Pennsylvania Department of Education

Academic Standards and Assessment Report
Thursday, July 09, 2009
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Educational Community

The Lower Merion School District (LMSD), located in Philadelphia's historic Main Line suburbs, serves the 62,000 residents of Lower Merion Township and the Borough of Narberth. Established as one of Pennsylvania's first public school districts in 1834, LMSD enjoys a rich tradition of achievement, innovation and community partnership and a longstanding reputation as one of the finest school systems in the United States. The District's six elementary schools, two middle schools and two high schools provide a challenging, multi-disciplinary academic program and dynamic, co-curricular experience to more than 6,900 students.

Of the District's nine eligible schools, all have received recognition for excellence by the Commonwealth and seven have received the National Blue Ribbon Award for Excellence in Education. LMSD schools rank among the highest in Pennsylvania for SAT and PSAT scores, AP Participation rate, total number of National Merit Semifinalists, total number of International Baccalaureate diplomas granted and in numerous publications' "Top Schools" lists. Approximately ninety-four percent of high school graduates attend institutions of higher learning.

LMSD's comprehensive instructional program encompasses an array of services for special needs and gifted children as well as community-based learning programs, extended daycare, early-intervention literacy support, an International Baccalaureate diploma program and a full menu of high school honors and AP courses. An extensive range of course offerings in core areas, music and the arts, technology and special subjects form the foundation of the District's secondary curriculum. Themed, year-long middle school programs offer students enhanced opportunities to explore subjects through hands-on, interdisciplinary study and block scheduling. The District's World Languages program enables all students to receive uninterrupted foreign language instruction from second grade until the time they graduate from high school.

More than 500 supervised academic, athletic, community outreach and performance-oriented co-curricular programs are available in the District, from elementary school technology clubs to high school varsity sports. In addition to serving student programs, the District's facilities are utilized by thousands of community members for enrichment programs, recreation and general use.

The District's professional staff consists of 694 full time professional staff, 83% of whom have advanced degrees. The faculty is complemented by a support staff of more than 540 skilled individuals. A guidance counselor and psychologist are available in every school. (As of May 2009)

LMSD maintains one of the lowest class size averages in Pennsylvania. The student-to professional staff ratio at the secondary level is 11:1 and average class size in the District is approximately 21 students. In addition to providing a supportive teaching environment, the District offers one of the highest salaries

and best benefits packages in Pennsylvania and extensive staff development opportunities.

LMSD is in the final phases of implementing a Capital Improvement Program that began in 1997-1998. Eight of ten school projects have been completed. The District's two high schools, Harriton and Lower Merion, are the remaining projects and construction is well underway at both sites.   Planning for these facilities began in February, 2004. Two new schools will replace the existing facilities, with Harriton scheduled to open in Fall 2009 and Lower Merion scheduled to open in Fall 2010.

Mission

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.

Vision

Students are our reason for being. We create an environment designed to fulfill the individual learning needs and aspirations of each student. LMSD develops active partnerships at all levels of our learning community and values the individual contribution 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.

Shared Values

We believe that:

All people have equal intrinsic worth.

People learn in different ways and at different rates.

Each person bears responsibility for the well-being of society and the quality of the environment.

Learning occurs everywhere and is a life long pursuit of knowledge, truth and wisdom.

High quality public education directly benefits the entire community and is essential for a democratic society.

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.

Individuals learn best when actively engaged in the learning process.

Excellence demands sustained effort.

All individuals can be successful learners.

High expectations yield high results.

Society benefits when individual rights are balanced with social responsibility.

Ethical conduct is essential to the quality of life.

Goals

This strategic plan incorporates goals for developing curriculum, sustaining and increasing achievement levels, significantly decreasing and/or eliminating the achievement gap for African American students, creating open communication channels for all district stakeholders, implementing technology for teaching and learning, and providing facilities to insure high quality programs while reducing the impact on the environment.

The plan also includes the state goals of mathematics, reading, graduation rate, student participation in State assessments and attendance.

Goal: Goal A: Curriculum

Description: Develop and implement an integrated, coherent, culturally proficient and rigorous curriculum with relevant instruction and assessment framework.

Goal: Goal B: Student Achievement

Description: Sustain and increase the number of students achieving at the proficient and advanced levels in the PSSA across all grade levels and content areas.

Goal: Goal C: Achievement Gap

Description: Significantly decrease and/or eliminate the achievement gap for all African American students, and for other groups of students where data show the gaps exist.

Goal: Goal D: MATHEMATICS

Description: By 2014, all students attending the Lower Merion School District will demonstrate proficiency in mathematics as measured by the Pennsylvania System of School Assessment (PSSA).

Goal: Goal E: READING

Description: By 2014, all students attending Lower Merion School District will demonstrate proficiency in reading skills as measured by the Pennsylvania System of School Assessment (PSSA).

Goal: Goal F: Address Holistic Needs of Students

Description: Further the goal of creatively developing a school and community environment that recognizes and addresses the holistic needs of our students, i.e., mental health, character, citizenship, self worth, etc.

Goal: Goal G: STUDENT PARTICIPATION IN STATE ASSESSMENTS

Description: At least 95% of eligible students will participate in required state-wide assessments.

Goal: Goal H: STUDENT ATTENDANCE (any school that does not graduate seniors)

Description: Student attendance will meet a 90% threshold and/or show growth.

Goal: Goal I: FOUR-YEAR GRADUATION RATE (for districts and schools that graduate seniors)

Description: 100% of LMSD students will graduate from HS within 5 years of starting high school.

Goal: Goal J: Communication

Description: Create open communication channels for all district stakeholders including parents, students, community members, staff, and board members.

Goal: Goal K: Facilities

Description: Provide facilities to insure high quality educational programs while reducing the impact on the environment.

Goal: Goal L: Educational Technology

Description: Implement technology for teaching and learning so that all students will develop the 21st Century Learning Skills needed for their future.

Academic Standards

Reading, Writing, Speaking and Listening

1.1.   Learning to Read Independently
1.2.   Reading Critically in All Content Areas
1.3.   Reading, Analyzing and Interpreting Literature
1.4.   Types of Writing
1.5.   Quality of Writing
1.6.   Speaking and Listening
1.7.   Characteristics and Function of the English Language
1.8.   Research

Mathematics

2.1. Numbers, Number Systems and Number Relationships
2.2. Computation and Estimation
2.3. Measurement and Estimation
2.4. Mathematical Reasoning and Connections
2.5. Mathematical Problem Solving and Communication
2.6. Statistics and Data Analysis
2.7. Probability and Predictions
2.8. Algebra and Functions
2.9. Geometry
2.10. Trigonometry
2.11. Concepts of Calculus

Science and Technology

3.1. Unifying Themes of Science
3.2. Inquiry and Design
3.3. Biological Sciences
3.4. Physical Science, Chemistry and Physics
3.5. Earth Sciences
3.6. Technology Education
3.7. Technological Devices
3.8. Science, Technology and Human Endeavors

Environment and Ecology

4.1. Watersheds and Wetlands
4.2. Renewable and Nonrenewable Resources
4.3. Environmental Health
4.4. Agriculture and Society
4.5. Integrated Pest Management
4.6. Ecosystems and their Interactions
4.7. Threatened, Endangered and Extinct Species
4.8. Humans and the Environment
4.9. Environmental Laws and Regulations

Civics and Government

5.1. Principles and Documents of Government
5.2. Rights and Responsibilities of Citizenship
5.3. How Government Works
5.4. How International Relationships Function

Economics

6.1. Economic Systems
6.2. Markets and the Functions of Governments
6.3. Scarcity and Choice
6.4. Economic Interdependence
6.5. Work and Earnings

Geography

7.1. Basic Geographic Literacy
7.2. The Physical Characteristics of Places and Regions
7.3. The Human Characteristics of Places and Regions
7.4. The Interactions Between People and Places

History

8.1. Historical Analysis and Skills Development
8.2. Pennsylvania History
8.3. United States History
8.4. World History

Arts and Humanities

9.1. Production, Performance and Exhibitors of Dance, Music, Theatre and Visual Arts
9.2. Historical and Cultural Contexts
9.3. Critical Response
9.4. Aesthetic Response

Health, Safety, and Physical Education

10.1. Concepts of Health
10.2. Healthful Living
10.3. Safety and Injury Prevention
10.4. Physical Activity
10.5. Concepts, Principles and Strategies of Movement

Family and Consumer Science

11.1. Financial and Resource Management
11.2. Balancing Family, Work, and Community Responsibility
11.3. Food Science and Nutrition
11.4. Child Development

Academic Standards for Career Education and Work

13.1. Career Awareness and Preparation
13.2. Career Acquisition (Getting a Job)
13.3. Career Retention and Advancement
13.4. Entrepreneurship

Graduation Requirements

Lower Merion School District
Policy No.: 217
Section: PUPILS
Title: PROMOTION & GRADUATION
Date Adopted: 9/73

217 PROMOTION AND GRADUATION For most pupils, the rate of progress through the elementary and middle schools is one grade each year. Decisions about the promotion, retention or acceleration of a pupil 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 and each pupil's physical, social, emotional and intellectual development. For graduation from high school, pupils 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 pupils are urged to exceed the minimum and earn at least 24 credits toward the scholars 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 High 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 designee. For students enrolled in an approved Vocational-Technical Program, the high school principal may permit substitution of appropriate Vo-Tech course to satisfy up to 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.

Strategic Planning Process

Approximately 70 individuals were invited to join the Strategic Planning Committee. Participants included representation from the following stakeholder groups: district and school level administrators; parents; elementary, middle and high school teachers; support staff members; special education teachers; school counselors; students; school board members; and community members.

Invitations were sent out on January 9, 2009 for the events marking the start of our strategic planning process. The first sessions were held on January 22nd and February 3rd, 2009, at Bala Cynwyd Middle School, Room 100. The planning process began with these meetings, facilitated by Dr. Christopher McGinley, Dr. Michael Kelly, Mr. Steve Barbato and Dr. Robert Shields. Updates of the progress of the strategic planning process were scheduled for various

dates to provide reports on the progress associated with the strategic planning cycle.

A meeting was scheduled for February 11th, 2009 to draft the goals from information gleaned at the January 22nd and February 3rd meetings. Members from the Strategic Plan committee were in attendance. The goals established at this meeting were then sent back to the entire committee for further input. During the months of February, March, April, and May, sub-committees convened to develop activities for the strategies and goals that had been developed. During this time, additional goals and strategies were also recommended.

The entire Committee reconvened on May 6, 2009 to review the draft Strategic Plan prior to its presentation to the Lower Merion School District Board of Directors on May 11th. During this time, the draft Strategic Plan was reviewed, discussed, and at times debated. At the conclusion of the meeting, the Committee provided consensus that the Plan being presented to the Board provides the direction necessary for the District to follow in order to meet its Core Purpose and to reach the goals that are set forth.

Lower Merion School District
Strategic Planning Schedule

Date	Activity Description
June 15,2009 Business Meeting	Date to Approve Strategic Plan
May 27, 2009 Curriculum Meeting	Provide Update
May 12, 2009	Plan available for Public Inspection
May 11, 2009 Business Meeting	Present Strategic Plan for Approval
May 6, 2009	Final Meeting of Strategic Planning Committee
April 27, 2009 Business Meeting	Review Strategic Plan
April 22, 2009 Curriculum Committee Meeting	Provide Update
March 16, 2009 Business Meeting	Provide Update

March 9, 2009 Education Meeting	Provide Update
March 4, 2009 Curriculum Committee Meeting	Provide Update
March 2, 2009 Education Meeting	Provide Update
February 17, 2009 Business Meeting	Provide Update
February 9, 2009 Education Committee Meeting	Provide Update
February 3, 2009 Strategic Planning Committee	Meeting to determine Goals
January 22, 2009 Strategic Planning Committee	First Meeting of Entire Committee

Strategic Planning Committee

Name	Affiliation	Membership Category	Appointed By
Acconciamessa, Nancy	Lower Merion School District Administration - Supervisor of Mathematics	Administrator	Lorraine DeRosa, Supervisor Mathematics
Apothaker, Liza	Harriton High School - Student Grade 12	Other	Steven Kline, Principal Harriton High School
Avellino, Aimee	Cynwyd Elementary School teacher and Staff Development Council member	Elementary School Teacher	Members of the LMSD Staff Development Council
Barbato, Steven	Lower Merion School District Administration - Director of Curriculum, Instruction and	Administrator	Christopher McGinley, Superintendent

	Assessment		
Barner, Bruce	Lower Merion School District Administration - Supervisor of Guidance	Administrator	Michael Kelly, Assistant Superintendent
Bernatowicz, Shawn	Penn Wynne Elementary School - Principal	Administrator	Michael Kelly, Assistant Superintendent,
Boote, Susie	Student, LMHS, Grade 12	Other	Sean Hughes, Principal, Lower Merion High School
Boundy, Jean	Welsh Valley Middle School	Ed Specialist - School Counselor	Deitra Spence, Principal, Welsh Valley Middle School
Braffman, Ellen	Lower Merion School District Administration - Supervisor of Gifted Education	Administrator	Jack Maguire, Supervisor of Humanities
Breslau, Lynne	Parent	Parent	Lower Merion School District Board of Directors
Brody-Bizar, Emily	Harriton High School - Student Grade 10	Other	Steven Kline, Principal, Harriton High School
Brown, Gail	Bala Cynwyd Middle School - Assistant Principal	Administrator	Michael Kelly, Assistant Superintendent
Carlson, Elena	Gladwyne Elementary School teacher and Staff Development Council member	Elementary School Teacher	Members of LMSD Staff Development Council
Conrad, Camille	Lower Merion School District Administration - Coordinator of Differentiated Instruction Teacher on Special Assignment	Other	Assistant Superintendent, Michael Kelly
Dagna, Jeanne	Lower Merion School District Administration - Coordinator of Out of District Placements	Other	Camille Conrad, Coordinator of Individualized Instruction
DeFranco, Karen	Lower Merion High School - Mathematics Teacher and Department Chair	Secondary School Teacher	Nancy Acconciamessa, Supervisor of Mathematics
DeRosa, Lorraine	Lower Merion School District Administration - Supervisor of Literacy	Administrator	Steven Barbato, Director of Curriculum, Instruction & Assessments
Derrow, Sean	Harriton High School - Student Grade 12	Other	Steven Kline, Principal, Harriton High School
Dolton, William	Lower Merion School District - Educational Technology Facilitator	Ed Specialist - Instructional Technology	Carol Cafiero, Technology
Doucette-Ashman, Linda	Lower Merion School District	Parent	Lower Merion School District Board of Directors
Doyle, Peggy	Belmont Hills Elementary School teacher and Staff Development Council member	Elementary School Teacher	Members of the LMSD Staff Development Council
Fair Pliskin, Lisa	Lower Merion School District	Board Member	Lower Merion School

			District Board of Directors
Fedeli, Victor	Lower Merion High School - Central Receiving	Other	Lower Merion Education Association
Ferguson, Nancy	Welsh Valley Middle School teacher and Staff Development Council member	Middle School Teacher	Members of the LMSD Staff Development Council
Forman, Ashley	Harriton High School - Student Grade 12	Other	Steven Kline, Principal, Harriton High School
Frank, Ellen	Penn Valley Elementary Math Specialist and Staff Development Council member	Parent	Members of the LMSD Staff Development Council
Friedlander, Gary	Lower Merion School District	Board Member	Lower Merion School District Board of Directors
Greeley, Rita	Lower Merion School District Administration - Supervisor of Secondary Special Education	Administrator	Barbara Shapiro, Director of Student Services
Guinnane, Patrick	Lower Merion School District Administration - Director of Operations	Other	Christopher McGinley, Superintendent
Haley, Barbara	Merion Elementary School teacher and Instruction & Curriculum Council member	Elementary School Teacher	Members of LMSD Instruction & Curriculum Council
Harris, Joan	Penn Wynne Elementary School	Elementary School Teacher	Shawn Bernatowicz, Principal, Penn Wynne Elementary
Heffron, Anne	Principal, Merion Elementary School and Staff Development Council member	Administrator	Michael Kelly, Assistant Superintendent
Heinerichs, Drew	Gladwyne Elementary School teacher and Instruction & Curriculum Council member	Elementary School Teacher	Members of LMSD Instruction & Curriculum Council
Henry, Jessica	Harriton High School teacher and Staff Development Council member	Secondary School Teacher	Members of LMSD Staff Development Council
Hilt, Jason	Harriton High School	Ed Specialist - Instructional Technology	William Dolton, Educational Technology Facilitator
Hockfield, Marcy	Lower Merion High School - Assistant Principal	Administrator	Wagner Marseille, Assistant Principal, LMHS
Hoffstein, JJ	Lower Merion High School - Student	Other	Sean Hughes, Principal, Lower Merion High School
Hoover, Fran	Community Member	Community Representative	Lower Merion School District Board of Directors
Hughes, Sean	Lower Merion High School - Principal	Administrator	Michael Kelly, Assistant Superintendent

Johnson, Beth	Lower Merion School District - Parent and HSA Representative	Parent	Lower Merion School District Board of Directors
Johnson, James	Gladwyne Elementary School - Principal	Administrator	Michael Kelly, Assistant Superintendent
Kaczmar, Peter	Lower Merion High School teacher and Instruction & Curriculum Council member	Secondary School Teacher	Members of LMSD Instruction & Curriculum Council
Kahn, Danielle	Community Leader	Business Representative	Lower Merion School District Board of Directors
Keat, Alexander	Lower Merion High School - Student Grade 11	Other	Sean Hughes, Principal, Lower Merion High School
Kelly, Michael	Lower Merion School District Administration - Assistant Superintendent	Administrator	Christopher McGinley, Superintendent
Kilpatrick, G. Scott	Lower Merion High School - Assistant Principal	Administrator	Wagner Marseille, Assistant Principal, Lower Merion High School
Kugel, Lyn	Lower Merion School District	Board Member	Lower Merion School District Board of Directors
Kurtz, Margy	Penn Wynne Elementary School teacher and Instruction & Curriculum Council member	Elementary School Teacher	Members of LMSD Instruction & Curriculum Council
Lubowicki, Debra	Lower Merion School District Administration - Supervisor of Elementary Special Education	Administrator	Barbara Shapiro, Director of Student Services
Maguire, Jack	Lower Merion School District Administration - Supervisor of Humanities	Administrator	Lorraine DeRosa, Supervisor of Literacy
Marcuson, Lauren	Harriton High School - Assistant Principal	Administrator	Michael Kelly, Assistant Superintendent
Marseille, Wagner	Assistant Principal, Lower Merion High School and Staff Development Council member	Administrator	Sean Hughes, Principal, Lower Merion High School
Mayro, Eileen	Harriton High School Student Grade 11	Other	Lauren Marcuson, Assistant Principal, Harriton High School
McCoy, Michael	Lower Merion School District - Operations Department	Administrator	Patrick Guinnane, Director of Operations
McCoy, Teyanna	Lower Merion High School, Student Grade 11	Other	Wagner Marseille, Assistant Principal, Lower Merion High School
McGee, Thomas	Lower Merion School District - Technology Specialist	Other	William Dolton, Educational Technology Facilitator

McGeehan, Charles	Bala Cynwyd Middle School teacher and Instruction & Curriculum Council member	Middle School Teacher	Members of the LMSD Instruction & Curriculum Council
McGinley, Christopher	Lower Merion School District - Superintendent	Administrator	Lower Merion School District Board of Directors
McNulty, Lynn	Gladwyne Elementary School	Parent	Lower Merion School District Board of Directors
Mikus, Mary	Lower Merion School District - President, Special Education Committee	Parent	Lower Merion School District Board of Directors
Miller, Debbie	Merion Elementary School teacher and Staff Development Council member	Elementary School Teacher	Members of LMSD Staff Development Council
Monteleone, Robin	Belmont Hills Elementary School teacher and Instruction & Curriculum Council Member	Elementary School Teacher	Members of LMSD Instruction & Curriculum Council
Nathan, Ramaa	Parent	Parent	Lower Merion School District Board of Directors
Partridge, Lynne	Belmont Hills Elementary - Gifted Education Teacher	Elementary School Teacher	Ellen Braffman, Supervisor of Gifted
Persofsky, Beth	Welsh Valley Middle School Assistant Principal and Instruction & Curriculum Council member	Administrator	Deitra Spence, Principal, Welsh Valley Middle School
Pierce, Louise	Lower Merion High School teacher, Instruction & Curriculum Council and Staff Development Council member	Secondary School Teacher	Members of the LMSD Instruction & Curriculum Council
Pratt, Leslie	Lower Merion High School teacher, Instruction & Curriculum Council and Staff Development Council member	Secondary School Teacher	Members of the LMSD Instruction & Curriculum Council
Prescott, Elaine	Penn Valley Elementary School Teacher Cultural Proficiency Leader	Regular Education Teacher	Camille Conrad, Coordinator of Individualized Instruction
Quinlan, Theresa	Lower Merion School District - Coordinator of Health Services	Ed Specialist - School Nurse	Michael Kelly, Assistant Superintendent
Rittenberg, Rebecca	Lower Merion High School Student	Other	Sean Hughes, Principal, Lower Merion High School
Robinson, Sugha	Parent	Parent	Lower Merion School District Board of Directors
Rose, Susan	Penn Valley Elementary School teacher and Instruction & Curriculum Council member	Elementary School Teacher	Members of LMSD Instruction & Curriculum Council
Ross, Adrienne	Lower Merion High School	Other	Scott Kilpatrick,

	Student Grade 10		Assistant Principal, Lower Merion High School
Santa Maria, Chris	Harriton High School teacher, Instruction & Curriculum Council and Staff Development Council member	Secondary School Teacher	Lower Merion Education Association
Schindler, Sharon	Welsh Valley Middle School teacher and Instruction & Curriculum Council member	Middle School Teacher	Beth Persofsky, Assistant Principal, Welsh Valley Middle School
Serota, Rosa	Lower Merion School District	Parent	Lower Merion School District Board of Directors
Shapiro, Barbara	Lower Merion School District Administration - Director of Student Services	Administrator	Michael Kelly, Assistant Superintendent
Shields, Robert	Lower Merion School District Strategic Planning Facilitator	Other	Christopher McGinley, Superintendent
Spence, Deitra	Welsh Valley Middle School - Principal and Staff Development Council member	Administrator	Michael Kelly, Assistant Superintendent
Tevlin-Moffat, Gigi	Belmont Hills Elementary School - Home & School Co-President	Parent	Lower Merion School District Board of Directors
Thomas, Carethia	Lower Merion School District - Senior Secretary	Other	Michael Kelly, Assistant Superintendent
Topakbashian, Laura	Lower Merion School District, ESL Teacher	Elementary School Teacher	Michael Kelly, Assistant Superintendent
Vietri, Judy	Belmont Hills Elementary - Principal	Administrator	Michael Kelly, Assistant Superintendent
Volinsky, Allie	Harriton High School - Student	Other	Steven Kline, Principal, Harriton High School
Wells, Richard	Lower Merion School District - President Education Foundation	Community Representative	Lower Merion School District Board of Directors
Wells, Maria	Cynwyd Elementary School teacher and Instruction & Curriculum Council member	Elementary School Teacher	Members of the LMSD Instructional & Curriculum Council
Williams, Najee	Lower Merion High School Student Grade 10	Administrator	Wagner Marseille, Assistant Principal, Lower Merion High School
Wilson-Harvey, Andrea	Harriton High School teacher and Instruction & Curriculum Council member	Secondary School Teacher	Members of the LMSD Instruction & Curriculum Council
Yao, Yuan	Alumni	Other	Doug Young, Director, School & Community Relations
Yoder, Marty	Lower Merion School District -	Administrator	Michael Kelly, Assistant

	Director of HR		Superintendent
Young, Douglas	Lower Merion School District - Director, School & Community Relations	Administrator	Michael Kelly, Assistant Superintendent
Yozviak, Sandy	Penn Wynne Elementary School teacher and Staff Development Council member	Elementary School Teacher	Members of LMSD Staff Development Council

Goals, Strategies and Activities

Goal: Goal A: Curriculum

Description: Develop and implement an integrated, coherent, culturally proficient and rigorous curriculum with relevant instruction and assessment framework.

Strategy: Communicate and Monitor Curriculum

Description: Establish a mechanism to communicate the curriculum and monitor its implementation in order to ensure that it is easily understood and effective.

Activity: Provide training for efficient and effective data analysis

Description: Provide necessary training for data collection, maintenance, and reporting as well as professional access and analysis for instructional and administrative staff so that accurate and meaningful data properly informs operational and instructional decision-making.

