, assessment and instructional materials will be aligned to PA Core Standards, The Danielson Framework for Effective Teaching, and 21st century learning will be ensured for all students
- Differentiated Instruction to support the needs of diverse learners in all settings
- Improving Language and Literacy Acquisition for all students across all content areas
- Focus on Diversity, Equity, and Social Justice

Diversity, Equity and Social Justice Training

Description:

Three year initiative to train all stake-holders. The Hackman Consulting Group LLC will provide professional development for leadership, staff, school board members, parents, and community on diversity and equity.

Start Date: 10/12/2017 **End Date:** 6/30/2021

Program Area(s): Professional Education

Supported Strategies:

- Focus on Diversity, Equity, and Social Justice

Goal #5: Maintain a balanced and consistent assessment system

Indicators of Effectiveness:

Type: Annual

Data Source: All student data will be entered into our central data management system called Sapphire.

Specific Targets: Levels of proficiency will be evaluated to determine goal attainment.

Strategies:

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

Description:

Using Bernhardt's "Multiple Measures" for data analysis, the district will continue to engage in data meetings at the district and building levels. Current student learning data will be evaluated and the district will streamline testing for students in a more efficient manner. Measures of Academic Progress (MAP) was chosen to identify essential information about what each student knows and is ready to learn. The NWEA MAP creates a personalized assessment experience by adapting to each student's learning level. In addition to student learning data, the district identifies demographic data, perception data, and school proces data to inform instruction. Student learning data is housed in the Sapphire Suite Learning System which is a web-based administrative tool designed by K-12 systems

Using Student Achievement Data to Support Instructional Decision Making provides a WWC reporting of various strategies related to the acquisition, analysis, and application of student data. (Source: http://ies.ed.gov/ncee/wwc/pdf/practice_guides/dddm_pg_092909.pdf)

SAS Alignment: Assessment, Instruction

Seek to eliminate gaps in opportunity, access, and outcomes that are highly predictable by students' race, ethnicity, socioeconomic status, and location, while simultaneously improving outcomes for each and every student.

Description:

The district will create a team to explore equitable practices in order to address our equity needs.

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

Maintain a balanced and standards-aligned district-wide assessment system

Description:

A research-based, standards- aligned assessment plan will be enhanced to include common assessments, benchmark tests, end of year exams, regular formative and summative assessments. Authentic project based assessments will ensure continual progress monitoring for all students.

SAS Alignment: Standards, Assessment, Curriculum Framework, Instruction

Differentiated Instruction to support the needs of diverse learners in all settings

Description:

"Learning Styles: Concepts and Evidence
http://www.psychologicalscience.org/journals/pspi/PSPI_9_3.pdf
Learning Styles
http://en.wikipedia.org/wiki/Learning_styles#cite_note-33
WWC: Assisting Students Struggling with Reading: Response to Intervention and Multi-Tier Intervention in the Primary Grades
http://ies.ed.gov/ncee/wwc/pdf/practice_guides/rti_reading_pg_021809.pdf
Differentiated Instruction Reexamined
http://www.hepg.org/hel/article/499
Investigating the Impact of Differentiated Instruction in Mixed Ability Classrooms
http://www.icsei.net/icsei2011/Full%20Papers/0155.pdf
Resource: http://effectivestrategies.wiki.caiu.org/Instructional+Practices
"

SAS Alignment: Assessment, Instruction

Improving Language and Literacy Acquisition for all students across all content areas

Description:

Literacy is the foundation of knowledge acquisition; therefore, all students must know how to read and write in the content areas to achieve. Effective content area teachers help students successfully and productively access, read, and understand text. Students need support with learning the skills that reinforce how to attack new text, solve problems, and learn new content. Texts are one of the tools of the trade for students. If students know how to read them and use them, there is a greater chance of transferring and retaining important and relevant content. When this happens, the success rate for students to know, understand, and be able to successfully perform in the content area will be greatly increased. Pennsylvania Department of Education, Bureau of Special Education, Pennsylvania Training and Technical Assistance Network. (Source: http://effectivestrategies.wiki.caiu.org/file/view/Rdg-Tch-Cont.pdf/528268030/Rdg-Tch-Cont.pdf) Resource: http://effectivestrategies.wiki.caiu.org/Instructional+Practices

SAS Alignment: Instruction

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

Description:

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

SAS Alignment: Instruction

Implementation Steps:

Continue to implement, monitor and evaluate all curriculum through the district curriculum renew cycle assuring for 21st Century and standards aligned curricula.

Description:

All content curriculum will be aligned to core standards, reviewed on a 6 year cycle, and updated annually if required. For the 2017-2018 school year, World Language, STEM (K-4),Science (5-12) and Social Studies (5-12) will be completed. For the 2018-2019 school year, AP curriculum will be introduced for World Language.

