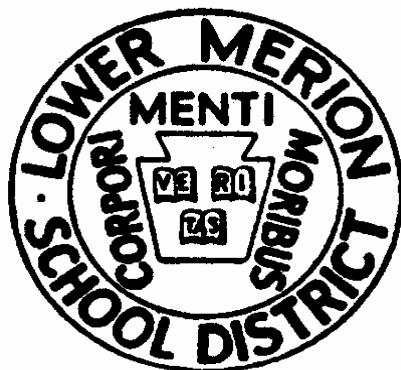


LOWER MERION SCHOOL DISTRICT

STRATEGIC PLAN

September 2002



Prepared by: Dr. Sandra M. Griffin, Interim Superintendent

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SIGNATURE FORM

Date Submitted to PDE: _____

School District/AVTS:

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We affirm that this Plan has been developed in accordance with the Strategic Plan guidelines and that the contents are true and correct. We further affirm that the Plan has been placed on public review in the district office for at least thirty (30) days prior to the school board meeting at which the Plan was approved.

Signature, School Board Secretary

Date

Signature, School Board President

Date

Signature, Chief School Administrator

Date

INTRODUCTION

Lower Merion School District embraces the Strategic Planning process. We regularly involve and value the opinions of representative members of the community. As a district we believe it is important to plan for our future in a systematic yet flexible way, to prepare us for the many challenges that lie ahead.

The Lower Merion School District began the Strategic Planning process in the Spring of 2001. Underlying the district's approach to our new Strategic Plan is Appreciative Inquiry (AI). AI is an approach to organizational development and change that grows out of social constructionist thought. The AI approach offers us the process and potential to explore positively, examine collectively, design collaboratively, and commit jointly to a path forward. To Appreciate means to value—to understand those things of value—those things worth valuing. To Inquire means to study, to ask questions, to search. AI, therefore, is a collaborative search to identify and understand our district's strengths, its potentials, and its greatest opportunities and people's hopes for the future.

Approximately 325 AI interviews occurred between October, 2001, and January, 2002, (in order to hear from a range of diverse voices). The information from these interviewees was one source of data used at a Future's Summit held on January 31, and February 1, 2002.

The two-day Summit included parents, community members, teachers, support staff, administrators, School Board members, and students, all of whom make up a 60 member team.

We believe that our goals not only meet the Strategic Planning requirements set forth in Title 22, PA code Chapter 4, Section 4.13(c) but also offer a blueprint for our unique Lower Merion School District community. We further recognize that the implementation of the Strategic Plan and its many components and initiatives requires financial accountability and fiscal responsibility. Yearly goals and objectives, tied to the new plan, will be approved by the Board of School Directors each September. We will continually strive to offer our students the highest quality educational experiences guided by this Strategic Plan and careful financial planning.

ITEM #1: Mission Statement

ITEM #1: Mission Statement

The **mission statement** developed six years ago during the first Strategic Planning process remains strong, and as a result of a consensus will remain basically the same. Our mission statement is:

Committed to excellence and continuous improvement, the Lower Merion School District strives to ensure that all students achieve their highest level of critical thinking and creativity, that they value themselves and the diversity of others, and that they are knowledgeable, contributing citizens capable of excelling in a rapidly changing world;

This is accomplished by individuals engaging in innovative, active experiences tailored to myriad ways of learning and in partnership with our community.

During the January 31, and February 1, 2002 Summit, a **vision statement** was developed by the 60 participants. Our new **vision** statement reads:

Students are our reason for being. We create an environment designed to fulfill the individual learning needs and aspirations of each student.

Lower Merion School District develops active partnerships at all levels of our learning community and values the individual contributions of each member.

We view learning as a dynamic, innovative, collaboration. Individuals learn best when their hearts, minds, and spirits are intimately engaged in the learning process.

Enter to learn. Go forth to serve...

Beliefs

Our deepest convictions and values.

We believe that:

- *All people have equal intrinsic worth.*
- *All individuals can be successful learners.*
- *People learn in different ways and at different rates.*

- *Learning occurs everywhere and is a life long pursuit of knowledge, truth, and wisdom.*
- *Individuals learn best when actively engaged in the learning process.*
- *Excellence demands sustained effort.*
- *High expectations yield high results.*
- *The responsibility for learning rests primarily with the individual; however, education is the shared responsibility of the student, home and family, school, and the entire community.*
- *Each person bears responsibility for the well-being of society and the quality of the environment.*
- *Society benefits when individual rights are balanced with social responsibility.*
- *Ethical conduct is essential to the quality of life.*
- *High quality public education directly benefits the entire community and is essential for a democratic society.*

ITEM #2: The Planned Instruction

ITEM #2: A listing of educational and organizational goals as they relate to student achievement and the high school graduation requirements.

Lower Merion School District's learning and organizational goals were identified initially through a careful review of Chapter 4 Regulations and are consistent with those noted in section 4.11. Other considerations included:

- Financial information
- PSSA data
- ERB data
- Enrollment figures and projections
- Staffing projections
- Curriculum and instruction surveys
- Technology needs assessments
- 325 AI interviews

At the Summit a draft list of goals was presented. The 60 participants further defined, modified, and added to the draft goals. The Summit team met to develop deeper and clearer directions to the strategic goals.

Lower Merion's Learning and Organizational Goals are

Goal #1. Understand and provide for every child

The Lower Merion School District views children as its most precious resource for the future. Their social, intellectual, emotional, and physical needs determine all aspects of our work. Through a dynamic, fluid process, we strive to understand the unique nature of each child and to provide for a diversity of needs.

Goal #2. Value an atmosphere in which the educational community works collaboratively to foster the growth of its members

We create and sustain a supportive and safe educational community where learning is a collective partnership that promotes:

- ◆ intellectual growth
- ◆ social growth
- ◆ emotional well-being
- ◆ physical well-being

Goal #3. *Coordinate district systems to integrate education, technology, information systems, human resources, facilities, transportation, business, and food service*

- ◆ common data
- ◆ agreed upon, innovative practices
- ◆ cutting-edge communication
- ◆ strong community stakeholder focus and accountability
- ◆ equitable access to resources

Goal #4. *Create a meaningful, dynamic curriculum*

We are committed to providing an education rooted in a balanced curriculum that encompasses knowledge, skills, application, real world experiences, and critical reflection. Our curriculum celebrates diversity and values student feedback and assessment. We incorporate rigorous national and state standards and use innovative instructional practices.

Goal #5. *Cultivate alternative funding and other resources to support the educational program*

We are committed to developing and implementing a long-term strategy for identifying additional resources within and beyond our community to support our robust educational programs including

- ◆ human talent
- ◆ alternate funding resources
- ◆ partnerships with business, non-profit, and other educational institutions

These additional resources will enable us to continually improve our tradition of excellence in education.

Goal #6. *Provide facilities to ensure high quality educational programs*

High quality facilities are necessary to support high quality educational programs. The facilities are designed to be flexible, with form following the function. A state of art network infrastructure is an integral component of the buildings. The facilities provide a comfort level as well as a highly secure, healthy learning environment. Ongoing capital improvement and maintenance programs reflect our commitment to deliver the best educational program in the most conducive learning environment.

**Goal #7. *Establish the flexible use of the members of the learning community:
“Tapping all Talents”***

All members of Lower Merion School District’s community bring a wealth of diverse expertise, knowledge, culture, and resources to the school experience.

The fluid and interchangeable use of talents, skills, and experiences enhance the growth and fulfillment of all.

Roles and responsibilities are dynamic and ever-evolving to meet the needs of everyone in the learning community.

ITEM #3: Description of Academic Standards for Student Achievement

ITEM #3: A description of academic standards for student achievement which must be consistent to those in Chapter 4 under section 4.12 (relating to academic standards).

The academic or graduation standards describe the knowledge and skills that Lower Merion School District students will be expected to demonstrate. Our standards, once developed, are made available to the community on our district website.

The district shall provide for attainment of the academic standards as per Chapter 4, Section 4.12. The Pennsylvania Academic Standards for reading, writing, listening, speaking, and mathematics shall guide the educational program in these areas for the district. Benchmarks are developed at every grade level for literacy and mathematics, and will be developed similarly for all subject areas not yet completed on our five-year curriculum cycle.

The process and timeline to develop the benchmarks are addressed in Item #4 of the Strategic Plan.

Until such time as these standards and benchmarks are developed in areas yet to be addressed on the curriculum cycle, the district-planned courses shall be used as the district standards for student achievement.

ITEM #4: Planned Instruction and Assessment Practices to be offered

ITEM #4: The planned instruction to be offered and the assessment practices to be used to strive for the academic goals and attain academic standards and the high school graduation requirements set forth in Chapter 4 under Section 4.24 (relating to high school graduation requirements).

A process has been developed and defined so that each subject area is assessed and revised every five years to ensure that every curricular area is state of the art. Key to a standards-based curriculum is the alignment of the standards with the most effective instructional strategies, sometimes referred to as best or effective practices, and with a balanced approach to assessment using multiple forms and types.

The goal of our curriculum efforts is deeper understanding and learning. The District believes it is important to focus on big ideas, to focus on inquiry and “uncoverage” of concepts. The goal is enduring understanding.

In July, 1999, Lower Merion’s Administrative Council met and established a Curriculum Cycle. At the time of submission of this Strategic Plan to the Pennsylvania Department of Education, nine curricular areas will have been revised and rewritten in a standards-based format. The process for any given subject area is outlined as follows:

ESL – ESL is under revision, as per our curriculum cycle, on page 12. The process below will be applied to ESL. A consultant, Dr. Himmele, has been hired to assist with strengthening our program. Standards will be articulated and planned instruction will be written.

Year I

- curriculum committees are established
- parents, teachers, and students are surveyed
- curriculum mapping is completed
- graduation standards and benchmarks are identified and selected
- content is evaluated
- scope and sequence is established
- the research/literature is reviewed
- K-12 curriculum is written and put online
- staff development is planned

Year II

- the implementation of the curriculum begins
- new courses are considered by a curriculum committee
- curriculum and materials are evaluated against intended goals
- supervisors support new curriculum in the classroom
- staff development is implemented
- assessment tools are analyzed for each of the various benchmarks
- next level of staff development is planned
- written curriculum is adjusted as appropriate

Year III, IV, and V

- staff development continues
- instructional strategies, curriculum assessments and rubrics are emphasized
- alignment of the written, taught, and assessed curriculum is checked
- curriculum evaluations and adjustments continue as needed

LOWER MERION CURRICULUM CYCLE

Cycle	Year	Study	Implement	Adjust/ Implement	Monitor	Monitor
1	99-00	Science Tech Ed. Business Ed.				
2	00-01	Language Arts Guidance Family and Consumer Science	Science Tech Ed. Business Ed.			
3	01-02	Math Health, P.E. Art	Language Arts Guidance Family and Consumer Science	Science Tech Ed. Business Ed.		
4	02-03	Social Studies ESL Tech. & Info. Sciences	Math Health, P.E. Art	Language Arts Guidance Family and Consumer Science	Science Tech Ed. Business Ed.	
5	03-04	Foreign Language Music Library	Social Studies ESL Tech. & Info. Sciences	Math Health, P.E. Art	Language Arts Guidance Family and Consumer Science	Science Tech Ed. Business Ed.
6	04-05	Science Tech Ed. Business Ed.	Foreign Language Music Library	Social Studies ESL Tech. & Info. Sciences	Math Health, P.E. Art	Language Arts Guidance Family and Consumer Science
7	05-06	Language Arts Guidance Family and Consumer Science	Science Tech Ed. Business Ed.	Foreign Language Music Library	Social Studies ESL Tech. & Info. Sciences	Math Health, P.E. Art
8	06-07	Math Health, P.E. Art	Language Arts Guidance Family and Consumer Science	Science Tech Ed. Business Ed.	Foreign Language Music Library	Social Studies ESL Tech. & Info. Sciences
9	07-08	Social Studies ESL Tech. & Info. Sciences	Math Health, P.E. Art	Language Arts Guidance Family and Consumer Science	Science Tech Ed. Business Ed.	Foreign Language Music Library
10	08-09	Foreign Language Music Library	Social Studies ESL Tech. & Info. Sciences	Math Health, P.E. Art	Language Arts Guidance Family and Consumer Science	Science Tech Ed. Business Ed.

The existing graduation requirements outlined by both Harriton High School and Lower Merion High School will remain in effect until the graduation of the class of 2002. Beginning with the class of 2003, in order to be eligible for graduation from Lower Merion School District, a student shall meet the requirements of completing the required courses of instruction with proficiency scores, completing a culminating senior project, and demonstrating mastery of the Pennsylvania Academic Standards. These requirements are further described as follows:

PLANNED INSTRUCTION REQUIREMENTS

<u>SUBJECT</u>	<u>CREDITS</u>
English	4.0
Mathematics	3.0
Science, Environment, Ecology	3.0
Social Studies	3.5
Arts and Humanities	2.0
Physical Education	1.0
Health	0.5

Additional credits as necessary in Electives in grades 9 through 12 to add up to 21.0 credits are required to receive a Lower Merion School District diploma. Students are encouraged to exceed the minimum of 21 credits and earn at least 24 credits.

Additional descriptions of requirements for graduation are found in Item #12: Requirements for graduation.

Mastery of the Academic Standards

Each student must demonstrate mastery of the Pennsylvania Academic Standards either on the state system of assessment (PSSA) or our local system of assessment. The state assessment in reading, writing, and mathematics shall be administered in the second semester of the junior year of high school and a *proficient* score is required. If a student does not demonstrate proficiency, any of the three assessments may be retaken once during the senior year.

Lower Merion School District’s local system of assessment of the standards for purposes of graduation are in the process of being developed. As of the submission of this Strategic Plan in September 2002, the following subjects will have been revised in a standards-based format:

- science
- family and consumer sciences
- physical education
- technology education
- guidance
- art, music, theatre
- business education
- mathematics
- literacy
- health

The process begins with an alignment of standards and benchmarks with content, assessment, instructional strategies, adaptations and enrichment (differentiation), multicultural connections, and resources and materials, including technology.

The next phase, after the study I revision year is the development of a continuum of assessment aligned with the benchmarks at a given year or in a given subject.

Our local assessments will be used to ascertain proficiency in the event a student does not achieve proficiency on the PSSA examination. The process being developed is as follows:

- development of a graduation assessment team
- review of course requirements and electives
- review of a student transcript/grades
- review of benchmark assessments in math, reading, and writing
- review of alternate assessments
- review of standardized tests (optional)
- review of students' IEP (when appropriate)

Lower Merion School District supports standards-based curriculum through rigorous professional development initiatives. Instruction and assessment practices are incorporated into the District's Differentiated Instruction program and many other subject-driven professional development opportunities. Item #7a describes the professional development plan in detail.

Children with Disabilities

Children with disabilities who satisfactorily complete their course work with appropriate accommodations as identified in an Individual Education Plan (IEP) under the Individuals with Disabilities Education Act shall be granted and issued a regular high school diploma.

ESL Planned Instruction

All parents/guardians have received a Home Language Survey. Responses to the survey indicated whether the Language Assessment Scales (LAS) would be administered in addition to receiving input from the classroom teacher. The amount and type of standards-based ESL instruction is determined by the results of initial assessments and corresponds to whether a student is categorized as Non-English speaker, Beginner, Intermediate, or Advanced. Students who exit the program will still be monitored and supported. English language skills, including listening, speaking, reading, writing, comprehension, study skills, and cultural orientation are all part of the planned instruction.

English language learners (ELLs) will receive content area instruction aligned with PA Academic Standards. Appropriate adaptations to curriculum and assessments will be made.

ITEM #5: Assessment Plan to be Evaluated

ITEM #5: An assessment plan designed to determine the degree to which we are achieving academic standards including descriptions of methods and measures used to determine achievement, how information from the assessments will be used to assist students who have not demonstrated attainment of the academic standards at a proficient level or higher, and how the information from the assessment will be made available to the public.

The Lower Merion School District mathematics curricula, K–12, is currently under revision in the first year of the mathematics curriculum cycle. The mathematics curriculum for grades K–6 is being reviewed for alignment with the Pennsylvania Academic Standards for mathematics. All secondary mathematics courses spanning pre-algebra through calculus, including AP and IB courses are also being examined for alignment with the standards. The written curriculum will be comprehensive in describing the benchmarks of student achievement for each different elementary grade and each secondary course, the diverse instructional strategies including modifications and extensions to provide for the different learning styles of students, and the multiple assessments designed for different purposes. Our belief is that all children can learn, use, and value mathematics.

Assessments are used to gather information about students' knowledge and application of the concepts and processes of mathematics. Assessments also provide information about each student's mathematical needs and thus inform instruction. Furthermore, assessments are needed to measure the effectiveness of mathematics programs. Assessment information is useful only to the extent that the varied instruments are aligned with curricular goals, objectives and instructional methodology including appropriate use of technology. No single type of assessment instrument can provide the multidimensional information required to gauge the progress of our students, the effectiveness of our programs and the ability to make important decisions about instruction. The traditional, narrow view of assessment in mathematics as paper-pencil tests in which the right answer, often numerical, is the basis for measuring student achievement is inconsistent with the problem-solving focus of the Lower Merion mathematics curricula. This type of assessment only measures the use of mathematical procedures and not necessarily mathematical thinking and problem solving. Multiple assessments are used in all mathematics courses including teacher-created, district-based and standardized assessments.

Teacher-created assessments used with our students include constructed written responses by students to non-routine word problems, tests of procedural knowledge, including midterm and final examination for secondary courses from Algebra I through Calculus, AP and IB courses, portfolios of students' work, interview techniques, project-based work, performance tasks, oral presentations, and journal entries. The information gathered through these multiple assessments is used by teachers to measure students' acquisition and application of mathematics content and processes including the mathematical thinking of students, to evaluate the effectiveness of individual teacher's instructional program, to determine the mathematical needs of individual students, and subsequently to inform future instruction. Parents are informed of students' progress through teacher-parent conferences, transcripts of grades, the class notes, assessments and homework of students.

Curriculum-based district assessments are available for the elementary mathematics program in grades one, two, three, four, five and six; for pre-algebra, Algebra I, Geometry and Algebra II. These assessments measure the extent to which students' attain the curricular objectives for a specific course. These assessments are used in conjunction with other forms of assessment to

inform decisions about mathematics placement of students in grades five, six, seven, eight and for some secondary courses.

Standardized assessments, including the ERB and PSSA exams provides information about each student's position within larger populations. ERB scores and ranks are reported in comparison to national norms, similar schools' norms and norms of independent schools. Data from these assessments are thoroughly reviewed at the district and school level to determine overall patterns of understandings and needs of students. In 1997, the elementary sequence of content was changed to provide for an earlier and greater emphasis on geometry and probability, both of which were determined to be areas of needed instruction after an analysis of the ERB data.

PUBLIC REPORTS

ERB and PSSA scores are reported to parents for individual students. PSSA scores are reported in the aggregate in local newspapers. However, the reports reflect the previous year's scores. Education meetings, cable access channel, District Digests, are also utilized for the dissemination of information to the community.