Person Responsible	Timeline for Implementation	Resources
Barbato, Steven	Start: 9/1/2009 Finish: 6/30/2014	$100,000.00

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
3.00	1	130

Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
LMSD	• School Entity	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Professional access and analysis for accurate and meaningful data to properly inform instructional decision-	Adheres to NSDC standards; will interface with Understanding by Design, Stage 2 (Assessment), using	*For classroom teachers, school counselors and education specialists:*

making

formative assessment via Differentiated Instruction, and Marzano's Classroom Instruction that Works

- Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students.
- Provides educators with a variety of classroom-based <u>assessment skills</u> and the skills needed to <u>analyze and use data</u> in instructional decision-making.

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

- Provides the knowledge and skills to <u>think and plan strategically</u>, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.
- Provides leaders with the ability to <u>access and use appropriate data</u> to inform decision-making.
- Empowers leaders to create a <u>culture of teaching and learning</u>, with an emphasis on learning.

Educator Groups Which Will Participate in this Activity

Role	Grade Level
- Classroom teachers - Principals / asst. principals - Superintendent / asst. superintendents - Other educational	- Early childhood (preK-grade 3) - Middle (grades 6-8) - Elementary (grades 2-5) - High school (grades

specialists   9-12)

Follow-up Activities	Evaluation Methods
• Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers • Analysis of student work, with administrator and/or peers • Creating lessons to meet varied student learning styles • Peer-to-peer lesson discussions • Lesson modeling with mentoring • Journaling and reflecting	• Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. • Student PSSA data • Standardized student assessment data other than the PSSA • Classroom student assessment data • Review of written reports summarizing instructional activity

Status: Not Started — Upcoming

Activity: **Refine the secondary curriculum revision cycle and restructure the elementary curriculum revision cycle**

Description: In the middle and high school there is a five year curriculum revision cycle which include the components of studying, developing, implementing (phase 1 & 2), and monitoring the curriculum. The goal will be to refine the ongoing work of the secondary curriculum revision process. The curriculum revision cycle is being restructured for the elementary level. The goal for the elementary curriculum cycle restructuring is to create a revision process that is both dynamic and realistic. Access to this information is available to all staff and is posted on the LMSD website.

Person Responsible	Timeline for Implementation	Resources
Barbato, Steven	Start: 4/7/2009 Finish: Ongoing	-

Status: Not Started — Overdue

Strategy: **Critical Thinking, Problem Solving, and Prediction Skills**

Description: The development and revision process will emphasize critical thinking, problem

solving, and prediction skills in the curriculum that would be futuristic in scope, differentiated for individual needs, authentic and engaging for all students.

Activity: **Construct instructional units and effective lessons emphasizing critical thinking, problem solving and prediction in all subject areas**

Description: Instructional units constructed using "Understanding by Design" that will drive challenging and integrated instructional units and effective lessons.
Implementation of classroom learning experiences that emphasize critical thinking, problem solving and prediction in all subject areas.
Lessons constructed with Bloom's Taxonomy and using analysis, synthesis and evaluation levels.
Lessons and units constructed and documented through the curriculum mapping process.
Use of action research to examine teaching practices.
Continued application of District-wide instructional strategies using Differentiated Instruction for all teachers.

Person Responsible Timeline for Implementation Resources

None Selected	Start: 7/1/2009 Finish: Ongoing	-

Status: Not Started — Overdue

Activity: **Demonstrate Differentiated Instruction, Cooperative Learning and brain research strategies across all content areas**

Description: Through the Induction Program, new professional staff will be introduced to a variety of research-based instructional strategies aimed at enhancing student engagement and student achievement across content areas. Additional support will be provided to current professional staff in these strategies in math and reading.

Person Responsible	Timeline for Implementation	Resources
Barbato, Steven	Start: 8/24/2009 Finish: 8/28/2009	-

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
3.00	1	60
Organization or Institution Name	**Type of Provider**	**Provider's Department of Education Approval Status**
Lower Merion School District	• School Entity	Approved
Knowledge and Skills	**Research and Best**	**Designed to Accomplish**

Practices

New professional staff will gain an increased understanding of differences in student readiness, interest and learning styles; a variety of instructional strategies to better meet student needs; differentiating through content, process and product; brain research that connects learning and specific instructional strategies; and the benefits of cooperative learning as an instructional tool.	These practices are based on current research on how the brain learns, and best practices, instructional strategies from the works of Tomlinson, Wiggins, McTighe, Kagan, Marzano and others.	*For classroom teachers, school counselors and education specialists:* • Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students. • Provides educators with a variety of classroom-based <u>assessment skills</u> and the skills needed to <u>analyze and use data</u> in instructional decision-making. *For school and district administrators, and other educators seeking leadership roles:* • Provides the knowledge and skills to <u>think and plan strategically</u>, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards. • Empowers leaders to create a <u>culture of teaching and learning</u>, with an emphasis on learning.

Educator Groups Which Will Participate in this Activity

Role	Grade Level
• Classroom teachers • Principals / asst. principals • School counselors • Other educational	• Early childhood (preK-grade 3) • Middle (grades 6-8) • Elementary (grades 2-5)

Follow-up Activities	Evaluation Methods
• Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers • Creating lessons to meet varied student learning styles • Peer-to-peer lesson discussions • Journaling and reflecting	• Participant survey • work with mentors

Status: Not Started — Upcoming

Activity: Introduce and reinforce LMSD Standards for teaching framework

Description: Through the Induction Program, new professional staff will be introduced to the LMSD Standards for Teaching Framework (PDE Adopted Charlotte Danielson Model) as a means to guide their instructional planning and activities. All professional staff are provided with a variety of professional development opportunities to engage in the standards for teaching frameworks. The components of the framework 1) Planning and Preparation, 2) Classroom Environment, 3) Professional Responsibilities, and 4) Instruction, will improve the delivery of instruction and enhance student engagement and achievement.

Person Responsible	Timeline for Implementation	Resources
Barbato, Steven	Start: 8/24/2009 Finish: 8/28/2009	-

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
3.00	1	60

Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Lower Merion School District	• School Entity	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish

Professional staff attending Induction Program will gain knowledge in the following components of professional practice: planning and preparation; the classroom environment, instruction and professional responsibilities as outlined in the "Enhancing Professional Practice Framework for Teaching" by Charlotte Danielson.

The content is based on PDE's adoption of Danielson's Framework for Teaching for professional evaluation of staff.

For classroom teachers, school counselors and education specialists:

- Enhances the educator's content knowledge in the area of the educator's certification or assignment.
- Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.
- Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.

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

- Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.
- Provides leaders with the ability to access and use appropriate data to inform decision-making.
- Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.
- Instructs the leader in managing resources for effective results.

Educator Groups Which Will Participate in this Activity

Role

- Classroom teachers
- Principals / asst. principals
- School counselors
- Other educational specialists

Grade Level

- Early childhood (preK-grade 3)
- Middle (grades 6-8)
- Elementary (grades 2-5)
- High school (grades 9-12)

Follow-up Activities

- Peer-to-peer lesson discussions
- Journaling and reflecting
- Work with mentors

Evaluation Methods

- Participant survey

Status: Not Started — Upcoming

Strategy: Curriculum Alignment

Description: Align curriculum (K-12) throughout the district.

Activity: Align Curriculum through Concept Mapping Process in all content areas

Description: Administration and teacher staff will work collaboratively to design a cohesive curriculum K-12 through concept mapping. This process includes clearly articulated content, skills, understandings, assessment and resources for each grade level/course.

Person Responsible Timeline for Implementation Resources

Person Responsible	Timeline for Implementation	Resources
Barbato, Steven	Start: 1/9/2009 Finish: Ongoing	-

Status: Not Started — Overdue

Activity: Refine the secondary curriculum revision cycle and restructure the elementary curriculum revision cycle

Description: In the middle and high school there is a five year curriculum revision cycle which include the components of studying, developing, implementing (phase 1 & 2), and monitoring the curriculum. The goal will be to refine the ongoing work of the secondary curriculum revision

process. The curriculum revision cycle is being restructured for the elementary level. The goal for the elementary curriculum cycle restructuring is to create a revision process that is both dynamic and realistic. Access to this information is available to all staff and is posted on the LMSD website.

Person Responsible Timeline for Implementation Resources

Barbato, Steven	Start: 4/7/2009 Finish: Ongoing	-

Status: Not Started — Overdue

Activity: **Uniformly create, implement, and monitor effective pedagogy in all content areas**

Description: Principals and Supervisors will help develop learning communities and will work with the learning communities to identify effective strategies for instruction, e.g. gradual release model. The learning communities will collaboratively create common assessments, analyze data, and discuss effective lessons. The curriculum will be reviewed, implemented, revisited and shared among staff using technology such as curriculum mapper. Principals will look for effective pedagogy as they visit classrooms.

Person Responsible	Timeline for Implementation	Resources
Barbato, Steven	Start: 7/1/2009 Finish: 6/30/2014	-

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
3.00	2	660
Organization or Institution Name	**Type of Provider**	**Provider's Department of Education Approval Status**
Lower Merion School District	• School Entity	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Effective lesson planning that incorporates strategies for questioning to achieve deeper learning.	This model is based on the research of Mike Schmoker and Kelly Gallagher.	*For classroom teachers, school counselors and education specialists:* • Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling

students.

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

- Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.
- Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.

Educator Groups Which Will Participate in this Activity

Role	Grade Level
- Classroom teachers - Principals / asst. principals - School counselors - Other educational specialists	- Early childhood (preK-grade 3) - Middle (grades 6-8) - Elementary (grades 2-5) - High school (grades 9-12)

Follow-up Activities / Evaluation Methods

Follow-up Activities	Evaluation Methods
- Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers - Creating lessons to meet varied student learning styles - Lesson modeling with mentoring - Journaling and reflecting	- Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. - Student PSSA data - Classroom student assessment data - Review of participant lesson plans

Status: Not Started — Overdue

Strategy: Curriculum Continuity

Description: Develop a rubric to assess curriculum continuity across grade levels (elementary, middle, high school), to be measured at the time of transition from one level to the next.

Activity: Refine the secondary curriculum revision cycle and restructure the elementary curriculum revision cycle

Description: In the middle and high school there is a five year curriculum revision cycle which include the components of studying, developing, implementing (phase 1 & 2), and monitoring the curriculum. The goal will be to refine the ongoing work of the secondary curriculum revision process. The curriculum revision cycle is being restructured for the elementary level. The goal for the elementary curriculum cycle restructuring is to create a revision process that is both dynamic and realistic. Access to this information is available to all staff and is posted on the LMSD website.

Person Responsible Timeline for Implementation Resources

Barbato, Steven	Start: 4/7/2009 Finish: Ongoing	-

Status: Not Started — Overdue

Strategy: Teacher Collaboration - Meeting Curriculum Development in all content areas

Description: Increase teacher collaboration time for such things as common planning, data analysis, joint learning opportunities, common scoring, transitional meetings, and inclusion of students with diverse learning needs resulting in more informed instruction in the classroom.

Activity: Articulate a curriculum using a web-based application to facilitate collaboration among teachers across subjects, grade levels and schools

Description: Teachers will have access to the curriculum K-12 via a web-based program. This will serve as a tool to help teachers keep track of what has been taught, and plan what will be taught. This electronic document will help teachers check for unnecessary redundancies, inconsistencies and gaps in the curriculum. Additionally, it will provide a review of assessment methods used to identify what students have learned as well as opportunities for integration among disciplines.
Teachers will engage in a calibration process using a rubric to regulate and align specific aspects of curriculum maps to ensure all curriculum maps are useful, usable and consistent. This process will include a horizontal and vertical review to identify revision points necessary to refine the curriculum.

Person Responsible Timeline for Implementation Resources

Barbato, Steven	Start: 7/1/2009	-

Finish: Ongoing

Status: Not Started — Overdue

Activity: **Develop professional development models to ensure on-going technology proficiency and effective use of technology in the classroom**

Description: Develop new models of professional development to demonstrate and promote technology implementation and to ensure that professional staff remain up to date with current technology and 21st century skills using principles and standards of staff development (e.g., NSDC Standards) and including but not limited to in-service days, release time, conference attendance, online learning opportunities, and small-group, self-directed learning communities.

Person Responsible	Timeline for Implementation	Resources
Barbato, Steven	Start: 9/1/2009 Finish: 6/30/2010	$2,000.00

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
6.00	4	40

Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Lower Merion School District	• School Entity	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Best practices for professional development	Use of National Staff Development Council standards and 21st Century Skills (from Partnership for 21st Century Skills).	*For classroom teachers, school counselors and education specialists:* • Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students. *For school and district administrators, and other educators seeking leadership roles:* • Provides the knowledge and skills to think and plan

<u>strategically</u>, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.

- Empowers leaders to create a <u>culture of teaching and learning</u>, with an emphasis on learning.
- Instructs the leader in <u>managing resources</u> for effective results.

Educator Groups Which Will Participate in this Activity

Role	Grade Level
- Classroom teachers - Principals / asst. principals - Superintendent / asst. superintendents - Other educational specialists	- Early childhood (preK-grade 3) - Middle (grades 6-8) - Elementary (grades 2-5) - High school (grades 9-12)

Follow-up Activities

- Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers
- Analysis of student work, with administrator and/or peers
- Creating lessons to meet varied student learning styles
- Peer-to-peer lesson discussions
- Lesson modeling with mentoring
- Journaling and reflecting

Evaluation Methods

- Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.
- Classroom student assessment data
- Participant survey
- Review of participant lesson plans
- Review of written reports summarizing instructional activity
- Portfolio

Status: Not Started — Upcoming

Activity: **Explore additional opportunities for teacher collaboration**

Description: Explore use of common planning, data analysis, joint learning community, common scoring and transitional meetings.

Person Responsible Timeline for Implementation Resources

Person Responsible	Timeline for Implementation	Resources
Barbato, Steven	Start: 4/7/2009 Finish: Ongoing	-

Status: Not Started — Overdue

Activity: **Integrate and coordinate the use of digital technologies throughout all district staff development**

Description: Integrate, embed, and coordinate the appropriate use of digital technologies in all staff development activities throughout the district to reinforce professional and staff technology proficiency and integration of digital technologies throughout the curriculum.

Person Responsible	Timeline for Implementation	Resources
Barbato, Steven	Start: 9/1/2009 Finish: 6/30/2014	-

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
6.00	1	8

Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
LMSD	• School Entity	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
How technology can reinforce and enhance all areas of the curriculum, and how all curricular areas can promote appropriate implementation of digital technologies for teaching and learning	Adheres to National Staff Development Council standards for professional development; supports 21st Century Learning Skills (from Partnership for 21st Century Skills); supports Marzano's Classroom Instruction that Works	*For classroom teachers, school counselors and education specialists:* • Enhances the educator's <u>content knowledge</u> in the area of the educator's certification or assignment. • Increases the educator's

teaching skills based on research on effective practice, with attention given to interventions for struggling students.

- Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.

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

- Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.
- Provides leaders with the ability to access and use appropriate data to inform decision-making.
- Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.
- Instructs the leader in managing resources for effective results.

Educator Groups Which Will Participate in this Activity

Role	Grade Level	Subject Area
- Classroom teachers - Principals / asst. principals - Superintendent / asst. superintendents - School counselors - Other educational	- Early childhood (preK-grade 3) - Middle (grades 6-8) - Elementary (grades 2-5) - High school (grades	- Pre-Kindergarten Early Learning Standards - Reading, Writing, Speaking & Listening - Science and Technology - Arts & Humanities - Civics and Government

specialists	9-12)	- Environment and Ecology
		- Health, Safety and Physical Education
		- World Languages
		- Kindergarten Early Learning Standards
		- Mathematics
		- History
		- Career Education and Work
		- Family and Consumer Sciences
		- Geography

Follow-up Activities	Evaluation Methods
- Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers - Analysis of student work, with administrator and/or peers - Creating lessons to meet varied student learning styles - Peer-to-peer lesson discussions - Lesson modeling with mentoring - Journaling and reflecting	- Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. - Student PSSA data - Standardized student assessment data other than the PSSA - Classroom student assessment data - Participant survey - Review of participant lesson plans - Review of written reports summarizing instructional activity - Portfolio

Status: Not Started — Upcoming

Activity: Provide training for efficient and effective data analysis

Description: Provide necessary training for data collection, maintenance, and reporting as well as professional access and analysis for instructional and administrative staff so that accurate and meaningful data properly informs operational and instructional decision-making.

Person Responsible	Timeline for Implementation	Resources
Barbato, Steven	Start: 9/1/2009 Finish: 6/30/2014	$100,000.00

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
3.00	1	130

Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
LMSD	• School Entity	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Professional access and analysis for accurate and meaningful data to properly inform instructional decision-making	Adheres to NSDC standards; will interface with Understanding by Design, Stage 2 (Assessment), using formative assessment via Differentiated Instruction, and Marzano's Classroom Instruction that Works	*For classroom teachers, school counselors and education specialists:* • Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students. • Provides educators with a variety of classroom-based <u>assessment skills</u> and the skills needed to <u>analyze and use data</u> in instructional decision-making. *For school and district administrators, and other educators seeking leadership roles:* • Provides the knowledge and skills to <u>think and plan strategically</u>, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards. • Provides leaders with the ability to <u>access and use appropriate data</u> to inform decision-making.

- Empowers leaders to create a <u>culture of teaching and learning</u>, with an emphasis on learning.

Educator Groups Which Will Participate in this Activity

Role	Grade Level
- Classroom teachers - Principals / asst. principals - Superintendent / asst. superintendents - Other educational specialists	- Early childhood (preK-grade 3) - Middle (grades 6-8) - Elementary (grades 2-5) - High school (grades 9-12)

Follow-up Activities	Evaluation Methods
- Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers - Analysis of student work, with administrator and/or peers - Creating lessons to meet varied student learning styles - Peer-to-peer lesson discussions - Lesson modeling with mentoring - Journaling and reflecting	- Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. - Student PSSA data - Standardized student assessment data other than the PSSA - Classroom student assessment data - Review of written reports summarizing instructional activity

Status: Not Started — Upcoming

Activity: Refine the secondary curriculum revision cycle and restructure the elementary curriculum revision cycle

Description: In the middle and high school there is a five year curriculum revision cycle which include the components of studying, developing, implementing (phase 1 & 2), and monitoring the curriculum. The goal will be to refine the ongoing work of the secondary curriculum revision process. The curriculum revision cycle is being restructured for the elementary level. The goal for the elementary curriculum cycle restructuring is to create a revision process that is both dynamic

and realistic. Access to this information is available to all staff and is posted on the LMSD website.

Person Responsible Timeline for Implementation Resources

| Barbato, Steven | Start: 4/7/2009 Finish: Ongoing | - |

Status: Not Started — Overdue

Activity: Uniformly create, implement, and monitor effective pedagogy in all content areas

Description: Principals and Supervisors will help develop learning communities and will work with the learning communities to identify effective strategies for instruction, e.g. gradual release model. The learning communities will collaboratively create common assessments, analyze data, and discuss effective lessons. The curriculum will be reviewed, implemented, revisited and shared among staff using technology such as curriculum mapper. Principals will look for effective pedagogy as they visit classrooms.

Person Responsible	Timeline for Implementation	Resources
Barbato, Steven	Start: 7/1/2009 Finish: 6/30/2014	-

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
3.00	2	660

Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Lower Merion School District	• School Entity	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Effective lesson planning that incorporates strategies for questioning to achieve deeper learning.	This model is based on the research of Mike Schmoker and Kelly Gallagher.	*For classroom teachers, school counselors and education specialists:* • Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students. *For school and district administrators,*

*and other educators seeking
leadership roles:*

- Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.
- Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.

Educator Groups Which Will Participate in this Activity

Role	Grade Level
- Classroom teachers - Principals / asst. principals - School counselors - Other educational specialists	- Early childhood (preK-grade 3) - Middle (grades 6-8) - Elementary (grades 2-5) - High school (grades 9-12)

Follow-up Activities	Evaluation Methods
- Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers - Creating lessons to meet varied student learning styles - Lesson modeling with mentoring - Journaling and reflecting	- Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. - Student PSSA data - Classroom student assessment data - Review of participant lesson plans

Status: Not Started — Overdue

Goal: Goal B: Student Achievement

Description: Sustain and increase the number of students achieving at the proficient and advanced levels in the PSSA across all grade levels and content areas.

Strategy: Identify / Decrease Percentage of Disengaged Learners

Description: Identify percentage of disengaged learners based on survey of HS/MS/ES professional staff, students, and parent(s)/guardian(s). The District will research appropriate tools to identify levels of student engagement/disengagement. The District will identify steps based on the data and research to reduce the population of disengaged students. The target number for decreasing disengaged learners will be determined after gathering baseline data on student engagement/disengagement each year.

Activity: Explore additional opportunities for teacher collaboration

Description: Explore use of common planning, data analysis, joint learning community, common scoring and transitional meetings.

Person Responsible	Timeline for Implementation	Resources
Barbato, Steven	Start: 4/7/2009 Finish: Ongoing	-

Status: Not Started — Overdue

Activity: Provide training for efficient and effective data analysis

Description: Provide necessary training for data collection, maintenance, and reporting as well as professional access and analysis for instructional and administrative staff so that accurate and meaningful data properly informs operational and instructional decision-making.

Person Responsible	Timeline for Implementation	Resources
Barbato, Steven	Start: 9/1/2009 Finish: 6/30/2014	$100,000.00

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
3.00	1	130
Organization or Institution Name	**Type of Provider**	**Provider's Department of Education Approval Status**

| LMSD | • School Entity | Approved |

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Professional access and analysis for accurate and meaningful data to properly inform instructional decision-making	Adheres to NSDC standards; will interface with Understanding by Design, Stage 2 (Assessment), using formative assessment via Differentiated Instruction, and Marzano's Classroom Instruction that Works	*For classroom teachers, school counselors and education specialists:* • Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students. • Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making. *For school and district administrators, and other educators seeking leadership roles:* • Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards. • Provides leaders with the ability to access and use appropriate data to inform decision-making. • Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.

Educator Groups Which Will Participate in this Activity

Role	Grade Level

- Classroom teachers
- Principals / asst. principals
- Superintendent / asst. superintendents
- Other educational specialists

- Early childhood (preK-grade 3)
- Middle (grades 6-8)
- Elementary (grades 2-5)
- High school (grades 9-12)

Follow-up Activities	Evaluation Methods
- Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers - Analysis of student work, with administrator and/or peers - Creating lessons to meet varied student learning styles - Peer-to-peer lesson discussions - Lesson modeling with mentoring - Journaling and reflecting	- Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. - Student PSSA data - Standardized student assessment data other than the PSSA - Classroom student assessment data - Review of written reports summarizing instructional activity

Status: Not Started — Upcoming

Strategy: Identify measures of success in all content areas

Description: Identify other measures of academic success that surpass the expectations of the Pennsylvania Assessments (e.g., ERBs, CBAs, IBA, AP, PSAT, and SAT scores).

Activity: Develop and implement district common assessments

Description: Supervisors, specialists and teacher representatives will collaboratively create grade level benchmark assessments. Information gleaned from assessments will assist teachers in monitoring student progress as well as planning and differentiating instruction based on students' areas of strength and need.

Person Responsible	Timeline for Implementation	Resources
Barbato, Steven	Start: 7/1/2009 Finish: Ongoing	-

Status: Not Started — Overdue

Activity: **Introduce and reinforce LMSD Standards for teaching framework**

Description: Through the Induction Program, new professional staff will be introduced to the LMSD Standards for Teaching Framework (PDE Adopted Charlotte Danielson Model) as a means to guide their instructional planning and activities. All professional staff are provided with a variety of professional development opportunities to engage in the standards for teaching frameworks. The components of the framework 1) Planning and Preparation, 2) Classroom Environment, 3) Professional Responsibilities, and 4) Instruction, will improve the delivery of instruction and enhance student engagement and achievement.

Person Responsible	Timeline for Implementation	Resources
Barbato, Steven	Start: 8/24/2009 Finish: 8/28/2009	-

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
3.00	1	60

Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Lower Merion School District	• School Entity	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Professional staff attending Induction Program will gain knowledge in the following components of professional practice: planning and preparation; the classroom environment, instruction and professional responsibilities as outlined in the "Enhancing Professional Practice Framework for Teaching" by Charlotte Danielson.	The content is based on PDE's adoption of Danielson's Framework for Teaching for professional evaluation of staff.	*For classroom teachers, school counselors and education specialists:* • Enhances the educator's <u>content knowledge</u> in the area of the educator's certification or assignment. • Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students. • Provides educators with a variety of classroom-based <u>assessment skills</u>

and the skills needed to analyze and use data in instructional decision-making.

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

- Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.
- Provides leaders with the ability to access and use appropriate data to inform decision-making.
- Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.
- Instructs the leader in managing resources for effective results.