Start Date: 9/1/2018 **End Date:** 6/30/2021

Program Area(s): Professional Education

Supported Strategies:

- Maintain a balanced and standards-aligned district-wide assessment system
- Differentiated Instruction to support the needs of diverse learners in all settings
- Improving Language and Literacy Acquisition for all students across all content areas
- Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing
- Seek to eliminate gaps in opportunity, access, and outcomes that are highly predictable by students' race, ethnicity, socioeconomic status, and location, while simultaneously improving outcomes for each and every student.

Implement and utilize a committee structure to ensure consistent implementation of district curriculum, instruction, assessment, and professional development

Description:

Implement a District Committee structure to ensure alignment to PA standards, interdisciplinary connections and professionnal collaboration across regular education and special education teachers from all buildings. Committees will work to further develop and monitor district initiative as well as district curriculum, instruction, and assessment.

Start Date: 8/31/2017 **End Date:** 6/30/2021

Program Area(s): Professional Education, Teacher Induction

Supported Strategies:

- Maintain a balanced and standards-aligned district-wide assessment system
- Differentiated Instruction to support the needs of diverse learners in all settings

- Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing
- Instruction - Teacher Effectiveness, Principal Effectiveness and Student Learning Objectives (SLOs)
- Seek to eliminate gaps in opportunity, access, and outcomes that are highly predictable by students' race, ethnicity, socioeconomic status, and location, while simultaneously improving outcomes for each and every student.

Student data will be reviewed annually for professional development planning purposes

Description:

Annual data collection includes (1) student learning data (achievement and growth) (2) teacher data relative to effective teaching (3) curriculum changes (4) technology needs for 21st century learners 5) School process data, 6) Perception data, and 7) Demographic data

Start Date: 9/3/2017 **End Date:** 6/30/2021

Program Area(s): Professional Education, Teacher Induction

Supported Strategies:

- Maintain a balanced and standards-aligned district-wide assessment system
- Differentiated Instruction to support the needs of diverse learners in all settings
- Improving Language and Literacy Acquisition for all students across all content areas
- Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing
- Instruction - Teacher Effectiveness, Principal Effectiveness and Student Learning Objectives (SLOs)

Professional development will be evaluated annually

Description:

Annual monitoring and evaluation of professional development via teacher feedback, classroom observations by principals, and the C & I Department

Start Date: 9/3/2017 **End Date:** 6/30/2021

Program Area(s): Professional Education, Teacher Induction

Supported Strategies:

- Maintain a balanced and standards-aligned district-wide assessment system
- Differentiated Instruction to support the needs of diverse learners in all settings
- Improving Language and Literacy Acquisition for all students across all content areas
- Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing
- Instruction - Teacher Effectiveness, Principal Effectiveness and Student Learning Objectives (SLOs)
- Seek to eliminate gaps in opportunity, access, and outcomes that are highly predictable by students' race, ethnicity, socioeconomic status, and location, while simultaneously improving outcomes for each and every student.

District-wide focus on literacy leadership and learning across all content areas

Description:

Formation of a UMAEA literacy committee with K-12 representation. This committee will attend multiple meetings to best understand the balanced literacy approach and literacy across all content. This committee will become building leaders to assist in the training of all staff in these strategies. Year 1 includes training for committee members with professional development for all staff facilitated by district administrators.

Year 2 includes embedding these strategies into all content areas to best maximinze literacy for all students including ELLs, Special Ed., Gifted, and our Economicaly disadvantaged. Year 3 includes monitoring implementation of effective instructional literacy practices with a focus on writing.

Start Date: 9/1/2016 **End Date:** 6/30/2021

Program Area(s): Professional Education

Supported Strategies:

- Maintain a balanced and standards-aligned district-wide assessment system
- Differentiated Instruction to support the needs of diverse learners in all settings
- Improving Language and Literacy Acquisition for all students across all content areas
- Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing
- Instruction - Teacher Effectiveness, Principal Effectiveness and Student Learning Objectives (SLOs)
- Seek to eliminate gaps in opportunity, access, and outcomes that are highly predictable by students' race, ethnicity, socioeconomic status, and location, while simultaneously improving outcomes for each and every student.

Implementation of NWEA MAP ELA testing in grades K-8

Description:

Year 1 (2016-2017) Students were assessed using the NWEA MAP assessment in English/Language Arts for grades K-4. The Fall administration of this assessmernt provided a benchmark and aide in differentiation for small groups in a balanced literacy approach. In addition, placement in MTSS was supported by the data gleamed from this assessment such as lexile scores and RIT ranges. Subsequent testing (Winter & Spring) identified growth and help to adjust instruction.