Methods and Measures

Reading, Writing, Listening, and Speaking

The development of the local assessment plan for the Lower Merion School District Literacy Curriculum involves seven distinct phases.

- Identification of practices in monitoring student growth and proficiency in reading, writing, listening, speaking, and research Pre K-12.
- Analysis of available assessment data to determine strengths and gaps in organization's capacity to provide a valid profile of the effectiveness of the literacy program, and monitor individual student growth as literacy learners.
- Development of a standards-based literacy curriculum articulating local graduation standards and grade level benchmarks for reading, writing, listening, speaking, research, and the developmentally appropriate, scaffolded development of those proficiencies.
- Articulation and delivery of a comprehensive staff development plan on research-based instruction and assessments.
- Field testing, review, and revision of research-based assessments.
- Implementation of balanced Pre K-12 standardized and non- standardized assessments.
- Development of an analysis process and reporting format of assessment data to appropriate stakeholders.

The local assessment plan for the Lower Merion School District is designed to achieve seven goals.

- To ensure that all students have multiple and equitable opportunities to demonstrate proficiency in reading, writing, listening, speaking, and research benchmarks and standards.
- To monitor the effectiveness of the literacy program through the lenses of standardized, norm-referenced, state, and locally developed and adopted measures.
- To achieve a balance and continuum throughout the Pre K-12 program of standardized achievement tests, state assessments, commercially-produced tests, state rubrics, locally developed assessments, and research-based tools for screening and diagnosis.
- To ensure congruence among the curricular elements - philosophy, standards, benchmarks, instruction, assessments, and reporting methods.
- To adopt and implement assessments that provide valid and credible data for regular education, special education, remedial (i.e., Title I), and gifted programs.

- To monitor the literacy growth and development of individual students Pre K-12 in achieving proficiency at grade level benchmarks for the component competencies in reading, writing, listening, speaking, and research which lead to the attainment of graduation standards.
- To collect, review, disaggregate, and report data to verify student achievement.

The assessment plan for the Lower Merion School District includes the Pennsylvania System of School Assessment (PSSA), the Educational Records Bureau (ERB) standardized achievement test, The Degrees of Reading Power Test, state rubrics, additional commercially-produced assessments, and locally developed performance assessments.

- **Pennsylvania System of School Assessment (PSSA)**

Chapter 4 regulations require all districts to participate in annual assessments. Students at grade levels five, eight, and eleven, and beginning in 2003, third grade, participate in the state reading assessment. Students at grade levels six, nine, and eleven participate in the state writing assessment. It is important to note that the state-mandated assessment in the 1995-96 school year and the results of the test through the year 2000 have been retained and are indicators of progress towards proficiency in state standards. The 2000-2001 test provides a new baseline of data for comparative purposes as the assessment was realigned with the PA Academic Standards.

- **Educational Records Bureau (ERB) Standardized Test**

This norm-referenced or standardized test is an assessment that provides data on student performance in relation to district, local, and national norms or groups. Students at grade levels three, four, five, and seven participate in this assessment. The data provides a measure of student competency in reading comprehension and is utilized to inform the overall effectiveness of the literacy program, the instructional program, and student placement.

- **Degrees of Reading Power Tests (DRP) (TASA)**

The DRP tests are direct measures of reading comprehension. The DRP test results are reported on a text difficulty scale, students' DRP scores directly identify the difficulty of materials they are able to read. Students at grade levels two through six take the Degrees of Reading Power Test. Results are utilized to ensure the appropriateness of the instructional program, to inform potential flexible groupings of students for instruction, to monitor student growth in comprehension, and to inform the teachers, students, and parent of the appropriate readability match for the reader.

The DRP and Advanced DRP Tests are available through the twelfth grade level. This test is optional for determining student competency in handling content area texts and for placement data.

- **Additional Commercial Reading Assessments**

There are multiple purposes for these measures utilized to assess reading proficiency and to target specific competencies. For example, research informs the field of the essential proficiency in phonological awareness in the ability to learn to read successfully. Consequently, the Lingui-Systems Phonological Awareness test is utilized at the kindergarten level. The following is a list of measures adopted for the purposes of identifying specific proficiencies, diagnosing gaps in development, informing regular and remedial instructional programs, and monitoring student growth.

- Lingui-Systems Phonological Awareness Test (Pre K-K)
- PASP-Phonological Awareness Skills Program test (K-5)
- Developmental Reading Assessment (K-3)
- On-The-Mark Assessments (running records) (1-3)

- Houghton Mifflin *Invitations* benchmark/theme tests (1-5)
- Burns and Roe IRI (informal reading inventory) (K-5)
- Qualitative Reading Inventory (5-12)

- **Pennsylvania (PSSA) Rubrics**

The Pennsylvania System of School Assessment provides reading and writing rubrics that evaluate the quality and student-constructed responses to reading and for writing. These rubrics are adopted as presented by the state at grade levels five through twelve. Although conceptually sound, the rubrics are revised for the elementary levels using more developmentally appropriate, understandable language and expectations.

Using the PSSA model, rubrics for listening, speaking, and research are utilized at the secondary level and are adapted for use at the elementary levels.

Reading and writing rubric posters are displayed in all elementary classrooms and secondary English, reading, language arts classrooms, with plans for dissemination into content area classrooms following staff development. And, there is a process in place for identifying anchor papers as models for teaching students and parents.

- **Research-based Screenings**

The Lower Merion School District utilizes literacy screenings that have been gleaned from the research in the field to predict if a child is potentially at risk for failure due to a lack of prerequisite skills. The screenings at the Pre K through primary levels include (rapid) letter naming, segmentation tasks, word recognition, fluency, book handling, and comprehension. The results of the screenings have implications for the instructional program for all students, and the course for intervention for individuals and small groups.

- **Locally-developed Assessments**

There are multiple classroom assessments modeled after and informed by the PSSA, state rubrics, PA Academic Standards, *PA Literacy Framework*, and district graduation standards, grade level benchmarks, and curriculum content. All district faculty responsible for teaching literacy participated in the development of the K-12 Literacy Curriculum, the articulation of criteria for grade level literacy performances.

Staff development opportunities, ongoing grade level and cross grade level collaborations, annual review, discussion, and analysis of district and student performances lead to a comprehensive, valid profile of the effectiveness of the literacy program and the successful monitoring of student proficiencies in the Lower Merion School District.

NOTE: It is important to note that the district has adopted multiple assessments for the Pre K through third grade levels in congruence with PA Academic Standards and to meet our goal that every child is reading by the end of grade three. In addition, an analysis of the effectiveness of the assessment tools in terms of usefulness of data is ongoing.

- **ESL Assessments**

As part of the ESL revision, survey assessments will be updated to ensure that accurate levels of English proficiency are realized. **According to the July 2001 BEC, Educating Students with Limited English Proficiency (LEP) and English Language Learners (ELL) 22 PA Code 4.26, the amount and type of standards-based ESL instruction depends upon their level of language development as determined on the Language Assessment Scales (LAS) which Lower Merion is using to determine instructional needs. The assessments**

noted throughout Item #5 will be used in conjunction with other ESL placement, instruction, and monitoring practices.

Our assessments of student progress after screening and placement will continue. The LAS will also be used to track student progress, along with teacher developed assessments and other district measures of literacy where appropriate. Multiple measures of assessments, therefore, are being used as noted in Item #4.

The results of assessments that indicate students may not be demonstrating proficiency will be used to further adapt or inform instruction. Language Assessment rubrics, found in the PaELL Resource Kit will be used. The district has currently contracted with Dr. Persida Himmele from Albright College, (who authored this document) to further assist with ensuring ELLs gain the required proficiencies.

Parent meetings, with opportunity to meet ESL teachers and the district coordinators will be available during the evening to provide information sessions as well as during parent teacher conference meetings which will be publicized on the web-site, through Board Meeting presentations, and building or site-based programs.

ITEM #6: A Plan for Improving Students' Achievement

ITEM #6: A plan for improving students' achievement, including specific, measurable goals for student growth and plans that are designed to attain students' achievement goals. Achievement goals must demonstrate connection to the academic standards under Section 4.12 including but not limited to annual improvement goals for student scores on state and local assessments.

Lower Merion School District conducts analyses of classroom assessments, standardized tests (i.e. ERB's) and state assessments to guide and improve our curriculum and instruction. This process occurs at the district and building level as follows:

- Child Study Teams (CST) meet regularly in each of the 10 buildings to analyze individual and group student data.
- CST's are comprised of building administration, reading specialists, counselors, and other faculty as deemed appropriate.
- Students who are identified as basic or below basic are supported by specialists in the buildings through additional support materials, and/or differentiated instruction in the regular classroom setting.
- Plans to monitor and assess the students are developed.
- The supervisors of literacy and mathematics also analyze data, disaggregate data, and work closely with building administrators to find ways to help individual students and/or groups of students not achieving at the proficient level.
- The curriculum revision process includes the monitoring and adjustment of the written curriculum when necessary to achieve the goal of proficiency for all students.
- Professional development workshops and programs are specially designed to assist faculty with the knowledge and skills necessary to help all students meet yearly benchmarks.

In addition, Lower Merion School District also provides multiple opportunities to improve instruction. These include but are not limited to:

- PSSA training
- Differentiated Instruction (4-5 year initiative for all faculty)
- Subject area assessment training
- Early literacy
- Intervention training
- Content knowledge workshops
- Technology integration
- Info-tech initiatives
- On-line curriculum access for all staff
- Professional conferences
- In-house/site-based professional development
- Multicultural efforts
- Use of federal funds (i.e. Title I,II,VI)
- Equity training
- Parent workshops
- Pre-school outreach
- University partnerships
- Business and community partnerships
- Elementary Summer School (SPIES)
- Secondary Summer School

ESL

At the conclusion of the ESL revision process (2002-2003) a plan for improving ELL's achievement will be developed. Student progress will be measured through formative and summative evaluations. Regular education and ESL teachers will continue to be professionally developed using a shared-responsibility model for student achievement. ELL's will be included in the expectation for proficiency of content standards in conjunction with their proficiency of English. **Students will be/are scheduled in content area classes with instruction aligned**

with standards and adapted to their needs. Individual and collective student progress will be tracked to ensure that ELL students are succeeding in all areas of the curriculum.

ELL Goals include:

- **Proper identification of new students in ESL**
- **Instruction tied to the level of student need**
- **Moving all currently identified students to the proficient level of language and academic curriculum**
- **Careful, continued monitoring of exited students**

ITEM #7a: A Professional Education Plan (Act 48 – Items #1-11)

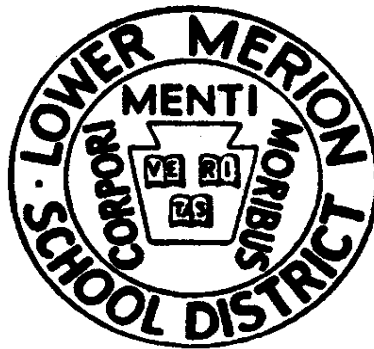
ITEM #7a: A Professional Education Plan (Act 48 – Items #1-11)

LOWER MERION SCHOOL DISTRICT

ACT 48

PROFESIONAL EDUCATION PLAN

2002 – 2005



Prepared by: Dr. Sandra M. Griffin, Interim Superintendent

PROFESSIONAL EDUCATION PLAN SIGNATURE FORM

Date Submitted to PDE: September 30, 2002

School Entity: Lower Merion School District

Address: 301 East Montgomery Avenue, Ardmore, PA 19003-3399

Chief School Administrator: _____

Telephone: 610-436-1930

Contact Person: Dr. Sandra M. Griffin, Assistant Superintendent

Telephone: 610-645-1920

We affirm that this plan has been developed in accordance with the laws, regulations and guidelines regarding continuing professional development and that the plan was recommended by the Professional Education Committee and approved by the Board of School Directors of the Lower Merion School District.

Signature, Committee Chair

Date

Signature, School Board Secretary

Date

Signature, School Board President

Date

Signature, Chief School Administrator

Date

ITEM #1: A description of the individuals who developed the plan and how they were selected. All required groups are included.

ACT 48 PROFESSIONAL EDUCATION GUIDELINES

Lower Merion’s Act 48 Professional Education Committee consists of teachers chosen by teachers representing each of the 10 schools in the district. The committee also includes administrators, and curriculum supervisors, selected by peers, and local business representatives, parents and community members selected by the Superintendent or designee.

Act 48 Professional Education Committee Members

Sandra M. Griffin	Assistant Superintendent
Patricia Baxter	Language Arts Supervisor
Irene Eizen	Mathematics Supervisor
Dominic Pendino	Senior Project Coordinator
Connie DiMedio	Elementary Principal
Sandy McFadden	High School Reading Specialist
Arlene Waitz Flicker	Elementary Teacher/ICC/DC Liaison
Virginia DiMedio	Technology Supervisor
Lady Walvoord	Middle School FCS Teacher
Michelle Geubtner	Elementary Teacher
Sandra Yozviak	Elementary Teacher
Nancy Sargent	Elementary Teacher
Jill Horak	Elementary Gifted Support Teacher
Bill Young	High School Social Studies/LMEA Rep.
Michael Kelly	Director of Pupil Services
Margaret Meyers	Parent
Susan Lewis	Parent
Rachel Klausman	Elementary Teacher
Leslie Lenox	Community Representative
Elaine Brophy	Elementary Learning Support Teacher
Nancy Ferguson	Middle School Social Studies
Louise Pierce	High School Art Teacher
Jack Maguire	Humanities Supervisor
Michael Warren	High School English Teacher
Paul Martinelli	Assistant Principal

ITEM #2: A description of the needs assessment and how the plan meets the educational and staff development needs of the school entity, its professional educators, students, and the community.

Listed below are the measurements and methods used to identify educational needs for the school entity and for the staff overlap. The identification of needs of continuing professional development relies on procedures that assume a mutual commitment by the school district and the professional staff to continue improving the knowledge, skills, and the attitude of staff members as individuals and as colleagues. The Act 48 Committee meets monthly during each school year to assess the efficacy of our professional development programs. These procedures include the following:

- CARE initiative
- FLES review/audit
- Individual Teacher and/or Group Staff Development
- Surveying the professional staff to identify all the educational options and priorities that would best meet their needs
- Surveying the staff regarding technology competencies and needs in order to plan for technology professional development
- Analyzing test data from ERB's, PSSA's and district assessments and sources including information from parents, students, and the community
- Title VI Initiatives and Title II Initiatives
- Addressing Home and School Associations among the 10 schools to get parent feedback, and plan parent and professional staff development
- Evaluating the performance of individual staff to identify needs and, where appropriate, to recommend professional development
- Involving professional staff in curriculum (program) development during which needs for staff development are identified and incorporated into the plans for change
- Analyzing the data from Safe and Drug Free School Surveys
- Providing opportunities for student and parent focus groups from which information to plan staff development is identified
- Facilitating community forums on school safety and violence
- Developing professional staff action plans annually as part of the supervision/evaluation process monitored by building administrators
- Using data from the Link-to-Learn Survey
- Using school profile information
- Using additional needs assessment data gathered as part of grant initiatives
- Implementing staff development programs resulting from an At-Risk/Low Achievement Committee findings
- Developing staff development options in response to a Fall 1999 Special Education Compliance Monitoring
- Yearly student feedback
- Appreciative interviews
- Building initiatives
- PSSA Site-Based Initiatives

A review of this data by members of the Professional Education Committee resulted in the identification of the following major categories of professional education needs:

- A five-year curriculum cycle aligning curriculum, instruction, and assessment with state, national, and international standards.
- Continue differentiated instruction staff development to meet the individual needs of our diverse student population
- Relating IEP goals and objectives to the general curriculum
- Increasing the capacity of administrators in organizational and instructional leadership through administrator staff development
- Expansion and further development of Child Study Teams and student assistance teams
- An increase in technology staff development options and the integration of the same with curriculum development
- Increased school/parent collaboration to offer teacher and parent professional development programs
- Increase in multicultural staff development opportunities developed in cooperation with the Committee to Address Race in Education (CARE) group comprised of community members, parents, administrators, and teachers
- Individualized staff development option/group staff development option

ITEM #3: The continuing educational courses, programs, activities and educational experiences approved to meet the continuing professional development requirements under section 1205.2 (c) of Act 48 of 1999.

The professional education committee has approved the following list of professional education options that may be used to fulfill the six credits and/or 180-hour requirement with prior approval from the appropriate supervisor/administrator.

- College studies
- Continuing professional education courses taken for credit
- Approved continuing education units
- Curriculum development and other program design and delivery activities at the school entity or grade level as determined by the school entity
- Participation in professional conferences and workshops
- In-service programs that comply with the professional education criteria presented on page 2 of PDE Professional Education Plan Guidelines
- Early childhood and child development activities for professional educators whose area of assignment is grades kindergarten through third grade
- Other continuing professional education courses, programs, activities, or learning experiences sponsored by the Department of Education, intermediate units, and Pennsylvania school entities
- Preparation of continuing professional education courses and in-service or workshop sessions for school districts, Department of Education, professional conferences, or intermediate units
- Special education activities for professional educators whose area of assignment includes pupils with special needs
- Any experience, course or workshop related to certification, general pedagogy or andragogy, and the needs identified in the District's plan
- All activities related to appropriate educational issues
- Teacher, educational specialist, and administrator activities including curriculum development committees, special education advisory council, staff development/Act 48 council (SDC), instruction and curriculum council (ICC), technology advisory council, and other programs, activities, or learning experiences occurring on a regular basis throughout the school year as approved by the District.
- Induction professional development activities occurring during District's defined induction
- Mentor activities as defined in the induction program
- Action research/independent study
- Professional enhancement time as approved by the District
- Peer coaching
- Experience as a cooperating teacher
- Observations and visitations for improving instruction and student achievement
- Meetings for a specific purpose which may be scheduled after school, during the school day, or through release time as per the goals
- Individualized projects/pilot programs designed to improve instruction or student achievement
- Online courses
- Distance learning staff development
- Presentations by staff of the school entity within the district or outside of the district
- State-sponsored/developed professional courses, programs/activities, or learning experiences

ITEM #3: (Continued) The professional education needs/goals that will be met by completion of each continuing professional education option and how it relates to areas of assignment and certification or potential administrative certification. The options may include but shall not be limited to the following:

Item 3 included a list of options to meet our goals. On April 4, 2002, the Act 48 Committee/Staff Development Council met to identify new professional development goals. These goals support the larger Strategic Plan goals and directions that were developed by a committee of 60 on January 31, and February 1, 2002. The newly identified professional education goals that will be met by completion of each continuing professional education option are to:

- Implement meaningful, dynamic standards-based curriculum
- Integrate technology into curriculum instruction and assessment
- Recognize and address diversity
- Differentiate instruction and assessment

The Professional Education Committee reviewed educational research to ensure continued use of “best practices” relative to curriculum, instruction, and assessment. Lower Merion School District will provide targeted staff development to meet goal areas One – Four through programs held on contracted days and as outlined in action plans One – Four.