Educator Groups Which Will Participate in this Activity

Role	Grade Level
- Classroom teachers - Principals / asst. principals - School counselors - Other educational specialists	- Early childhood (preK-grade 3) - Middle (grades 6-8) - Elementary (grades 2-5) - High school (grades 9-12)

Follow-up Activities	Evaluation Methods
- Peer-to-peer lesson discussions - Journaling and reflecting	Participant survey

- Work with mentors

Status: Not Started — Upcoming

Activity: Provide training for efficient and effective data analysis

Description: Provide necessary training for data collection, maintenance, and reporting as well as professional access and analysis for instructional and administrative staff so that accurate and meaningful data properly informs operational and instructional decision-making.

Person Responsible	Timeline for Implementation	Resources
Barbato, Steven	Start: 9/1/2009 Finish: 6/30/2014	$100,000.00

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
3.00	1	130

Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
LMSD	• School Entity	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Professional access and analysis for accurate and meaningful data to properly inform instructional decision-making	Adheres to NSDC standards; will interface with Understanding by Design, Stage 2 (Assessment), using formative assessment via Differentiated Instruction, and Marzano's Classroom Instruction that Works	*For classroom teachers, school counselors and education specialists:* • Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students. • Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making. *For school and district administrators, and other educators seeking leadership roles:*

- Provides the knowledge and skills to <u>think and plan strategically</u>, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.
- Provides leaders with the ability to <u>access and use appropriate data</u> to inform decision-making.
- Empowers leaders to create a <u>culture of teaching and learning</u>, with an emphasis on learning.

Educator Groups Which Will Participate in this Activity

Role	Grade Level
- Classroom teachers - Principals / asst. principals - Superintendent / asst. superintendents - Other educational specialists	- Early childhood (preK-grade 3) - Middle (grades 6-8) - Elementary (grades 2-5) - High school (grades 9-12)

Follow-up Activities	Evaluation Methods
- Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers - Analysis of student work, with administrator and/or peers - Creating lessons to meet varied student learning styles - Peer-to-peer lesson discussions - Lesson modeling with	- Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. - Student PSSA data - Standardized student assessment data other than the PSSA - Classroom student assessment data - Review of written reports summarizing instructional activity

- mentoring
- Journaling and reflecting

Status: Not Started — Upcoming

Strategy: **Improve Student Engagement**

Description: To improve student engagement in school based learning as measured by: (1) Meet or exceed student attendance goal (90%) by measuring improvement and comparing data from common assessments (2) Age appropriate individual student survey of learning engagement using a Likert scale reflecting year over year increase (3) A 10% year over year decrease in discipline referrals.

Activity: **Conduct workshops / trainings on diversity and culturally proficient teaching strategies**

Description: This is a component of the Induction program for newly hired professional staff. Issues of diversity as it relates to instruction will be covered. Teachers' awareness of these issues will help them when dealing with issues of student self-worth and belonging.

Person Responsible	Timeline for Implementation	Resources
Barbato, Steven	Start: 8/24/2009 Finish: 8/28/2009	-

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
3.00	1	60

Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Lower Merion School District	• School Entity	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Educators will gain knowledge of the guiding principles needed to build an ethical and professional frame for cross-cultural communication and problem solving; develop a continuum of behaviors; diagnose values and behaviors that can better influence policies and practices; understand essential elements that	Content is based from the following sources: "Courageous Conversations About Race," "Culturally Proficient Leadership" and information from the DVMSAC consortium.	*For classroom teachers, school counselors and education specialists:* • Enhances the educator's <u>content knowledge</u> in the area of the educator's

serve as a framework for responding to academic and social needs of cultural groups.

certification or assignment.
- Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students.
- Empowers educators to work effectively with <u>parents and community partners</u>.

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

- Empowers leaders to create a <u>culture of teaching and learning</u>, with an emphasis on learning.

Educator Groups Which Will Participate in this Activity

Role	Grade Level
- Classroom teachers - Principals / asst. principals - School counselors - Other educational specialists	- Early childhood (preK-grade 3) - Middle (grades 6-8) - Elementary (grades 2-5) - High school (grades 9-12)

Follow-up Activities	Evaluation Methods
- Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers - Peer-to-peer lesson discussions - Journaling and reflecting - working with mentors	Participant survey

Status: Not Started — Upcoming

Activity: **Demonstrate Differentiated Instruction, Cooperative Learning and brain research strategies across all content areas**

Description: Through the Induction Program, new professional staff will be introduced to a variety of research-based instructional strategies aimed at enhancing student engagement and student achievement across content areas. Additional support will be provided to current professional staff in these strategies in math and reading.

Person Responsible	Timeline for Implementation	Resources
Barbato, Steven	Start: 8/24/2009 Finish: 8/28/2009	-

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
3.00	1	60

Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Lower Merion School District	• School Entity	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
New professional staff will gain an increased understanding of differences in student readiness, interest and learning styles; a variety of instructional strategies to better meet student needs; differentiating through content, process and product; brain research that connects learning and specific instructional strategies; and the benefits of cooperative learning as an instructional tool.	These practices are based on current research on how the brain learns, and best practices, instructional strategies from the works of Tomlinson, Wiggins, McTighe, Kagan, Marzano and others.	*For classroom teachers, school counselors and education specialists:* • Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students. • Provides educators with a variety of classroom-based <u>assessment skills</u> and the skills needed to <u>analyze and use data</u> in instructional decision-making. *For school and district administrators, and other educators seeking leadership roles:*

- Provides the knowledge and skills to <u>think and plan strategically</u>, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.
- Empowers leaders to create a <u>culture of teaching and learning</u>, with an emphasis on learning.

Educator Groups Which Will Participate in this Activity

Role	Grade Level
- Classroom teachers - Principals / asst. principals - School counselors - Other educational specialists	- Early childhood (preK-grade 3) - Middle (grades 6-8) - Elementary (grades 2-5) - High school (grades 9-12)

Follow-up Activities	Evaluation Methods
- Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers - Creating lessons to meet varied student learning styles - Peer-to-peer lesson discussions - Journaling and reflecting	- Participant survey - work with mentors

Status: Not Started — Upcoming

Activity: Increase focus on school culture; grouping practices, relationships between students, teachers, administrators, and parents; and culturally relevant curriculum and assessment strategies

Description: Use teacher and counselor informal surveys to help identify percentage of disengaged learners. Tie instruction when possible to topics and problems that naturally interest students and are connected to the real world.
Increase professional awareness of culturally relevant curriculum and instruction practices to promote student engagement and achievement.
Adapt instructional approaches in relation to individual and diverse students in classrooms to increase student engagement and achievement.
Increase opportunities for students to participate in the decision making process of the school and to regulate their own learning.
Continue to foster caring relationships to create a sense of community and common purpose.
Conduct curriculum walkthroughs to monitor implementation of relevant and engaging curriculum and the adaption of instruction to meet the needs of each unique learner.
Provide professional development to teachers on cooperative learning strategies.

Person Responsible Timeline for Implementation Resources

Barbato, Steven	Start: 7/1/2009 Finish: Ongoing	-

Status: Not Started — Overdue

Activity: Introduce and reinforce LMSD Standards for teaching framework

Description: Through the Induction Program, new professional staff will be introduced to the LMSD Standards for Teaching Framework (PDE Adopted Charlotte Danielson Model) as a means to guide their instructional planning and activities. All professional staff are provided with a variety of professional development opportunities to engage in the standards for teaching frameworks. The components of the framework 1) Planning and Preparation, 2) Classroom Environment, 3) Professional Responsibilities, and 4) Instruction, will improve the delivery of instruction and enhance student engagement and achievement.

Person Responsible	Timeline for Implementation	Resources
Barbato, Steven	Start: 8/24/2009 Finish: 8/28/2009	-

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
3.00	1	60
Organization or Institution Name	**Type of Provider**	**Provider's Department of Education Approval Status**

Lower Merion School District   •   School Entity   Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Professional staff attending Induction Program will gain knowledge in the following components of professional practice: planning and preparation; the classroom environment, instruction and professional responsibilities as outlined in the "Enhancing Professional Practice Framework for Teaching" by Charlotte Danielson.	The content is based on PDE's adoption of Danielson's Framework for Teaching for professional evaluation of staff.	*For classroom teachers, school counselors and education specialists:* • Enhances the educator's <u>content knowledge</u> in the area of the educator's certification or assignment. • Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students. • Provides educators with a variety of classroom-based <u>assessment skills</u> and the skills needed to <u>analyze and use data</u> in instructional decision-making. *For school and district administrators, and other educators seeking leadership roles:* • Provides the knowledge and skills to <u>think and plan strategically</u>, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards. • Provides leaders with the ability to <u>access and use appropriate data</u> to inform decision-making. • Empowers leaders to create a <u>culture of teaching and learning</u>, with an emphasis on learning.

- Instructs the leader in <u>managing resources</u> for effective results.

Educator Groups Which Will Participate in this Activity

Role	Grade Level
- Classroom teachers - Principals / asst. principals - School counselors - Other educational specialists	- Early childhood (preK-grade 3) - Middle (grades 6-8) - Elementary (grades 2-5) - High school (grades 9-12)

Follow-up Activities	Evaluation Methods
- Peer-to-peer lesson discussions - Journaling and reflecting - Work with mentors	Participant survey

Status: Not Started — Upcoming

Activity: Provide training for efficient and effective data analysis

Description: Provide necessary training for data collection, maintenance, and reporting as well as professional access and analysis for instructional and administrative staff so that accurate and meaningful data properly informs operational and instructional decision-making.

Person Responsible	Timeline for Implementation	Resources
Barbato, Steven	Start: 9/1/2009 Finish: 6/30/2014	$100,000.00

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
3.00	1	130
Organization or Institution Name	**Type of Provider**	**Provider's Department of Education Approval Status**
LMSD	School Entity	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Professional access and	Adheres to NSDC standards;	*For classroom teachers, school*

analysis for accurate and meaningful data to properly inform instructional decision-making

will interface with Understanding by Design, Stage 2 (Assessment), using formative assessment via Differentiated Instruction, and Marzano's Classroom Instruction that Works

counselors and education specialists:

- Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students.
- Provides educators with a variety of classroom-based <u>assessment skills</u> and the skills needed to <u>analyze and use data</u> in instructional decision-making.

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

- Provides the knowledge and skills to <u>think and plan strategically</u>, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.
- Provides leaders with the ability to <u>access and use appropriate data</u> to inform decision-making.
- Empowers leaders to create a <u>culture of teaching and learning</u>, with an emphasis on learning.

Educator Groups Which Will Participate in this Activity

Role	Grade Level
• Classroom teachers • Principals / asst. principals • Superintendent / asst. superintendents	• Early childhood (preK-grade 3) • Middle (grades 6-8) • Elementary (grades 2-5)

Follow-up Activities	Evaluation Methods
• Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers • Analysis of student work, with administrator and/or peers • Creating lessons to meet varied student learning styles • Peer-to-peer lesson discussions • Lesson modeling with mentoring • Journaling and reflecting	• Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. • Student PSSA data • Standardized student assessment data other than the PSSA • Classroom student assessment data • Review of written reports summarizing instructional activity

- Other educational specialists
- High school (grades 9-12)

Status: Not Started — Upcoming

Goal: Goal C: Achievement Gap

Description: Significantly decrease and/or eliminate the achievement gap for all African American students, and for other groups of students where data show the gaps exist.

Strategy: Identify / Address the needs of African-American Students

Description: Identifying and addressing the needs of African-American students to decrease and/or eliminate the achievement gap.

Activity: Conduct workshops / trainings on diversity and culturally proficient teaching strategies

Description: This is a component of the Induction program for newly hired professional staff. Issues of diversity as it relates to instruction will be covered. Teachers' awareness of these issues will help them when dealing with issues of student self-worth and belonging.

Person Responsible	Timeline for Implementation	Resources
Barbato, Steven	Start: 8/24/2009 Finish: 8/28/2009	-

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
3.00	1	60
Organization or Institution Name	**Type of Provider**	**Provider's Department of Education Approval Status**
Lower Merion School District	• School Entity	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Educators will gain knowledge of the guiding principles needed to build an ethical and professional frame for cross-cultural communication and problem solving; develop a continuum of behaviors; diagnose values and behaviors that can better influence policies and practices; understand essential elements that serve as a framework for responding to academic and social needs of cultural groups.	Content is based from the following sources: "Courageous Conversations About Race," "Culturally Proficient Leadership" and information from the DVMSAC consortium.	*For classroom teachers, school counselors and education specialists:* • Enhances the educator's content knowledge in the area of the educator's certification or assignment. • Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students. • Empowers educators to work effectively with parents and community partners. *For school and district administrators, and other educators seeking leadership roles:* • Empowers leaders to create a culture of teaching and learning, with an

emphasis on learning.

Educator Groups Which Will Participate in this Activity

Role	Grade Level
• Classroom teachers • Principals / asst. principals • School counselors • Other educational specialists	• Early childhood (preK-grade 3) • Middle (grades 6-8) • Elementary (grades 2-5) • High school (grades 9-12)

Follow-up Activities	Evaluation Methods
• Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers • Peer-to-peer lesson discussions • Journaling and reflecting • working with mentors	• Participant survey

Status: Not Started — Upcoming

Activity: Demonstrate Differentiated Instruction, Cooperative Learning and brain research strategies across all content areas

Description: Through the Induction Program, new professional staff will be introduced to a variety of research-based instructional strategies aimed at enhancing student engagement and student achievement across content areas. Additional support will be provided to current professional staff in these strategies in math and reading.

Person Responsible	Timeline for Implementation	Resources
Barbato, Steven	Start: 8/24/2009 Finish: 8/28/2009	-

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
3.00	1	60

Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status

| Lower Merion School District | • School Entity | Approved |

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
New professional staff will gain an increased understanding of differences in student readiness, interest and learning styles; a variety of instructional strategies to better meet student needs; differentiating through content, process and product; brain research that connects learning and specific instructional strategies; and the benefits of cooperative learning as an instructional tool.	These practices are based on current research on how the brain learns, and best practices, instructional strategies from the works of Tomlinson, Wiggins, McTighe, Kagan, Marzano and others.	*For classroom teachers, school counselors and education specialists:* • Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students. • Provides educators with a variety of classroom-based <u>assessment skills</u> and the skills needed to <u>analyze and use data</u> in instructional decision-making. *For school and district administrators, and other educators seeking leadership roles:* • Provides the knowledge and skills to <u>think and plan strategically</u>, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards. • Empowers leaders to create a <u>culture of teaching and learning</u>, with an emphasis on learning.

Educator Groups Which Will Participate in this Activity

Role	Grade Level
• Classroom teachers	• Early childhood

- Principals / asst. principals
- School counselors
- Other educational specialists

- (preK-grade 3)
- Middle (grades 6-8)
- Elementary (grades 2-5)
- High school (grades 9-12)

Follow-up Activities	Evaluation Methods
- Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers - Creating lessons to meet varied student learning styles - Peer-to-peer lesson discussions - Journaling and reflecting	- Participant survey - work with mentors

Status: Not Started — Upcoming

Strategy: Identify / Address the needs of students in identified groups

Description: Identifying and addressing the needs of students in identified groups to decrease and/or eliminate the achievement gap.

Activity: Conduct workshops / trainings on diversity and culturally proficient teaching strategies

Description: This is a component of the Induction program for newly hired professional staff. Issues of diversity as it relates to instruction will be covered. Teachers' awareness of these issues will help them when dealing with issues of student self-worth and belonging.

Person Responsible	Timeline for Implementation	Resources
Barbato, Steven	Start: 8/24/2009 Finish: 8/28/2009	-

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
3.00	1	60
Organization or Institution Name	**Type of Provider**	**Provider's Department of**

		Education Approval Status
Lower Merion School District	• School Entity	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Educators will gain knowledge of the guiding principles needed to build an ethical and professional frame for cross-cultural communication and problem solving; develop a continuum of behaviors; diagnose values and behaviors that can better influence policies and practices; understand essential elements that serve as a framework for responding to academic and social needs of cultural groups.	Content is based from the following sources: "Courageous Conversations About Race," "Culturally Proficient Leadership" and information from the DVMSAC consortium.	*For classroom teachers, school counselors and education specialists:* • Enhances the educator's content knowledge in the area of the educator's certification or assignment. • Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students. • Empowers educators to work effectively with parents and community partners. *For school and district administrators, and other educators seeking leadership roles:* • Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.

Educator Groups Which Will Participate in this Activity

Role	Grade Level
• Classroom teachers • Principals / asst. principals • School counselors • Other educational specialists	• Early childhood (preK-grade 3) • Middle (grades 6-8) • Elementary (grades 2-5) • High school (grades

Follow-up Activities	Evaluation Methods
• Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers • Peer-to-peer lesson discussions • Journaling and reflecting • working with mentors	• Participant survey

Status: Not Started — Upcoming

Activity: Demonstrate Differentiated Instruction, Cooperative Learning and brain research strategies across all content areas

Description: Through the Induction Program, new professional staff will be introduced to a variety of research-based instructional strategies aimed at enhancing student engagement and student achievement across content areas. Additional support will be provided to current professional staff in these strategies in math and reading.

Person Responsible	Timeline for Implementation	Resources
Barbato, Steven	Start: 8/24/2009 Finish: 8/28/2009	-

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
3.00	1	60
Organization or Institution Name	**Type of Provider**	**Provider's Department of Education Approval Status**
Lower Merion School District	• School Entity	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
New professional staff will gain an increased understanding of differences in student readiness, interest and learning styles; a variety of instructional strategies to better meet student needs; differentiating through content,	These practices are based on current research on how the brain learns, and best practices, instructional strategies from the works of Tomlinson, Wiggins, McTighe, Kagan, Marzano	*For classroom teachers, school counselors and education specialists:* • Increases the educator's teaching

process and product; brain research that connects learning and specific instructional strategies; and the benefits of cooperative learning as an instructional tool.

and others.

skills based on research on effective practice, with attention given to interventions for struggling students.

- Provides educators with a variety of classroom-based <u>assessment skills</u> and the skills needed to <u>analyze and use data</u> in instructional decision-making.

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

- Provides the knowledge and skills to <u>think and plan strategically</u>, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.
- Empowers leaders to create a <u>culture of teaching and learning</u>, with an emphasis on learning.

Educator Groups Which Will Participate in this Activity

Role	Grade Level
- Classroom teachers - Principals / asst. principals - School counselors - Other educational specialists	- Early childhood (preK-grade 3) - Middle (grades 6-8) - Elementary (grades 2-5) - High school (grades 9-12)

Follow-up Activities	Evaluation Methods
Team development and sharing of content-area	Participant survey

- lesson implementation outcomes, with involvement of administrator and/or peers
- Creating lessons to meet varied student learning styles
- Peer-to-peer lesson discussions
- Journaling and reflecting

- work with mentors

Status: Not Started — Upcoming

Strategy: Identify ways to measure improvement of African-American student achievement at the elementary level

Description: Provide necessary training for data collection of information on current performance of African-American students.
Identify students' current levels of performance and identify those students performing at or below the level of their peers.
Create action teams (by building) to address particular student needs and ways to enhance their understandings of content to increase achievement in those areas.

Activity: Provide training for efficient and effective data analysis

Description: Provide necessary training for data collection, maintenance, and reporting as well as professional access and analysis for instructional and administrative staff so that accurate and meaningful data properly informs operational and instructional decision-making.

Person Responsible	Timeline for Implementation	Resources
Barbato, Steven	Start: 9/1/2009 Finish: 6/30/2014	$100,000.00

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
3.00	1	130
Organization or Institution Name	**Type of Provider**	**Provider's Department of Education Approval Status**
LMSD	• School Entity	Approved
Knowledge and Skills	**Research and Best Practices**	**Designed to Accomplish**
Professional access and analysis for accurate and meaningful data to properly	Adheres to NSDC standards; will interface with Understanding by Design,	*For classroom teachers, school counselors and education specialists:*

inform instructional decision-making	Stage 2 (Assessment), using formative assessment via Differentiated Instruction, and Marzano's Classroom Instruction that Works	• Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students. • Provides educators with a variety of classroom-based <u>assessment skills</u> and the skills needed to <u>analyze and use data</u> in instructional decision-making. *For school and district administrators, and other educators seeking leadership roles:* • Provides the knowledge and skills to <u>think and plan strategically</u>, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards. • Provides leaders with the ability to <u>access and use appropriate data</u> to inform decision-making. • Empowers leaders to create a <u>culture of teaching and learning</u>, with an emphasis on learning.

Educator Groups Which Will Participate in this Activity

Role	Grade Level
• Classroom teachers • Principals / asst. principals • Superintendent / asst. superintendents • Other educational	• Early childhood (preK-grade 3) • Middle (grades 6-8) • Elementary (grades 2-5) • High school (grades

specialists	9-12)

Follow-up Activities	Evaluation Methods
• Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers • Analysis of student work, with administrator and/or peers • Creating lessons to meet varied student learning styles • Peer-to-peer lesson discussions • Lesson modeling with mentoring • Journaling and reflecting	• Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. • Student PSSA data • Standardized student assessment data other than the PSSA • Classroom student assessment data • Review of written reports summarizing instructional activity

Status: Not Started — Upcoming

Activity: Uniformly create, implement, and monitor effective pedagogy in all content areas

Description: Principals and Supervisors will help develop learning communities and will work with the learning communities to identify effective strategies for instruction, e.g. gradual release model. The learning communities will collaboratively create common assessments, analyze data, and discuss effective lessons. The curriculum will be reviewed, implemented, revisited and shared among staff using technology such as curriculum mapper. Principals will look for effective pedagogy as they visit classrooms.

Person Responsible	Timeline for Implementation	Resources
Barbato, Steven	Start: 7/1/2009 Finish: 6/30/2014	-

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
3.00	2	660
Organization or Institution	**Type of Provider**	**Provider's Department of Education**

Name		Approval Status
Lower Merion School District	• School Entity	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Effective lesson planning that incorporates strategies for questioning to achieve deeper learning.	This model is based on the research of Mike Schmoker and Kelly Gallagher.	*For classroom teachers, school counselors and education specialists:* • Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students. *For school and district administrators, and other educators seeking leadership roles:* • Provides the knowledge and skills to <u>think and plan strategically</u>, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards. • Empowers leaders to create a <u>culture of teaching and learning</u>, with an emphasis on learning.

Educator Groups Which Will Participate in this Activity

Role	Grade Level
• Classroom teachers • Principals / asst. principals • School counselors • Other educational specialists	• Early childhood (preK-grade 3) • Middle (grades 6-8) • Elementary (grades 2-5) • High school (grades 9-12)

Follow-up Activities	Evaluation Methods
• Team development and sharing of content-area lesson implementation	• Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.

outcomes, with involvement of administrator and/or peers • Creating lessons to meet varied student learning styles • Lesson modeling with mentoring • Journaling and reflecting	• Student PSSA data • Classroom student assessment data • Review of participant lesson plans

Status: Not Started — Overdue

Strategy: Identify ways to measure improvement of identified groups achievement at the elementary level

Description: Provide necessary training for data collection of information on current performance of students in identified groups.
Identify students' current levels of performance and identify those students performing at or below the level of their peers.
Create action teams (by building) to address particular student needs and ways to enhance their understandings of content to increase achievement in those areas.

Activity: Provide training for efficient and effective data analysis

Description: Provide necessary training for data collection, maintenance, and reporting as well as professional access and analysis for instructional and administrative staff so that accurate and meaningful data properly informs operational and instructional decision-making.

Person Responsible	Timeline for Implementation	Resources
Barbato, Steven	Start: 9/1/2009 Finish: 6/30/2014	$100,000.00

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
3.00	1	130
Organization or Institution Name	**Type of Provider**	**Provider's Department of Education Approval Status**
LMSD	• School Entity	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Professional access and analysis for accurate and	Adheres to NSDC standards; will interface with	*For classroom teachers, school counselors and education*

meaningful data to properly inform instructional decision-making

Understanding by Design, Stage 2 (Assessment), using formative assessment via Differentiated Instruction, and Marzano's Classroom Instruction that Works

specialists:

- Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students.
- Provides educators with a variety of classroom-based <u>assessment skills</u> and the skills needed to <u>analyze and use data</u> in instructional decision-making.

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

- Provides the knowledge and skills to <u>think and plan strategically</u>, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.
- Provides leaders with the ability to <u>access and use appropriate data</u> to inform decision-making.
- Empowers leaders to create a <u>culture of teaching and learning</u>, with an emphasis on learning.