Year 2 (2017-2018) Expand to grades 5-8

Year 3 and on - use data to drive instructional decisions and practices

Start Date: 10/3/2016 **End Date:** 6/30/2021

Program Area(s): Professional Education

Supported Strategies:

- Maintain a balanced and standards-aligned district-wide assessment system

Differentiated Superivsion

Description:

The UMAEA will now have the opportunity to participate in differentiated supervision. **Differentiated Supervision:** The Pennsylvania Department of Education explains differentiated supervision in the following manner:

"Differentiated Supervision recognizes the level of experience, the effectiveness, and

professionalism of teachers as well as the intensity and time commitment to Formal Observation.In Differentiated Supervision, professional employees develop an action plan for professional development unique to their needs and interests."

Goal: As educators, we believe differentiated instruction to be valuable; therefore, as reflective learners our goal is to examine and engage in varied modes for professional growth to improve our practice and student achievement.

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

Program Area(s): Professional Education, Teacher Induction

Supported Strategies:

- Maintain a balanced and standards-aligned district-wide assessment system
- Differentiated Instruction to support the needs of diverse learners in all settings
- Improving Language and Literacy Acquisition for all students across all content areas

- Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing
- Instruction - Teacher Effectiveness, Principal Effectiveness and Student Learning Objectives (SLOs)
- Seek to eliminate gaps in opportunity, access, and outcomes that are highly predictable by students' race, ethnicity, socioeconomic status, and location, while simultaneously improving outcomes for each and every student.

Multi-Tiered System of Supports - RtII & PBIS

Description:

Pennsylvania's Multi-Tiered System of Supports (MTSS) is defined as a comprehensive system of supports that in the commonwealth includes standards-aligned, culturally responsive and high quality core instruction, universal screening, data-based decision-making, tiered services and supports, family engagement, central/building level leadership, RtII/SLD determination and professional learning. Simply put, PA-MTSS represents a broad set of evidence-based practices that may be implemented across a system to include Academics AND Behavior within a recursive and systematic problem-solving process. PA-MTSS is relatively synonymous with RtII and is intended to help ALL students meet with continuous academic and behavioral success.

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

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

Supported Strategies:

- Maintain a balanced and standards-aligned district-wide assessment system
- Differentiated Instruction to support the needs of diverse learners in all settings
- Improving Language and Literacy Acquisition for all students across all content areas
- Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing

- Instruction - Teacher Effectiveness, Principal Effectiveness and Student Learning Objectives (SLOs)
- Seek to eliminate gaps in opportunity, access, and outcomes that are highly predictable by students' race, ethnicity, socioeconomic status, and location, while simultaneously improving outcomes for each and every student.

Goal #6: Smooth transitions that support all students as they move from grade to grade, building to building, district to district, and high school to post-secondary plans

Indicators of Effectiveness:

Type: Annual

Data Source: District will monitor students social, emotional, and academic data to determine effective transitioning.

Specific Targets: Improved attendance, decrease in discipline incidences, and improved academics

Strategies:

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

Description:

Using Bernhardt's "Multiple Measures" for data analysis, the district will continue to engage in data meetings at the district and building levels. Current student learning data will be evaluated and the district will streamline testing for students in a more efficient manner. Measures of Academic Progress (MAP) was chosen to identify essential information about what each student knows and is ready to learn. The NWEA MAP creates a personalized assessment experience by adapting to each student's learning level. In addition to student learning data, the district identifies demographic data, perception data, and school proces data to inform instruction. Student learning data is housed in the Sapphire Suite

Learning System which is a web-based administrative tool designed by K-12 systems

Using Student Achievement Data to Support Instructional Decision Making provides a WWC reporting of various strategies related to the acquisition, analysis, and application of student data. (Source: http://ies.ed.gov/ncee/wwc/pdf/practice_guides/dddm_pg_092909.pdf)

SAS Alignment: Assessment, Instruction

Seek to eliminate gaps in opportunity, access, and outcomes that are highly predictable by students' race, ethnicity, socioeconomic status, and location, while simultaneously improving outcomes for each and every student.

Description:

The district will create a team to explore equitable practices in order to address our equity needs.

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

Full Day Kindergarten Program

Description:

The district will move from half-day kindergarten to full day kindergarten in the 2018-2019 school year with the addition of a fifth elementary school. The 2016-2017 & the 2017-2018 school year will include curriculum writing and planning for the full-day program with training for teachers and staff. Implementation (2018-2019(will be monitored.