In addition, individuals and groups will draw on professional education offerings of PDE-approved providers and will receive district financial support and district approval for participation as governed by the Lower Merion bargaining unit contract.

To ensure that the professional education options approved by the Lower Merion School District meet our goals and are relevant to various areas of assignment, or certification we have established criteria. The options must:

- Relate to attainment of the Pennsylvania academic standards and high quality instruction
- Address the needs of the educational entity and its professional employees
- Contain clear and concise content-based and skill-based competencies
- Be planned and conducted by personnel who have an academic degree or other education and experience appropriate to the subject matter being taught
- Reflect current educational research, be data-driven, and contribute to measurable increases in student achievement
- Provide sufficient support and resources to enable individuals to master or demonstrate new skills
- Require that participants demonstrate attainment of competencies
- Be evaluated by the participants
- Count only time-on-task as a continuing professional education learning experience for hours applicable toward the required 180 hours. The following may **NOT** be counted as time-on-task:
 - a) Unassigned or unsupervised time for study, reading or other activities outside the scope of the learning experience, classroom or meeting schedule
 - b) Meeting time devoted to announcements, welcoming speeches or organizational reports not related to the content of the learning experience. This includes parts of the first two days of school opening designed for classroom set up.
 - c) Time allocated for social activities—retirement events, refreshment breaks, luncheons, dinners, receptions, etc.
 - d) Events not related to the district’s goals identified in this document.

ITEM #4: School entities that have students who are **Limited English Proficient/English language learners** address the professional educator needs of staff who work with these students.

Although Lower Merion School District has a relatively small population of ESL students, we are committed to ensuring that these students have optimal success in our classrooms. Our ESL coordinator attended a PDE's informational meeting on the new requirements as of July 1, 2001, concerning ESL compliance.

Currently, our two ESL teachers meet with content area teachers to help modify assignments when necessary. Furthermore, all Lower Merion School District teachers are required to participate in the districts differentiated instruction (DI) professional development program to further offer teaching and multicultural strategies.

ESL is part of our 5-year curriculum cycle. In the school year 2002-2003, ESL will be studied and revised. Additional staff development needs will be identified and professional development opportunities for ESL and regular education students will be identified, scheduled, and budgeted.

Through the revision process which includes planning for professional development the following teacher competencies will be targeted:

- Knowledge of the structure of the English language/grammar and pronunciation, including lexical, morphological, syntax and phonological components.
- Knowledge of the process of literacy development for second language learners and strategies to assist ELLs in the different stages of second language acquisition.
- Knowledge to design and implement ESL program to assist ELLs in the process of acquiring English and cognitive academic language skills.
- Knowledge of methods, strategies, research and resources that address the educational needs of ELLs in their learning process, including the use of computer technology.
- Knowledge to develop, implement, and evaluate a variety of curricular and instructional activities for diverse ELLs.
- Knowledge of effective assessment tools/practices to identify levels of language proficiency, acquisition and content learning as well as monitor student progress.
- Knowledge of educational program/instructional activity adaptations required for ELLs who require especially designed instruction pursuant to the Individuals with Disabilities Education Act.
- Knowledge to utilize strategies that combine language development and higher order thinking skills related to the content of the academic curriculum.
- Knowledge of current methods and techniques, based on recognized principles of teaching English as a Second Language (ESL), in working with culturally and linguistically diverse students/families.

ITEM #5. Evidence that the school offers CPR Training on-site at least once every three years.

CPR training is regularly scheduled in our district. Red Cross courses are offered many times during the school year to ensure compliance in this area. We are proud that three of our district nurses are American Red Cross instructors.

CPR Training offered by LMSD for District Employees
(from June 2001-June 2002)

Trainings are done by three of our School Nurses who are certified by the American Red Cross as CPR instructors.

June 15, 2001- 12 staff members from P.W. elementary including Building Principal, custodial staff, faculty, and secretarial staff were certified in adult CPR.

November 26, 2001- 22 staff members from various schools and transportation department were certified in adult CPR.

January 2, 2001- 21 staff members from various schools and transportation department were certified in adult CPR, infant/child CPR and first-aid.

January 24, 2002- 7 campus aids and one substitute teacher were certified in adult CPR and AED's.

February 21, 2002- 7 buildings and grounds staff were certified in adult CPR and AED's. One one-to-one aid was certified in adult CPR and AED's.

April 19, 2002- 15 School Nurses were certified in adult, infant/child CPR, and defibrillators.

May 24, 2002- plan to certify at least 15 one-to-one aids in adult, child/infant CPR, first aid and AED's.

May 24, 2002- plan to certify as many athletic coaches as possible in adult CPR and defibrillators, have also requested that custodial staff attend.

ITEM #6: Chapter 16 – Special Education for Gifted Students

ITEM #6: Each school district's strategic plan shall include procedures for the education of all gifted students enrolled in the district (Section 16.4(a), and A school district and intermediate unit shall provide, under section 12-1205.1), in-service training for gifted and regular teachers, principals, administrators and support staff persons responsible for gifted education (Section 16.5(c).

Chapter 16 requires all districts to provide for the identification and education of gifted students. The district currently serves over 800 students identified as gifted. Students may be referred to building based teams by parents or teachers for screening and identification. Thirteen gifted support teachers are assigned as full-time supports to building and serve students through a pullout program with additional opportunities for classroom-based support. Responding to increased numbers of identified students, two additional full-time teachers will be hired for start of the 2002-2003 school year.

Recognizing that our program must evolve to continually meet the needs of our students, the district has engaged a consultant, recognized in the state of Pennsylvania for his knowledge and work with gifted education. The consultant will work with a small steering committee to develop essential questions and investigate areas for growth and improvement. The results will yield a well-defined job description for the supervisor of the gifted education, and identify steps to align programming for the gifted with Chapter 4.

ITEM #7: A list of providers approved by the professional education committee to provide the continuing education options listed in the plan

The following list includes, but is not limited to, approved providers for Lower Merion School District. These providers meet the identified needs as stated in the plan. Other professional agencies that address the goals and identified needs of the plan are also approved.

- Providers approved by local school entities
- Pennsylvania intermediate units
- Pennsylvania school entities
- Pennsylvania Department of Education
- Providers approved by PDE
- Providers approved by Pennsylvania Intermediate Units
- Pennsylvania Universities and Colleges such as University of Pennsylvania, Villanova University, Penn State, Immaculata, Widener, Shippensburg, West Chester University, etc.
- Agencies that have formed school/business partnerships with the district such as our local newspapers, the Chamber of Commerce, Continuing Legal Institute, Partners Program, Barnes Foundation, Vast at Philadelphia Art Museum, NASA and American Red Cross
- Any and all providers as approved by the Board of School Directors
- Subcontractors (paid or not paid) who are limited to online training courses, local and national consultants, and experts in the areas that have been identified as needs in the plan
- Suburban School Superintendents Study Councils
- National Center for Education Research Technology (NCERT)
- Out of State Universities and Colleges such as Harvard, Delaware University, etc.
- State and National Organizations which include but are not limited to:

<u>PROFESSIONAL ORGANIZATION</u>	<u>ACRONYM</u>
ALEXANDER GRAHAM BELL ASSOCIATION	AGBELL
AMERICAN ALLIANCE FOR HEALTH, PHYS ED, RECREATION/DANCE	AAHPERD
AMERICAN ASSOCIATION OF MENTAL DEFICIENCIES	
AMERICAN ASSOCIATION OF SCHOOL ADMINISTRATORS	AASA
AMERICAN ASSOCIATION OF SCHOOL PERSONNEL ADMINISTRATORS	AASPA
AMERICAN COUNCIL OF RURAL SPECIAL EDUCATION	ACRES
AMERICAN EDUCATIONAL RESEARCH ASSOCIATION	AERA
AMERICAN EVALUATION ASSOCIATION	
AMERICAN FOUNDATION FOR THE BLIND, INC.	
AMERICAN LIBRARY ASSOCIATION	
AMERICAN OCCUPATIONAL THERAPY ASSOCIATION	AOTA
AMERICAN PHYSICAL THERAPY ASSOCIATION	APTA
AMERICAN PSYCHIATRIC ASSOCIATION	APA
AMERICAN PSYCHOLOGICAL ASSOCIATION	APA
AMERICAN PUBLIC HEALTH ASSOCIATION	APHA
AMERICAN SCHOOL COUNSELOR ASSN/ASSN OF COUNSELING DEVELOPMENT	ASCA/AACD
AMERICAN SOCIETY FOR INFORMATION SCIENCE	
AMERICAN SOCIETY FOR TRAINING AND DEVELOPMENT	ASTD
AMERICAN SPEECH, LANGUAGE, AND HEARING ASSOCIATION	ASHA
AMERICAN VOCATIONAL ASSOCIATION	
ASSOCIATION EDUCATION & REHABILITATION BLIND & VISUALLY HANDICAPPED	AER
ASSOCIATION FOR CHILDREN WITH LEARNING DISABILITIES	ACLD
ASSOCIATION FOR EDUCATIONAL COMMUNICATION & TECHNOLOGY	AECT
ASSOCIATION FOR EDUCATIONAL DATA SYSTEMS	AEDS

ASSOCIATION FOR PERSONS WITH SEVERE HANDICAPS	TASH
ASSOCIATION FOR SPECIAL EDUCATION TECHNOLOGY	ASET
ASSOCIATION FOR SUPERVISION & CURRICULUM DEVELOPMENT	ASCD
ASSOCIATION FOR THE ADVANCEMENT OF COMPUTING IN EDUCATION	AACE
ASSOCIATION OF TEACHER EDUCATORS	ATE
ASSOCIATION OF TEACHERS OF MATHEMATICS OF PHIA/VICINITY	ATMOPAV
ATTENDANCE/CHILD ACCOUNTING PROFESSIONAL ASSOCIATION	
AUTISM SOCIETY OF AMERICA	ASA
CHESTER COUNTY READING ASSOCIATION	CCRA
CHILDREN WITH ATTENTION DEFICIT DISORDERS	CHADD
CHILDREN'S LITERATURE COUNCIL OF PA	
COMMITTEE ON PERSONAL COMPUTERS AND THE HANDICAPPED	COPH
COMMONWEALTH PREVENTION ALLIANCE	
CONVENTION OF AMERICAN INSTRUCTORS OF THE DEAF	
CORRECTIONAL EDUCATION ASSOCIATION	
COUNCIL FOR BASIC EDUCATION	
COUNCIL FOR EXCEPTIONAL CHILDREN	CEC
COUNCIL FOR EXCEPTIONAL CHILDREN-DIV CAREER DEVELOPMENT	CEC
COUNCIL FOR EXCEPTIONAL CHILDREN-DIV FOR MENTALLY RETARDED	CEC
COUNCIL FOR EXCEPTIONAL CHILDREN-DIV OF BEHAVIORAL DISORDERS	CEC
COUNCIL FOR EXCEPTIONAL CHILDREN-DIV OF COMMUNICATION DISORDERS	CEC
COUNCIL FOR EXCEPTIONAL CHILDREN-DIV OF EARLY CHILDHOOD	CEC
COUNCIL FOR EXCEPTIONAL CHILDREN-DIV OF PH HANDICAPPED/HOSPITALIZED	CEC
COUNCIL FOR EXCEPTIONAL CHILDREN-DIV OF VISUALLY HANDICAPPED	CEC
DELAWARE VALLEY ASSOC. FOR SUPERVISION & CURRICULUM DEV.	DVASCD
DELAWARE VALLEY ASSOC. FOR EDUCATION OF YOUNG CHILDREN	
DELAWARE VALLEY ON-LINE USERS GROUP	DVOLUG
DELAWARE VALLEY READING ASSOCIATION	DVRA
DISNEY PROGRAMS	
DIVISION OF EDUCATIONAL DIAGNOSTICS	
EASTERN PA ASSOCIATION OF SCHOOL PERSONNEL ADMINISTRATORS	EPASPA
EDUCATIONAL PRODUCTS INFORMATION EXCHANGE	EPIE
EDUCATIONAL TAPE RECORDING FOR THE BLIND	
EDUCATIONAL TESTS AND MEASUREMENTS	
FLEISCHER MEMORIAM	
FOLGER LIBRARY	
FOUNDATION FOR CHILDREN WITH LEARNING DISABILITIES	
HORACE MANN LEAGUE	
HOSPITAL PROGRAMS	
INTERNATIONAL BACCAULAUREATE PROGRAMS AND TRAINING	
INTERNATIONAL COUNCIL FOR COMPUTERS IN EDUCATION	
INTERNATIONAL READING ASSOCIATION	IRA
KAPPA DELTA PI	
KEYSTONE STATE READING ASSOC. (TRI-COUNTY READING COUNCIL)	KSRA
LEARNING DISABILITIES ASSOCIATION	
MATHEMATICAL ASSOCIATION OF AMERICA	MAA
MONTGOMERY COUNTY ASSOCIATION FOR RETARDED CITIZENS	MARC
MONTGOMERY COUNTY COUNSELING ASSOCIATION	
MONTGOMERY COUNTY SCHOOL NURSE ASSOCIATION	MCSNS
NASA	
NATIONAL ART EDUCATION ASSOCIATION	
NATIONAL ASSOC. FOR THE EDUCATION OF YOUNG CHILDREN	NAEYC

NATIONAL ASSOC. FOR GIFTED CHILDREN	NCAG
NATIONAL ASSOC. FOR VOCATIONAL ED. SPECIAL NEEDS PERSONNEL	NAVESNP
NATIONAL ASSOC. OF DEAF	
NATIONAL ASSOC. OF SCHOOL NURSES	NASN
NATIONAL ASSOC. OF SOCIAL WORKERS, INC.	NASW
NATIONAL BOARD CERTIFIED COUNSELORS	NBCC
NATIONAL COUNCIL OF TEACHERS OF ENGLISH	
NATIONAL COUNCIL OF TEACHERS OF MATHEMATICS	NCTM
NATIONAL COUNCIL OF TEACHERS OF SCIENCE	
NATIONAL COUNCIL ON MEASUREMENT IN EDUCATION	NCME
NATIONAL DISSEMINATION STUDY GROUP	NDSG
NATIONAL EDUCATION ASSOCIATION	
NATIONAL FEDERATION OF ABSTRACTING & INDEX SERVICING	
NATIONAL HEAD INJURY FOUNDATION, INC.	
NATIONAL MULTIPLE SCLEROSIS SOCIETY	
NATIONAL SCHOOL PUBLIC RELATIONS ASSOCIATION	NSPRA
NATIONAL SCIENCE FOUNDATION	
NATIONAL STAFF DEVELOPMENT COUNCIL	
NATIONAL/STATE LEADERSHIP TRAINING INSTITUTE GIFTED/TALENTED	
NORTHEAST SPEECH AND HEARING ASSOCIATION	
NORTHERN MONTCO ASSOC. OF EDUCATIONAL SECRETARIES/OFFICE PROFESSIONALS	
ORTON DYSLEXIA SOCIETY	
PENNSYLVANIA ASSOC. FOR EDUCATIONAL COMMUNICATIONS & TECHNOLOGY	PAECT
PENNSYLVANIA ASSOC. OF FCS	
PENNSYLVANIA ASSOC. FOR GIFTED EDUCATION	PAGE
PENNSYLVANIA ASSOC. FOR SUPERVISION & CURRICULUM DEVELOPMENT	PASCD
PENNSYLVANIA ASSOC. FOR THE BLIND	
PENNSYLVANIA ASSOC. FOR THE COUNCIL OF LEARNING DISABILITIES	
PENNSYLVANIA ASSOC. FOR VOCATIONAL EDUCATION SPECIAL NEEDS PERSONNEL	PAVESNP
PENNSYLVANIA ASSOC. OF EDUCATIONAL SECRETARIES/OFFICE PERSONNEL	PAFPC
PENNSYLVANIA ASSOC. OF FEDERAL PROGRAMS COORDINATORS	
PENNSYLVANIA STATE ED. ASSOC.	PSEA
PENNSYLVANIA ORCHESTRA	
PENNSYLVANIA STOCK EXCHANGE	

ITEM #8: Action plans from professional education activities to meet the goals of the three-year plan. Action plans must include specific objectives, a listing of the actions to be taken, timelines for completion, person(s) responsible for action plan implementation, and evaluation procedures.

GOAL #1: Implement meaningful, dynamic standards-based curriculum.

Need Statement: As Chapter 4 requires academic standards for all children, there is a need for training to assist educational professionals in understanding the standards, aligning curricula and classroom practice with standards, and effectively assessing standards so all students can be successful learners.

Objective	Actions	Timeline	Person(s) Responsible	Evaluation
1. To provide an education rooted in a balanced curriculum that encompasses knowledge, skills, application, real world experiences, and critical reflection	1. (a) Year long curriculum study process. (b) Workshops by LM staff and subcontractors (c) Building & grade level sessions	2002-2005	Asst. Superintendent Curriculum Supervisors Principals	<ul style="list-style-type: none"> Lesson Plans Parent & student feedback surveys Curriculum documents Elem. Student Portfolios
2. To understand and plan instruction related to standards	1. (a) Differentiated Instruction & content area workshop	2002-2004	Asst. Superintendent Curriculum Supervisors Principals	<ul style="list-style-type: none"> Classroom observations Curriculum documents
3. To align curriculum and classroom practices with standards	1. (a) On-going educational programs in district and as offered by other providers	2002-2005	Asst. Superintendent Curriculum Supervisors Principals	<ul style="list-style-type: none"> Online curriculum Classroom observations Standardized testing

GOAL #2: Integrate Technology information curriculum, instruction, and assessment practices.

Need Statement: Lower Merion students are growing up in a world that is influenced in every area by technology. It is imperative that we provide them the skills to be successful learners in school and continuing learners as adults. The level and comfort of our professional staff in providing high quality technology learning experiences through appropriate integration of technology varies. Our staff should be trained to meet this goal.

Objectives	Activities	Timeline	Person(s) Responsible	Evaluation
1. To integrate, both effectively and appropriately, technology into curriculum, instruction, and assessment	1. (a) Technology seminar for new hire's to the district as part of Induction Program (b) Staff Development Program with a laptop initiative to integrate technology with the new standards-driven curriculum (c) Staff Development Workshops, Palm Pilot Training	2002-2005	Director of Technology Curriculum Supervisors Technology Coordinator	<ul style="list-style-type: none"> Classroom observation Teacher feedback and survey data Lesson plans Student work and portfolios Teacher-developed product Curriculum documents

GOAL #3: Recognize and address diversity.

Need Statement: Our school community recognizes the ongoing need to promote respect and tolerance for differences of all kinds. We are committed to offering as many opportunities as possible to reach our goal of ensuring a physically and psychologically safe environment for everyone.