Educator Groups Which Will Participate in this Activity

Role	Grade Level
- Classroom teachers - Principals / asst. principals - Superintendent / asst. superintendents - Other educational	- Early childhood (preK-grade 3) - Middle (grades 6-8) - Elementary (grades 2-5) - High school (grades

specialists   9-12)

Follow-up Activities	Evaluation Methods
• Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers • Analysis of student work, with administrator and/or peers • Creating lessons to meet varied student learning styles • Peer-to-peer lesson discussions • Lesson modeling with mentoring • Journaling and reflecting	• Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. • Student PSSA data • Standardized student assessment data other than the PSSA • Classroom student assessment data • Review of written reports summarizing instructional activity

Status: Not Started — Upcoming

Activity: **Uniformly create, implement, and monitor effective pedagogy in all content areas**

Description: Principals and Supervisors will help develop learning communities and will work with the learning communities to identify effective strategies for instruction, e.g. gradual release model. The learning communities will collaboratively create common assessments, analyze data, and discuss effective lessons. The curriculum will be reviewed, implemented, revisited and shared among staff using technology such as curriculum mapper. Principals will look for effective pedagogy as they visit classrooms.

Person Responsible	Timeline for Implementation	Resources
Barbato, Steven	Start: 7/1/2009 Finish: 6/30/2014	-

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
3.00	2	660
Organization or Institution	**Type of Provider**	**Provider's Department of Education**

Name		Approval Status
Lower Merion School District	• School Entity	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Effective lesson planning that incorporates strategies for questioning to achieve deeper learning.	This model is based on the research of Mike Schmoker and Kelly Gallagher.	*For classroom teachers, school counselors and education specialists:* • Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students. *For school and district administrators, and other educators seeking leadership roles:* • Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards. • Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.

Educator Groups Which Will Participate in this Activity

Role	Grade Level
• Classroom teachers • Principals / asst. principals • School counselors • Other educational specialists	• Early childhood (preK-grade 3) • Middle (grades 6-8) • Elementary (grades 2-5) • High school (grades 9-12)

Follow-up Activities	Evaluation Methods
• Team development and sharing of content-area lesson implementation	• Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.

- outcomes, with involvement of administrator and/or peers
- Creating lessons to meet varied student learning styles
- Lesson modeling with mentoring
- Journaling and reflecting

- Student PSSA data
- Classroom student assessment data
- Review of participant lesson plans

Status: Not Started — Overdue

Strategy: Improve grades for African-American students

Description: Improve grades for African-American students.

Activity: Demonstrate Differentiated Instruction, Cooperative Learning and brain research strategies across all content areas

Description: Through the Induction Program, new professional staff will be introduced to a variety of research-based instructional strategies aimed at enhancing student engagement and student achievement across content areas. Additional support will be provided to current professional staff in these strategies in math and reading.

Person Responsible	Timeline for Implementation	Resources
Barbato, Steven	Start: 8/24/2009 Finish: 8/28/2009	-

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
3.00	1	60

Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Lower Merion School District	• School Entity	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
New professional staff will gain an increased understanding of differences in student readiness, interest and learning styles; a variety of instructional strategies	These practices are based on current research on how the brain learns, and best practices, instructional strategies from the works of	*For classroom teachers, school counselors and education specialists:* • Increases the

to better meet student needs; differentiating through content, process and product; brain research that connects learning and specific instructional strategies; and the benefits of cooperative learning as an instructional tool.

Tomlinson, Wiggins, McTighe, Kagan, Marzano and others.

educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.
- Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.

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

- Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.
- Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.

Educator Groups Which Will Participate in this Activity

Role	Grade Level
- Classroom teachers - Principals / asst. principals - School counselors - Other educational specialists	- Early childhood (preK-grade 3) - Middle (grades 6-8) - Elementary (grades 2-5) - High school (grades 9-12)

Follow-up Activities	Evaluation Methods
Team development and	Participant survey

- sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers
- Creating lessons to meet varied student learning styles
- Peer-to-peer lesson discussions
- Journaling and reflecting

- work with mentors

Status: Not Started — Upcoming

Activity: **Expand learning opportunities outside of the classroom**

Description: Building administrators will look for opportunities to use staff to provide coaching, mentoring, and tutoring for identified students. Staff will reinforce daily classroom learning and address the needs of the individual student which can include study skills, test taking skills, notetaking, and in-depth reading.

Person Responsible	Timeline for Implementation	Resources
Barbato, Steven	Start: 7/1/2009 Finish: Ongoing	-

Status: Not Started — Overdue

Activity: **Utilize data driven instruction**

Description: Use data to enhance classroom instruction and regularly monitor student progress.

Person Responsible	Timeline for Implementation	Resources
Barbato, Steven	Start: 7/1/2009 Finish: 6/30/2014	-

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
3.00	3	660

Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Lower Merion School District	• School Entity	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
All professional staff will receive continued training in accessing, analyzing and applying data to make decisions regarding student achievement.	Research shows the use of data from various sources can enhance student learning. (Popham and Dylan Wiliam)	*For classroom teachers, school counselors and education specialists:* • Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students. • Provides educators with a variety of classroom-based <u>assessment skills</u> and the skills needed to <u>analyze and use data</u> in instructional decision-making. *For school and district administrators, and other educators seeking leadership roles:* • Provides the knowledge and skills to <u>think and plan strategically</u>, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards. • Provides leaders with the ability to <u>access and use appropriate data</u> to inform decision-making. • Empowers leaders to create a <u>culture of teaching and learning</u>, with an emphasis on learning. • Instructs the leader in <u>managing resources</u> for effective results.

Educator Groups Which Will Participate in this Activity

Role	Grade Level
• Classroom teachers	• Early childhood

- Principals / asst. principals
- School counselors
- Other educational specialists

- (preK-grade 3)
- Middle (grades 6-8)
- Elementary (grades 2-5)
- High school (grades 9-12)

Follow-up Activities	Evaluation Methods

Status: Not Started — Overdue

Strategy: Improve grades for students in identified groups

Description: Improve grades for students in identified groups.

Activity: Demonstrate Differentiated Instruction, Cooperative Learning and brain research strategies across all content areas

Description: Through the Induction Program, new professional staff will be introduced to a variety of research-based instructional strategies aimed at enhancing student engagement and student achievement across content areas. Additional support will be provided to current professional staff in these strategies in math and reading.

Person Responsible	Timeline for Implementation	Resources
Barbato, Steven	Start: 8/24/2009 Finish: 8/28/2009	-

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
3.00	1	60

Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Lower Merion School District	• School Entity	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
New professional staff will gain an increased understanding of differences in student readiness, interest and learning styles; a variety of instructional strategies to better meet student needs; differentiating through content, process and product; brain	These practices are based on current research on how the brain learns, and best practices, instructional strategies from the works of Tomlinson, Wiggins, McTighe, Kagan, Marzano and others.	*For classroom teachers, school counselors and education specialists:* • Increases the educator's <u>teaching skills</u> based on research on effective

research that connects learning and specific instructional strategies; and the benefits of cooperative learning as an instructional tool.

practice, with attention given to interventions for struggling students.
- Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.

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

- Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.
- Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.

Educator Groups Which Will Participate in this Activity

Role	Grade Level
- Classroom teachers - Principals / asst. principals - School counselors - Other educational specialists	- Early childhood (preK-grade 3) - Middle (grades 6-8) - Elementary (grades 2-5) - High school (grades 9-12)

Follow-up Activities	Evaluation Methods
Team development and sharing of content-area lesson implementation outcomes, with	- Participant survey - work with mentors

involvement of administrator and/or peers
- Creating lessons to meet varied student learning styles
- Peer-to-peer lesson discussions
- Journaling and reflecting

Status: Not Started — Upcoming

Activity: Expand learning opportunities outside of the classroom

Description: Building administrators will look for opportunities to use staff to provide coaching, mentoring, and tutoring for identified students. Staff will reinforce daily classroom learning and address the needs of the individual student which can include study skills, test taking skills, notetaking, and in-depth reading.

Person Responsible Timeline for Implementation Resources

Person Responsible	Timeline for Implementation	Resources
Barbato, Steven	Start: 7/1/2009 Finish: Ongoing	-

Status: Not Started — Overdue

Activity: Utilize data driven instruction

Description: Use data to enhance classroom instruction and regularly monitor student progress.

Person Responsible	Timeline for Implementation	Resources
Barbato, Steven	Start: 7/1/2009 Finish: 6/30/2014	-

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
3.00	3	660
Organization or Institution Name	**Type of Provider**	**Provider's Department of Education Approval Status**

Lower Merion School District • School Entity   Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
All professional staff will receive continued training in accessing, analyzing and applying data to make decisions regarding student achievement.	Research shows the use of data from various sources can enhance student learning. (Popham and Dylan Wiliam)	*For classroom teachers, school counselors and education specialists:* • Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students. • Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making. *For school and district administrators, and other educators seeking leadership roles:* • Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards. • Provides leaders with the ability to access and use appropriate data to inform decision-making. • Empowers leaders to create a culture of teaching and learning, with an emphasis on learning. • Instructs the leader in managing resources for effective results.

Educator Groups Which Will Participate in this Activity

Role	Grade Level
• Classroom teachers • Principals / asst. principals	• Early childhood (preK-grade 3) • Middle (grades 6-8)

- School counselors
- Other educational specialists

- Elementary (grades 2-5)
- High school (grades 9-12)

Follow-up Activities	Evaluation Methods

Status: Not Started — Overdue

Strategy: Increase enrollment of African-American students in higher level courses

Description: Increase enrollment of African-American students in higher level courses.

Activity: Increase counselor intervention through monitoring students course selection triggered by close examination of grades and standardized test scores

Description: Counselors will review student's course selections in conjunction with grades and standardized tests to made sure students are placed in rigorous level courses in which they can succeed.

Person Responsible	Timeline for Implementation	Resources
Barbato, Steven	Start: 7/1/2009 Finish: Ongoing	-

Status: Not Started — Overdue

Activity: Model clustering process used for World Language enrollment for African-American students and do so for all groups of students where achievement gaps are identified

Description: Curriculum Supervisors, subject area coordinators and teachers will meet collaboratively to plan ways to inform, recruit and enroll more African-American students and for all groups of students where achievement gaps are identified into higher level courses at both high schools.
Identify middle school students in 8th grade to be included in informational sessions before entering high school.
Continue training of gifted support and regular education staff to increase their understanding of familiarity of traits and characteristics of minority gifted students.
Gifted support staff will act as building liaisons with regular education to assist with identification and screening of minority students.

Person Responsible Timeline for Implementation Resources

| Barbato, Steven | Start: 7/1/2009 Finish: Ongoing | - |

Status: Not Started — Overdue

Strategy: Increase enrollment of identified groups in higher level courses.

Description: Increase enrollment of identified groups in higher level courses.

Activity: Increase counselor intervention through monitoring students course selection triggered by close examination of grades and standardized test scores

Description: Counselors will review student's course selections in conjunction with grades and standardized tests to made sure students are placed in rigorous level courses in which they can succeed.

Person Responsible Timeline for Implementation Resources

| Barbato, Steven | Start: 7/1/2009 Finish: Ongoing | - |

Status: Not Started — Overdue

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Identify middle school students in 8th grade to be included in informational sessions before entering high school.
Continue training of gifted support and regular education staff to increase their understanding of familiarity of traits and characteristics of minority gifted students.
Gifted support staff will act as building liaisons with regular education to assist with identification and screening of minority students.

Person Responsible Timeline for Implementation Resources

| Barbato, Steven | Start: 7/1/2009 Finish: Ongoing | - |

Status: Not Started — Overdue

Strategy: **Increase high school attendance rates for African-American students.**

Description: Increase high school attendance rates for African-American students.

Activity: **Develop Intervention Strategies**

Description: Staff will further develop and implement Truancy Elimination Plan, differentiating instruction, transition programs, formative assessments, etc.

Person Responsible Timeline for Implementation Resources

Barner, Bruce	Start: 7/1/2009 Finish: Ongoing	-

Status: Not Started — Overdue

Activity: **Regular review and audit of school policies and practices**

Description: Systemic review and revision of school policies and practices, populations, personnel, programs, practices, partners and allocation of resources.

Person Responsible Timeline for Implementation Resources

Barner, Bruce	Start: 7/1/2009 Finish: Ongoing	-

Status: Not Started — Overdue

Strategy: **Increase high school attendance rates for students in identified groups**

Description: Increase high school attendance rates for students in identified groups.

Activity: **Develop Intervention Strategies**

Description: Staff will further develop and implement Truancy Elimination Plan, differentiating

instruction, transition programs, formative assessments, etc.

Person Responsible Timeline for Implementation Resources

| Barner, Bruce | Start: 7/1/2009 Finish: Ongoing | - |

Status: Not Started — Overdue

Activity: Regular review and audit of school policies and practices

Description: Systemic review and revision of school policies and practices, populations, personnel, programs, practices, partners and allocation of resources.

Person Responsible Timeline for Implementation Resources

| Barner, Bruce | Start: 7/1/2009 Finish: Ongoing | - |

Status: Not Started — Overdue

Strategy: Increase high school graduation rates for African-American students

Description: Increase high school graduation rates for African-American students.

Activity: Use personalized education plan and individual (electronic based) portfolio to engage students and parent(s)/guardian(s) in process of making all students successful and graduating within five years of starting high school

Description: With the use of a personalized education plan and an individual (electronic based) portfolio engage students and parent(s)/guardian(s) in the process of making all students successful and graduating within five years of starting high school (with the proviso that students with an IEP can delay their graduation until age 21).
Have students meet with school counselors and advisory teachers to help create the components of an individualized plan beginning in seventh grade.
Use all data available (such as test scores, grades, attendance records, Career Cruising results, use of Naviance planning, interest inventories, career planning lessons, educational goal setting, and parent/teacher conferences, GATE guidance lessons, etc.)
Use the Graduation Progress Page function of PowerSchool to maintain accurate records for all students to progress through their secondary education.
Identify all possible resources to proactively promote student learning, progress and success (such as remediation, help centers, academic support programs, summer school, incentive

programs, mentorships, online coursework, and innovative teaching/learning experiences).

Person Responsible Timeline for Implementation Resources

Barner, Bruce	Start: 7/1/2009 Finish: Ongoing	-

Status: Not Started — Overdue

Strategy: Increase high school graduation rates for students in identified groups

Description: Increase high school graduation rates for students in identified groups.

Activity: Use personalized education plan and individual (electronic based) portfolio to engage students and parent(s)/guardian(s) in process of making all students successful and graduating within five years of starting high school

Description: With the use of a personalized education plan and an individual (electronic based) portfolio engage students and parent(s)/guardian(s) in the process of making all students successful and graduating within five years of starting high school (with the proviso that students with an IEP can delay their graduation until age 21).
Have students meet with school counselors and advisory teachers to help create the components of an individualized plan beginning in seventh grade.
Use all data available (such as test scores, grades, attendance records, Career Cruising results, use of Naviance planning, interest inventories, career planning lessons, educational goal setting, and parent/teacher conferences, GATE guidance lessons, etc.)
Use the Graduation Progress Page function of PowerSchool to maintain accurate records for all students to progress through their secondary education.
Identify all possible resources to proactively promote student learning, progress and success (such as remediation, help centers, academic support programs, summer school, incentive programs, mentorships, online coursework, and innovative teaching/learning experiences).

Person Responsible Timeline for Implementation Resources

Barner, Bruce	Start: 7/1/2009 Finish: Ongoing	-

Status: Not Started — Overdue

Strategy: Increase number of African-American students participating in the gifted support program

Description: Increase the number of African-American students participating in the gifted support program.

Activity: Employ alternative cognitive assessments

Description: Research indicates that in order to assist in identifying minority gifted students, non-verbal assessments may need to be considered.

Person Responsible Timeline for Implementation Resources

Braffman, Ellen	Start: 7/1/2009 Finish: Ongoing	-

Status: Not Started — Overdue

Activity: Increase participation in enrichment activities

Description: Students who are identified with potential for gifted eligibility should be provided with enrichment activities. Information garnered during such opportunities might then be considered as multiple criteria.

Person Responsible Timeline for Implementation Resources

Braffman, Ellen	Start: 7/1/2009 Finish: Ongoing	-

Status: Not Started — Overdue

Activity: School-Based Student Services Team review student portfolios

Description: As the district continues to address the disproportionate representation of African-American students in gifted support, student referrals will include information that may be considered as multiple criteria.

Person Responsible Timeline for Implementation Resources

Braffman, Ellen	Start: 7/1/2009 Finish: Ongoing	-

Status: Not Started — Overdue

Strategy: Increase number of students in identified groups participating in gifted support program

Description: Increase number of students in identified groups participating in gifted support program.

Activity: **Employ alternative cognitive assessments**

Description: Research indicates that in order to assist in identifying minority gifted students, non-verbal assessments may need to be considered.

Person Responsible Timeline for Implementation Resources

Braffman, Ellen	Start: 7/1/2009 Finish: Ongoing	-

Status: Not Started — Overdue

Activity: **Increase participation in enrichment activities**

Description: Students who are identified with potential for gifted eligibility should be provided with enrichment activities. Information garnered during such opportunities might then be considered as multiple criteria.

Person Responsible Timeline for Implementation Resources

Braffman, Ellen	Start: 7/1/2009 Finish: Ongoing	-

Status: Not Started — Overdue

Activity: **School-Based Student Services Team review student portfolios**

Description: As the district continues to address the disproportionate representation of African-American students in gifted support, student referrals will include information that may be considered as multiple criteria.

Person Responsible Timeline for Implementation Resources

Braffman, Ellen	Start: 7/1/2009 Finish: Ongoing	-

Status: Not Started — Overdue

Strategy: **Increase SAT and ACT scores for African-American students**

Description: Increase SAT and ACT scores for African-American students.

Activity: **Expand learning opportunities outside of the classroom**

Description: Building administrators will look for opportunities to use staff to provide coaching, mentoring, and tutoring for identified students. Staff will reinforce daily classroom learning and address the needs of the individual student which can include study skills, test taking skills, notetaking, and in-depth reading.

Person Responsible Timeline for Implementation Resources

| Barbato, Steven | Start: 7/1/2009 Finish: Ongoing | - |

Status: Not Started — Overdue

Strategy: **Increase SAT and ACT scores for students in identified groups.**

Description: Increase SAT and ACT scores for students in identified groups.

Activity: **Expand learning opportunities outside of the classroom**

Description: Building administrators will look for opportunities to use staff to provide coaching, mentoring, and tutoring for identified students. Staff will reinforce daily classroom learning and address the needs of the individual student which can include study skills, test taking skills, notetaking, and in-depth reading.

Person Responsible Timeline for Implementation Resources

| Barbato, Steven | Start: 7/1/2009 Finish: Ongoing | - |

Status: Not Started — Overdue

Strategy: **Increase the number of African-American students attending and graduating from higher education institutions**

Description: Increase the number of African-American students attending and graduating from higher education institutions.

Activity: **Conduct specialized educational programs and enhance student advisories to address student holistic needs**

Description: Provide specialized educational programs and enhance student advisories in collaboration with existing curriculum, grade level goals, student assistance programs, health and physical education related programs, etc. that will reduce stressors and promote healthy ways to manage stress. Personal/Individual, school, and community assets will be identified to promote positive means to enhance healthy ways to cope with stress. Include students in the planning of these planned programs.

Person Responsible Timeline for Implementation Resources

Barner, Bruce	Start: 7/1/2009 Finish: Ongoing	-

Status: Not Started — Overdue

Strategy: Increase the number of students of identified groups attending and graduating from higher education institutions.

Description: Increase the number of students of identified groups attending and graduating from higher education institutions.

Activity: Conduct specialized educational programs and enhance student advisories to address student holistic needs

Description: Provide specialized educational programs and enhance student advisories in collaboration with existing curriculum, grade level goals, student assistance programs, health and physical education related programs, etc. that will reduce stressors and promote healthy ways to manage stress. Personal/Individual, school, and community assets will be identified to promote positive means to enhance healthy ways to cope with stress. Include students in the planning of these planned programs.

Person Responsible Timeline for Implementation Resources

Barner, Bruce	Start: 7/1/2009 Finish: Ongoing	-

Status: Not Started — Overdue

Strategy: Mentoring for career paths for African-American students.

Description: Provide mentoring for viable career paths as an integrated part of the educational experience of the African-American student.

Activity: Provide career awareness mentorship opportunities

Description: Have school counselors and classroom teachers assist in the preparation of students participating in planned Career Symposium and attending Career and College Fairs with specific orientation and information goals; with follow up meetings to check for "career planning awareness".

Integrate career pathways information in regular classroom curriculum where guest speakers and local community civic organizations would provide mentorship opportunities.

Continue to promote student leadership activities with the assistance of representatives from groups such as CARE and DVMSAC, where students would gain direct experience with academic and business leaders, secondary and higher education mentors, and career professionals.

Utilize local and regional mentorship opportunities through the Chamber of Commerce, local civic and fraternal organizations, local colleges and educational institutions.

Person Responsible Timeline for Implementation Resources

Barner, Bruce	Start: 7/1/2009 Finish: Ongoing	-

Status: Not Started — Overdue

Activity: **Provide opportunity for student visitation to colleges**

Description: Continue to organize college campus visits for students with specific orientation and information that will promote student career pathways understanding.

Provide career search information through the use of technology which will allow students to gain college major and college search information beyond GATE guidance experience school counselors provide.

Continue to provide multiple opportunities at the Ardmore Avenue Community Center regarding resources, information, and college resources by bringing in speakers with LMSD school counselor leadership.

Expand the use of the secondary school advisories, work experience and community service experiences to provide connections for mentorship opportunities.

Person Responsible Timeline for Implementation Resources

Barner, Bruce	Start: 7/1/2009 Finish: Ongoing	-

Status: Not Started — Overdue

Strategy: **Mentoring for career paths for students in identified groups**

Description: Provide mentoring for viable career paths as an integrated part of the educational experience of the students in identified groups.

Activity: **Provide career awareness mentorship opportunities**

Description: Have school counselors and classroom teachers assist in the preparation of students participating in planned Career Symposium and attending Career and College Fairs with specific orientation and information goals; with follow up meetings to check for "career planning awareness".
Integrate career pathways information in regular classroom curriculum where guest speakers and local community civic organizations would provide mentorship opportunities.
Continue to promote student leadership activities with the assistance of representatives from groups such as CARE and DVMSAC, where students would gain direct experience with academic and business leaders, secondary and higher education mentors, and career professionals.
Utilize local and regional mentorship opportunities through the Chamber of Commerce, local civic and fraternal organizations, local colleges and educational institutions.

Person Responsible Timeline for Implementation Resources

Barner, Bruce	Start: 7/1/2009 Finish: Ongoing	-

Status: Not Started — Overdue

Activity: **Provide opportunity for student visitation to colleges**

Description: Continue to organize college campus visits for students with specific orientation and information that will promote student career pathways understanding.
Provide career search information through the use of technology which will allow students to gain college major and college search information beyond GATE guidance experience school counselors provide.
Continue to provide multiple opportunities at the Ardmore Avenue Community Center regarding resources, information, and college resources by bringing in speakers with LMSD school counselor leadership.
Expand the use of the secondary school advisories, work experience and community service experiences to provide connections for mentorship opportunities.

Person Responsible Timeline for Implementation Resources

Barner, Bruce	Start: 7/1/2009 Finish: Ongoing	-

Status: Not Started — Overdue

Strategy: **PSSA Proficiency Levels - Meeting or Exceeding for African-American students**

Description: Meeting or exceeding the mandated Pennsylvania PSSA proficiency levels for African-American students.

Activity: **Demonstrate Differentiated Instruction, Cooperative Learning and brain research strategies across all content areas**

Description: Through the Induction Program, new professional staff will be introduced to a variety of research-based instructional strategies aimed at enhancing student engagement and student achievement across content areas. Additional support will be provided to current professional staff in these strategies in math and reading.

Person Responsible	Timeline for Implementation	Resources
Barbato, Steven	Start: 8/24/2009 Finish: 8/28/2009	-

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
3.00	1	60

Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Lower Merion School District	• School Entity	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
New professional staff will gain an increased understanding of differences in student readiness, interest and learning styles; a variety of instructional strategies to better meet student needs; differentiating through content, process and product; brain research that connects learning and specific instructional strategies; and the benefits of cooperative learning as an instructional tool.	These practices are based on current research on how the brain learns, and best practices, instructional strategies from the works of Tomlinson, Wiggins, McTighe, Kagan, Marzano and others.	*For classroom teachers, school counselors and education specialists:* • Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students. • Provides educators with a variety of classroom-based <u>assessment skills</u> and the skills needed to <u>analyze and use data</u> in instructional decision-making. *For school and district administrators, and other educators seeking leadership roles:* • Provides the knowledge and skills to <u>think and plan strategically,</u>

ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.
- Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.