This project explores the impact of full-day (FDK) kindergarten vs. half-day kindergarten (HDK) on student academic achievement. The participant samples were drawn from a large school district in the Midwest. Specifically, the data set highlights the effects of FDK vs. HDK on the achievement of inner-city minority students with low/moderate income status. The HDK sample of inner-city students were bussed to suburban schools as a result of a lawsuit settlement designed to desegregate the local schools (Roduta, 2004). The authors explored the state-mandated third-grade test scores to conduct a statistical examination of the achievement of the students. The analyses of the data indicated that low

socioeconomic status inner-city minority students who attended FDK programs perform significantly better on the third grade Indiana State Testing Equivalency and Proficiency (ISTEP+) test in both math and English/language arts when compared to similar students who attended half-day programs. These results and the justification of bussing low socioeconomic status minority students from the inner-city to HDK suburban schools to achieve diversity, when their peers remain in FDK schools and show significantly greater gains in academic achievement up through second grade are discussed. (Source: http://opus.ipfw.edu/cgi/viewcontent.cgi?article=1009&context=spe) Resource: http://effectivestrategies.wiki.caiu.org/Organizational+Structure

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

Implementation Steps:

Develop a partnerships with community business leaders, higher education partners and STEM professionals to enhance 21st century learning

Description:

The district will continue identify and expand potential partners; communicate with partners, and develop and implement relationships comprised of internal and external stakeholders for to plan for on-going partnership and collaboration.

West Chester University, Eastern University, Cabrini University, Riverbend Environmental Education Center, etc.

Start Date: 9/1/2016 **End Date:** 6/30/2021

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

Supported Strategies:

- Full Day Kindergarten Program
- Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing
- Seek to eliminate gaps in opportunity, access, and outcomes that are highly predictable by students' race, ethnicity, socioeconomic status, and location, while simultaneously improving outcomes for each and every student.

Provide students with personalized instruction through differentiated instruction

Description:

Continue to employ a combination of school-based teams (data teams, student assistance teams, child study teams, RtII, MTSS, Child Study Teams) to collect analyze intersecting data and research in order to personalize instruction and create a culturally responsive learning environment. Contnue to support and monitor professional development in differentiation, meeting the needs of all students, and data driven instruction.

Start Date: 9/1/2017 **End Date:** 6/30/2021

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

Supported Strategies:

- Full Day Kindergarten Program
- Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing
- Seek to eliminate gaps in opportunity, access, and outcomes that are highly predictable by students' race, ethnicity, socioeconomic status, and location, while simultaneously improving outcomes for each and every student.

District-wide focus on literacy leadership and learning across all content areas

Description:

Formation of a UMAEA literacy committee with K-12 representation. This committee will attend multiple meetings to best understand the balanced literacy approach and literacy across all content. This committee will become building leaders to assist in the training of all staff in these strategies. Year 1 includes training for committee members with professional development for all staff facilitated by district administrators. Year 2 includes embedding these strategies into all content areas to best maximinze literacy for all students including ELLs, Special Ed., Gifted, and our Economicaly disadvantaged. Year 3 includes monitoring implementation of effective instructional literacy practices with a focus on writing.

Start Date: 9/1/2016 **End Date:** 6/30/2021

Program Area(s): Professional Education

Supported Strategies:

- Full Day Kindergarten Program
- Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing
- Seek to eliminate gaps in opportunity, access, and outcomes that are highly predictable by students' race, ethnicity, socioeconomic status, and location, while simultaneously improving outcomes for each and every student.

Develop and Implement Full Day Kindergarten Program

Description:

District will develop a full day curriculum program to prepare for the 2018-2019 school year when a fifth elementary school will open. A full-day curriculum and schedule will be created during the 2017-2018 school year.

Start Date: 9/1/2017 **End Date:** 6/30/2020

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

Supported Strategies:

- Full Day Kindergarten Program
- Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing
- Seek to eliminate gaps in opportunity, access, and outcomes that are highly predictable by students' race, ethnicity, socioeconomic status, and location, while simultaneously improving outcomes for each and every student.

Implement a district-wide model of PBIS

Description:

In order to support transition from 4th grade to 5th grade, two elementary schools will utilize the PBIS model along with Community of Caring in the first year of implementation. Year 2 will bring the implementation to the other 2 elementary schools. By 2019-2020 school year, all beuildings will implement the PBIS model. In addition to supporting transitions, PBIS will enhance school culture and help to address behavior as well as academic needs.

Start Date: 9/1/2016 **End Date:** 6/30/2021

Program Area(s): Student Services

Supported Strategies:

- Full Day Kindergarten Program
- Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing
- Seek to eliminate gaps in opportunity, access, and outcomes that are highly predictable by students' race, ethnicity, socioeconomic status, and location, while simultaneously improving outcomes for each and every student.

Diversity, Equity and Social Justice Training

Description:

Three year initiative to train all stake-holders. The Hackman Consulting Group LLC will provide professional development for leadership, staff, school board members, parents, and community on diversity and equity.

Start Date: 10/12/2017 **End Date:** 6/30/2021

Program Area(s): Professional Education

Supported Strategies:

- Full Day Kindergarten Program
- Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing
- Seek to eliminate gaps in opportunity, access, and outcomes that are highly predictable by students' race, ethnicity, socioeconomic status, and location, while simultaneously improving outcomes for each and every student.