Objectives	Action	Timeline	Person(s) Responsible	Evaluation
1. To create and sustain a supportive safe educational community	1. (a) Support of the Merion/Narberth Coalition (b) Increase community partnerships (c) Multicultural connection in the written curriculum	2002-2005	Asst. Superintendent Principals CARE Subcommittee on Professional Development	<ul style="list-style-type: none"> • Parent Survey • Student Survey
2. To promote <ul style="list-style-type: none"> • intellectual growth • social growth • emotional well-being • physical well-being 	2. (a) Support for CARE initiatives (b) Revision of the ESL program (c) Building level program on respect & tolerance	2002-2005	Asst. Superintendent Principals Teacher Leaders	

GOAL #4: Differentiated Instruction and Assessment

Need Statement: The Pennsylvania Academic Standards indicate that all students should attain proficiency regarding the standards. This level of achievement will be difficult for some special needs and non-identified students as well. Because it is important that students be successful learners, our staff should understand how to differentiate instruction and assessment to maximize learning for our students.

Objectives	Activities	Timeline	Person(s) Responsible	Evaluation
1. To use differentiated instruction (DI) techniques in the classroom	1. (a) 5-day release time workshops for teachers (b) Video series on DI (c) Professional books and resources on DI (d) Collaboration with colleagues for cross curriculum work	2002-2004	Asst. Superintendent Consultant - Pam Schoessler	<ul style="list-style-type: none"> • Classroom observations • Support of teacher assignment • Teacher lesson plans
2. To address the needs of students identified in IEP's/GIEP's	2. (a) Workshops (b) Conferences (c) Annual session with solicitor	2002-2005	Dir. Of Pupil Services Elem. Sp. Ed. Supervisor Secondary Supervisor Gifted Support Supervisor	<ul style="list-style-type: none"> • Classroom observations • Team teaching partnerships • IEP documents/GIEP documents • Parent feedback

ITEM #9: *A description of the process for reviewing and amending the plan annually.*

Lower Merion School District supports a Staff Development Council (SDC) which has representative members from each of the 10 schools. In the spring of each year, at these meetings, the committee will meet to review the Professional Education Plan.

Our process for renewing the plan includes:

1. Reference and review of our Strategic Plan Vision and Goals
2. Review of reports/data generated by mylearningplan.com
3. Review of Professional Development evaluation
4. Adjustment of Plan based on data
5. Reprinting and distribution of Plan as appropriate

ITEM 10: Evidence that the plan meets the professional education criteria and strikes a balance between content, pedagogy and other skills;

The new Lower Merion School Professional Development Plan is directly tied to the seven (7) Goals of the newly developed Strategic Plan. These goals are:

- Goal #1 Understand provide for every child
- Goal #2 Value an atmosphere in which the educational community works collaboratively to foster the growth of its members
- Goal #3 Coordinate district systems to integrate education, technology, information systems, human resources, facilities, transportation, business, and food service
- Goal #4 Create a meaningful, dynamic curriculum
- Goal #5 Cultivate alternative funding and other resources to support the educational program
- Goal #6 Provide facilities to ensure high quality educational programs
- Goal #7 Establish the flexible use of the members of the learning community: “Tapping all Talents”

The Act 48 Staff Development committee took each of these goals and generated specific goals and objectives for the Professional Development Plan noted on pages 35 and 36 in the Strategic Plan document. Upon review of these goals it is clear that a balance exists between content and pedagogy and other skills, like technology. As noted on page 35 objectives include:

- balanced curriculum that encompasses world experiences, and critical reflection
- understand and plan instruction related to standards
- align classroom practices/instruction with standards
- integrate technology into curriculum, instruction, and assessment
- create and sustain a safe educational community
- promote intellectual social, emotional well-being, and physical well-being
- use differentiated instruction
- address needs of gifted students

The Act 48 Committee articulated its established criteria, as noted on page 28. All in-house professional development programs are evaluated and reviewed by presenters, most of which are teacher leaders or administrators. We take these seriously. Examples are attached in the appendices.

ITEM #11: A signature form showing approval of the plan by the Lower Merion Board of Directors. **(Please see Page 22)**

ITEM #7b: Induction Plan Responses (Items #1-8)

ITEM #7b: An Induction Plan

On the next several pages are the responses to the Induction Plan components as well as the entire Induction Plan document to be distributed to our new teachers and their mentors.



LOWER MERION SCHOOL DISTRICT
301 East Montgomery Avenue
Ardmore, PA 19003-3399

STRATEGIC PLAN
INDUCTION PLAN
RESPONSES
2002-2005

Prepared by: Dr. Sandra M. Griffin, Interim Superintendent

ITEM #1: First-year teachers and educational specialists are required to participate in the program

Lower Merion's Induction Plan is commonly referred to as NTAP (New Teacher Assistance Program.) On page 56 of the revised plan new teachers are defined as ... "any newly employed professional staff if they currently hold Instructional I certificates and have not been involved in a Pennsylvania induction program previously". NTAP is an intensive 5-day program which is required of all new professional staff. Should a professional be hired after the start of a given school year, she/he must attend NTAP the next school year.

ITEM #2: The name of the coordinator and a description of the individuals who developed the plan.

Lower Merion School District’s Induction Program is more commonly identified as the New Teacher Assistance Program (NTAP). Dr. Sandra M. Griffin, Assistant Superintendent, is the program coordinator.

Individuals who participated in the revision of the Plan are also members of the Lower Merion Instruction and Curriculum Council (ICC). The Council is designed, according to its By-Laws, to have 16 participants as follows:

1. One member of the professional staff from each of the ten schools
2. One school principal or assistant principal from each school level – elementary, middle, and high school
3. One central administrator
4. The President of the LMEA or designee
5. The Superintendent or designee

The representatives of the professional staff shall be appointed by the President of the LMEA and shall serve for a term of two years. The terms of the representatives shall expire on alternate years.

In addition to the ICC members, the Induction Plan was revised with the addition of two parents.

A signature page of participants follows this item #1 description.

ITEM #3: A list of goals and competencies for the program.

NTAP seeks to provide a supportive transition of new teachers into the education profession and into Lower Merion School District, and to foster quality teaching. The goals and competencies of the program are

- To help develop instructional and learning strategies, understand multicultural aspects of the classroom, and to get to know every child well.
- To help new teachers further develop effective communication skills, classroom management and ongoing techniques, and an understanding of student behaviors.
- To develop an awareness of district and individual school policies, and programs.
- To establish collegial relationships between new teachers and mentor teachers.
- To establish leadership opportunities for experienced teachers.
- To develop an awareness of the district's standards-based K-12 curriculum.

Starting on page 45 of the NTAP document is a list of topics and competencies to be addressed as a function of the mentor/new teacher relationship.

ITEM #4: A description of the needs assessment.

Needs assessments relative to NTAP are ongoing as part of a comprehensive Induction Plan and are completed by new teachers and experienced teachers alike.

Our needs assessments yield both a strength analysis of the LMSD induction program as well as a job or role analysis of the mentors. The goal is to have mentors and proteges, along with administrative support, working together to address continually our primary mission – to create an environment designed to fulfill the individual learning needs and aspirations of each student.

On page 51 and 52 of the NTAP document teacher and mentor evaluations are included. These evaluations facilitate adjusting and improving our program. Moreover, the Instruction and Curriculum Committee also provided input into the refinement of NTAP as well as the evaluation instruments.

ITEM #5: A description of how mentors were selected.

Method of selection:

- a. Volunteer teachers shall complete an application.
- b. The principal or designee of each school shall compile a list of mentor teachers from the application of volunteers.
- c. The principal or designee shall review those applications and submit a list of approved nominees to the Superintendent or his/her assigned designee.
- d. The Superintendent or his/her designee, in consultation with the principal or designee, shall select and “match” the mentor teacher with the new teacher based upon the background, needs, and teaching assignment of the new teacher.
- e. Assignments are made either in the same school or with a professional with the same or similar responsibilities within the district.

Characteristics of mentor teachers are

- Excellence in teaching
- Willingness to serve
- A high level of competence in planning, instruction, and classroom management
- Knowledge of policies and procedures of the district and school community
- Emotional intelligence
- A positive attitude regarding the school district, and the teaching profession in general

ITEM #6. A timeline of activities/topics, including the Code of Professional Practices and Conduct, to be addressed in the Induction Plan.

MENTOR/NEW TEACHER MEETINGS

SEPTEMBER

DATE	TOPIC DISCUSSED	MENTOR	MENTEE
_____	School District Policies	_____	_____
_____	Right to Know & Acceptable Use Policy	_____	_____
_____	Sexual Harassment	_____	_____
_____	ISDO/GISDO	_____	_____
_____	Code of Professional Practice and Conduct	_____	_____
_____	What are the confidential files? How do I Access them? What are my responsibilities when using them?	_____	_____
_____	What are the best ways to set up my classroom? (Wong and Wong, 91-100, 113-120)	_____	_____
_____	How do I establish a positive classroom climate and appropriate relationships with students from the first day? (Wong and Wong, 47-50).	_____	_____
_____	Am I aware of my identified students and their IEPs/504s?	_____	_____
_____	How do I set classroom rules and basic management issues (nurse visits, bathroom visits, etc.)? (Wong and Wong, Unit C, 83-171)	_____	_____
_____	When and how do I contact parents? Under what circumstances is this advisable (work, discipline issues, positive comments, etc.)? (Wong and Wong, 35-40)	_____	_____
_____	How should I plan for parent night?	_____	_____
_____	What planning (lesson plans, etc.) is expected daily, weekly, monthly?	_____	_____
_____	How do I handle the “nitty gritty” issues of teaching? getting supplies and paper maintaining a grade book/portfolio maintaining attendance for my classes getting a sub if I am ill	_____	_____
	Other topics covered: _____		

Signed:

MENTOR: _____

MENTEE: _____

PRINCIPAL: _____

APPROX. HOURS: _____

School: _____

Copy to Assistant Superintendent, Admin. Building

MENTOR/NEW TEACHER MEETINGS

OCTOBER

DATE	TOPIC DISCUSSED	MENTOR	MENTEE
_____	What are the most productive ways to conduct parent conferences?	_____	_____
_____	How do I gain access to computer and audiovisual equipment?	_____	_____
_____	How do I arrange field trips (securing a bus, parent permission, etc.)?	_____	_____
_____	How can I get a speaker for my classroom? (Office of Community Relations)	_____	_____
_____	Who are the resources I can contact in the school if I have a question or problem? (counselor, special ed. teacher, gifted teacher, reading specialists, psychologist, librarian)	_____	_____
_____	How can I handle the issues of diversity in my class?	_____	_____
_____	In what ways can I strengthen classroom climate? (Wong and Wong, 69-77)	_____	_____
_____	How can I proactively handle potential problems and reinforce positive behavior?	_____	_____
_____	What do I need to know about grading (daily, on-going marking period grades)?	_____	_____
	Other topics covered: _____		

Signed:

MENTOR: _____

MENTEE: _____

APPROX. HOURS: _____

Copy to Principal
Copy to Assistant Superintendent, Admin. Building.

MENTOR/NEW TEACHER MEETINGS

NOVEMBER/DECEMBER

DATE	TOPIC DISCUSSED	MENTOR	MENTEE
_____	How do I deal with religious holidays, celebrations, gifts, etc.?	_____	_____
_____	How do I complete report cards (will differ by level)? What materials should I have available for parent conferences?	_____	_____
_____	What functions does the Home and School Association fulfill?	_____	_____
_____	How should we continue the conversations about classroom management and climate most profitably?	_____	_____
_____	How did the first marking period of school go? Which topics do I feel most need further exploration? What resources can I use to help me in these areas?	_____	_____

Other topics covered: _____

Signed: _____ MENTOR: _____
MENTEE: _____
APPROX. HOURS: _____

Copy to Principal
Copy to Assistant Superintendent, Admin. Building.

MENTOR/NEW TEACHER MEETINGS

JANUARY/FEBRUARY

DATE	TOPIC DISCUSSED	MENTOR	MENTEE
_____	Am I current with the budget in process?	_____	_____
_____	What kinds of standardized testing are used in Lower Merion? What is my role in the process?	_____	_____
_____	How do I help my students make appropriate course selections for next year (secondary)?	_____	_____
_____	How can I energize my students and classroom at this mid-point in the year?	_____	_____
_____	What instructional issues do I have in terms of my grade/subject matter? What kinds of resources can I use to help me? (Wong and Wong, 209-129)	_____	_____
_____	What kind of techniques can I use to help my students think more critically and deeply? Who/what are resources for critical and creative thinking at our school?	_____	_____
_____	Are my questions complex and thoughtful? Am I asking my students to reflect about their own learning?	_____	_____

Other topics covered: _____

Signed: _____
MENTOR: _____
MENTEE: _____
APPROX. HOURS: _____

Copy to Principal
Copy to Assistant Superintendent, Admin. Building.

MENTOR/NEW TEACHER MEETINGS

MARCH/APRIL

DATE	TOPIC DISCUSSED	MENTOR	MENTEE
_____	What are the roles of gifted education and special education teachers in Lower Merion?	_____	_____
_____	What do I do if I have a student whom I believe might need something extra? (child study, IST)	_____	_____
_____	How can I prepare my tests to make them more meaningful for the students and to reflect my goals for my lesson/unit? (Grant Wiggins)	_____	_____
_____	How can I differentiate my curriculum for all the students in my class?	_____	_____
_____	What resources (materials and people) are available?	_____	_____
_____	What do I need to know about cooperative learning? How can I make it more effective in my classroom? (Wong and Wong, 245-64)	_____	_____

Other topics covered: _____

Signed:

MENTOR: _____
MENTEE: _____
APPROX. HOURS: _____

Copy to Principal
Copy to Assistant Superintendent, Admin. Building.

MENTOR/NEW TEACHER MEETINGS

MAY/JUNE

DATE	TOPIC DISCUSSED	MENTOR	MENTEE
_____	How do I evaluate student achievement in a way that will be meaningful and helpful to parents and students?	_____	_____
_____	How would I evaluate myself in terms of my year of teaching? What would I have done differently? What do I wish I had learned earlier, and why?	_____	_____
_____	In what ways was the NTAP program helpful? In what ways would I have liked it to be different? (Please list specifics).	_____	_____

Other topics covered: _____

Signed: MENTOR: _____
MENTEE: _____
APPROX. HOURS: _____

Copy to Principal
Copy to Assistant Superintendent, Admin. Building.

**Evaluation Form – NTAP Program
(For Use by New Teacher in June)**

(4=Excellent 3=Good 2=Fair 1=Poor)

4 3 2 1

- | | | | | | |
|--|-------|-------|-------|-------|-------|
| 1. To what extent did NTAP help you? | | | | | |
| a. become familiar with school district policies and procedures. | 1.a | _____ | _____ | _____ | _____ |
| b. become knowledgeable about adopted curriculum | 1.b | _____ | _____ | _____ | _____ |
| c. improve teaching and learning strategies | 1.c | _____ | _____ | _____ | _____ |
| d. improve classroom management techniques | 1.d | _____ | _____ | _____ | _____ |
| e. adjust to | | | | | |
| (1) school district methods of operation | 1.e.1 | | | | |
| (2) school building methods of operation | 1.e.2 | _____ | _____ | _____ | _____ |
| f. develop “partnership” relations with other teachers | | _____ | _____ | _____ | _____ |
| g. develop a broad network of assistance from administrators, specialists, and support staff | | _____ | _____ | _____ | _____ |
| h. assess your professional development in a constructive manner | | _____ | _____ | _____ | _____ |

2. Did the program provide the support you needed to make the transition into the School District? Explain.

3. What activities would you suggest be added to NTAP?

4. What elements of NTAP would you change or eliminate?

New Teacher Signature

Date

Return to: Principal
Copy to: Assistant Superintendent, Admin. Building

LOWER MERION SCHOOL DISTRICT
Evaluation Form – NTAP Program
(For Use by Mentor Teacher and School Administrator)
(To be completed in June)

(4=Excellent 3=Good 2=Fair 1=Poor)

4 3 2 1

- | | | | | | |
|----|--|-------|-----|-----|-----|
| 1. | To what extent do you believe NTAP helped the New Teacher? | | | | |
| | a. become familiar with school district policies and procedures | 1.a | ___ | ___ | ___ |
| | b. gain knowledge of the curriculum | 1.b | ___ | ___ | ___ |
| | c. improve teaching and learning strategies | 1.c | ___ | ___ | ___ |
| | d. improve classroom management | 1.d | ___ | ___ | ___ |
| | e. adjust to building level operations | 1.e | ___ | ___ | ___ |
| | f. develop “partnership” relations with experienced teachers | 1.f | ___ | ___ | ___ |
| | g. improve communications skills in interactions with | | | | |
| | (1) students | 1.g.1 | ___ | ___ | ___ |
| | (2) parents | 1.g.2 | ___ | ___ | ___ |
| | h. assess your professional development in a constructive manner | 1.h | ___ | ___ | ___ |

1. Did the program help you provide adequate support to the new teacher? Explain.

2. What activities would you suggest be added to NTAP?

3. What elements of NTAP would you change or eliminate?

Mentor Signature

Title

Date

Return to: Principal
Copy to: Assistant Superintendent, Admin. Building

ITEM #7: A description of the procedures for monitoring and evaluating the induction program.

The NTAP program is coordinated by the Assistant Superintendent. Prior to the start of school, in August, an orientation meeting is held with the selected mentors. At the August meeting the NTAP handbook is reviewed and the procedures for completing monthly topics/activities are discussed. (See Item #5 for the specific timeline).

Monthly reports are reviewed by the Assistant Superintendent. Principals and district curriculum and pupil services supervisors are also charged with the responsibility of maintaining regular contact with new teachers to monitor their progress and to inform future program adjustments.

Mentors and new teachers evaluate the program at the end of the school year. These evaluations provide important information for the subsequent year's program. No two years of Lower Merion's New Teacher Assistance program have been exactly the same because of the evaluations, which are also considered needs assessment data.

ITEM #8: A description of how records of participation and program completion will be maintained.

The Director of Human Resources maintains a database of new teachers and their corresponding mentors.

Monthly reports of mentor/teacher, topic/activities are forwarded to the Assistant Superintendent for review. At the end of a given school year, these records along with evaluations are used to validate completion of the program. Certificates of completion are presented to new teachers, a copy of which is sent to the Director of Human Resources to be used for certification verification with the Pennsylvania Department of Education.