Educator Groups Which Will Participate in this Activity

Role

- Classroom teachers
- Principals / asst. principals
- School counselors
- Other educational specialists

Grade Level

- Early childhood (preK-grade 3)
- Middle (grades 6-8)
- Elementary (grades 2-5)
- High school (grades 9-12)

Follow-up Activities

- Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers
- Creating lessons to meet varied student learning styles
- Peer-to-peer lesson discussions
- Journaling and reflecting

Evaluation Methods

- Participant survey
- work with mentors

Status: Not Started — Upcoming

Activity: **Expand learning opportunities outside of the classroom**

Description: Building administrators will look for opportunities to use staff to provide coaching,

mentoring, and tutoring for identified students. Staff will reinforce daily classroom learning and address the needs of the individual student which can include study skills, test taking skills, notetaking, and in-depth reading.

Person Responsible Timeline for Implementation Resources

Barbato, Steven	Start: 7/1/2009 Finish: Ongoing	-

Status: Not Started — Overdue

Strategy: PSSA Proficiency Levels - Meeting or Exceeding for students in identified groups

Description: Meeting or exceeding the mandated Pennsylvania PSSA proficiency levels for students in identified groups.

Activity: Demonstrate Differentiated Instruction, Cooperative Learning and brain research strategies across all content areas

Description: Through the Induction Program, new professional staff will be introduced to a variety of research-based instructional strategies aimed at enhancing student engagement and student achievement across content areas. Additional support will be provided to current professional staff in these strategies in math and reading.

Person Responsible	Timeline for Implementation	Resources
Barbato, Steven	Start: 8/24/2009 Finish: 8/28/2009	-

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
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Organization or Institution Name	**Type of Provider**	**Provider's Department of Education Approval Status**
Lower Merion School District	• School Entity	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
New professional staff will gain an increased understanding of differences in student readiness, interest and learning styles; a variety of instructional strategies to better meet student needs; differentiating through content,	These practices are based on current research on how the brain learns, and best practices, instructional strategies from the works of Tomlinson, Wiggins, McTighe, Kagan, Marzano	*For classroom teachers, school counselors and education specialists:* • Increases the educator's teaching skills based on

process and product; brain research that connects learning and specific instructional strategies; and the benefits of cooperative learning as an instructional tool.

and others.

research on effective practice, with attention given to interventions for struggling students.
- Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.

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

- Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.
- Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.

Educator Groups Which Will Participate in this Activity

Role	Grade Level
• Classroom teachers • Principals / asst. principals • School counselors • Other educational specialists	• Early childhood (preK-grade 3) • Middle (grades 6-8) • Elementary (grades 2-5) • High school (grades 9-12)

Follow-up Activities	Evaluation Methods
• Team development and sharing of content-area lesson implementation	• Participant survey • work with mentors

outcomes, with involvement of administrator and/or peers
- Creating lessons to meet varied student learning styles
- Peer-to-peer lesson discussions
- Journaling and reflecting

Status: Not Started — Upcoming

Activity: **Expand learning opportunities outside of the classroom**

Description: Building administrators will look for opportunities to use staff to provide coaching, mentoring, and tutoring for identified students. Staff will reinforce daily classroom learning and address the needs of the individual student which can include study skills, test taking skills, notetaking, and in-depth reading.

Person Responsible Timeline for Implementation Resources

Barbato, Steven	Start: 7/1/2009 Finish: Ongoing	-

Status: Not Started — Overdue

Strategy: **Support for parent(s)/guardian(s) of African-American students**

Description: Provide support to parent(s)/guardian(s) of African-American students to assist in addressing academic achievement needs.

Activity: **Increase participation of parent(s)/guardian(s) of African-American students and parent(s)/guardian(s) of students in identified groups in school organizations**

Description: Promote participation in Home and School organizations, ISC, CSE and CARE Committee by actively seeking parent(s)/guardian(s) of African-American students and parent(s)/guardian(s) of students in other identified groups to join committees and organizations.

Person Responsible Timeline for Implementation Resources

Barbato, Steven	Start: 7/1/2009 Finish: Ongoing	-

Status: Not Started — Overdue

Activity: **Provide Parent/Guardian workshops**

Description: Provide periodic parent/guardian workshops on a variety of topics (i.e., math, literacy, college counseling, technology).

Person Responsible	Timeline for Implementation	Resources
Barbato, Steven	Start: 9/1/2009 Finish: Ongoing	-

Status: Not Started — Upcoming

Activity: **Survey parent(s)/guardian(s) of African-American students and parent(s)/guardian(s) of students in other identified groups**

Description: Curriculum Supervisors, subject area Coordinators and teachers will survey topics of interest to parent(s)/guardian(s) of African-American students and parents of students in other identified groups in order to assist parent(s)/guardian(s) in supporting their children's achievement.

Person Responsible	Timeline for Implementation	Resources
Barbato, Steven	Start: 7/1/2009 Finish: Ongoing	-

Status: Not Started — Overdue

Strategy: **Support for parent(s)/guardians of students in identified groups**

Description: Provide support to parent(s)/guardian(s) of identified groups of students to assist in addressing academic achievement needs.

Activity: **Increase participation of parent(s)/guardian(s) of African-American students and parent(s)/guardian(s) of students in identified groups in school organizations**

Description: Promote participation in Home and School organizations, ISC, CSE and CARE

Committee by actively seeking parent(s)/guardian(s) of African-American students and parent(s)/guardian(s) of students in other identified groups to join committees and organizations.

Person Responsible Timeline for Implementation Resources

Barbato, Steven	Start: 7/1/2009 Finish: Ongoing	-

Status: Not Started — Overdue

Activity: **Provide Parent/Guardian workshops**

Description: Provide periodic parent/guardian workshops on a variety of topics (i.e., math, literacy, college counseling, technology).

Person Responsible Timeline for Implementation Resources

Barbato, Steven	Start: 9/1/2009 Finish: Ongoing	-

Status: Not Started — Upcoming

Activity: **Survey parent(s)/guardian(s) of African-American students and parent(s)/guardian(s) of students in other identified groups**

Description: Curriculum Supervisors, subject area Coordinators and teachers will survey topics of interest to parent(s)/guardian(s) of African-American students and parents of students in other identified groups in order to assist parent(s)/guardian(s) in supporting their children's achievement.

Person Responsible Timeline for Implementation Resources

Barbato, Steven	Start: 7/1/2009 Finish: Ongoing	-

Status: Not Started — Overdue

Goal: **Goal D: MATHEMATICS**

Description: By 2014, all students attending the Lower Merion School District will demonstrate proficiency in mathematics as measured by the Pennsylvania System of School Assessment (PSSA).

Strategy: Critical Thinking, Problem Solving, and Prediction Skills

Description: The development and revision process will emphasize critical thinking, problem solving, and prediction skills in the curriculum that would be futuristic in scope, differentiated for individual needs, authentic and engaging for all students.

Activity: Construct instructional units and effective lessons emphasizing critical thinking, problem solving and prediction in all subject areas

Description: Instructional units constructed using "Understanding by Design" that will drive challenging and integrated instructional units and effective lessons.
Implementation of classroom learning experiences that emphasize critical thinking, problem solving and prediction in all subject areas.
Lessons constructed with Bloom's Taxonomy and using analysis, synthesis and evaluation levels.
Lessons and units constructed and documented through the curriculum mapping process.
Use of action research to examine teaching practices.
Continued application of District-wide instructional strategies using Differentiated Instruction for all teachers.

Person Responsible Timeline for Implementation Resources

None Selected	Start: 7/1/2009 Finish: Ongoing	-

Status: Not Started — Overdue

Activity: Demonstrate Differentiated Instruction, Cooperative Learning and brain research strategies across all content areas

Description: Through the Induction Program, new professional staff will be introduced to a variety of research-based instructional strategies aimed at enhancing student engagement and student achievement across content areas. Additional support will be provided to current professional staff in these strategies in math and reading.

Person Responsible	Timeline for Implementation	Resources
Barbato, Steven	Start: 8/24/2009 Finish: 8/28/2009	-

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
3.00	1	60
Organization or Institution	**Type of Provider**	**Provider's Department of**

Name		Education Approval Status
Lower Merion School District	• School Entity	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
New professional staff will gain an increased understanding of differences in student readiness, interest and learning styles; a variety of instructional strategies to better meet student needs; differentiating through content, process and product; brain research that connects learning and specific instructional strategies; and the benefits of cooperative learning as an instructional tool.	These practices are based on current research on how the brain learns, and best practices, instructional strategies from the works of Tomlinson, Wiggins, McTighe, Kagan, Marzano and others.	*For classroom teachers, school counselors and education specialists:* • Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students. • Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making. *For school and district administrators, and other educators seeking leadership roles:* • Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards. • Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.

Educator Groups Which Will Participate in this Activity

Role	Grade Level

- Classroom teachers
- Principals / asst. principals
- School counselors
- Other educational specialists

- Early childhood (preK-grade 3)
- Middle (grades 6-8)
- Elementary (grades 2-5)
- High school (grades 9-12)

Follow-up Activities	Evaluation Methods
- Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers - Creating lessons to meet varied student learning styles - Peer-to-peer lesson discussions - Journaling and reflecting	- Participant survey - work with mentors

Status: Not Started — Upcoming

Activity: Improve teachers' knowledge and application of sound pedagogical strategies in all content areas

Description: Teachers will participate in professional development focused on research based practices that contribute to student engagement and achievement.

Person Responsible	Timeline for Implementation	Resources
Barbato, Steven	Start: 7/1/2009 Finish: 6/30/2014	-

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
3.00	1	250

Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Lower Merion School District	• School Entity	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish

Research based practices that contribute to student engagement and achievement	Research by Jeffrey Wilhelm, Frank Smith, Kelly Gallagher, Carol Ann Tomlinson, Robert Marzano, Michael Schmoker, David Conley	*For classroom teachers, school counselors and education specialists:* • Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students. *For school and district administrators, and other educators seeking leadership roles:* • Provides the knowledge and skills to <u>think and plan strategically</u>, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards. • Empowers leaders to create a <u>culture of teaching and learning</u>, with an emphasis on learning.

Educator Groups Which Will Participate in this Activity

Role	Grade Level	Subject Area
• Classroom teachers • Principals / asst. principals • Other educational specialists	• Early childhood (preK-grade 3) • Middle (grades 6-8) • Elementary (grades 2-5) • High school (grades 9-12)	• Reading, Writing, Speaking & Listening • Science and Technology • Mathematics • History

Follow-up Activities	Evaluation Methods
• peer collaboration	• Participant survey

Status: Not Started — Overdue

Strategy: Curriculum Alignment

Description: Align curriculum (K-12) throughout the district.

Activity: Align Curriculum through Concept Mapping Process in all content areas

Description: Administration and teacher staff will work collaboratively to design a cohesive curriculum K-12 through concept mapping. This process includes clearly articulated content, skills, understandings, assessment and resources for each grade level/course.

Person Responsible	Timeline for Implementation	Resources
Barbato, Steven	Start: 1/9/2009 Finish: Ongoing	-

Status: Not Started — Overdue

Activity: Uniformly create, implement, and monitor effective pedagogy in all content areas

Description: Principals and Supervisors will help develop learning communities and will work with the learning communities to identify effective strategies for instruction, e.g. gradual release model. The learning communities will collaboratively create common assessments, analyze data, and discuss effective lessons. The curriculum will be reviewed, implemented, revisited and shared among staff using technology such as curriculum mapper. Principals will look for effective pedagogy as they visit classrooms.

Person Responsible	Timeline for Implementation	Resources
Barbato, Steven	Start: 7/1/2009 Finish: 6/30/2014	-

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
3.00	2	660

Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Lower Merion School District	• School Entity	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Effective lesson planning that incorporates strategies for questioning to achieve deeper learning.	This model is based on the research of Mike Schmoker and Kelly Gallagher.	*For classroom teachers, school counselors and education specialists:* • Increases the educator's <u>teaching skills</u> based on research on effective practice,

with attention given to interventions for struggling students.

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

- Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.
- Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.

Educator Groups Which Will Participate in this Activity

Role

- Classroom teachers
- Principals / asst. principals
- School counselors
- Other educational specialists

Grade Level

- Early childhood (preK-grade 3)
- Middle (grades 6-8)
- Elementary (grades 2-5)
- High school (grades 9-12)

Follow-up Activities

- Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers
- Creating lessons to meet varied student learning styles
- Lesson modeling with mentoring
- Journaling and reflecting

Evaluation Methods

- Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.
- Student PSSA data
- Classroom student assessment data
- Review of participant lesson plans

Status: Not Started — Overdue

Strategy: Identify measures of success in all content areas

Description: Identify other measures of academic success that surpass the expectations of the Pennsylvania Assessments (e.g., ERBs, CBAs, IBA, AP, PSAT, and SAT scores).

Activity: Develop and implement district common assessments

Description: Supervisors, specialists and teacher representatives will collaboratively create grade level benchmark assessments. Information gleaned from assessments will assist teachers in monitoring student progress as well as planning and differentiating instruction based on students' areas of strength and need.

Person Responsible Timeline for Implementation Resources

Person Responsible	Timeline for Implementation	Resources
Barbato, Steven	Start: 7/1/2009 Finish: Ongoing	-

Status: Not Started — Overdue

Strategy: Teacher Collaboration - Meeting Curriculum Development in all content areas

Description: Increase teacher collaboration time for such things as common planning, data analysis, joint learning opportunities, common scoring, transitional meetings, and inclusion of students with diverse learning needs resulting in more informed instruction in the classroom.

Activity: Articulate a curriculum using a web-based application to facilitate collaboration among teachers across subjects, grade levels and schools

Description: Teachers will have access to the curriculum K-12 via a web-based program. This will serve as a tool to help teachers keep track of what has been taught, and plan what will be taught. This electronic document will help teachers check for unnecessary redundancies, inconsistencies and gaps in the curriculum. Additionally, it will provide a review of assessment methods used to identify what students have learned as well as opportunities for integration among disciplines.
Teachers will engage in a calibration process using a rubric to regulate and align specific aspects of curriculum maps to ensure all curriculum maps are useful, usable and consistent. This process will include a horizontal and vertical review to identify revision points necessary to refine the curriculum.

Person Responsible Timeline for Implementation Resources

Person Responsible	Timeline for Implementation	Resources
Barbato, Steven	Start: 7/1/2009 Finish: Ongoing	-

Status: Not Started — Overdue

Activity: **Explore additional opportunities for teacher collaboration**

Description: Explore use of common planning, data analysis, joint learning community, common scoring and transitional meetings.

Person Responsible Timeline for Implementation Resources

Barbato, Steven	Start: 4/7/2009 Finish: Ongoing	-

Status: Not Started — Overdue

Activity: **Refine the secondary curriculum revision cycle and restructure the elementary curriculum revision cycle**

Description: In the middle and high school there is a five year curriculum revision cycle which include the components of studying, developing, implementing (phase 1 & 2), and monitoring the curriculum. The goal will be to refine the ongoing work of the secondary curriculum revision process. The curriculum revision cycle is being restructured for the elementary level. The goal for the elementary curriculum cycle restructuring is to create a revision process that is both dynamic and realistic. Access to this information is available to all staff and is posted on the LMSD website.

Person Responsible Timeline for Implementation Resources

Barbato, Steven	Start: 4/7/2009 Finish: Ongoing	-

Status: Not Started — Overdue

Goal: Goal E: READING

Description: By 2014, all students attending Lower Merion School District will demonstrate proficiency in reading skills as measured by the Pennsylvania System of School Assessment (PSSA).

Strategy: Critical Thinking, Problem Solving, and Prediction Skills

Description: The development and revision process will emphasize critical thinking, problem solving, and prediction skills in the curriculum that would be futuristic in scope, differentiated for individual needs, authentic and engaging for all students.

Activity: **Construct instructional units and effective lessons emphasizing critical thinking, problem solving and prediction in all subject areas**

Description: Instructional units constructed using "Understanding by Design" that will drive challenging and integrated instructional units and effective lessons.
Implementation of classroom learning experiences that emphasize critical thinking, problem solving and prediction in all subject areas.
Lessons constructed with Bloom's Taxonomy and using analysis, synthesis and evaluation levels.
Lessons and units constructed and documented through the curriculum mapping process.
Use of action research to examine teaching practices.
Continued application of District-wide instructional strategies using Differentiated Instruction for all teachers.

Person Responsible Timeline for Implementation Resources

Person Responsible	Timeline for Implementation	Resources
None Selected	Start: 7/1/2009 Finish: Ongoing	-

Status: Not Started — Overdue

Activity: **Demonstrate Differentiated Instruction, Cooperative Learning and brain research strategies across all content areas**

Description: Through the Induction Program, new professional staff will be introduced to a variety of research-based instructional strategies aimed at enhancing student engagement and student achievement across content areas. Additional support will be provided to current professional staff in these strategies in math and reading.

Person Responsible	Timeline for Implementation	Resources
Barbato, Steven	Start: 8/24/2009 Finish: 8/28/2009	-

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
3.00	1	60
Organization or Institution Name	**Type of Provider**	**Provider's Department of Education Approval Status**

| Lower Merion School District | • School Entity | Approved |

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
New professional staff will gain an increased understanding of differences in student readiness, interest and learning styles; a variety of instructional strategies to better meet student needs; differentiating through content, process and product; brain research that connects learning and specific instructional strategies; and the benefits of cooperative learning as an instructional tool.	These practices are based on current research on how the brain learns, and best practices, instructional strategies from the works of Tomlinson, Wiggins, McTighe, Kagan, Marzano and others.	*For classroom teachers, school counselors and education specialists:* • Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students. • Provides educators with a variety of classroom-based <u>assessment skills</u> and the skills needed to <u>analyze and use data</u> in instructional decision-making. *For school and district administrators, and other educators seeking leadership roles:* • Provides the knowledge and skills to <u>think and plan strategically</u>, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards. • Empowers leaders to create a <u>culture of teaching and learning</u>, with an emphasis on learning.

Educator Groups Which Will Participate in this Activity

Role	Grade Level
• Classroom teachers	• Early childhood

- Principals / asst. principals
- School counselors
- Other educational specialists

- (preK-grade 3)
- Middle (grades 6-8)
- Elementary (grades 2-5)
- High school (grades 9-12)

Follow-up Activities	Evaluation Methods
- Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers - Creating lessons to meet varied student learning styles - Peer-to-peer lesson discussions - Journaling and reflecting	- Participant survey - work with mentors

Status: Not Started — Upcoming

Activity: Improve teachers' knowledge and application of sound pedagogical strategies in all content areas

Description: Teachers will participate in professional development focused on research based practices that contribute to student engagement and achievement.

Person Responsible	Timeline for Implementation	Resources
Barbato, Steven	Start: 7/1/2009 Finish: 6/30/2014	-

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
3.00	1	250

Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Lower Merion School District	• School Entity	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Research based practices	Research by Jeffrey Wilhelm,	*For classroom teachers, school*

| that contribute to student engagement and achievement | Frank Smith, Kelly Gallagher, Carol Ann Tomlinson, Robert Marzano, Michael Schmoker, David Conley | *counselors and education specialists:* |

counselors and education specialists:

- Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students.

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

- Provides the knowledge and skills to <u>think and plan strategically</u>, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.
- Empowers leaders to create a <u>culture of teaching and learning</u>, with an emphasis on learning.

Educator Groups Which Will Participate in this Activity

Role	Grade Level	Subject Area
- Classroom teachers - Principals / asst. principals - Other educational specialists	- Early childhood (preK-grade 3) - Middle (grades 6-8) - Elementary (grades 2-5) - High school (grades 9-12)	- Reading, Writing, Speaking & Listening - Science and Technology - Mathematics - History

Follow-up Activities   Evaluation Methods

- peer collaboration
- Participant survey

Status: Not Started — Overdue

Strategy: Curriculum Alignment

Description: Align curriculum (K-12) throughout the district.

Activity: Align Curriculum through Concept Mapping Process in all content areas

Description: Administration and teacher staff will work collaboratively to design a cohesive curriculum K-12 through concept mapping. This process includes clearly articulated content, skills, understandings, assessment and resources for each grade level/course.

Person Responsible Timeline for Implementation Resources

Barbato, Steven	Start: 1/9/2009 Finish: Ongoing	-

Status: Not Started — Overdue

Activity: Uniformly create, implement, and monitor effective pedagogy in all content areas

Description: Principals and Supervisors will help develop learning communities and will work with the learning communities to identify effective strategies for instruction, e.g. gradual release model. The learning communities will collaboratively create common assessments, analyze data, and discuss effective lessons. The curriculum will be reviewed, implemented, revisited and shared among staff using technology such as curriculum mapper. Principals will look for effective pedagogy as they visit classrooms.

Person Responsible	Timeline for Implementation	Resources
Barbato, Steven	Start: 7/1/2009 Finish: 6/30/2014	-

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
3.00	2	660
Organization or Institution Name	**Type of Provider**	**Provider's Department of Education Approval Status**
Lower Merion School District	• School Entity	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Effective lesson planning that incorporates strategies for questioning to achieve deeper learning.	This model is based on the research of Mike Schmoker and Kelly Gallagher.	*For classroom teachers, school counselors and education specialists:* • Increases the educator's <u>teaching skills</u> based on research on effective practice,

with attention given to interventions for struggling students.

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

- Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.
- Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.

Educator Groups Which Will Participate in this Activity

Role	Grade Level
- Classroom teachers - Principals / asst. principals - School counselors - Other educational specialists	- Early childhood (preK-grade 3) - Middle (grades 6-8) - Elementary (grades 2-5) - High school (grades 9-12)

Follow-up Activities / Evaluation Methods

Follow-up Activities	Evaluation Methods
- Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers - Creating lessons to meet varied student learning styles - Lesson modeling with mentoring - Journaling and reflecting	- Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. - Student PSSA data - Classroom student assessment data - Review of participant lesson plans

Status: Not Started — Overdue

Strategy: Identify measures of success in all content areas

Description: Identify other measures of academic success that surpass the expectations of the Pennsylvania Assessments (e.g., ERBs, CBAs, IBA, AP, PSAT, and SAT scores).

Activity: Develop and implement district common assessments

Description: Supervisors, specialists and teacher representatives will collaboratively create grade level benchmark assessments. Information gleaned from assessments will assist teachers in monitoring student progress as well as planning and differentiating instruction based on students' areas of strength and need.

Person Responsible Timeline for Implementation Resources

| Barbato, Steven | Start: 7/1/2009 Finish: Ongoing | - |

Status: Not Started — Overdue

Strategy: Teacher Collaboration - Meeting Curriculum Development in all content areas

Description: Increase teacher collaboration time for such things as common planning, data analysis, joint learning opportunities, common scoring, transitional meetings, and inclusion of students with diverse learning needs resulting in more informed instruction in the classroom.

Activity: Articulate a curriculum using a web-based application to facilitate collaboration among teachers across subjects, grade levels and schools

Description: Teachers will have access to the curriculum K-12 via a web-based program. This will serve as a tool to help teachers keep track of what has been taught, and plan what will be taught. This electronic document will help teachers check for unnecessary redundancies, inconsistencies and gaps in the curriculum. Additionally, it will provide a review of assessment methods used to identify what students have learned as well as opportunities for integration among disciplines.
Teachers will engage in a calibration process using a rubric to regulate and align specific aspects of curriculum maps to ensure all curriculum maps are useful, usable and consistent. This process will include a horizontal and vertical review to identify revision points necessary to refine the curriculum.

Person Responsible Timeline for Implementation Resources

| Barbato, Steven | Start: 7/1/2009 Finish: Ongoing | - |

Status: Not Started — Overdue

Activity: **Explore additional opportunities for teacher collaboration**

Description: Explore use of common planning, data analysis, joint learning community, common scoring and transitional meetings.

Person Responsible Timeline for Implementation Resources

| Barbato, Steven | Start: 4/7/2009 Finish: Ongoing | - |

Status: Not Started — Overdue

Activity: **Refine the secondary curriculum revision cycle and restructure the elementary curriculum revision cycle**

Description: In the middle and high school there is a five year curriculum revision cycle which include the components of studying, developing, implementing (phase 1 & 2), and monitoring the curriculum. The goal will be to refine the ongoing work of the secondary curriculum revision process. The curriculum revision cycle is being restructured for the elementary level. The goal for the elementary curriculum cycle restructuring is to create a revision process that is both dynamic and realistic. Access to this information is available to all staff and is posted on the LMSD website.

Person Responsible Timeline for Implementation Resources

| Barbato, Steven | Start: 4/7/2009 Finish: Ongoing | - |

Status: Not Started — Overdue

Goal: Goal F: Address Holistic Needs of Students

Description: Further the goal of creatively developing a school and community environment that recognizes and addresses the holistic needs of our students, i.e., mental health, character, citizenship, self worth, etc.

Strategy: Addressing student stress and mental health

Description: Student stress and mental health should be assessed at a broad level in order to consider interventions in a proactive manner.

Activity: **Conduct specialized educational programs and enhance student advisories to address student holistic needs**

Description: Provide specialized educational programs and enhance student advisories in collaboration with existing curriculum, grade level goals, student assistance programs, health and physical education related programs, etc. that will reduce stressors and promote healthy ways to manage stress. Personal/Individual, school, and community assets will be identified to promote positive means to enhance healthy ways to cope with stress. Include students in the planning of these planned programs.

Person Responsible Timeline for Implementation Resources

Barner, Bruce	Start: 7/1/2009 Finish: Ongoing	-

Status: Not Started — Overdue

Activity: **Develop Crisis Management Student Supports**

Description: Develop guidelines, practices, documentation, and provision of staff training to accurately access necessary supports for students in crisis.

Person Responsible Timeline for Implementation Resources

Barner, Bruce	Start: 7/1/2009 Finish: Ongoing	-

Status: Not Started — Overdue

Activity: **Establish a systemic process to review and share data collection**

Description: Collect and compile data and reports in a systematic manner, share data collection at grade level, at team level, at school level, within CST and START teams, at administration level, and with parent associations (HSA/ISC), as part of shared files for staff and administration, through community based programs (such as the Coalition for Youth of Lower Merion and Narberth, civic organizations, and Lower Merion Township departments).

Person Responsible Timeline for Implementation Resources

Barner, Bruce	Start: 7/1/2009	-

Finish: Ongoing

Status: Not Started — Overdue

Activity: **Identify data collection methods necessary to determine student stressors and mental health needs**

Description: Identify data collection methods necessary to determine student stressors and mental health needs using the following: (school level) grade level meetings, advisories, student surveys, staff observations, CST and START teams, "academy recovery," class meetings, student self-reporting, etc.; (district level) progress reports/quarterly grades, Graduation/Drop-out Report, Weapons and Violence Report, SAP referrals, community-wide Search Institute Survey, Youth Aid Panel, etc.

Person Responsible Timeline for Implementation Resources

Barner, Bruce	Start: 7/1/2009 Finish: Ongoing	-

Status: Not Started — Overdue

Activity: **Integrate classroom lessons addressing holistic needs of students**

Description: Integrate classroom lessons with guidance and counseling curriculum such as "That's a Family", Second Step, "No Place for Hate", Olweus Bullying Prevention "Safe Kids" and other approved curriculum.

Person Responsible Timeline for Implementation Resources

Barner, Bruce	Start: 7/1/2009 Finish: Ongoing	-

Status: Not Started — Overdue

Activity: **Introduction to Student Services**

Description: Through the Induction Program, new professional staff will be introduced to the Student Services team who will provide them with an understanding of the variety of programs, resources and supports as well as personnel available for all students in the district.

Person Responsible Timeline for Implementation Resources

Barbato, Steven   Start: 8/25/2009   -
                       Finish: 8/25/2009

Status: Not Started — Upcoming

Activity: **Use available data to identify student stress and mental health needs**

Description: Use the following data to identify student stress and mental health needs: attendance/lateness records, visits to nurse, disciplinary infractions, detentions/suspensions, teacher and staff observations, referrals to student assistance program, student surveys, student advisory groups, student's verbalizing stress, observable behavior, test scores and overall academic success, Performance Tracker data, PowerSchool test data, graduation screen on PowerSchool.

Person Responsible Timeline for Implementation Resources

Barner, Bruce   Start: 7/1/2009   -
                       Finish: Ongoing

Status: Not Started — Overdue

Strategy: **Student Character and Citizenship Development**

Description: The need for character and citizenship development (as well as the importance of "digital citizenship") should be considered by a collaborative team of district stakeholders and integrated in the curriculum and policies of the district as found needed and appropriate.

Activity: **Adopt and implement a research based character/citizenship program(s) and implement at every grade level**

Description: Convene a team of district stakeholders with the involvement of the ICC to integrate character and citizenship development (including pro-social skills, "digital citizenship", and ethical practices) in district curriculum and recommend practices and programs to the administration for possible policy adoption.
Identify and adopt/implement effective programs and curricula that are developmentally appropriate and mapped by student competencies using grade level scope and sequence.

Person Responsible Timeline for Implementation Resources

Barner, Bruce   Start: 7/1/2009   -
                       Finish: Ongoing

Status: Not Started — Overdue

Activity: Consider needs of parent(s)/guardian(s) and include parent(s)/guardian(s) in cross-curriculum process

Description: Include parent(s)/guardian(s) involvement in the formulation of cross-curriculum review plans.
Include parent representatives and parent organizations in the development of the holistic needs of students through special programs and events.

Person Responsible Timeline for Implementation Resources

Barner, Bruce	Start: 7/1/2009 Finish: Ongoing	-

Status: Not Started — Overdue

Activity: Develop curriculum for high school American Government/Civics class

Description: High School teachers will work in conjunction with and at the National Constitution Center to develop the curriculum for American Government/Civics to promote the ideals of service, good citizenship, and character development.

Person Responsible Timeline for Implementation Resources

Maguire, Jack	Start: 7/1/2009 Finish: Ongoing	-

Status: Not Started — Overdue

Activity: Establish relationships with PennCORD

Description: Establish relationships with PennCORD, an educational advocacy organization committed to improving civic learning for all students. The Pennsylvania Coalition for Representative Democracy (PennCORD) is a union of educational advocacy and governmental organizations committed to improving civic learning for students in grades K - 12. The goal of PennCORD is threefold: to build a solid foundation of civic knowledge for every Pennsylvania student; to engage students in public action; and to teach them the skills of democratic deliberation, thereby enabling them to become active participants in their communities, society and government.

Person Responsible Timeline for Implementation Resources

Maguire, Jack	Start: 7/1/2009	-

Finish: Ongoing

Activity: Expand relationship with the National Constitution Center

Description: Establish a relationship with the National Constitution Center to provide additional materials, resources, and field trip opportunities for all students (e.g., to incorporate the use of We the Kids: Young Citizens in Action, a publication which incorporates innovative ways for students to learn about community, government, the Constitution and active citizenship).

Person Responsible Timeline for Implementation Resources

None Selected	Start: 7/1/2009 Finish: Ongoing	-

Status: Not Started — Overdue

Activity: Identify and utilize cross-curriculum opportunities to integrate character and citizenship lessons and programs

Description: Review current curriculum that already covers these areas of curriculum, and identify strategies and activities that would allow for crosswalks between the various curriculums so that all staff could share in the collaboration.
Integrate classroom lessons such as "That's a Family", Second Step, "No Place for Hate" and other approved curriculum with guidance and counseling, health and physical education, and family and consumer science curricula.

Person Responsible Timeline for Implementation Resources

Barner, Bruce	Start: 7/1/2009 Finish: Ongoing	-

Status: Not Started — Overdue

Activity: Provide guidance for all students to develop appropriate and effective digital citizenship

Description: Ensure that all students receive ongoing guidance and support in developing digital citizenship for effective and appropriate communication and publishing personally and socially.

Examples may include the prevention of cyberbullying, participating in social networks, posting personal and/or explicit information, or prevention from online predators.

Person Responsible Timeline for Implementation Resources

Barner, Bruce	Start: 7/1/2009 Finish: Ongoing	-

Status: Not Started — Overdue

Activity: Provide materials focused on Citizenship and Learning

Description: Provide reading materials, lessons and units, and field trips all focused on citizenship and learning.

Person Responsible Timeline for Implementation Resources

Barbato, Steven	Start: 7/1/2009 Finish: Ongoing	-

Status: Not Started — Overdue

Activity: Provide professional development to increase use of PennCord and other citizenship materials in the classroom

Description: Continue with the Professional Development begun in March of 2009 to increase the use of PennCORD and other citizenship materials in the elementary classrooms cross district.

Person Responsible	Timeline for Implementation	Resources
Maguire, Jack	Start: 4/21/2009 Finish: 4/30/2009	-

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
4.00	2	300
Organization or Institution Name	**Type of Provider**	**Provider's Department of Education Approval Status**
Lower Merion School District in collaboration with PennCORD and the National Constitution Center	• School Entity • Non-profit organization	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
The PennCORD program offers strategies for inculcating civics and citizenship strategies into classroom and civic awareness into already existing school programs. The reading components are aligned to the state reading standards therefore those skills are part of the process. It also offers to the teacher, skills and strategies for delivery of the material and for setting up field trips and on site activities.	The entire program is aligned with all state standards in government and civics and in literacy.	*For classroom teachers, school counselors and education specialists:* • Enhances the educator's <u>content knowledge</u> in the area of the educator's certification or assignment. • Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students. • Provides educators with a variety of classroom-based <u>assessment skills</u> and the skills needed to <u>analyze and use data</u> in instructional decision-making. • Empowers educators to work effectively with <u>parents and community partners</u>. *For school and district administrators, and other educators seeking leadership roles:* • Provides the knowledge and skills to <u>think and plan strategically</u>, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards. • Empowers leaders to create a <u>culture of teaching and learning</u>, with an emphasis on learning. • Instructs the leader in

managing resources for effective results.

Educator Groups Which Will Participate in this Activity

Role	Grade Level	Subject Area
• Classroom teachers • Other educational specialists	• Early childhood (preK-grade 3) • Elementary (grades 2-5)	• Reading, Writing, Speaking & Listening • Civics and Government

Follow-up Activities	Evaluation Methods
• Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers • Creating lessons to meet varied student learning styles	• Review of participant lesson plans

Status: Not Started — Overdue

Strategy: **Students' sense of self worth and belonging**

Description: Every student's sense of self worth and belonging needs to be taken into account when developing and implementing district programs, policies, and practices.

Activity: **As policy is adopted, ensure inclusive stakeholder representation**

Description: Convene a representative team of stakeholders to review recommended district programs and suggested policy ensuring self-worth and belonging needs across all district curriculum.
Identify and provide opportunities for professional development mental health programs by community based agencies (such as NAMI, Mending Your Mind, Penn Optimism Project, etc.).

Person Responsible Timeline for Implementation Resources

Person Responsible	Timeline for Implementation	Resources
Barner, Bruce	Start: 7/1/2009 Finish: Ongoing	-

Status: Not Started — Overdue

Activity: Conduct specialized educational programs and enhance student advisories to address student holistic needs

Description: Provide specialized educational programs and enhance student advisories in collaboration with existing curriculum, grade level goals, student assistance programs, health and physical education related programs, etc. that will reduce stressors and promote healthy ways to manage stress. Personal/Individual, school, and community assets will be identified to promote positive means to enhance healthy ways to cope with stress. Include students in the planning of these planned programs.

Person Responsible Timeline for Implementation Resources

Barner, Bruce	Start: 7/1/2009 Finish: Ongoing	-

Status: Not Started — Overdue

Activity: Conduct workshops / trainings on diversity and culturally proficient teaching strategies

Description: This is a component of the Induction program for newly hired professional staff. Issues of diversity as it relates to instruction will be covered. Teachers' awareness of these issues will help them when dealing with issues of student self-worth and belonging.

Person Responsible	Timeline for Implementation	Resources
Barbato, Steven	Start: 8/24/2009 Finish: 8/28/2009	-

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
3.00	1	60

Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Lower Merion School District	• School Entity	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Educators will gain knowledge of the guiding principles needed to build an ethical and professional frame for cross-cultural communication and problem solving; develop a continuum of behaviors; diagnose	Content is based from the following sources: "Courageous Conversations About Race," "Culturally Proficient Leadership" and information from the	*For classroom teachers, school counselors and education specialists:* • Enhances the educator's <u>content</u>

values and behaviors that can better influence policies and practices; understand essential elements that serve as a framework for responding to academic and social needs of cultural groups.

DVMSAC consortium.

knowledge in the area of the educator's certification or assignment.
- Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.
- Empowers educators to work effectively with parents and community partners.

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

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

Educator Groups Which Will Participate in this Activity

Role	Grade Level
- Classroom teachers - Principals / asst. principals - School counselors - Other educational specialists	- Early childhood (preK-grade 3) - Middle (grades 6-8) - Elementary (grades 2-5) - High school (grades 9-12)

Follow-up Activities	Evaluation Methods
- Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers - Peer-to-peer lesson discussions - Journaling and reflecting	Participant survey

- working with mentors

Status: Not Started — Upcoming

Activity: **Every child will be connected to some staff/school community member**

Description: Assure that all students are connected and feel that they belong to the school community by tracking clubs, athletics, and other school activities and ensure all students have multiple opportunities to be engaged.
Have all students connected to a staff or community member (elementary through high school; as modeled after the advisory program) so that all students have a "personalized" educational experience.

Person Responsible Timeline for Implementation Resources

Barner, Bruce	Start: 7/1/2009	-
	Finish: Ongoing	

Status: Not Started — Overdue

Activity: **Include self-worth and belonging needs in all curricular scope and sequence descriptions**

Description: Review and enhance all approved district curricula, programs, practices, and policy to proactively include topics that engage students in promoting self-worth and belonging needs in district curricular scope/sequence.
Include diverse topics and goals about cultures, civic engagement, sexual orientation, personalized education/mentorships when implementing district curriculum.

Person Responsible Timeline for Implementation Resources

Barner, Bruce	Start: 7/1/2009	-
	Finish: Ongoing	

Status: Not Started — Overdue

Activity: **Integrate classroom lessons addressing holistic needs of students**

Description: Integrate classroom lessons with guidance and counseling curriculum such as

"That's a Family", Second Step, "No Place for Hate", Olweus Bullying Prevention "Safe Kids" and other approved curriculum.

Person Responsible Timeline for Implementation Resources

| Barner, Bruce | Start: 7/1/2009
Finish: Ongoing | - |

Status: Not Started — Overdue

Goal: Goal G: STUDENT PARTICIPATION IN STATE ASSESSMENTS

Description: At least 95% of eligible students will participate in required state-wide assessments.

Strategy: Comprehensive use of communications and incentives for students

Description: Meet or exceed the rate of student participation in state assessments with comprehensive use of communications and incentives for students.

Activity: Communication and incentives for students to ensure very high participation in PSSA testing

Description: Plan school calendars with staff, grade level teams, Athletic/Activities Director, HSA, and Student Council representatives to ensure that there will be no overlapping programs or events that will conflict with PSSA testing.
Plan creative incentive programs to celebrate full participation of students in testing with daily bulletin announcements, Thursday mailers, treats in the cafeteria, and other building based promotions prior to the testing.

Person Responsible Timeline for Implementation Resources

| Barner, Bruce | Start: 7/1/2009
Finish: Ongoing | - |

Status: Not Started — Overdue

Strategy: Comprehensive use of communications with approved private schools and other approved educational settings

Description: Promote higher participation rate at approved private schools and other approved educational settings with comprehensive communications plan to school administration and students.

Activity: **Communication with approved educational settings with "attributed" district students to assure very high participation in PSSA testing**

Description: Create email distribution list of all approved educational settings where "attributed" district students take the PSSA (i.e., 12th grade retests and all other tests grades 3 - 11). Promote communications on an on-going basis with educational settings that will increase the number of students taking the PSSA each year.
Include the Coordinator of Out-of-District Placements in plan and communications.
Coordinate list of students through child accounting, PowerSchool, PIMS, and other district resources.

Person Responsible Timeline for Implementation Resources

Barner, Bruce	Start: 7/1/2009 Finish: Ongoing	-

Status: Not Started — Overdue

Strategy: **Comprehensive use of communications with parent(s) and guardian(s).**

Description: Meet or exceed the rate of student participation in state assessments with comprehensive use of communications with parent(s) and guardian(s).

Activity: **Communication to parent(s)/guardian(s) concerning state assessments**

Description: Continue to assure good communications with parent(s) and guardian(s) through clear announcements on the district calendars, paper copies and website.
Assure advance notice of testing dates with the notice of importance of student participation through letters, listservs, and public meetings.

Person Responsible Timeline for Implementation Resources

Barner, Bruce	Start: 7/1/2009 Finish: Ongoing	-

Status: Not Started — Overdue

Goal: Goal H: STUDENT ATTENDANCE (any school that does not graduate seniors)

Description: Student attendance will meet a 90% threshold and/or show growth.

Strategy: Maintaining a safe and secure learning environment

Description: The District will establish, review and uphold policies that maintain a safe and secure learning environment. Students will feel safe, secure and be cognitively, behaviorally and emotionally engaged. A program will be developed and monitored through professional development on anti-bullying and harassment programs as well as diversity awareness.

Activity: Regular review and audit of school policies and practices

Description: Systemic review and revision of school policies and practices, populations, personnel, programs, practices, partners and allocation of resources.

Person Responsible Timeline for Implementation Resources

Barner, Bruce	Start: 7/1/2009 Finish: Ongoing	-

Status: Not Started — Overdue

Strategy: Prevention & Intervention Strategies

Description: Administrators and staff will continue to develop intervention strategies based on the regular review of student data including attendance, educational engagement, academic performance and achievement, disciplinary data to identify students in need of intervention.

Activity: Develop Intervention Strategies

Description: Staff will further develop and implement Truancy Elimination Plan, differentiating instruction, transition programs, formative assessments, etc.

Person Responsible Timeline for Implementation Resources

Barner, Bruce	Start: 7/1/2009 Finish: Ongoing	-

Status: Not Started — Overdue

Goal: Goal I: FOUR-YEAR GRADUATION RATE (for districts and schools that graduate seniors)

Description: 100% of LMSD students will graduate from HS within 5 years of starting high school.

Strategy: Articulate a comprehensive plan for 100% of the LMSD students to graduate from high school within 5 years of starting high school

Description: Articulate a comprehensive plan for 100% of the LMSD students to graduate from high school within 5 years of starting high school by developing a personalized educational plan for all students starting in seventh grade and being supported every year for six years throughout secondary school.

Activity: Use personalized education plan and individual (electronic based) portfolio to engage students and parent(s)/guardian(s) in process of making all students successful and graduating within five years of starting high school

Description: With the use of a personalized education plan and an individual (electronic based) portfolio engage students and parent(s)/guardian(s) in the process of making all students successful and graduating within five years of starting high school (with the proviso that students with an IEP can delay their graduation until age 21).
Have students meet with school counselors and advisory teachers to help create the components of an individualized plan beginning in seventh grade.
Use all data available (such as test scores, grades, attendance records, Career Cruising results, use of Naviance planning, interest inventories, career planning lessons, educational goal setting, and parent/teacher conferences, GATE guidance lessons, etc.)
Use the Graduation Progress Page function of PowerSchool to maintain accurate records for all students to progress through their secondary education.
Identify all possible resources to proactively promote student learning, progress and success (such as remediation, help centers, academic support programs, summer school, incentive programs, mentorships, online coursework, and innovative teaching/learning experiences).

Person Responsible Timeline for Implementation Resources

Person Responsible	Timeline for Implementation	Resources
Barner, Bruce	Start: 7/1/2009 Finish: Ongoing	-

Status: Not Started — Overdue

Strategy: Dual Enrollment Program

Description: Dual enrollment opportunities will provide students with post-secondary training with opportunities to earn college credit.

Activity: Explore opportunities for enrolling and participating in Dual Enrollment Program

Description: Make students and parent(s)/guardian(s) aware of Dual Enrollment program. Encourage participation and explore ways of providing financial assistance as needed.

Person Responsible Timeline for Implementation Resources

None Selected	Start: 7/1/2009 Finish: Ongoing	-

Status: Not Started — Overdue

Goal: Goal J: Communication

Description: Create open communication channels for all district stakeholders including parents, students, community members, staff, and board members.

Strategy: Access to Communication Technology by all District Stakeholders

Description: Ensure that all District stakeholders (parent(s)/guardian(s), teachers, students, community members, etc.) have adequate access to a wide variety of technological resources.

Activity: Access to computer and internet

Description: Quantify/identify LMSD households without access to the computer and the internet.

Person Responsible Timeline for Implementation Resources

Young, Douglas	Start: 7/1/2009 Finish: Ongoing	-

Status: Not Started — Overdue

Activity: **Establish partnerships with Business and Community organizations to provide access on as need basis**

Description: Develop partnerships with business and community organizations to provide internet access as needed.

Person Responsible Timeline for Implementation Resources

Young, Douglas	Start: 7/1/2009 Finish: Ongoing	-

Status: Not Started — Overdue

Activity: **Utilize existing resources**

Description: Provide greater access to existing resources to facilitate use of technology (computer, internet, video, etc.) by students.

Person Responsible Timeline for Implementation Resources

Young, Douglas	Start: 7/1/2009 Finish: Ongoing	-

Status: Not Started — Overdue

Activity: **Website tutorial**

Description: Develop website tutorial for District stakeholders to ensure maximal use of online resources.

Person Responsible Timeline for Implementation Resources

Young, Douglas	Start: 7/1/2009 Finish: Ongoing	-

Status: Not Started — Overdue

Strategy: Creating an atmosphere where stakeholders know their voices are heard

Description: Create an atmosphere where everyone's voice is heard.

Activity: Listening to Stakeholders

Description: Create opportunities for all stakeholders to have a voice that is heard and taken into account as measured by annual surveys of attitudes, awareness and satisfaction.

Person Responsible	Timeline for Implementation	Resources
Young, Douglas	Start: 7/1/2009 Finish: Ongoing	-

Status: Not Started — Overdue

Activity: Response by District

Description: Institute procedures for ensuring personalized, direct responses to inquiries and comments at all levels.

Person Responsible	Timeline for Implementation	Resources
Young, Douglas	Start: 7/1/2009 Finish: Ongoing	-

Status: Not Started — Overdue

Activity: Town Hall Forum Topics

Description: Identify topics to be discussed via a series of town hall forums (in physical and virtual formats).

Person Responsible	Timeline for Implementation	Resources
Young, Douglas	Start: 7/1/2009 Finish: Ongoing	-

Status: Not Started — Overdue

Strategy: Sharing information across the District

Description: Ensure all stakeholders have access to District information

Activity: Assess stakeholders understanding of district programs/resources

Description: Assess stakeholders understanding of district programs/resources through surveys.

Person Responsible Timeline for Implementation Resources

Young, Douglas   Start: 7/1/2009   -
                    Finish: Ongoing

Status: Not Started — Overdue

Activity: **Communication Policy**

Description: Review and revise Communication Policy as necessary and communicate policy expectations/guidelines with employees.

Person Responsible Timeline for Implementation Resources

Young, Douglas   Start: 7/1/2009   -
                    Finish: Ongoing

Status: Not Started — Overdue

Activity: **Communications training**

Description: Develop communications training and/or tutorials for current and new staff and board members to ensure dissemination of accurate information in the district.

Person Responsible Timeline for Implementation Resources

Young, Douglas   Start: 7/1/2009   -
                    Finish: Ongoing

Status: Not Started — Overdue

Activity: **Network of Key Communicators**

Description: Develop network of key communicators including parent(s)/guardian(s), students and community members and a system for keeping these stakeholders informed and engaged in district activities and information.

Person Responsible Timeline for Implementation Resources

| Young, Douglas | Start: 7/1/2009 | - |
| | Finish: Ongoing | |

Status: Not Started — Overdue

Goal: Goal K: Facilities

Description: Provide facilities to insure high quality educational programs while reducing the impact on the environment.

Strategy: Adopt Green Cleaning Program

Description: The district will adopt a green cleaning program whose goal will be to clean facilities in a manner that reduces negative health affects to occupants.

Activity: The district will implement other measures to improve Indoor Environmental Quality as outlined in the LEED for Existing Building rating system

Description: The district will implement or continue such practices as following an integrated pest management program, isolation of chemical products, proper training in the dilution and use of cleaning chemicals, and monitoring ventilation rates.

Person Responsible Timeline for Implementation Resources

| Guinnane, Patrick | Start: 7/1/2009 | - |
| | Finish: Ongoing | |

Status: Not Started — Overdue

Activity: The district will strive to meet the green cleaning criteria established in LEED for Existing Buildings in all buildings not later than 2013

Description: A green cleaning program will be implemented in the new high schools using fewer and less harmful chemicals, better cleaning equipment and new techniques. This program will be gradually expanded to other schools.

Person Responsible Timeline for Implementation Resources

| Guinnane, Patrick | Start: 7/1/2009 | - |
| | Finish: Ongoing | |

Status: Not Started — Overdue

Strategy: **Capital Program**

Description: Complete the capital program to build two new high performing green high schools and renovate the District Administration Building.

Activity: **Complete LEED Applications**

Description: Complete LEED applications for the new Harriton and Lower Merion High Schools and obtain at least a LEED Certified rating.

Person Responsible Timeline for Implementation Resources

Guinnane, Patrick	Start: 7/1/2009 Finish: Ongoing	-

Status: Not Started — Overdue

Activity: **Monitor Energy Consumption**

Description: Monitor energy consumption in new high schools to verify design assumptions, monitor system performance, and assess occupant behavior.