LOWER MERION SCHOOL DISTRICT
301 East Montgomery Avenue
Ardmore PA 19003-3399

STRATEGIC PLAN

INDUCTION PLAN - NEW TEACHER ASSISTANCE PROGRAM (“NTAP”)

2002-2005

Prepared by: Dr. Sandra M. Griffin, Interim Superintendent

INDUCTION PLAN - NEW TEACHER ASSISTANCE PROGRAM (“NTAP”)

Introduction

1. Reason for the New Teacher Assistance Program (NTAP)

After successfully completing an undergraduate program in teacher education, the graduate receives a professional teaching certificate and enters the classroom – alone. Gone is the helpful, sympathetic cooperating teacher. Gone is the opportunity to have the cooperating teacher take over when classroom difficulties develop. There is often no one to turn to for support. One day the person is a student; a few months later, a teacher. Lack of knowledge of the school system, lack of teaching techniques, or an accumulation of daily unresolved classroom problems can overwhelm the beginner. Frequently, this results in frustration and demoralization. Unless a positive, reasonably good experience occurs early, the teacher may well be faced with serious problems that impede pupil learning. To bridge the gap between student teacher and teacher, a New Teacher Assistance Program has been developed. The program is intended to meet the requirements of Section 49.16, Chapter 49, Title 22 of the Pennsylvania Code, which calls for the establishment of such a program in all school districts prior to June 1, 1987.

2. Definition of New Teachers

New Teachers are any newly employed professional staff. If they currently hold Instructional I certificates and have not been involved in a Pennsylvania induction program previously, they are required to attend all NTAP meetings during the course of the year. Such individuals will be assigned a mentor by the building principal. Teachers holding Instructional II certificates will be assigned a “buddy”, and will be required to attend only the initial NTAP meetings.

3. Definition of Quality Teaching

Quality teaching is the process by which a teacher creates a pleasant and healthy physical and psychological learning environment within the classroom, and, at the same time, uses techniques that facilitate the pupils’ mastery of the course material in a minimum amount of time.

4. Purpose of NTAP

NTAP seeks to provide a supportive transition of new teachers (as defined in #2 above) into the educational profession and into the school district, and to foster quality teaching.

5. Goals of NTAP

- a. To help new teachers gain knowledge of communication skills, classroom management and organizational techniques, effective teaching techniques, and an understanding of student behavioral patterns.
- b. To help develop instructional strategies, for a multicultural classroom, and to get to know every child well.
- c. To develop an awareness of district and individual school policies, procedures, resources, and programs.
- d. To establish collegial relationships between new teachers and mentor teachers.
- e. To establish leadership opportunities for experienced teachers.
- f. To develop an awareness of the district’s standards-based K-12 curriculum.
- g. To become familiar with elementary, middle school, and high school transition procedures.

6. Characteristics of a Good Program

- a. Satisfies mandated requirements for a staff induction program.
- b. accommodates individual needs of participants.
- c. Improves teaching effectiveness.
- d. Promotes professionalism of all school district teachers.
- e. Provides psychological and emotional support for new teachers, fostering a positive self-image.
- f. Involves master teachers.
- g. Provides ongoing feedback to the new teacher on his or her performance.
- h. Increases retention of new staff.
- i. Provides for informal evaluation of NTAP by participants.

Individual Responsibilities

1. Superintendent or other Central Office Administrator

- a. In consultation with school principals, make assignments of mentor teachers to new teachers.
- b. Orient new teachers to school district policies, procedures, support services, and the community.
- c. Complete the program report at the end of each school year.

2. Principal or designee

- a. Review applications
- b. Make recommendations of mentor teachers to the Superintendent.
- c. Assign duty and teaching responsibilities that are fair and reasonable for the new teachers.
- d. Submit progress reports to the Superintendent or designee, as required.
- e. Orient new teachers to the school organization, procedures, support services, and school community.
- f. Provide support resources and training as needed.
- g. Evaluate the Program at the building level, and monitor mentor activities.

3. Mentor Teacher

- a. Must meet with mentee at least once prior to the beginning of school.
- b. Attend all scheduled mentor training sessions.

- c. Promote the socialization of the new teacher into the school and community.
 - d. Assist the new teacher into the school and community.
 - (1) Help new teacher identify most immediate and pressing problems and needs.
 - (2) Help with ways of organizing and managing the classroom.
 - (3) Suggest ways to plan for instruction.
 - (4) Observe new teacher and provide feedback.
 - (5) Arrange for the new teacher to observe other teachers, including the mentor teacher.
 - (6) Suggest ways of facilitating communication with parents.
 - e. Facilitate resources at the building and district level for new teacher.
 - f. Meet with new teacher a minimum of once a week (it is anticipated that 90 to 95 additional hours will be involved).
 - g. With new teacher, complete NTAP Monthly Reports (see Appendix I).
 - h. Complete evaluation report at the end of the school year (see Appendix I).
4. New Teacher (Instructional I)
- a. Attend all scheduled NTAP meetings.
 - b. Continually communicate with mentor teacher and seek assistance as needed.
 - c. With mentor teacher, complete NTAP Monthly Reports (see Appendix I).
 - d. Complete an evaluation report of the NTAP program at the end of the school year (see Appendix I).
5. New Teacher (Instructional II)
- a. Expected to attend relevant NTAP sessions.
 - b. Will be assigned a “buddy” to help him/her become acquainted with the school/subject area in which he/she is teaching.

Characteristics of Mentor Teacher

1. Characteristics

- a. Demonstrates excellence in teaching.
- b. Demonstrates a willingness to serve.
- c. Demonstrates high level of competency in planning, instruction, classroom management and knowledge of policies and procedures of the district and community.
- d. Demonstrates emotional intelligence.
- e. Demonstrates positive attitude regarding the school district and the teaching profession in general.
- f. Demonstrates ability to relate to others in a positive non-judgmental manner

2. Method of selection

- a. The principal or designee of each school will compile a list of mentor teachers from the applications of volunteers (see Appendix 1).
- b. The principal or designee will review those applications and submit a list of approved nominees to the Superintendent or his assigned designee.
- c. The Superintendent or his designee, in consultation with the principal or designee, shall select and “match” the mentor teacher with the new teacher based upon the background, needs, and teaching assignment of the new teacher.
- d. Teaching assignments will be made either in the same school or with a professional with the same/similar responsibilities.

3. Training

The training of mentor teachers will be done by designees of the Superintendent, who will meet with the mentors at least once prior to the opening of school. The following topics will be covered:

- a. An explanation of NTAP with emphasis on the role of the mentor teacher.
The confidentiality of the mentor teacher-new teacher relationship will be stressed.
- b. A review of the following:
 1. Effective instructional/learning strategies and practices
 2. Efficient use of time
 3. Classroom management
 4. Parent conferencing and other parent communication
 5. Evaluation of pupil progress relative to intellectual growth, social growth, emotional well-being, and physical well-being
 6. Principles of discipline

4. Recognition and Compensation

It is anticipated that those volunteering for the position of mentor teacher will be those who are not only excellent teachers but who are also intrinsically motivated to improve the teaching profession. Because of the many hours of additional time required of mentor teachers beyond the regular school day, they will receive the following:

An honorarium as per the current contract agreement school year, half of which shall be direct remuneration to the teacher, and half for use for professional growth in such areas as: course tuition, subscriptions for professional journals, attendance at conferences, materials for classroom use, library resource materials, etc. Any compensation that is not used may be carried forward and applied in subsequent years, but mentor teachers are strongly urged to use the money during the year in which they are mentors.

D. “Buddies”

Buddies will be assigned to teachers who are new to the Lower Merion School District and have Instructional II Pennsylvania teaching certificates. The role of the buddy is to acquaint the new teacher with the culture of the school, the curriculum, and the “nitty gritty” questions anyone new to a district might have. Buddies will be paid \$28.74 per hour for a maximum of five hours; their participation is normally limited to five hours. To be paid, time sheets should be submitted to principals.

E. Schedule of Activities

- a. Explaining of NTAP to staff.
- b. Selecting of mentor teachers.
- c. Meeting of new teachers for the purpose of orientation to the School District.
- d. Pairing of mentor teachers with new teachers.
- e. Principals working with new staff to review building operations.
- f. Mentor teachers and new teachers beginning individual programs using NTAP “Beginning of School Checklist” and “Monthly Reports”(September).

F. Evaluation of Program

The NTAP Program will be evaluated periodically by all participants.

G. Reference/Resource Materials (subject to change annually)

NTAP participants will be provided with a variety of materials designed to enhance their teaching. These might include articles on strategies, classroom management techniques, conferencing, or asking effective questions. They will be shared with participants during the NTAP programs and with mentors as well.

LOWER MERION SCHOOL DISTRICT
NTAP Mentor Teacher Application Form

Name: _____ School: _____

Years of Experience: 1. Lower Merion _____ 2. Other _____

Teaching Assignments, i.e. (Grade Level/Subject/Number of Years)

Current:

Previous:

Memberships in Professional and /or Community Organizations:

State briefly your reasons for wanting to be a mentor teacher:

(Return completed form to your Principal)

LOWER MERION SCHOOL DISTRICT

REMINDERS!

1. I check the office bulletin board every school day.
2. I check my mailbox daily.
3. I am in my room available to students no later than “opening time” every day.
4. We salute the flag in homeroom.
5. I begin all classes and supervisory duties promptly.
6. I take careful attendance at the start of each class.
7. Assignments for the next day are written on the board.
8. My classroom is well ventilated.
9. I maintain an attractive classroom.
10. My plan book has lesson plans in advance.
11. I promptly return all work for which a pupil is graded.
12. Information requested by the office, guidance counselors, etc., is supplied promptly.
13. I am available to help pupils.
14. When I have suggestions or complaints, I make them to the appropriate person.
15. I know the phone number to call in case I need a substitute; I realize that I need to call that number again before I return to school.

LOWER MERION SCHOOL DISTRICT
Beginning-of-School Checklist
(Elementary Level)

A. Before School Opens

1. Get room key. -----
2. Learn layout of the building
(where to locate things and people). -----
3. Check condition of windows, doors, lights, outlets. -----
4. Get class list – names, addresses, birth dates, medical needs. -----
5. List student transportation home (e.g. bus numbers). -----
6. Familiarize yourself with daily attendance and lunch
count reporting procedures. -----
7. Familiarize yourself with school rules and procedures
(student illness, bus, cafeteria, recess, fire drill). -----
8. Arrange classroom:

----- Teacher desk and chair	----- Book shelves
----- Student desks and chairs	----- Work tables and chairs
9. Write and place desk name tags. -----
10. Assign lockers, cubbies, desks. -----
11. Locate and count students texts – hardcover and workbooks. -----
12. Check and fill classroom supply of:

----- Writing paper	----- Scotch tape	----- Rulers
----- Pencils	----- Crayons	----- Erasers
13. Check and fill teacher supply of:

----- Pencils	----- Scotch tape	----- Paste
----- Markers	----- Construction paper	----- Erasers
----- Pens	----- Stapler & staples	----- Paper clips
----- Chalk	----- Masking tape	----- Board erasers
14. Get teacher plan book and handbook. -----
15. Get teacher duty schedule and mark in plan book for year. -----

LOWER MERION SCHOOL DISTRICT
(Elementary Level)
Page 2

- 16. Set up class attendance list. -----
- 17. Make plans for first week. -----
- 18. Post fire drill instructions. -----
- 19. Plan and arrange bulletin boards considering these suggestions: -----
 - Student jobs and responsibilities
 - Class rules
 - Welcome sign
 - Birthdays
 - Area reserved for examples of student work
- 20. Hang flag. -----
 - B. By the end of the first week of school:
 - 1. Establish class rules with students. -----
 - 2. Set up a system of communication to make certain that students are getting papers home. -----
 - 3. Establish seating in cafeteria and at assemblies. -----
 - 4. Review school rules (cafeteria, recess, etc.). -----
 - 5. Practice fire drill procedures. -----
 - 6. Explain grading procedures at upper grade levels. -----
 - 7. Distribute books to students, keeping a record of all non-consumable books issued. -----
 - 8. Insure that all other "Opening of School Procedures", if provided by the principal, have been followed. -----

LOWER MERION SCHOOL DISTRICT
Beginning-of-School Checklist
(Secondary Level)

1. Lockers have been assigned in homeroom. -----
2. Specific assembly seats have been assigned. -----
3. Fire drill procedure has been explained in all classes. -----
4. Grading procedures have been explained in all classes. -----
5. Classroom procedures (e.g. make-up policy, homework, degree of formality, etc.) have been discussed in all classes. -----
6. Pupils have been instructed to have textbooks covered at all times. -----
7. A record has been made of all textbooks issued. -----
8. The penalty for cheating has been made known in all classes. -----
9. Important dates (e.g. Open House, parent conferences, in-services days, etc.) have been noted in Plan Book. -----
10. The classroom has a pleasant appearance (e.g. plants, pictures, posters, displays, etc.) -----
11. "Opening of School Procedures," if provided by my principal, have been carefully followed. -----
12. Schedule for after school help; make-up procedures have been established. -----
13. Department procedures have been explained. -----

MENTOR/NEW TEACHER MEETINGS

SEPTEMBER

DATE	TOPIC DISCUSSED	MENTOR	MENTEE
_____	School District Policies Right to Know Sexual Harassment ISDO/GISDO Acceptable Use Policy Code of Professional Practice Conduct	_____	_____
_____	How do I deal with religious holidays, celebrations, gifts, etc.?	_____	_____
_____	What are the confidential files? How do I access them? What are my responsibilities when using them?	_____	_____
_____	What are the best ways to set up my classroom? (Wong and Wong, 91-100, 113-120)	_____	_____
_____	How do I establish a positive classroom climate and appropriate relationships with students the first day? (Wong and Wong, 47-50).	_____	_____
_____	Am I aware of my identified standards and their IEPs/504s?	_____	_____
_____	How do I set classroom rules and basic management issues (nurse visits, bathroom visits, etc.)? (Wong and Wong, Unit C, 83-171)	_____	_____
_____	When and how do I contact parents? Under what circumstances is this advisable (work, discipline issues, positive comments, etc.)? (Wong and Wong, 35-40)	_____	_____
_____	How should I plan for parent night?	_____	_____
_____	What planning (lesson plans, etc.) is expected daily, weekly, monthly?	_____	_____
_____	How do I handle the “nitty gritty” issues of teaching? getting supplies and paper maintaining a grade book/portfolio maintaining attendance for my classes getting a sub if I am ill	_____	_____

Other topics covered: _____

Signed: _____ MENTOR: _____
 _____ MENTEE: _____
 APPROX. HOURS: _____

Copy to Principal
 Copy to Assistant Superintendent, Admin. Building.

MENTOR/NEW TEACHER MEETINGS

OCTOBER

DATE	TOPIC DISCUSSE	MENTOR	MENTEE
_____	What are the most productive ways to conduct parent conferences?	_____	_____
_____	How do I gain access to computer and audiovisual?	_____	_____
_____	How do I arrange field trips (securing a bus, parent permission, etc.)	_____	_____
_____	How can I get a speaker for my classroom? (Office of Community Relations)	_____	_____
_____	Who are the resources I can contact in the school? if I have a question or problem? (counselor, special ed. teacher, gifted? teacher, reading specialists, psychologist, librarian)	_____	_____
_____	How can I handle the issues of diversity in my class?	_____	_____
_____	How do I prepare budget?	_____	_____
_____	In what ways can I strengthen classroom climate? (Wong and Wong, 69-77)	_____	_____
_____	How can I proactively handle potential problems and reinforce positive behavior?	_____	_____
_____	What do I need to know about grading (daily on-going, marking period grades)?	_____	_____

Other topics covered: _____

Signed: _____ MENTOR: _____
MENTEE: _____
APPROX. HOURS: _____

Copy to Principal
Copy to Assistant Superintendent, Admin. Building.

MENTOR/NEW TEACHER MEETINGS

NOVEMBER/DECEMBER

DATE	TOPIC DISCUSSED	MENTOR	MENTEE
_____	How do I complete report cards (will differ by level)? What materials should I have available for parent conferences?	_____	_____
_____	What functions does the Home and School Association fulfill?	_____	_____
_____	How should we continue the conversations about classroom management and climate most profitably?	_____	_____
_____	How did the first marking period of school go? Which topics do I feel most need further exploration? What resources can I use to help me in these areas?	_____	_____

Other topics covered: _____

Signed: _____
MENTOR: _____
MENTEE: _____
APPROX. HOURS: _____

Copy to Principal
Copy to Assistant Superintendent, Admin. Building.

MENTOR/NEW TEACHER MEETINGS

JANUARY/FEBRUARY

DATE	TOPIC DISCUSSED	MENTOR	MENTEE
_____	Am I current with the budget in process?	_____	_____
_____	What kinds of standardized testing are used in Lower Merion? What is my role in the process?	_____	_____
_____	How do I help my students make appropriate course selections for next year (secondary)?	_____	_____
_____	How can I energize my students and classroom at this mid-point in the year?	_____	_____
_____	What instructional issues do I have in terms of my grade/subject matter? What kinds of resources can I use to help me? (Wong and Wong, 209-129)	_____	_____
_____	What kind of techniques can I use to help my students think more critically and deeply? Who/what are resources for critical and creative thinking at our school?	_____	_____
_____	Are my questions complex and thoughtful?	_____	_____
_____	Am I asking my students to reflect about their own learning?	_____	_____

Other topics covered: _____

Signed:

MENTOR: _____

MENTEE: _____

APPROX. HOURS: _____

Copy to Principal
Copy to Assistant Superintendent, Admin. Building.

MENTOR/NEW TEACHER MEETINGS

MARCH/APRIL

DATE	TOPIC DISCUSSED	MENTOR	MENTEE
_____	What are the roles of gifted education and special education teachers in Lower Merion?	_____	_____
_____	What do I do if I have a student whom I believe might need something extra? (child study, IST)	_____	_____
_____	How can I prepare my tests to make them more meaningful for the students and to reflect my goals for my lesson/unit? (Grant Wiggins)	_____	_____
_____	How can I differentiate my curriculum for all the interested students in my class? What resources (materials and people) are available?	_____	_____
_____	What do I need to know about cooperative learning? How can I make it more effective in my classroom? (Wong and Wong, 245-64)	_____	_____

Other topics covered: _____

Signed:

MENTOR: _____

MENTEE: _____

APPROX. HOURS: _____

Copy to Principal

Copy to Assistant Superintendent, Admin. Building.

MENTOR/NEW TEACHER MEETINGS

MAY/JUNE

DATE	TOPIC DISCUSSED	MENTOR	MENTEE
_____	How do I evaluate student achievement in a way that will be meaningful and helpful to parents and students?	_____	_____
_____	How would I evaluate myself in terms of my year of teaching? What would I have done differently? What do I wish I had learned earlier, and why?	_____	_____
_____	In what ways was the NTAP program helpful? In what ways would I have liked it to be different? (Please list specifics).	_____	_____

Other topics covered: _____

Signed: _____
MENTOR: _____
MENTEE: _____
APPROX. HOURS: _____

Copy to Principal
Copy to Assistant Superintendent, Admin. Building.