Person Responsible Timeline for Implementation Resources

Guinnane, Patrick	Start: 7/1/2009 Finish: Ongoing	-

Status: Not Started — Overdue

Strategy: **Improve Facility Planning and Preventative Maintenance Operations**

Description: Improve Facility Planning and Preventative Maintenance Operations

Activity: **Conduct periodic facility assessments and incorporate shortcomings into a 5 year plan**

Description: The assessments will identify maintenance and repair requirements, respond to the

needs of changing curriculum requirements, and consider measures necessary to improve the energy performance of all facilities.

Person Responsible Timeline for Implementation Resources

Guinnane, Patrick   Start: 7/1/2009   -
                         Finish: Ongoing

Status: Not Started — Overdue

Activity: **Increase preventative maintenance efforts**

Description: Increased preventive maintenance measures will promote the safety of occupants, improve indoor air quality, reduce energy costs, prolong the life of major building systems, and provide high quality facilities. Efforts will focus on HVAC systems and building envelop maintenance.

Person Responsible Timeline for Implementation Resources

Guinnane, Patrick   Start: 7/1/2009   -
                         Finish: Ongoing

Status: Not Started — Overdue

Strategy: **Prepare and Implement a Strategic Energy Plan**

Description: The district will reduce overall energy usage in its buildings. The district will reduce energy usage by a percentage to be determined after further study. It will also seek to have at least five schools achieve the EPA Energy Star certification not later than the end of 2013.

Activity: **Adopt a School Board Energy Policy**

Description: Draft a board policy regarding practices that affect energy consumption and coordinate it with teachers, parents, building administrators, curriculum supervisors, and maintenance staff before making a recommendation to the Board of School Directors.

Person Responsible Timeline for Implementation Resources

Guinnane, Patrick   Start: 7/1/2009   -
                         Finish: Ongoing

Status: Not Started — Overdue

Activity: **Benchmark Energy Performance Using EPA Energy Star Tools**

Description: The district will benchmark each school using the EPA Energy Star benchmarking methodology and seek to reduce energy consumption to the point where schools achieve a score of 75 or greater.

Person Responsible Timeline for Implementation Resources

Guinnane, Patrick	Start: 7/1/2009 Finish: Ongoing	-

Status: Not Started — Overdue

Activity: **Implement an Energy and Environmental Awareness Program throughout the District**

Description: Working with the Green Council and other interested and involved parties, the district will implement an awareness program to promote institutional and personal environmental responsibility within the school community. The program will encourage practices consistent with sustainable living including but not limited to conservation of resources, waste reduction and recycling, pollution prevention, increased reliance on renewable resources, and to recommend priorities for projects that may help the school district reduce its environmental impact. The program will educate students and staff, and promote behavioral changes that will reduce energy consumption. Energy consumption in each building will be monitored and reported monthly and tied to incentives. Facility evaluations will be done to determine what small scale energy efficiency improvements can be made, such as lighting retrofits.

Person Responsible Timeline for Implementation Resources

Guinnane, Patrick	Start: 7/1/2009 Finish: Ongoing	-

Status: Not Started — Overdue

Strategy: Purchasing Policy for Reducing Impact on Environment

Description: Adopt a purchasing policy that seeks to purchase products that have a reduced impact on the environment.

Activity: **The district will avoid purchasing products that may release harmful levels of chemicals such as VOC's or harmful refrigerants**

Description: The district will review its purchasing policies to decrease the amount of products being purchased that contain or release chemicals such as VOC's that can pose a health risk to building occupants or adversely affect the environment. Factors such as cost and quality of alternate products will be included in the evaluation.

Person Responsible Timeline for Implementation Resources

Guinnane, Patrick   Start: 7/1/2009   -
                     Finish: Ongoing

Status: Not Started — Overdue

Activity: The district will purchase energy saving appliances, electronics and other products labeled with the EPA Energy Star where available

Description: The district will review its purchasing policies to require that products such as appliances, computers, printers, and copiers comply with EPA Energy Star requirements.

Person Responsible Timeline for Implementation Resources

Guinnane, Patrick   Start: 7/1/2009   -
                     Finish: Ongoing

Status: Not Started — Overdue

Activity: The district will purchase products with reduced packaging and transportation requirements

Description: The district will review its purchasing policies to increase the amount of products being purchased that are manufactured within a 500 mile radius of LMSD and/or are sold in concentrate form which reduces packaging requirements. It will also examine products for recyclable packaging. Factors such as cost and quality of alternate products will be included in the evaluation.

Person Responsible Timeline for Implementation Resources

Guinnane, Patrick   Start: 7/1/2009   -
                     Finish: Ongoing

Status: Not Started — Overdue

Activity: The district will seek to purchase products made of renewable and/or recycled materials whenever possible

Description: The district will review its purchasing policies to increase the amount of products being purchased that either have a high recycled content or can be fully recycled. Factors such as cost and quality of alternate products will be included in the evaluation.

Person Responsible Timeline for Implementation Resources

Guinnane, Patrick   Start: 7/1/2009   -
                                    Finish: Ongoing

Status: Not Started — Overdue

Strategy: Recycle and Compost Materials

Description: Recycle and/or compost materials to reduce the amount of waste being hauled to landfills.

Activity: Expand efforts to compost waste generated at schools

Description: Work with Green Champions at each school, principals, and food service personnel to develop a means to compost organic waste generated at each school.

Person Responsible Timeline for Implementation Resources

Guinnane, Patrick   Start: 7/1/2009   -
                                    Finish: Ongoing

Status: Not Started — Overdue

Activity: Increase the current amount of material being recycled

Description: Evaluate the current recycling program and take steps to encourage more recycling. This can be done with awareness campaigns, waste stream audits, and making more recycling containers available.

Person Responsible Timeline for Implementation Resources

Guinnane, Patrick   Start: 7/1/2009   -
                                    Finish: Ongoing

Status: Not Started — Overdue

Strategy: Use of Alternative Fuel Vehicles

Description: Review and refine the practice of employing alternative fuel vehicles in department operations.

Activity: Implement the use of bio-fuels

Description: Work out a procurement strategy for purchasing bio-diesel, order the new fuel and begin using it in diesel-powered equipment. Monitor advancements in bio-fuels and evaluate alternative bio-fuels practices.

Person Responsible Timeline for Implementation Resources

Guinnane, Patrick	Start: 7/1/2009 Finish: Ongoing	-

Status: Not Started — Overdue

Activity: Transition to the second generation of CNG buses and support vehicles

Description: Plan for and purchase new CNG vehicles to replace those that have reached the end of their useful lives. Seek grants to pay for the difference between the cost of a conventional bus and a CNG bus. Monitor the construction and operation of the new CNG fueling facilities being built as part of the high school projects.

Person Responsible Timeline for Implementation Resources

Guinnane, Patrick	Start: 7/1/2009 Finish: Ongoing	-

Status: Not Started — Overdue

Goal: Goal L: Educational Technology

Description: Implement technology for teaching and learning so that all students will develop the 21st Century Learning Skills needed for their future.

Strategy: District Staff - Use of Technology

Description: All administrators and teachers will model effective use of technology for instruction, collaboration, productivity, creativity, and data analysis for decision-making.

Activity: Develop professional development models to ensure on-going technology proficiency and effective use of technology in the classroom

Description: Develop new models of professional development to demonstrate and promote technology implementation and to ensure that professional staff remain up to date with current

technology and 21st century skills using principles and standards of staff development (e.g., NSDC Standards) and including but not limited to in-service days, release time, conference attendance, online learning opportunities, and small-group, self-directed learning communities.

Person Responsible	Timeline for Implementation	Resources
Barbato, Steven	Start: 9/1/2009 Finish: 6/30/2010	$2,000.00

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
6.00	4	40

Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Lower Merion School District	• School Entity	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Best practices for professional development	Use of National Staff Development Council standards and 21st Century Skills (from Partnership for 21st Century Skills).	*For classroom teachers, school counselors and education specialists:* • Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students. *For school and district administrators, and other educators seeking leadership roles:* • Provides the knowledge and skills to <u>think and plan strategically</u>, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards. • Empowers leaders to create a <u>culture of teaching and learning</u>, with an emphasis on learning.

- Instructs the leader in managing resources for effective results.

Educator Groups Which Will Participate in this Activity

Role	Grade Level
- Classroom teachers - Principals / asst. principals - Superintendent / asst. superintendents - Other educational specialists	- Early childhood (preK-grade 3) - Middle (grades 6-8) - Elementary (grades 2-5) - High school (grades 9-12)

Follow-up Activities	Evaluation Methods
- Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers - Analysis of student work, with administrator and/or peers - Creating lessons to meet varied student learning styles - Peer-to-peer lesson discussions - Lesson modeling with mentoring - Journaling and reflecting	- Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. - Classroom student assessment data - Participant survey - Review of participant lesson plans - Review of written reports summarizing instructional activity - Portfolio

Status: Not Started — Upcoming

Activity: Integrate and coordinate the use of digital technologies throughout all district staff development

Description: Integrate, embed, and coordinate the appropriate use of digital technologies in all staff development activities throughout the district to reinforce professional and staff technology proficiency and integration of digital technologies throughout the curriculum.

Person Responsible	Timeline for Implementation	Resources
Barbato, Steven	Start: 9/1/2009	-

Finish: 6/30/2014

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
6.00	1	8

Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
LMSD	• School Entity	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
How technology can reinforce and enhance all areas of the curriculum, and how all curricular areas can promote appropriate implementation of digital technologies for teaching and learning	Adheres to National Staff Development Council standards for professional development; supports 21st Century Learning Skills (from Partnership for 21st Century Skills); supports Marzano's Classroom Instruction that Works	*For classroom teachers, school counselors and education specialists:* • Enhances the educator's content knowledge in the area of the educator's certification or assignment. • Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students. • Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making. *For school and district administrators, and other educators seeking leadership roles:* • Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's

academic standards.
- Provides leaders with the ability to <u>access and use appropriate data</u> to inform decision-making.
- Empowers leaders to create a <u>culture of teaching and learning</u>, with an emphasis on learning.
- Instructs the leader in <u>managing resources</u> for effective results.

Educator Groups Which Will Participate in this Activity

Role	Grade Level	Subject Area
- Classroom teachers - Principals / asst. principals - Superintendent / asst. superintendents - School counselors - Other educational specialists	- Early childhood (preK-grade 3) - Middle (grades 6-8) - Elementary (grades 2-5) - High school (grades 9-12)	- Pre-Kindergarten Early Learning Standards - Reading, Writing, Speaking & Listening - Science and Technology - Arts & Humanities - Civics and Government - Environment and Ecology - Health, Safety and Physical Education - World Languages - Kindergarten Early Learning Standards - Mathematics - History - Career Education and Work - Family and Consumer Sciences - Geography

Follow-up Activities	Evaluation Methods
- Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers - Analysis of student work, with administrator and/or peers - Creating lessons to meet varied student learning styles	- Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. - Student PSSA data - Standardized student assessment data other than the PSSA - Classroom student assessment data - Participant survey - Review of participant lesson plans - Review of written reports summarizing instructional activity

- Peer-to-peer lesson discussions
- Lesson modeling with mentoring
- Journaling and reflecting

- Portfolio

Status: Not Started — Upcoming

Activity: Provide training for efficient and effective data analysis

Description: Provide necessary training for data collection, maintenance, and reporting as well as professional access and analysis for instructional and administrative staff so that accurate and meaningful data properly informs operational and instructional decision-making.

Person Responsible	Timeline for Implementation	Resources
Barbato, Steven	Start: 9/1/2009 Finish: 6/30/2014	$100,000.00

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
3.00	1	130
Organization or Institution Name	**Type of Provider**	**Provider's Department of Education Approval Status**
LMSD	- School Entity	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Professional access and analysis for accurate and meaningful data to properly inform instructional decision-making	Adheres to NSDC standards; will interface with Understanding by Design, Stage 2 (Assessment), using formative assessment via Differentiated Instruction, and Marzano's Classroom Instruction that Works	*For classroom teachers, school counselors and education specialists:* - Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students. - Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-

making.

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

- Provides the knowledge and skills to <u>think and plan strategically</u>, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.
- Provides leaders with the ability to <u>access and use appropriate data</u> to inform decision-making.
- Empowers leaders to create a <u>culture of teaching and learning</u>, with an emphasis on learning.

Educator Groups Which Will Participate in this Activity

Role	Grade Level
- Classroom teachers - Principals / asst. principals - Superintendent / asst. superintendents - Other educational specialists	- Early childhood (preK-grade 3) - Middle (grades 6-8) - Elementary (grades 2-5) - High school (grades 9-12)

Follow-up Activities	Evaluation Methods
- Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers - Analysis of student work, with administrator and/or peers	- Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. - Student PSSA data - Standardized student assessment data other than the PSSA - Classroom student assessment data - Review of written reports summarizing instructional

- Creating lessons to meet varied student learning styles
- Peer-to-peer lesson discussions
- Lesson modeling with mentoring
- Journaling and reflecting

activity

Status: Not Started — Upcoming

Strategy: Student Access to Technology

Description: All students will be provided with access to technology tools so that students can progress towards higher levels of achievement both during the school day and during non-school day hours.

Activity: Transition from physical textbooks to digital learning resources.

Description: Identify and provide digital resources that support the each curricular area to the extent possible and feasible, replacing physical textbooks with online subscription services of equal or better educational value as these become available and cost-effective and seeking to streamline the student image by replacing individual software titles with online subscription services of equal or better educational value and eliminating software titles no longer needed. It is expected that this transition should be a zero-sum activity with the current cost of text book acquisition spread instead over yearly subscription costs for online text book services.

Person Responsible Timeline for Implementation Resources

Barbato, Steven	Start: 7/1/2009 Finish: Ongoing	-

Status: Not Started — Overdue

Strategy: Student Use of Technology

Description: All students will become proficient, effective, and ethical users of technology for all aspects of learning and innovation skills; information, media, and technology skills; and life and career skills.

Activity: Demonstrate Differentiated Instruction, Cooperative Learning and brain research strategies across all content areas

Description: Through the Induction Program, new professional staff will be introduced to a

variety of research-based instructional strategies aimed at enhancing student engagement and student achievement across content areas. Additional support will be provided to current professional staff in these strategies in math and reading.

Person Responsible	Timeline for Implementation	Resources
Barbato, Steven	Start: 8/24/2009 Finish: 8/28/2009	-

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
3.00	1	60

Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Lower Merion School District	• School Entity	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
New professional staff will gain an increased understanding of differences in student readiness, interest and learning styles; a variety of instructional strategies to better meet student needs; differentiating through content, process and product; brain research that connects learning and specific instructional strategies; and the benefits of cooperative learning as an instructional tool.	These practices are based on current research on how the brain learns, and best practices, instructional strategies from the works of Tomlinson, Wiggins, McTighe, Kagan, Marzano and others.	*For classroom teachers, school counselors and education specialists:* • Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students. • Provides educators with a variety of classroom-based <u>assessment skills</u> and the skills needed to <u>analyze and use data</u> in instructional decision-making. *For school and district administrators, and other educators seeking leadership roles:* • Provides the knowledge and skills to <u>think and plan strategically</u>, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and

interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.
- Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.

Educator Groups Which Will Participate in this Activity

Role

- Classroom teachers
- Principals / asst. principals
- School counselors
- Other educational specialists

Grade Level

- Early childhood (preK-grade 3)
- Middle (grades 6-8)
- Elementary (grades 2-5)
- High school (grades 9-12)

Follow-up Activities

- Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers
- Creating lessons to meet varied student learning styles
- Peer-to-peer lesson discussions
- Journaling and reflecting

Evaluation Methods

- Participant survey
- work with mentors

Status: Not Started — Upcoming

Activity: **Provide guidance for all students in safe and responsible use of all digital technologies**

Description: Ensure that all students receive continual guidance in all classrooms for proper safe and responsible use of digital technologies including but not limited to annual, formal instruction or review of guidelines for student acceptable use as well as safe and ethical use of the Internet (e.g., in elementary homerooms and in middle and high school advisory periods within the first two weeks of school)

Person Responsible Timeline for Implementation Resources

Barbato, Steven	Start: 9/1/2009 Finish: 9/20/2013	-

Status: Not Started — Upcoming

Strategy: Technology - Global Partners and Content Experts

Description: Technology will be used to facilitate student and teacher access to global partners and content experts for teaching and learning.

Activity: Leverage access to high speed Internet 2 for educational advantages

Description: Provide access to and support for use of high speed Internet 2 for video conferences for professional and student learning opportunities involving global access to experts, virtual field trips, online collaborations, simulation events, and other valuable educational applications that would not be available otherwise.

Person Responsible Timeline for Implementation Resources

Barbato, Steven	Start: 7/1/2009 Finish: Ongoing	$325,000.00

Status: Not Started — Overdue

Activity: Provide telecommunications and collaboration tools to the desktop for staff and students

Description: Provide appropriate desktop communication and collaboration tools with global reach (e.g., desktop video conferencing, text chat, and/or Web 2.0 tools) to facilitate and encourage collaborative learning via network or internet with colleagues and other learners. It is expected that this should not add any funding requirements beyond the normal hardware and software expenditures accounted for in other activities.

Person Responsible Timeline for Implementation Resources

Barbato, Steven	Start: 7/1/2009 Finish: Ongoing	-

Status: Not Started — Overdue

Measurable Annual Improvement Targets

Using data from PSSA, ERB and district reading benchmarks, the district has developed targets for each year to help achieve Adequate Yearly Progress in the following areas:

Math Achievement

Reading Achievement

Writing Achievement

The action plans includes specific goals and strategies focused on the analysis of student data, professional education for all staff and administration, and intervention programs for students scoring below proficient.

Curriculum, Instruction and Instructional Materials

Engaging...Challenging...Specialized...Connected...

From the first day of Kindergarten to the culminating senior project presentation in 12th grade, these qualities define the academic experience in Lower Merion. 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 to provide each student with a unique, individualized learning experience.

Harriton and Lower Merion high schools offer a rigorous, personalized program of studies designed to prepare all students to achieve post-high school goals. At the heart of the program is a classic liberal arts curriculum that provides a broad foundation for learning, balanced with opportunities for independent study and in-depth exploration. Students may choose from more than 200 distinct and varied courses, from the introductory to college level. Harriton's International Baccalaureate Diploma program provides additional options for highly motivated students.

At the conclusion of their high school careers, all students engage in a "Senior Project." This self-directed, experiential capstone course enables students to explore a topic of interest and serves to illustrate the skills and knowledge gained during their years in Lower Merion School District.

Academic Programs
The range of courses available to students include:
- English
- Social Studies
- Mathematics and Computer Programs
- Fine Arts & Music
- Biological, Physical, and Earth Sciences
- Physical Education and Health

- World Language (French, Japanese, Spanish, & Latin)
- Practical Arts (Technology Education, Family & Consumer Science, Business)

Course levels offered include:
- Standard (S)
- Honors (H)
- Advanced Placement (AP) and International Baccalaureate (IB)

Students work with their guidance counselors and teachers in selecting courses and levels that best meet students' needs and goals. Parents approve final course selections.

Graduation Requirements

Students must attain minimally 21 credits for graduation from the following curriculum areas:
- 4 credits - English
- 3 credits - Science
- 1-1/2 credits - Health & Physical Education
- 3 credits - Mathematics
- 3-1/2 credits - Social Studies
- 2 credits - Arts and Humanities
- 4 credits - Electives

International Baccalaureate

The International Baccalaureate Diploma Program began in LMSD during the 2001-2002 school year. The program is available to both Lower Merion and Harriton students and is housed on Harriton's campus. IB consists of a rigorous pre-university curriculum, leading to examinations, which meets the needs of highly motivated students in the eleventh and twelfth grades and is internationally recognized. Students must apply for admission to the program. For more information about the program or application process, please call 610-525-1270.

Other Educational Opportunities

The Scholar's Program of Study is intended to encourage students to pursue a broad liberal arts program of study that exceeds the minimum high school graduation requirements. It consists of a distribution of credits among major academic subjects and procedures for recognizing students who complete the Program successfully and those who complete the program with distinction.

Each year, students take courses in Language Arts, Mathematics, Science, and Social Studies, and World Language (French, Spanish or Latin). To develop proficiency in information technology, middle school students also receive instruction in keyboarding, word processing, database, spreadsheets, drawing tools, and multi-media presentation. Students and teachers in all grades are encouraged to apply their technology skills in classroom activities.

In addition, study and library research skills are taught in the sixth grade curriculum. Students are also offered a choice of a general music class, instrumental music or vocal music. Art education, health, technology education,

family and consumer sciences, and physical education round out the middle school curriculum.

Since we believe that an interdisciplinary approach to teaching facilitates deeper, more engaged learning, middle school teachers in all curricular areas continually encouraging students to make connections among disciplines. In addition, the middle school program offers several innovative, project-centered programs that fully incorporate most subject areas of the curriculum. At Welsh Valley Middle School, for example, seventh graders can participate in "Waterbound", an interdisciplinary unit that investigates the history, culture, and environment of Lower Merion Township. At Bala Cynwyd Middle School, students can choose "Communiqué" a program that incorporates the seventh grade curriculum through a study of communications media in our history and culture. BCMS also offers WWW.VOC, the eighth graders interdisciplinary, thematic program, which integrates English, science, history, art, music, health, and technology, and utilizes multiple methods of instruction and assessment.The Bala Cynwyd Middle School also offers a 6th grade thematic program entitled Ancient Worlds & Waterways.

Technology Curriculum 6-8

The District is currently in the first phase of curriculum revision for Technology Information Science. The Middle School Curriculum is part of this revision process. The 6-8 Technology Curriculum is based on six Standards and is integrated through the curriculum disciplines. The six Standards include:

1.   demonstrating a sound understanding of the nature and operation of technology systems
2.   understanding the ethical, cultural, and societal issues related to technology
3.   using technology tools to enhance learning, increase productivity, and promote creativity
4.   using telecommunications to collaborate, publish, and interact with peers, experts, and other audiences
5.   using technology to locate, evaluate, and collect information from a variety of sources
6.   using technology resources for solving problems and making informed decisions

Grades 6 - 8
Students will be able to:
- Enter data using appropriate keyboarding skills efficiency and accurately
- Use common input and output devices such as: VCR's, audio CD's, digital and still cameras, scanners, calculators, probes, laser discs, and projection devices appropriately and effectively

- Communicate about technology using developmentally appropriate and accurate terminology
- Demonstrate positive social and ethical behaviors when using technology systems and software
- Determine appropriate hardware and software resources to communicate thoughts and ideas to address a variety of tasks and problems
- Use the district network efficiently and effectively to access remote information; communicate with others in support of direct and independent learning and data storage
- Access and effectively use online resources provided by the district
- Evaluate the accuracy, relevance, appropriateness, comprehensiveness, and bias of electronic information sources
- Use course specific resources effectively and appropriately to facilitate learning

Elementary School

As a child's first exposure to structured learning, the elementary school experience is a critically important one. If children feel excited about and successful in their learning efforts during these pivotal K-5 years, they are likely to approach further schooling with confidence and enthusiasm. To help ensure this sense of competence and genuine engagement in learning, our elementary school program emphasizes active learning experiences in a nurturing, supportive environment.

Kindergarten Program

The interdisciplinary theme of change is the guiding concept of the kindergarten program. Through community based learning opportunities as well as classroom projects, students explore and reflect on patterns and changes in cycles of nature, the school and community environment, and their own social, physical, and emotional development. The program incorporates the traditional 3Rs and basic skill development, while also introducing children to information technology, teamwork, organization, and self-management. At all schools, kindergarten is a half-day program. For families who need a full-day program, additional child care is available.

Language Arts

The curriculum provides the growth of readers, writers and speakers through an approach that recognizes that children learn language skills when they are integrated and taught within the context of natural communications experiences. At the core of this approach are varied learning experiences utilizing quality literature, reference materials and technologies. Reading is taught through a variety of approaches that recognizes students' learning styles and needs and addresses the structure and comprehension of increasingly complex text. Children write daily as they explore ideas, communicate their experiences, and respond to the literature they read. Using a process approach to writing, students frequently interact with one another and their teacher as they engage in prewriting, drafting, editing, revising and publishing.

Mathematics
The curriculum combines the rigor of rich mathematical content with development of critical problem-solving skills. Computation, estimation and algorithmic skills are developed, practiced and subsequently strengthened in "real-life" problem contexts. When appropriate, state-of-the-art technology is utilized, and paper-pencil and mental mathematics proficiency continues to be emphasized. Students team to value mathematics, become mathematical problem solvers, develop confidence in their abilities, and apply mathematics to other areas of learning.