**Evaluation Form – NTAP Program
(For Use by New Teacher in June)**

(4=Excellent 3=Good 2=Fair 1=Poor)

4 3 2 1

1.	To what extent did NTAP help you?				
	a. become familiar with school district policies and procedures.	1.a	___	___	___
	b. become knowledgeable about adopted curriculum	1.b	___	___	___
	c. improve teaching and learning strategies	1.c	___	___	___
	d. improve classroom management techniques	1.d	___	___	___
	e. adjust to				
	(1) school district methods of operation	1.e.1			
	(2) school building methods of operation	1.e.2	___	___	___
	f. develop “partnership” relations with other teachers		___	___	___
	g. develop a broad network of assistance from administrators, specialists, and support staff		___	___	___
	h. assess your professional development in a constructive manner		___	___	___

2. Did the program provide the support you needed to make the transition into the School District? Explain.

3. What activities would you suggest be added to NTAP?

4. What elements of NTAP would you change or eliminate?

New Teacher Signature

Date

Return to: Principal
Copy to: Assistant Superintendent, Admin. Building

LOWER MERION SCHOOL DISTRICT
Evaluation Form – NTAP Program
(For Use by Mentor Teacher and School Administrator)
(To be completed in June)

(4=Excellent 3=Good 2=Fair 1=Poor)

4 3 2 1

- | | | | | | |
|----|--|-------|-----|-----|-----|
| 1. | To what extent do you believe NTAP helped the New Teacher? | | | | |
| | a. become familiar with school district policies and procedures | 1.a | ___ | ___ | ___ |
| | b. gain knowledge of the curriculum | 1.b | ___ | ___ | ___ |
| | c. improve teaching and learning strategies | 1.c | ___ | ___ | ___ |
| | d. improve classroom management | 1.d | ___ | ___ | ___ |
| | e. adjust to building level operations | 1.e | ___ | ___ | ___ |
| | f. develop “partnership” relations with experienced teachers | 1.f | ___ | ___ | ___ |
| | g. improve communications skills in interactions with | | | | |
| | (1) students | 1.g.1 | ___ | ___ | ___ |
| | (2) parents | 1.g.2 | ___ | ___ | ___ |
| | h. assess your professional development in a constructive manner | 1.h | ___ | ___ | ___ |

2. Did the program help you provide adequate support to the new teacher? Explain.

3. What activities would you suggest be added to NTAP?

4. What elements of NTAP would you change or eliminate?

Mentor Signature

Title

Date

Return to: Principal
Copy to: Assistant Superintendent, Admin. Building

ITEM #8: A Description of the School's Organization and Organizational Goals

ITEM #8: *A description of the school's organization and organizational goals and their relationship to differing student needs within the school, the goals set forth under paragraph 2, and the attainment of academic standards under paragraph 3.*

Lower Merion School District is comprised of six (6) elementary schools, two (2) middle schools and two (2) high schools. The building organizational structure is

- elementary K- 5
- middle school 6 - 8
- high school 9 - 12

Within the above structure the educational program is organized as

- primary program K, 1, 2
- intermediate 3, 4, 5
- middle school 6, 7, 8
- high school 9, 10, 11, 12

The planned courses of instruction and assessment practices addressed in Item #4, are matched to the state standards in mathematics, literacy, science, family and consumer sciences, technology education (tech ed), business education, art, and guidance as noted in our curriculum cycle development plan.

Benchmarks are developed for each K-12 subject area and are designed using the Pennsylvania State Academic standards as they are approved on/or provided to districts in draft form.

Monitoring of our programs, data analysis, assessment tools and procedures is done at each grade and at each level according to the description delineated in Items 4, 5, and 6.

ITEM #9: Description of Professional Personnel, Facilities, and other Resources.

ITEM #9: *A description of the professional personnel, school libraries, classrooms, laboratories, and other resources that will be devoted to the attainment of academic standards.*

Lower Merion School District is committed to providing the necessary facilities and personnel to achieve the district's mission, goals, academic standards/benchmarks.

Personnel who teach and administer the districts planned instruction and assessment are hired for the explicit purpose of meeting the educational needs of the students as they present themselves within a given school. Professional staffing configurations at each of the levels is as follows:

Elementary

Elementary Principal	PT Instructional Music Teacher (instrumental)
Classroom Teachers	Physical Education Teacher
Librarian	School Psychologist
PT Instructional Support Teacher (IST)	Guidance Counselor
FLES Teacher	School Nurse
PT Title I Reading Tutor	Speech Clinician
PT Adaptive P.E. teacher	Reading Specialists
Art Teacher	Special Education
Music Teacher (vocal)	Gifted Support Teacher

Middle School

Instruction at the middle school level is based on a team concept. Under Pennsylvania certification standards, middle school teachers can be certified in either elementary or individual content areas. Both certifications are used in the two middle schools. Professional staff include:

Middle School Principal	Reading Specialists
Assistant Principals (2)	World Language Teachers
6 th Grade Teachers	Guidance Counselors
Special Education Teachers	Math Teachers
Literacy Teachers	Instrumental Music Teacher
Art Teachers	Science Teachers
Family and Consumer Science Teachers	Speech Clinician
Librarians	Home & School Visitor
Tech Ed Teachers	Psychologist
Social Studies Teachers	School Nurse

High School

The size of our two high schools differs substantially (Harriton – 728 students; Lower Merion 1,347 students). However, the educational program for all students is supported through the following professional staff at both buildings.

High School Principal	Family & Consumer Science Teachers
Assistant Principals (2)	Business Ed Teachers
English/Literacy Teachers	Health/Physical Education Teachers
Social Studies Teachers	Community Based Teachers
Math Teachers	Librarian
Science Teachers	Guidance Counselors
World Language Teachers	Reading Specialists
Art Teachers	Special Education Teachers
Music Teachers	Athletic Directors
Tech Ed Teachers	Psychologist
Dental Hygienist	Speech Clinician
School Nurse	

Presently, there are 582 professional employees in Lower Merion School District. There is an average student teacher ratio of 11 to 1.

In addition to the professional staff, the district also employs administrators in the following position:

- Superintendent
- Assistant Superintendent
- Business Manager
- Director of Human Resources
- Director of Pupil Services
- Director of Operations
- Director of Technology
- Curriculum, Instruction, and Assessment Supervisors
- Principals
- Assistant Principals

ESL Professionals

Currently, Lower Merion School District has 100+ identified ELL students. **The Assistant Superintendent is the ESL Coordinator. Additionally an ESL Coordinator will assist in working with other ESL staff and regular education professionals on instruction and training. Myriad professional development resources are available. Our budget contains line items for ESL materials, consultants, professional development, related supplies and substitutes.** We continue to utilize our retired Foreign Language supervisor on a consultant basis to help monitor our ESL program. In addition we have hired a consultant to plan and oversee Lower Merion School District's ESL revision. This consultant, who is knowledgeable of the current rules and regulations, will work with our staff, and in particular the ESL teachers to plan for a comprehensive program review and revision.

Building Resources

Each school building contains a library with reference resources of various media to supplement the District's curriculum, instruction, and assessment programs, and are provided to support the district's mission, goals, and academic standards.

Libraries, at all levels, offer:

- instruction for students on information skills
- access to traditional and electronic information resources

- computer use and research
- acceptable use procedures

Buildings are maintained continuously, and promote achievement of the District's mission goals, and academic standards/benchmarks. Strategic Plan Goals identified during the two-day Summit specifically support the District's belief that facilities/resources are inextricably linked to student achievement. These are

Goal #3: Coordinate district systems to integrate education, technology, information systems, human resources, facilities, transportation, business, and food service.

Goal #6: Provide facilities to ensure high quality educational programs.

Lower Merion's Technology Plan submitted to PDE in April of 2001 supports the district's investment in a school infrastructure for improved and state-of-the-art communication systems. The district recognizes that with more district teachers incorporating technology into their instructional program, two district heads of support are required.

- educational support and training
- technical support

Currently, a reorganization of the Technology Department is underway to recognize and improve the educational program. Primary duties and responsibilities of personnel in the technology department are:

- provide information and training in the use of technology in the classroom
- assist in the development and monitoring of the Technology and Information Services budget
- participate in the planning and implementation of the District's workshops and projects
- coordinate the technology mentor program
- implement and maintain educational technology resources of District Intranet and Internet
- review, evaluate, and inform instructional staff of recently developed commercial software including recommendations to integrate same into curriculum
- examine relevant research as to best practices in integrating technology into the classroom
- present demonstration lessons
- facilitate the development of teachers as they incorporate technology into the instructional program
- manage and facilitate the smooth operation and continual advancement of the school District's infrastructure

Each school contains facilitators for implementation of the curriculum, instruction and assessment programs in Chapter 4. School facilities provide for active learning experiences in art, music, science, mathematics, environmental education, and community service and service learning opportunities. Technology labs are available in all ten buildings.

At the middle school and high school level, labs ensure a wide range of uses and applications of computers and software including word processing, representation software, databases, spreadsheets, and telecommunications. Additionally all facilities provide designated space for

- business education
- technology education
- family and consumer science
- world languages
- professional libraries

Other district and community resources to promote student achievement include, but are not limited to

- district, local, regional, national, and international professional development programs

- extra curricular programs
- intermediate unit services
- school/business/community partnership
- culminating senior projects with a community-based experimental component
- interagency collaboration
- strong HSA support with local regional, and national speakers
- articulation agreements with local universities
- performing arts opportunities
- outdoor programs
- academic competitions

ITEM #10: Process Used to do Strategic Planning.

ITEM #10: *Process used to do Strategic Planning, Internal & External Needs Analysis, process of selection, and names of participants.*

Lower Merion School District's Strategic Planning provides a framework for seeing interrelationships, aligning efforts, and discovering possibilities for the future. It is an opportunity for us to understand thoroughly our current reality, take pride in our accomplishments, envision the collective results we want to achieve, design strategies to realize these results, and then to take action. Strategic Planning enables us to create a blueprint for the next level of excellence in teaching and learning in Lower Merion School District.

Underlying our approach to Strategic Planning is Appreciative Inquiry (AI). AI is an approach to organizational development and change that grows out of social constructionist thought. The AI approach offers us all the process and potential to explore positively, collectively imagine positively, design collaboratively, and commit jointly to a path forward. To Appreciate means to value—to understand those things of value—those things worth valuing. To Inquire means to study, to ask questions, to search. AI, therefore, is a collaborative search to identify and understand the organization's strengths, its potentials, the greatest opportunities, and people's hopes for the future. Approximately 325 AI interviews occurred between October 2001, and January, 2002 to hear from a range of diverse voices. The information from these interviews was one source of data used at a Futures' Summit, and provides the district with internal and external needs information which was analyzed at the Summit.

Appreciative Inquiry provided several important principles to guide our work. These include:

- having the whole system be involved in the process
- building on the strengths of who we are
- developing strategic goals based on stakeholder's experiences, perceptions, and ideas about the teaching and learning process in Lower Merion School District
- applying the knowledge of what works
- using collective capacity building, expertise, and resources

A two-day Summit was held on January 31, and February 1, 2002. Parents, community members, teachers, support staff, administrators, School Board members, and students comprised the 60 member Summit team who met to develop a shared vision for the District and develop deeper and clearer directions to the Strategic Goals. The AI interviews provided a foundation for the two-day Summit work. The Strategic Directions/Goals were the basis for the next steps in the development of the state mandated Strategic Planning components as required by Chapter 4 Academic Planning components as required by Chapter 4 Academic Standards and Assessment. The Vision and Strategic Goals will also shape district-wide operational planning as well as all committee work.

Action planning, after the Summit, occurred through several forums. Where possible existing committees, with the assistance of community volunteers, were used to develop various components of the Strategic Plan. These committees included

- Curriculum Services Department
- Staff Development Council (SDC)
- Superintendent's Cabinet
- Instruction and Curriculum Council (ICC)
- Administrative Council
- Academic Council
- Elementary Principals' Group
- Secondary Principals' Group

The selection process for the 60 Strategic Plan participants involved several key stakeholders who made recommendations to ensure that a wide and diverse representation of voices was involved in the Summit. The President of the Lower Merion Board of Directors selected Board participants. The co-presidents of the parent organization (ISC) selected parent representatives. The president of the Lower Merion Education Association (LMEA) selected both professional and support staff participants. The Superintendent and Assistant Superintendent selected administrators to join the process and recommendations for community participants were also made by the Superintendent, as well as the Coordinator of Community Sciences.

The names and titles of Strategic Planning Committee Members are

Hannah Kremer, Student	Debbie Miller, Teacher
Casey Johnson, Student	Lawrence Giaquinto, Operations Dept.
Tim Woo, Student	Victor Fedeli, LMSD Receiving
Jessica Mayer, Student	Clarence Rowland, Transportation Dept.
Jin Huon Jou, Student	Debbie Williams, Business Office
Kristy Hayden, Student	Lynn Partridge, Teacher
Annie Jirapatnakul, Student	Terry Quinlan, Coordinator, Sch. Health Serv.
Greg Siegel, Student	Joyce Jeuell, Teacher
Harrison Singer, Student	Sandy Griffin, Asst. Superintendent
Adam Yaari, Student	Diane DiBonaventuro, Board Member
Norma Koenig, Community	Deb Lubowicki, Supervisor of Elem. Sp. Ed.
Danny Iizuka, Parent	Judy Vietri, Principal
Eileen Isdaner, Parent	Jake Lopez, Principal
Cheryl Eisenhardt, Parent	Ginny DiMedio, Director of Technology
Linda Heller, Parent	Jean McWilliams, Asst. Principal
Karen Kaskey, Parent	Marty Yoder, Director of Human Resources
Marcia Taylor, Board Member	Jack Maguire, Supervisor of Humanities
Carol Ballentine, Board Member	Scott Shafer, Business Manager
Jill Horak, Teacher	Marge Anderson, Asst. Principal
Dom Pendino, Teacher	Gail Apfel, Principal
Jackie Gaines, Teacher	Irene Eizen, Supervisor of Mathematics
Tom O'Brien, Teacher	Patti Baxter, Supervisor of Literacy
Jeannie Cohen, Board Member	Pat Guinnane, Director of Operations
Elaine Brophy, Teacher	Steve Barbato, Supervisor of Science
Anne Heffron, Principal	Dietra Spence, Asst. Principal
Tom O'Brien, Community	Joyce Ness, Community
Ronnie Manlin, Community	Lawrence Rosenwald, Board Member

ITEM #11: A Plan for Additional Instructional Opportunities for Students.

ITEM #11: *A plan for additional instructional opportunities for students not achieving at the proficient level including identification procedures, alternate instructional strategies, monitoring of assessment procedure, and opportunities for extended learning time.*

In Component #6, the process used to identify students who are not achieving at the proficient level was addressed.

Lower Merion School District's plan for additional instructional opportunities for students, including alternate instructional strategies, monitoring of assessment procedures, and extended learning time is

- Title I Reading Instruction – All Title I tutors have had extensive training in instruction and assessment; professional development will continue.
- Elementary SPIES Program – A summer reading and math support program
- Secondary summer school program
- Elementary Instructional Support Teams (IST) – Individualized instruction plans are developed with specific timelines for monitoring student progress including curriculum based assessment of reading and/or math goals.
- High School skip schedule to provide for one-on-one or small group assistance, support, or remediation.
- Directed Reading Specialists (DRA's) and Title I Tutors assess every kindergarten and first grade student in reading competencies in the fall of each school year. PASA tests are administered in the spring to assess progress of literacy benchmarks.
- Differentiated Instruction – Over 250 teachers in the Lower Merion School District have participated in DI with the goal of training all 600 professional by 2005. Some of the instructional strategies include
 - flexible grouping
 - differentiated assessments
 - tiered lessons
 - curriculum compacting
 - independent contracts
 - cooperative learning
 - individualized instruction
 - extended time on tasks and test
 - setting personal goals (student)
 - well designed rubrics
 - processing activities based upon brain research
- **ESL students, not achieving proficiency will receive tutoring services, differentiated instruction, elementary summer school instruction (SPIES Program). Additional grants including Title III will support supplement instructional opportunities. The identification of software to assess instruction will be purchased.**
- **Alternate instructional strategies include:**
 - **Allow more time for students to respond if they process information more slowly in their second language**
 - **Test students in a separate room if they are easily disturbed by noise**

- **Have someone read the test to the ELL student in their primary language and have the student respond orally (do not read the reading portion of the PSSA to students)**
 - **Provide shorter testing periods to prevent exhaustion; allowing for flexible testing schedule may be beneficial**
 - **When appropriate, allow the student to use a dictionary, either in the primary or English language**
 - **Decrease the English-language demands of the assessment; remove all superfluous expressions and/or declarations from the test; and use simple, short, straightforward phrases**
 - **Provide students with ideas on test-taking strategies and practice in testing conditions**
 - **Adjust the weight of the test for grading purposes**
 - **Use fill-in-the-blank procedure rather than essays**
 - **For multiple-choice items, eliminate one or two of the possible answers; avoid “a, b, and c” or “none of the above”**
 - **If students perform poorly, reteach and test again**
 - **Do not place extra words in a matching activity**
 - **Do place words at the top of a fill-in-the-blank test for student selection**
- **ESL Instruction – All current ESL teachers are pursuing additional ESL training through Montgomery County Intermediate (MCIU) programs. Our consultant from Albright College, Dr. Persida Himmele, is also providing staff development for ESL and regular education staff to ensure we have appropriate bilingual-bicultural or ESL instruction.**

ITEM #12: Requirements for Graduation

ITEM #12: *Each school district, including charter schools, shall specify requirements for graduation in the strategic plan. Requirements shall include course completion and grades, completion of a culminating project, and results of local assessments aligned with the academic standards. Beginning in the 2002-03 school year, students shall demonstrate proficiency in reading, writing and mathematics on either the state assessments administered in grade 11 or 12 or local assessment aligned with Academic Standards and state assessments under Section 4.52 (relating to local assessment system) at the proficient level or better in order to graduate. Section 4.24 (a).*

Promotion and Graduation

For most pupils, the rate of progress through the elementary and middle schools is one grade for each year. Decisions about the promotion, retention or acceleration of students are the responsibility of the principal after consultation with teachers, other appropriate professionals, and the child's parents or guardians. Factors to be considered for promotion from one grade to the next are academic achievement of the standards and each student's physical, social, emotional and intellectual development.

For graduation from high school, students must meet all subject and credit requirements established by the State Board of Education under Pennsylvania Code Curriculum Requirements, and must satisfy all policies and regulations established by the Lower Merion School District. Before a diploma will be awarded by the Board of School Directors, a pupil must earn at least 21 credits as specified below. All students are urged to exceed the minimum and earn at least 24 credits toward the scholar's program.

The minimum high school program shall include four credits in English, three credits in Mathematics, three credits in Science, three and a half credits in Social Studies, two credits in the Arts and Humanities, one half credit in Health, and one credit in Physical Education, and a sufficient number of elective courses to meet the credit requirement for graduation.

The English, Mathematics, Science, Social Studies, Health and Physical Education requirements may be met by satisfactory completion of courses that are authorized by the Superintendent, and designated in the high school program planning guides.

Lower Merion and Harriton School courses in the Arts and the Humanities are found under the headings of Art, Music, Family and Consumer Science, Business Education, Technology Education, World Languages, English, and Social Studies. One credit of the requirement in the Arts and Humanities shall be in approved courses from Art, Music, Family and Consumer Science or Technology Education, or in World Languages for students who earn more than four language credits in high school. The second credit may be earned by satisfactory completion of any courses in the Arts and Humanities. (In the regulations of the Pennsylvania State Board of Education, the Arts are defined as Visual Arts, Music, Dance, Film Studies, Theater, Practical Arts and Crafts; the Humanities are defined as subjects that embrace literature, languages, history, philosophy, or additional courses in English and Social Studies.) Courses that will satisfy the requirement in the Arts or the Humanities are recommended by the high school principal for approval by the superintendent or his/her designee.

For students enrolled in an approved Vocational-Technical Program, the high school principal may permit substitution of appropriate Vo-Tech to satisfy one credit in Mathematics, one credit in Science, and up to two credits in the Arts and Humanities. Approval for these substitutions will be granted only to the extent necessary for scheduling the student into the vocational program.

“Requirements shall include course completion and grades, completion of a culminating project, and results of local assessments aligned with the academic standards. Beginning in the 2002-3 school year students shall demonstrate proficiency in reading, writing, and mathematics on either the State assessments administered in grade 11 or 12 or local assessment aligned with academic standards and State assessments...at the *proficient* level or better in order to graduate. The purpose of the culminating project is to assure that students are able to apply, analyze, synthesize, and evaluate information and communicate significant knowledge and understanding.” These requirements are met through performance on the PSSA and the Senior Project, or an alternate district assessment. Parents and students receive handbooks which include graduation requirements.

In addition, certificates will be awarded to students. Scores will be recorded on student transcripts as required by Chapter 4.

Grade Requirements

Students are required to achieve a proficiency grade in each of the required planned instruction areas noted in Item #4. The district’s current grade structure is noted below. Lower Merion School District believes that the primary purpose of assessment is to inform instruction, and the use of District and teacher developed assessments and rubrics as an important part of the grading process.

A	92-100	Excellent
B	83-91	Advanced
C	74-82	Proficient
D	65-73	Basic
*E/F	0-64	Below Basic
I	Incomplete	

* An E grade represents a failure when there has been evidence of student effort. An “F” grade represents a failure where there has been little or no evidence of student effort.

Culminating Project

Lower Merion School District students must complete a senior project at either of its two high schools. The purpose of the project is to give students the opportunity to apply, analyze, synthesize, and evaluate information. The senior project/experience is viewed as a self-directed, investigative exploration of a topic that interests the student. It is an opportunity for personal growth and exploration and incorporates the following components:

- Projects are completed under the direction of an assigned faculty member whose primary responsibility is to help students develop the goals of the Senior Project.

- Students must demonstrate, through the project, the ability to apply, analyze, synthesize and evaluate information.
- Projects must include a written and oral presentation component.
- Students must, in collaboration with their faculty advisor/partner, identify three major goals to be achieved through this senior experience.
- Students, with parent permission, will participate in a community-based component (experimental learning phase) with an outside community facilitator/sponsor. The outside facilitator/sponsor will complete a report to be reviewed by the senior project coordinator at the time of the senior project presentation.
- Panel participants will include the facilitator/sponsor and other faculty members. Parents will be invited and encouraged to attend.
- Rubrics for the performance evaluation will be used to determine proficiency and will parallel academic standards.
- If a project should be less than satisfactory, the senior project coordinator will inform the principal and parent. The experimental component is designed to be the hallmark of the senior project. Should a student not meet the requirement to participate fully, the student is placed in an alternative senior project which is site based. Situations may develop that can interfere with the pursuit of senior project. Each case will be reviewed individually to plan for an acceptable completion or resolution.

Lower Merion High School and Harriton High School have collaborated on the development of their respective senior culminating projects and offer all Lower Merion School District students a similar growth opportunity with common core components. Each school has developed a comprehensive Senior Project Handbook that is on file in the high school offices. The handbook will be distributed yearly to parents and students.

ITEM #13: Analysis of Internal and External Needs; Section 4.13 (c).

ITEM #13: *The Strategic Plan shall be based upon an analysis of internal and external needs, leading to the specification of priorities for action and action plans. Section 4.13 (c).*

In the introduction of the Strategic Plan document, the district's approach to the strategic planning process is addressed. Appreciative Inquiry is a philosophy and methodology that facilitated a wealth of data used at the Summit. Internal and external needs provided the foundation upon which our seven (7) Strategic Goals were developed and from which our action plans are formulated.

LOWER MERION SCHOOL DISTRICT

STRATEGIC GOAL NO. 1

Understand and provide for every child.

The Lower Merion School District views children as its most precious resource for the future. Their social, intellectual, emotional, and physical needs determine all aspects of our work. Through a dynamic, fluid process, we strive to understand the unique nature of each child and to provide for a diversity of needs.

Objectives/ Action Plans	Activities/ Action Steps	Timeline	Person(s) Responsible	Evaluation
1. Maximize student achievement through Differentiated Instruction (DI)	1) (a) Continue District-based D.I. staff development program	2002-2005	Coordinator for Individualized Instruction. Asst. Superintendent	<ul style="list-style-type: none"> • Session/Workshop evaluations • Classroom observations • Program evaluation
2. Know, understand and respect multicultural differences (race, religion, ethnicity, gender, disabilities)	2) (b) Develop a district-wide multicultural staff development program.	2002-2007	Asst. Superintendent Building Administration	<ul style="list-style-type: none"> • Feedback from CSE, Committee to address race in education (CARE) group and Concerned Black Parents • Student records, discipline, attendance, etc.
3. Initiate staff development programs to improve assessment and instruction	3) (a) Facilitate explicit teaching methodologies through on-going content, specific professional development workshop, seminars, and activities.	2002-2008	Curriculum Services Supervisors Building Principals	<ul style="list-style-type: none"> • Standardized test data • Classroom observation • State & local standards scores
	(b) Design & implement professional development regarding identification & programming for all gifted students	2002-2008	Coordinator for Individual Inst.	<ul style="list-style-type: none"> • Review of GWRs & GIEPs • Parent and professional feedback
4. Provide a comprehensive student information database.	4) (a) Identify all indicators of students progress (b) Establish database (c) Develop and implement procedures to use database. (d) Develop and implement a staff training program.	Spring 2003	Asst. Superintendent Director of Pupil Services	<ul style="list-style-type: none"> • Formal and informal feedback on use and viability of database
		Spring 2003 Summer 2003	Dir. of Technology	
		2003-2004	Dir. of Technology Asst. Superintendent	

LOWER MERION SCHOOL DISTRICT

STRATEGIC GOAL NO. 2

Value an atmosphere in which the educational community works collaboratively to foster the growth of its members.

We create and sustain a supportive and safe educational community where learning is a collective partnership that promotes:

- intellectual growth
- social growth
- emotional well-being
- physical well-being

Objectives/ Action Plans	Activities/ Action Steps	Timeline	Person(s) Responsible	Evaluation
1. Identify and model behaviors for the entire school community to become collaborative, respectful, contributing citizens.	1) (a) Define behavioral expectations for students, parents, teachers, administrators, Board, and community. (b) Communicate expectations through District Digest, Cable TV and District Web Page, Student Handbooks, District Calendar. (c) Develop and implement a plan to respond to unacceptable behaviors.	2003	Superintendent Asst. Superintendent	<ul style="list-style-type: none"> • Community-wide survey
2. Secure community support and partnerships of our educational programs.	2) (a) Develop a formal public relation communication plan (b) Create a framework/ vehicle in which community members can become active participants	2003-2004	School and Community Relations Coordinator	<ul style="list-style-type: none"> • Publicized document • Community feedback
3. Foster a positive, supportive and safe environment throughout the school system.	3) (a) Evaluate new instrument for student feedback. (b) Create or select instruments to measure job satisfaction (c) Respond to work-related concerns.	2003-2005	Dir. Of Human Resources School Administrator	<ul style="list-style-type: none"> • Formal and informal feedback from students and staff

LOWER MERION SCHOOL DISTRICT

STRATEGIC GOAL NO. 3

Coordinate district systems to integrate education, technology, information systems, human resources, facilities, transportation, business, and food service

Lower Merion School District works collaboratively to provide efficient, high quality services, and decisions based on:

- common data
- agreed upon, innovative practices
- cutting-edge communication
- strong community stakeholder focus and accountability
- equitable access to resources

Objectives/ Action Plans	Activities/ Action Steps	Timeline	Person(s) Responsible	Evaluation
1. Use technology effectively and efficiently to manage the district efforts.	(1) (a) Identify areas where additional information data are needed to make informed decision. (b) Initiate a system design.	2004	Superintendent and Cabinet Director of Technology	<ul style="list-style-type: none"> • Completed system design and implementation
2. Improve the efficiency of administrative processes.	(2) (a) Identify which functions should be performed on-line. (b) Establish standards requirement to use network functions such as calendar, folders, meeting planners, shared folders. (c) Train administrators on functions.	2004	Director of Technology Director of Human Resources Superintendent Cabinet Director of Technology	<ul style="list-style-type: none"> • Upholding of standards • 100 percent participation
3. Develop budgets which have a minimal effect on local tax increases.	(3) (a) Evaluate budget process	2002-2003	Business Manager	<ul style="list-style-type: none"> • The final yearly budget
4. Use the on-line Curriculum Management System.	(4) (a) Analyze current capabilities. (b) Make recommendation for refinement. (c) Train staff on system. (d) Post lesson plans and/or units for intranet use.	Summer 2003 Summer 2003 Fall 2003/2004 Ongoing 2002/2007	Asst. Superintendent	<ul style="list-style-type: none"> • An accounting of the hits on the system • Analysis of the number and quality of lesson designs

LOWER MERION SCHOOL DISTRICT

STRATEGIC GOAL NO. 3 (CONTINUED)

Coordinate district systems to integrate education, technology, information systems, human resources, facilities, transportation, business, and food service

Lower Merion School District works collaboratively to provide:

- common data
- agreed upon, innovative practices
- cutting-edge communication
- strong community stakeholder focus and accountability
- equitable access to resources

Objectives/ Action Plans	Activities/ Action Steps	Timeline	Person(s) Responsible	Evaluation
5. Provide parents & teachers with on-line access to information.	(5) (a) Decide what information should be available such as special event activities in school. (b) Annually evaluate electronic & traditional communication vehicles and improve as needed.	2004-2007	School and Community Relations Coordinator Superintendent Dir. of Technology	<ul style="list-style-type: none"> • Parent and teacher survey • Amount of hits on the system
6. Implement opportunity for using video conferencing as a means of communications in addition to instruction	(6) (a) Decide on pilot sites (b) Implement video pilot	2003-2007	Dir. of Technology	<ul style="list-style-type: none"> • Student, teacher, and parent feedback

LOWER MERION SCHOOL DISTRICT STRATEGIC GOAL NO. 4

Create meaningful dynamic curriculum

We are committed to providing an education rooted in a balanced curriculum that encompasses knowledge, skills, application, real world experiences, and critical reflection. Our curriculum celebrates diversity and values student feedback and assessment. We incorporate rigorous national and state standards and use innovative instructional practices.

Objectives/ Action Plans	Activities/ Action Steps	Timeline	Person(s) Responsible	Evaluation
1. Complete the five-year curriculum cycle.	1) (a) Write standards based curriculum for: • ESL • Social Studies • International • World Language • Library • Music	2003 2003 2003 2004 2004 2004	Asst. Superintendent Supervisor of Humanities Dir. of Technology Supervisor of Science and Tech. Ed. Supervisor of Literacy Supervisor of Humanities	<ul style="list-style-type: none"> • Administrative participation/feedback • Parent, teacher feedback • Student Surveys • On-line document • Classroom observation
2. Develop & select assessments to measure student mastery of local, state, national, and international standards.	2) (a) Write curriculum based assessment to measure student achievement of the districts' curriculum. (b) Review standardized testing data with curriculum to inform instruction.	In conjunction with the five-year curriculum cycle	Asst. Superintendent Curriculum Supervisor Principals	<ul style="list-style-type: none"> • Assessment implementation analysis
3. Ensure instruction is aligned with Standards.	3) (a) Develop articulated standards for classroom observation.	2002-2005	Asst. Superintendent Curriculum Supervisor Building Administrators Coordinator of Individualized Instruction	<ul style="list-style-type: none"> • Classroom observations • Written document
4. Create a meaningful integrated senior culminating project.	4) (a) Evaluate the effectiveness of the senior project and make appropriate recommendations. (b) Implement the senior project. (c) Develop rubrics aligned with subject area standards.	2002 2003 2003-2004	Asst. Superintendent High School Principals Coordinators of Sr. Project	<ul style="list-style-type: none"> • Community feedback • Student Evaluation • Presentation scores
5. Develop a 3 yr. Master district-wide staff development plan.	5) (a) Coordinate staff development initiatives. (b) Work collaboratively with SDC, LMEA, Building Leadership.	June 2003	Asst. Superintendent Curriculum Supervisors Dir. of Technology Building Administrators	<ul style="list-style-type: none"> • Written Plan • Teacher evaluations

LOWER MERION SCHOOL DISTRICT STRATEGIC GOAL NO. 5

Cultivate additional funding and other resources to support the educational program

We are committed to developing and implementing a long-term strategy for identifying additional resources within and beyond our community to support our robust educational programs including:

- human talent
- additional funding resources
- partnerships with business, non-profits, and other educational institutions

These additional resources will enable us to improve continually our tradition of excellence in education.

Objectives/ Action Plans	Activities/ Action Steps	Timeline	Person(s) Responsible	Evaluation
1. Create a comprehensive development plan through which a permanent and increasing endowment will provide supplemental funding.	1) (a) Establish methods for raising funds to supplement the operating expenses of the district and to offset costs for capital expenditures. (b) Secure restricted and/or unrestricted gifts. (c) Determine staffing needs.	2002-2003	Superintendent	<ul style="list-style-type: none"> • Board approval of a Lower Merion School District comprehensive Development Plan • New revenues
2. To establish an educational foundation to oversee and manage the development activities in the district.	2) (a) Establish by-laws of the educational foundation. (b) Plan methods of educating district stakeholders. (c) Establish and select a foundation board.	2002-2003 2002-2003	Superintendent	<ul style="list-style-type: none"> • Board approval of an educational foundation
3. Encourage individuals on groups to contribute to program or capital needs.	3) (a) Secure restricted or unrestricted gifts.	2002-2007	Superintendent	<ul style="list-style-type: none"> • New revenues
4. Increase the district's partnerships with business, non-profits and other educational institutions.	4) (a) Publicize the districts interest in increasing partnerships (b) Establish clear criteria for purposes and intended outcomes.	2002-2007	Superintendent Asst. Superintendent District Administration	<ul style="list-style-type: none"> • New and formal partnerships in the community

LOWER MERION SCHOOL DISTRICT

STRATEGIC GOAL NO. 6

Provide facilities to ensure high quality educational programs

High quality facilities are necessary to support a high quality educational program. The facilities are designed to be flexible, with form following function. A state-of-art network infrastructure is an integral component of the buildings. The facilities provide a comfort level as well as a secure, healthy learning environment. Ongoing capital improvement and maintenance programs reflect our commitment to deliver the best educational program in the most conducive environment.

Objectives/ Action Plans	Activities/ Action Steps	Timeline	Person(s) Responsible	Evaluation
1. Evaluate the facilities abilities to accommodate change and provide for optimal learning environments.	1) (a) Prepare an inventory of available space for all existing facilities (b) Develop a long term redistricting plan to maintain enrollment balances at the elementary schools. Determine and report annually to the School Board on the need to redistrict.	2003-2007	Dir. of Operations Superintendent Asst. Superintendent High School Principals Director of Operations Business Manager Director of Technology	<ul style="list-style-type: none"> • Feedback from Principals and building staff
2. Complete the current Capital Program.	2) (a) Continue the program to design and construct improvements to GL, PV, MR, HH and LM (b) Continue and refine processes to receive community input	Start GL, PV, MR, NLT Sept. 03 Continuous throughout program	School Board, Superintendent, Business Mgr., and Dir. of Operations	<ul style="list-style-type: none"> • Community satisfaction with buildings
3. Establish an on-going preventative maintenance plan and capital improvement program.	2) (a) Implement a maintenance management system (CMMS) (b) Conduct periodic facility results into a 5 Year Plan. (c) Prepare and recommend projects for inclusion each year from operating & capital budget.	Dec. 03 FY 04	Director of Operations Business Manager	<ul style="list-style-type: none"> • Efficiency charting • Inspection results

LOWER MERION SCHOOL DISTRICT

STRATEGIC GOAL NO. 7

Establish flexible use of the members of the learning community: “Tapping all Talents”

All members of Lower Merion School District’s community bring a wealth of diverse expertise, knowledge, culture, and resources to the school experience.

The fluid and interchangeable use of talents, skills, and experiences enhance the growth and fulfillment of all.

Roles and responsibilities are dynamic and ever-evolving to meet the needs of everyone in the learning community.

Objectives/ Action Plans	Activities/ Action Steps	Timeline	Person(s) Responsible	Evaluation
1. Develop a system to recruit, retain, develop and evaluate high quality staff.	1) (a) Identify a school-based and community cultural profile. (b) Develop a plan for alternative career paths for teachers	2003-2005	Director of Human Resources Superintendent	<ul style="list-style-type: none"> • Success of Hires • NTAP Evaluations • Commission Report
2. Encourage and provide opportunities and support for staff members to reach beyond their defined roles.	2) (a) Provide new opportunities for teacher leaders (b) Develop a plan for support staff involvement beyond traditional roles	2002-2007	Superintendent Asst. Superintendent Directors, Principals and Supervisors	<ul style="list-style-type: none"> • Annual Human Resource report • Act 48 documentation
3. Create opportunities for all learning community members to interact in non-traditional ways.	3) (a) Identify and communicate opportunities through district web page, cable and District Digest.	2003-2007	Superintendent Dir. of Human Resources	<ul style="list-style-type: none"> • Parent and staff feedback • Increase in volunteer database

APPENDIX

Proposed Standardized Testing Schedule 2002-2003

Kindergarten	<ul style="list-style-type: none">• Metropolitan Readiness Test (spring)
Grade 1	<ul style="list-style-type: none">• District Assessment Program
Grade 2	<ul style="list-style-type: none">• District Assessment Program
Grade 3	<ul style="list-style-type: none">• The Pennsylvania System of School Assessment (PSSA): Reading and Math Assessments (spring)
Grade 4	<ul style="list-style-type: none">• ERB Reading, Math & Quantitative Ability Tests (spring)• District Curriculum-based Mathematics Assessment (spring)
Grade 5	<ul style="list-style-type: none">• District Curriculum-based Mathematics Assessment (winter)• ERB Reading, Math & Quantitative Ability Tests (spring)• The Pennsylvania System of School Assessment (PSSA): Reading and Math Assessments (spring)
Grade 6	<ul style="list-style-type: none">• The Pennsylvania System of School Assessment (PSSA): Writing Assessment (fall)
Grade 7	<ul style="list-style-type: none">• ERB Writing Assessment Program – WrAT (spring)
Grade 8	<ul style="list-style-type: none">• The Pennsylvania System of School Assessment (PSSA): Reading and Math Assessments (spring)• Kuder Career and General Interest Survey (fall)
Grade 9	<ul style="list-style-type: none">• Career Assessment: Differential Aptitude Test (DAT) (spring)• The Pennsylvania System of School Assessment (PSSA): Writing Assessment (fall)
Grade 10	<ul style="list-style-type: none">• Preliminary SAT (PSAT) (optional, October)• Self Directed Search (SDS) Career Assessment (spring)
Grade 11	<ul style="list-style-type: none">• The Pennsylvania System of School Assessment (PSSA): Writing Assessment (winter); Reading & Mathematics (spring)• Preliminary SAT (PSAT) (optional, October)• SAT I & II (optional: April, May, and June)• Advanced Placement Exams: required for AP credit (May)
Grade 12	<ul style="list-style-type: none">• The Pennsylvania System of School Assessment (PSSA): Optional Re-test: Reading, Mathematics, and Writing (fall)• SAT I & II (optional: Oct., Nov., Dec., and Jan.)• Advanced Placement Exams: required for AP credit (May)

Proposed Literacy Testing Schedule 2002-2003*

Kindergarten •LinguiSystems Phonological Awareness Test
 •Letter Recognition Test
 •Developmental Reading Assessment
 •Gentry Monster Test
 •Writing Sample

Grade 1: •Phonological Awareness Skills Program Test
 •Word Recognition Test
 •Segmentation Assessment
 •Gentry Monster Test
 •Developmental Reading Assessment
 •Writing Sample

Grade 2: •Degrees of Reading Power Test
 •Houghton Mifflin Benchmark Tests
 •Phonological Awareness Skills Program Test
 •Word Recognition Test
 •Developmental Reading Assessment
 •Writing Sample

Grade 3: •Degrees of Reading Power Test
 •Houghton Mifflin Benchmark Tests
 •Writing Sample

Grade 4: •Degrees of Reading Power Test
 •Houghton Mifflin Benchmark Tests
 •Writing Sample

Grade 5: •Degrees of Reading Power Test
 •Houghton Mifflin Benchmark Test
 •Writing Sample

Grade 6: •Reading Test-PSSA Format/Rubric
 •Writing Sample-PSSA Prompt/Rubric

Grades 7-12: •Writing Sample-PSSA Prompt/Rubric

*Fall and Spring Assessments

Culminating Topic Evaluation

Differentiated Instruction Staff Development

April 2002 – Evaluation Results

Below are listed the many topics and strategies which were explored throughout the 4 days of staff development on Differentiated Instruction in April 2002.

The numbers indicated below represent most closely the opinion of the importance and value of each of these components to the participants.

(1 = Minimal/Low Importance, 4 = High Importance)

SECONDARY GROUP 2

DI TOPICS	1	2	3	4
Day 1				
Pre-assessment				
Comparing and contrasting traditional and DI classrooms				
T - Chart: What does the learner in today's classroom look and sound like?				
Defining differentiated instruction				
Brain research and its connections to differentiated instruction				
Culminating group project - assessing the day's information by differentiated assessment - poem, rap, sing, poster, etc.				
Book - The Differentiated Classroom (Tomlinson)				
Day 2				
Sharing Logs at table groups				
Adapting and modifying the curriculum - Nine types of adaptations				
Opportunity to explore two stations related to differentiated instruction				
Managing the DI classroom				
Mind mapping				
Day 3				
Carousel walk - What we know/What we did				
Diverse learners panel presentation				
Assessment literacy - key definitions				
How to create a differentiated test				
Opportunity to examine 4 different DI planning tools				
Video clips of DI classrooms				
Time to work on creating a DI lesson or unit plan				

DI TOPICS: <i>Continued</i>				
Day 4				
Curriculum compacting				
Discussion forum				
Cubing				
Tic-Tac-Toe				
Student Panel				
Self assessment				
Time to share DI lessons and units				
Marketing DI to Parents				
DI STRATEGIES				
Strategies modeled: Day 1				
Pre-assessment				
T chart				
Ice breaker				
Dot votes				
Move seats				
Reflection Journal				
Processing activity to increase memory				
Strategies modeled: Day 2				
Semantic linking (5-3-1 key words)				
Mini-lecture				
Stations				
Clothes pin station selection				
Mind mapping				
Video viewing guide - graphic organizer				
Self assessment				
Small group table sharing - home group				
Group investigation at each station				
Strategies modeled: Day 3				
Paired verbal fluency				
Carousel walk				
Panel presentation of information				
Differentiated assessment				
Independent work				
Anchor activities				
Exit cards				
Strategies modeled: Day 4				
Compacting				
Tic-Tac-Toe project choice				
Cubing				

Differentiated Instruction
Day 3
Morning Evaluation

Concepts that were clarified for me this morning:

Diverse Learners

Grading and Assessment

Questions that remain:

Diverse Learners

Grading and Assessment

One action or change that I might consider:

Diverse Learners

Grading and Assessment



Lower Merion School District

301 East Montgomery Avenue, Ardmore, PA 19003-3399 (610) 645-1913

Harriton High School Inservice Program Feedback

DATE: May 24, 2001

Sample Science and Technology Education Evaluation

PLEASE REACT AND COMMENT WHERE APPROPRIATE

1. Was the format of the program appropriate? ___ Yes ___ No
2. Will knowledge gained from this program be useful in your present assignment? ___ Yes ___ No
3. Overall assessment of workshop: (1 low, 5 high): _____
4. Overall assessment of presenter(s): (1 low, 5 high): _____
5. The activity from this workshop that you considered most useful was:

6. For future workshops, you would recommend: (comment on structure and/or content, please)

7. Additional comments and suggestions:

☺ Have a great weekend!



Lower Merion School District

301 East Montgomery Avenue, Ardmore, PA 19003-3399 (610) 645-1913

DATE: May 24, 2001

Sample Mathematics Evaluation

PLEASE REACT AND COMMENT WHERE APPROPRIATE

1. Was the format of the program appropriate? ___ Yes ___ No
2. Will knowledge gained from this program be useful in your present assignment? ___ Yes ___ No
3. Overall assessment of workshop: (1 low, 5 high): _____
4. Overall assessment of presenter(s): (1 low, 5 high): _____
5. The activity from this workshop that you considered most useful was:

6. For future workshops, you would recommend: (comment on structure and/or content, please)

7. Additional comments and suggestions:

☺ Thanks for attending the inservice program!

HARRITON HIGH SCHOOL – SENIOR PROJECT
Harriton High School Senior Project

Sample Assessment Document (Rubric Assessment)

Preparation Rubric (3rd Quarter)

Student must earn a “P” on all steps in order to pass for the third quarter

	P	F	Date Due	Date Completed
1. The Essential Question and Project Proposal (Form SP1)	Demonstrates potential to stimulate curiosity, lead to appropriate research and experiential learning in an area of talent or interest of the student.	Fails to demonstrate potential to stimulate curiosity, lead to appropriate research and experiential learning in an area of talent or interest of the student.	2/13/03	
2. The Parent Permission Form (Form SP2)	Submits form complete with parent or guardian signature.	Does not submit form or submits an incomplete form.	2/13/03	
3. The Annotated Bibliography	Uses appropriate format (MLA or APA style). Contains a substantial summary of each work. Shows an appropriate scope of research consistent with the essential question.	Fails to use appropriate format (MLA or APA style), contain a substantial summary of each work, or show an appropriate scope of research consistent with the essential question.	2/28/03	
4. Outside Facilitator Agreement Form (Form SP3)	Submits form complete with facilitator signature.	Does not submit form or submits an incomplete form.	3/14/03	
5. The Outline of the Research Paper	Uses appropriate format (MLA or APA style) and shows appropriate organization.	Fails to use appropriate format (MLA or APA style) or show appropriate organization.	3/14/03	
6. Independence and Initiative	Handles appointments and deadlines in a timely and responsibly fashion.	Fails to handle appointments and deadlines in a timely and responsibly fashion.	Ongoing	

HARRITON HIGH SCHOOL – SENIOR PROJECT

Departure Rubric (4th Quarter)				
Student must earn a “P” on all steps in order to pass for the fourth quarter.				
	P	F	Date Due	Date Completed
1. First Draft of Paper	Evidence of substantial effort to compose a well-developed idea in essay form. Draft must be at least as long as the requirement for final draft.	Does not show evidence of substantial effort to compose a well-developed idea in essay form or fails to meet the minimum required length.	3/27/03	
2. Revised Draft of Paper	Evidence of substantial effort to revise the well-developed idea in essay form.	Does not show evidence of substantial effort to revise a well-developed idea in essay form or fails to submit draft.	4/11/03	
3. Final Draft of Paper	<ul style="list-style-type: none"> • Apparent point made about a single topic. • Sufficiently developed content with adequate elaboration or explanation. • Functional arrangement of content. • A variety in word choice and of sentence structures. • Sufficient control of grammar and mechanics. 	<ul style="list-style-type: none"> • No apparent point • Limited content • Confused or inconsistent arrangement. • Limited word choice and sentence structure • Limited control of grammar and mechanics 	4/25/03	
4. Practice Presentation	Demonstrates the need to communicate a specific content to a specific audience.	Fails to demonstrate the need to communicate a specific content to a specific audience.	By 5/30/03	
5. Independence and Initiative	Handles appointments and deadlines in a timely and responsibly fashion.	Fails to handle appointments and deadlines in a timely and responsibly fashion.	Ongoing	

HARRITON HIGH SCHOOL – SENIOR PROJECT

Presentation Rubric (Final Exam)

	P	F	Date Due	Date Completed
1. Presentation	<ul style="list-style-type: none"> • Volume, pacing, and enunciation are adequate; uses some verbal crutches, but gestures, posture, and eye contact are adequately used. • Use of any technology to aid in presentation is substantial and appropriate. • Wording and word choice are appropriate. 	<ul style="list-style-type: none"> • Volume, pacing, and enunciation are distracting; uses some verbal crutches, and gestures, posture, and eye contact are distracting or misused. • Use of any technology to aid in presentation is shallow and irrelevant. • Wording and word choice are inappropriate. 	Between June 2 and June 10	
2. Content	<ul style="list-style-type: none"> • Adequate focus; sticks to focus and develops it with relevant content. • Sufficient content; ideas are relevant to the topic. • Appropriate organization; ideas relate to central theme. 	<ul style="list-style-type: none"> • Vague focus; fails to develop it with relevant content. • Insufficient content; ideas are irrelevant to the topic. • Inappropriate organization; ideas do not relate to central theme. 	Between June 2 and June 10	
3. Independence and Initiative	Handles appointments and deadlines in a timely and responsible fashion.	Fails to handle appointments and deadlines in a timely and responsible fashion.	Ongoing	

HARRITON HIGH SCHOOL – SENIOR PROJECT

Harriton High School Senior Project Student Handbook

General Overview

The Harriton Senior Project is designed to fulfill the requirements established in the Pennsylvania School Code (1998) for a “culminating project” to be completed by every graduate beginning in the 2002-03 school year. The project will be a self-directed investigative exploration of a topic of interest to the individual student.

Each senior will meet with a faculty adviser from January through April for the purpose of developing a research proposal, planning the experiential learning phase (ELP), and completing a reflective paper to be submitted the first week of May.

Seniors will end the third quarter on March 14 although the distribution of report cards will be on the same date as the entire school. Seniors will end fourth quarter class work on April 28 although distribution of report cards will be on the same date as the remainder of the school.

Senior final exams will be conducted on April 29, 30, May 1, and May 2. From May 5 through June 4 (approximately 4 weeks), seniors will only report to Harriton to meet with their faculty advisers. This extended period of independent time is to be used by the student for intense focus on the ELP and preparation of a presentation to be made during a scheduled time from June 2 – June 10. On his/her assigned day, the student will present his/her research findings to a panel of three staff members. The presentation will be given no more than ten minutes with up to ten minutes of questions from the panel.

Seniors will earn .5 of a credit for the senior project during the second semester of the senior year. Each senior will earn a grade (“P” or “F”) for each of the following: third quarter, fourth quarter, and the final presentation. The student must pass at least two of these grading periods to earn a “P” for the senior project. The Pennsylvania School Code mandates that students must complete this project satisfactorily to graduate.

Student Assessment

Students will be evaluated during three major “periods” to assess their performance and progress in specific areas during each period.

<u>Period</u>	<u>Evaluator</u>	<u>Assignments</u>
Third Quarter	Faculty Adviser	According to Rubric
Fourth Quarter	Faculty Advisor	According to Rubric
Final Presentation	Panel Members*	According to Rubric

*with input from the Faculty Adviser

HARRITON HIGH SCHOOL – SENIOR PROJECT

The Project will be graded on a Pass/Fail basis. Students must earn a “P” on all assignments during each period to earn a “P” for that period. Students who do not earn a “P” for the third quarter or fall behind on the deadlines during the fourth quarter, will be assigned to the remediation track. Grade appeals for any of the assessments must be made directly to the Principal or his/her designate.

Student Responsibilities

Third Quarter:

1. Submit the essential question and project proposal. *
2. Submit the annotated bibliography. *
3. Submit the outline of the research paper. *
4. Handle appointments and deadlines in a timely and responsible fashion. *

* Student must earn a “P” on each of these components. See third quarter rubric to see what it takes to earn a “P.”

Fourth Quarter:

1. Submit the first draft of the research paper. *
2. Submit the final draft of the research paper. *
3. Give a practice presentation. *
4. Handle appointments and deadlines in a timely and responsible fashion. *

* Student must earn a “P” on each of these components. See third quarter rubric to see what it takes to earn a “P.”

Final Presentation:

1. Make final presentation. *
 - A. Effective delivery
 - B. Appropriate content
2. Handle appointments and deadlines in a timely and responsible fashion. *

* Student must earn a “P” on each of these components. See third quarter rubric to see what it takes to earn a “P.”

Types of Projects

The type of project a student selects will provide an opportunity to explore an essential research question while enhancing his/her knowledge of a particular area of interest. Examples might be a photo essay on a local site of particular historical interest, an original play, a portfolio of poetry or short stories centered on a theme, a painting or sculpture, a botany experiment or study, an investigation into local river pollutants, a political analysis of an aspect of local government, or a study on a variable affecting the local or regional economy.

HARRITON HIGH SCHOOL – SENIOR PROJECT

Remediation Track

The student must demonstrate, to his/her faculty adviser and the senior project coordinator, initiative, resourcefulness, personal growth, and independence leading up to and during the ELP. The remediation

track is designed to help a student get back on schedule when he or she falls behind on the designated responsibilities. Once on the remediation track, the student will be required to meet with the senior project coordinator on a regular basis and, during the ELP, be placed in study halls during the school day. Students will not be cleared to begin the ELP until all requirements of the third and fourth quarters are met at the “P” level. Additionally, if the student fails to keep up with the project during the ELP, he/she shall be pulled back into school and placed in the remediation track. The student will be released from the remediation track once the senior project coordinator is satisfied that the student has caught up with the required work.

Independence and Initiative

This project is intended to be a student-centered and student-driven project. Students hold the responsibility to meet all deadlines, make appointments to meet with his/her faculty adviser, and make all contacts for the ELP.

Support Roles

Each student is required to engage the assistance of three important adults with various parts of the senior project: the faculty advisor (to be assigned by the school); the outside facilitator (to be identified by the students); and the senior project coordinator (Mr. Crooke). A detailed description of the roles of each is below.

Faculty Advisor: The faculty adviser is a key figure in the support of the senior during the development of the project. The faculty adviser’s role is to meet with the student and offer advice and guidance on the development of the project and to monitor his/her progress. Additionally, the faculty adviser will collect necessary forms and documents (drafts and final copy of the Senior Project Paper) and deposit them with the Coordinator. At the end of each marking period, the faculty adviser will submit an evaluation of the student to the Coordinator who will forward copies of it, and other materials, to the project panel.

Outside Facilitator: Students will be expected to utilize the assistance of an outside facilitator for the ELP of their project. The outside facilitator will be a resource in a particular area of expertise related to the student’s research question, and/or will provide facilities or other support for the completion of the project. Resourcefulness and independence are traits measured by this project; therefore, the facilitator cannot be a relative, friend, or have a previous relationship to the student. It is important that seniors demonstrate the ability to identify, locate, contact, and facilitate the assistance of an outside person. We recognize that some students may be better equipped for this task than others (use of a car, telephone, fax machine, etc.) and recommends that any evaluation of the student take this into consideration. Like the faculty adviser, the outside facilitator should see his/her role as supportive rather than supervisory. The facilitator will be asked to submit a report that offers a frank assessment of the student’s efficient use of time and resources, level of independence, reliability, etc. The

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coordinator will take this report and forward it to the panel. The panel will include the facilitator's report in its evaluation of student research.

Senior Project Coordinator: The senior project coordinator oversees the project. Any questions that arise can be directed to the coordinator. The coordinator will monitor students in remediation and will meet regularly with these students.

Timeline

October (date TBD), 2002

Initial meeting with the senior class

- Discuss the senior project

January 27 – 31, 2003

Student/Adviser Meeting #1

The purpose of the meeting is to:

- Introductions
- Review student handbook
- Discuss student interests and the senior project paper

February 3 - 13, 2003

Student/Adviser Meeting #2

The purpose of the meeting is to:

- Submit and review project proposal/essential question form
- Submit parent permission form signed by parents
- Review facilitator introduction letter/facilitator agreement letter (contract)
- Discussions about obtaining an outside facilitator

February 18 – 28, 2003

Student/Adviser Meeting #3

The purpose of the meeting is to:

- Approve project proposal
- Review facilitator evaluation form
- Submit and review annotated works cited for the paper

March 3 - 14, 2003

Student/Adviser Meeting #4

The purpose of the meeting is to:

- Submit facilitator agreement letter (contract)
- Submit outline of the paper
- Discussions about the presentation and outline

3rd Quarter ends for seniors on March 14, 2003

March 17 – 27, 2003

Student/Adviser Meeting #5

The purpose of the meeting is to:

- Submit and discuss rough draft of the paper
- Discuss goals/objectives of the ELP

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March 31 –April 11, 2003

Student/Adviser Meeting #6

The purpose of the meeting is to:

- Submit and discuss revised draft of the paper
- Arrange contact times during the ELP and review presentation date (from Coordinator)

April 25, 2002 Students submit the senior project paper to their advisers

4th Quarter ends for seniors on May 2, 2003 (with the exception of the Senior Project)

May 5 – 30, 2002

- Experiential learning phase
- Students meet weekly with adviser
- Practice presentation (include in 4th quarter grade)
- Facilitators submit evaluations by May 30

June 2, 2002

Advisers submit final evaluations to the coordinator

June 2 – 10, 2002

Senior project presentations