Science
At all grade levels, science is taught through a process-oriented, hands-on program that encourages investigation, purposeful thinking and problem solving. Developed by using national standards, the three major content areas- life sciences, earth-space science, and physical science-are integrated with other curricular areas to encourage students to make interdisciplinary connections. Topics are pursued in depth, with emphasis placed on constructing meaning and understanding.

Social Studies
Social Studies focuses on different topics at each grade level, including people, groups, communities, United States and Pennsylvania history, regions, and geography. As students learn about the complex world they live in, they develop reading, writing, map and globe, and analytical thinking skills. At all grade levels, positive attitudes toward citizenship and social responsibilities are emphasized.

World Languages
World language instruction begins in second grade and continues through twelfth grade. Each elementary school is designated either a Spanish or French speaking environment. A certified World Language teacher trained in FLES (Foreign Language in Elementary Schools) teaches a 30-minute class, three times a week in the student's classroom. FLES is content-based and supports the existing curriculum. Planning is done as a collaborative effort between the World Language and regular classroom teachers. Students participate in concrete, hands-on activities that are designed to promote both language acquisition and enjoyment in the learning.

Music
In all elementary grades, students receive music instruction by music specialists, 60-minutes per week. Beginning in grade four, students may also choose to have ensemble experiences in both choral and instrumental music. Instruction is provided in string, wind, and percussion instruments.

Art
Art encourages inquiry, discovery, and wonder. To foster children's creative growth, an art specialist in each elementary school works in a designated art studio with grades one through five. The art specialist also works closely with

classroom teachers to provide art experiences throughout the day. These integrated projects help students make connections between art and other areas of learning, while using their developing powers of intuition, reasoning, imagination, and dexterity to create unique forms of expression and communication.

Physical Education
This program is designed to develop the students' gross and fine motor skills, as well as helping to develop good sportsmanship and cooperation. This is achieved through a variety of team-oriented and individual activities.

Giftedness

The Pennsylvania Department of Education's Gifted Guidelines define "mentally gifted" as "…outstanding intellectual and creative ability the development of which requires specially designed programs or support services, or both, not ordinarily provided in the regular education program… This intellectual ability is a reflection of a range of assessments including a student's performance and potential." Characteristics of Gifted Students***

• Learn new materials faster and earlier
• Comprehend in-depth, complex ideas
• Deals with complex, abstract concepts
• Infers and connects concepts
• Operates on higher levels of thinking
• Ponders with depth and multiple
perspectives
*** Adapted from LMSD Checklist for Gifted Traits.

Mission Statement for LMSD Gifted Program
The Lower Merion School District strives to ensure that all students achieve their highest level of critical thinking and creativity and that they value themselves and the diversity of others. In support of this goal, the Challenge Program offers special learning opportunities to those students identified as gifted. The district recognizes that these gifted individuals exhibit special strengths in problem solving and/or thinking skills. This demands special instruction to foster divergent thinking which is abstract, complex and multifaceted.
The district accomplishes this mission by offering the following research-based learning experiences:
1. differentiated instruction in the regular classroom based on the gifted student's needs and abilities;
2. flexible grouping;
3. specific blocks of time when students have the opportunity to gather in peer groups, to study subjects and
issues in depth and at higher levels of sophistication, integrating the use of technology; and
4. acceleration as needed
Program Goals
• The curriculum for gifted students will encompass a high level of cognitive and affective concepts and processes beyond those provided by the regular program.
• The gifted curriculum design must require students to become "producers of knowledge" [Tannenbaum, A. (1983), Borland, J. (1989)] not merely consumers of knowledge. This requires teaching that expands basic skills in an effort to assist students in thinking differently, so that students view themselves as historians, mathematicians, scientists, researchers,

readers and writers.
• Broad themes, appropriate to several disciplines, will be used to provide
stimuli to help students build cohesive understanding of the connections among various
disciplines and promote deeper understanding of content.
• The diversity and uniquenesses of individuals and cultures will be
honored and integrated into substantive curricular content.
• Learning environments will incorporate cognitive and metacognitive experiences to help
students develop the following traits and skills: innovation, exploration, self-monitoring,
creativity, planning and decision-making.
• Students will develop the affective skills of independence, openness to new ideas and risk
taking.

Chapter 16 requires all districts to provide for the identification and education of gifted
students. The district currently serves over 900 students identified as gifted. Students may
be referred to building based teams by parents or teachers for screening and identification.
The identification process may begin with a referral from a parent or teacher request.
Families of the referred students and building staff members complete questionnaires,
checklists, and provide background information relevant to determining giftedness. Child
Study Team is initiated to review all information contained in the student profile. If a full
evaluation is deemed appropriate, a permission to evaluate is issued to the guardians of the
students. Within 60 calendar days a full evaluation is administered by a school psychologist,
multiple criteria reviewed (as cited in Chapter 16) and a Gifted Written Report is completed.
Students receiving a full scale score of 130 or meeting multiple criteria and in need of
specially designed instruction receive a Gifted Individual Education Plan (GIEP).

Multiple criteria indicating gifted ability include documented, observed, validated or assessed
evidence that intervening factors such as English as a Second Language, learning disability,
physical impairment, emotional disability, gender or race bias, or socio/cultural deprivations
are masking
gifted abilities.
Important questions LMSD considers to determine need for gifted support:
• Does the student have extremely superior cognitive ability?
• Does the student lack a peer group in areas of high academic achievement?
• Is the student two or more grades above grade level compared to peers?
• Does the student have language, cultural or social barriers that may serve
to mask gifted ability?

Procedures for educating all gifted students enrolled in the district include the following
combination of learning experiences: developing a Gifted Individualized Educational Plan(
GIEP) which addresses individualized needs based on strengths of gifted students; flexible
grouping; and differentiated instruction in the regular classroom based on the gifted student's
abilities in conjunction with the with regular classroom teachers. LMSD employs a fulltime
Differentiated Instruction specialist with a DI cadre in each school building, further enhancing
differentiation for gifted students. Gifted enrichment support is provided twice weekly in a
pullout program at the elementary level and is scheduled in the middle and high school
buildings. Other strategies include but are not limited to curriculum compacting and
acceleration.

ESL

Although Lower Merion has a relatively small population of ESL students, we are committed
to ensuring that these students have optimal success in our classrooms.

A district staff development day is used to provide staff development by a professional ESL consultant to all content teachers with ELLs as well as ESL teachers. ESL teachers access Professional Development Opportunities on the PDE website and share the information with other staff members. ESL teachers meet with content area teachers to help teachers with strategies and accommodations in meeting the needs of ELLs. Every summer, a group consisting of ESL teachers and content teachers attend the Governor's Institute for ESL at Immaculata University. Furthermore, all Lower Merion teachers are required to participate in the district's differentiated instruction (DI) professional development program to further offer teaching and multicultural strategies.

Assessments and Public Reporting

The Lower Merion School District maintains a rigorous assessment plan aligned with state assessment anchors and the district curriculum that includes the following:
- Clear and appropriate learning targets
- Verification of student achievements
- Assessing teaching and learning through identified methods and measures
- Expanded opportunities for student learning at all levels
- Clear and effective communication with stakeholders

Using the backward design model, (UbD) Lower Merion School District uses Pennsylvania Academic Standards to identify essential learnings in each content area. The essential learnings are the key concepts or broad understandings and skills that students should know and be able to achieve at a particular grade level and a field of study before graduation. Lower Merion School District has a method to confirm student mastery of the Pennsylvania academic standards as found in Chapter 4. These include a senior project and the monitoring of student proficiency of the state standards.

Using the Pennsylvania Academic Standards as a framework for student achievement, the Lower Merion School District implements a variety of assessment tools to monitor and evaluate student performance at all grade levels. The following illustrates the assessment tools currently being implemented in the Lower Merion School District:
ERB
PSSA
CBA
Dibels
Metropolitan Readiness
4-SIGHT
GMADE
GRADE
DRP
SAT

ACT
AP tests
IB assessment
Senior Project

Data teams meet yearly within the school buildings and across the district to conduct analyses of district data from the assessments tools to inform and improve curriculum and instruction.

With our current professional development in the areas of data analysis, the Lower Merion School District employs:
- Performance Tracker as a tool for teachers and administrators to assess current levels of student performance
- Individual teacher reflection on classroom data
- Building level teams working collaboratively to analyze assessment data
- Continued creation and evaluation of secondary level assessments correlating to benchmarks

Finally, the assessment design is clearly communicated to all district stakeholders. This communication enables all constituents to understand the various components of this plan enabling them to partner with the district in our efforts to help our students become independent learners. Communication of this nature is in the form of print materials, electronic information, information on the district website, district public access channel. Additionally, presentations are provided to the school board and public, HSA, & ICC, and interest groups such as CSE, and CARE.

The district also does the following to improve student achievement:

- Involves teachers in the curriculum revision process
- Participates in state and intermediate unit workshop relative to standards
- Provides in service for teachers to access state websites to review data and implement the available teacher resources
- Scaffolds lessons using Webb's Depth of Knowledge and Bloom's Taxonomy
- Encourage writing in all content areas
- Develops 21st century thinking skills with 1:1 computer initiative
- Encourage use of Project-based Learning.
- Differentiates instruction extensively throughout the District with the assistance of an in-house DI specialist and building level DI cadre

Lower Merion identifies students currently not performing at a basic or above level. The District offers an extensive series of intervention opportunities designed to enhance performance and ensure all students meet or exceed

current standards. Students who are identified as basic or below basic are supported in the following manner:

- Specialists in the buildings, through additional support materials, and/or differentiated instruction in the regular classroom setting
- Supervisors of literacy and mathematics analyze and disaggregate data, and work closely with building administrators and teachers to find ways to help individual students and/or groups of student 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 also provides multiple opportunities to improve instruction. These include but are not limited to:

LMSD Initiatives for Student Achievement

Elementary School	Middle Schools	High Schools
Reading support	EXCEL Program — additional math support	PASS program (Program for Academic Success in Schools) at both buildings(PSSA support)
Child Study Teams (CST) meet regularly in each of the 10 buildings to analyze individual and group student data.	Child Study Teams (CST) meet regularly in each of the 10 buildings to analyze individual and group student data.	Child Study Teams (CST) meet regularly in each of the 10 buildings to analyze individual and group student data.
Title I support for additional remedial reading instruction for students scoring below the cut-off on the District screening test (K-2)	Achieve 3000, a web-based instructional tool used for reading remediation and ESL students.	
SPIES — (**S**ucceed, **P**rogress, **I**mprovement, and		

Enjoy Your **S**ummer) Summer Program		
District supported community tutoring	District supported community tutoring	
Math support	Extra Reading Support by Reading specialists	RAM periods(Harriton) Academic Recovery (Lower Merion)
Diagnostic testing to identify, proscribe and monitor student progress (4-Sight, GRADE, GMADE)	Diagnostic testing to identify, proscribe and monitor student progress (4-Sight, GRADE and GMADE)	Diagnostic testing to proscribe and monitor student progress (4-Sight, GRADE and GMADE)
SPIES program for summer	Extra Math Support	Help Centers
		Academic Literacy Programs (Harriton)
		Literacy specialists provide Support
		Math specialists provide support — small group and individual
		Summer Math Academy
		Math Lab — PSSA identified students. Additional Algebra & Geometry classes in small groups (3-6 students — 1 x every 4 days)
		Gifted and Talented seminar for African American Students
Culturally Proficient Leaders Book studies by buildings	Culturally Proficient Leaders Book studies by buildings	Culturally Proficient Leaders Book studies by buildings
Participation in DVMSAC (Delaware Valley Minority Student Achievement Consortium) to increase understanding and culturally proficient	Participation in DVMSAC (Delaware Valley Minority Student Achievement Consortium) to increase understanding and culturally proficient	Participation in DVMSAC (Delaware Valley Minority Student Achievement Consortium) to increase understanding and culturally proficient teaching strategies as well as other University Partnerships

teaching strategies as well as other University Partnerships.	teaching strategies as well as other University Partnerships	
District Supported Committee to Address Race in Education (CARE)	District Supported Committee to Address Race in Education (CARE)	District Supported Committee to Address Race in Education (CARE)
The Educational Foundation of Lower Merion (nonprofit fund raising to support educational initiative)	The Educational Foundation of Lower Merion (nonprofit fund raising to support educational initiative)	The Educational Foundation of Lower Merion (nonprofit fund raising to support educational initiative)
Ongoing support through Coordinator of Individualized Instruction and members of DI cadre	Ongoing support through Coordinator of Individualized Instruction and members of DI cadre	Ongoing support through Coordinator of Individualized Instruction and members of DI cadre
District Supported Committee for Special Education (CSE)	District Supported Committee for Special Education (CSE)	District Supported Committee for Special Education (CSE)
Parent workshops	Parent workshops	Parent workshops
Extensive on-going technology workshops	Extensive on-going technology workshops	Extensive on-going technology workshops
Tech-mentor Program	Tech-mentor Program	Tech-mentor Program
Subject area assessment training	Subject area assessment training	Subject area assessment training
Technological Devices for struggling students and students with IEP's and 504's	Technological Devices for struggling students and students with IEP's and 504's	Technological Devices for struggling students and students with IEP's and 504's
Pre-School outreach		

Targeted Assistance For Struggling Students

Lower Merion identifies students currently not performing at a basic or above level. The District offers an extensive series of intervention opportunities designed to enhance performance and ensure all students meet or exceed current standards. 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. Supervisors of literacy and mathematics also analyze data, disaggregate data, and work closely with building administrators and teachers to find ways to help individual students and/or groups of student 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 also provides multiple opportunities to improve instruction. These include but are not limited to

LMSD Initiatives for Student Achievement

Elementary School	Middle Schools	High Schools
Reading support	EXCEL Program — additional math support	PASS program (Program for Academic Success in Schools) at both buildings(PSSA support)
Child Study Teams (CST) meet regularly in each of the 10 buildings to analyze individual and group student data.	Child Study Teams (CST) meet regularly in each of the 10 buildings to analyze individual and group student data.	Child Study Teams (CST) meet regularly in each of the 10 buildings to analyze individual and group student data.
Title I support for additional remedial reading instruction for students scoring below the cut-off on the District screening test (K-2)	Achieve 3000, a web-based instructional tool used for reading remediation and ESL students.	
SPIES — (**S**ucceed, **P**rogress, **I**mprovement, and **E**njoy Your **S**ummer) Summer Program		
District supports Faith-based tutoring program at Bethel Church.	District supports Faith-based tutoring program at Bethel Church.	
Math support	Extra Reading Support by Reading specialists	RAM periods(Harriton) Academic Recovery (Lower Merion)
Diagnostic testing to identify, proscribe and monitor student progress (4-Sight, GRADE, GMADE)	Diagnostic testing to identify, proscribe and monitor student progress (4-Sight, GRADE and GMADE)	Diagnostic testing to proscribe and monitor student progress (4-Sight, GRADE and GMADE)
SPIES program for summer	Extra Math Support	Help Centers

		Academic Literacy Programs (Harriton)
		Literacy specialists provide Support
		Math specialists provide support — small group and individual
		Summer Math Academy
		Math Lab — PSSA identified students. Additional Algebra & Geometry classes in small groups (3-6 students — 1 x every 4 days)
		Gifted and Talented seminar for African American Students
Culturally Proficient Leaders Book studies by buildings	Culturally Proficient Leaders Book studies by buildings	Culturally Proficient Leaders Book studies by buildings
Participation in DVMSAC (Delaware Valley Minority Student Achievement Consortium) to increase understanding and culturally proficient teaching strategies as well as other University Partnerships.	Participation in DVMSAC (Delaware Valley Minority Student Achievement Consortium) to increase understanding and culturally proficient teaching strategies as well as other University Partnerships	Participation in DVMSAC (Delaware Valley Minority Student Achievement Consortium) to increase understanding and culturally proficient teaching strategies as well as other University Partnerships
District Supported Committee to Address Race in Education (CARE)	District Supported Committee to Address Race in Education (CARE)	District Supported Committee to Address Race in Education (CARE)
The Educational Foundation of Lower Merion (nonprofit fund raising to support educational initiative)	The Educational Foundation of Lower Merion (nonprofit fund raising to support educational initiative)	The Educational Foundation of Lower Merion (nonprofit fund raising to support educational initiative)
Ongoing support through Coordinator of Individualized Instruction and members of DI cadre	Ongoing support through Coordinator of Individualized Instruction and members of DI cadre	Ongoing support through Coordinator of Individualized Instruction and members of DI cadre
District Supported Committee for Special Education (CSE)	District Supported Committee for Special Education (CSE)	District Supported Committee for Special Education (CSE)
Parent workshops	Parent workshops	Parent workshops
Extensive on-going technology workshops	Extensive on-going technology workshops	Extensive on-going technology workshops
Tech-mentor Program	Tech-mentor Program	Tech-mentor Program
Subject area assessment	Subject area assessment	Subject area assessment

training	training	training
Technological Devices for struggling students and students with IEP's and 504's	Technological Devices for struggling students and students with IEP's and 504's	Technological Devices for struggling students and students with IEP's and 504's
Pre-School outreach		

Support for Struggling Schools

The Lower Merion School District does not currently have any 'Struggling' schools. However, we continually analyze and adjust our academic programs and instructional delivery as results may vary each year in our schools based on standardized test scores and our own curriculum based assessments. If specific learning targets and areas within the core content areas have been identified as a weakness, we then develop a plan of action to address these needs. The LMSD administrative staff in the curriculum, instruction and assessment office organizes professional development to provide building instructional leaders with the assistance to work effectively with their staff. The primary goal is to provide a dynamic curriculum with identified benchmarks and standards that are supported with the appropriate teaching and learning strategies to ensure optimal student learning.

Qualified, Effective Teachers and Capable Instructional Leaders

All teachers are highly qualified and meet the criteria and mandates established by Pennsylvania and NCLB. Teachers are assigned to teach content subjects based on their area of certification and level of expertise. Middle School teachers in grades 7 and 8 are certified in the content area they teach. High School teachers are certified in the content area(s) they teach. Highly trained math and reading specialists work with the content area supervisors to provide coaching support and staff development to teachers at all levels to ensure that researched-based best practices are implemented in classrooms. These individuals assist teachers to regularly monitor student progress and target instruction to meet student needs. These highly qualified teacher leaders help colleagues meet the challenge of teaching the curriculum to students with diverse learning needs in the same classroom. Student challenges are also addressed through effective instruction, differentiated instruction, and assessments workshops that help classroom teachers target individual student progress, directly related to academic standards. Assessment results help teachers organize content and deliver it through instruction designed to achieve optimum student performance.

Parent and Community Participation

Interschool Council (ISC)

ISC works to enhance the educational process by facilitating communication among District parents, teachers, school and District administrators, the board of School Directors, and the community. Comprising executive officers and one representative from each Home and School

Association, the ISC meets monthly to share District initiatives; individual school developments; general and special education issues; township and community and state legislative agendas which have an impact on the schools; academic and social standards; and other concerns that may be raised throughout the school population. All general meetings are open to the public. In addition, ISC sponsors mini-grants for teachers, an annual student art exhibit, a variety of speakers, programs, educational studies, and the Annual Appreciation Luncheon for Central Administration. Through these efforts to foster interschool communication and understanding, ISC plays an important role in maintaining the District's educational excellence.

LMSD has established a number of partnerships to augment the learning opportunities for its students. We have a relationship with the Bryn Mawr Film Institute at the Bryn Mawr Theater. In addition to having access to the theater for special viewing opportunities and discussions with the students we participate in their See Hear Feel Film (SHFF) program, an innovative third grade literacy program using short films and writing exercises to teach children to analyze images and to improve their comprehension, self-awareness, story-telling and writing capabilities. We also have a relationship with the Barnes Foundation in Merion whereby our students begin visits to the institute to examine the art collection there. Cross disciplinary connections are made in addition to the experience of seeing some of the world's great art works. We have also been working with the Main Line Art Center which sponsors an exhibit of student work each year and holds a reception for the student artists from each of our ten schools. The district has also entered into a relationship with the National Constitution Center which will augment the civic education of its students. PennCORD and the district also have a working partnership illustrated by the districts involvement with the We the Kids program.

The Senior Project

The Senior Project is a community-based exploration of a topic of interest to the individual students. The project is based on the best practices of experiential education that includes preparation, structure, and reflection. All students give a final presentation as a graduation requirement.

Job Shadowing

Students do a day of job shadowing to help prepare them for the Senior Project. This program is either integrated into the English Curriculum or is a separate offering. Job shadowing is based on the best practices of experiential education that include preparation, structure, and reflection.

Community Based Learning Programs:

Community based learning is a form of instruction that takes place in the "real world" and where students learn by doing. Students can earn credit exploring careers and interests, working n paid positions or doing community service. The student's individual experience serves as the primary content for Educational Field Experience, Cooperative Work Program, and Community Service Learning. All Community Based Learning programs provide excellent preparation and assistance for the senior project, as well as for future college and work opportunities. Students secure a service placement, internship, or work position at a site with a supervisor. The program coordinator must approve any summer hours that the student plans to complete, and that approval must be made in the spring prior to the beginning the course.

Pre-Kindergarten Transition

No Pre-K Offered

Utilization of Resources and Coordination of Services

Service/Resource	Description	Type
Coordinator of Individualized Instruction/Inclusion	The Coordinator of Individualized Instruction/Inclusion works as a support for Student Services and Curriculum Services teams in a variety of ways.Curriculum Services support includes coordinating the district induction program ,identifying and assisting with staff development needs, overseeing the differentiating instruction initiative, and assisting others with the implementation of best-practice teaching strategies and PDE identified components of induction. Teachers are given building level support and provided with a variety of learning opportunities to increase skills. Additional curriculum work is carried out through the use of curriculum mapping, creating common assessments and aligning curriculum K-12 cross buildings, formative and summative assessment trainings and works collaboratively with the Director of Curriculum, Instruction, & Assessment and curriculum supervisors in all areas. With the creation of the Instructional Leadership Cadre for DI, the coordinator helps to supervise and organize these cadre members who are building staff K-12, and provides training and support for them to serve as building level instructional support for professional staff. They also serve to provide professional development opportunities for all staff and support with induction. Additionally, the coordinator creates and distributes a series of monthly strategy cards to all professional staff which highlights best-practice strategies along with other pertinent information (i.e., Black History Month for February, Autism Awareness Month for April), which the cadre use for faculty meetings, in-service opportunities, and professional discussions. The Coordinator of Individualized Instruction/Inclusion is a member of the following district committees: ICC (Instruction and Curriculum Council), SDC(Staff Development Council), CARE(Committee to Address Race in Education), Cultural Proficiency Leaders, CAPS(Committee to Advise Pupil Services), and Secondary Steering.	Student Services

Student Services support is provided through individual meetings and collaboration with student services supervisors and IEP teachers to support inclusion at the regular education classroom level k-12. The coordinator works with the in-district, building-level IEP teams to provide support for regular education teachers when implementing the Specially Designed Instruction required by the IEP document, along with other support for regular education staff to promote a successful inclusion experience for all students. Support is also provided with IEP development and home program meetings as needed and requested.

| Coordinator of Out-of-District Placements | The role of the Coordinator of Out-of-District Placements is to liaise among the out of district programs and the ten school district buildings to assist in a smooth, seamless flow regarding the process of referring a student to attend a school program located outside of their home school district.

The coordinator works with the in-district, building-level IEP teams to create the referral packet, identifies program options where the student's presenting social, emotional, learning or other needs can be supported and works to secure interviews and visitations to those identified programs. After an acceptance is received, the coordinator completes all required paperwork by amending the IEP to reflect the new placement, composes the NOREP, secures the signature from the parent/guardian, and arranges transportation, as well as any additional, ancillary service needs, in addition to continuing to work with District teams to bring their process to closure.

Once the placement has begun, the coordinator facilitates all communication, attends all IEP meetings and/or conferences, and sits as the LEA on the out-of-district IEP team. For all special education students placed out-of-district, the coordinator assists in writing IEP's, supports all behavioral/disciplinary events which might occur, attends re-entry meetings after disciplinary occurrences, if not waived by the parent, assists with any/all transportation-related issues which might arise, maintains ongoing contact with | Student Services |

the Health Services Department of the District to support the medically fragile students, secures contracts for placement and reviews and signs for tuition payments to the out of district school programs. For students placed within the Commonwealth of Pennsylvania's Approved Private School (APS) system, the Coordinator works directly with the PA Department of Education (PDE) to facilitate the approval of paperwork to place students within an APS program under a joint placement agreement.

When the out of district IEP team has determined that the student has achieved their goals and demonstrates the ability to start a transition process to return to an in-district program, the coordinator facilitates contact with the district receiving school, arranges for staff to visit student out-of-district, arranges for parents to meet with in-district personnel and organizes and oversees the students seamless return to the district.

| District Libraries | Each of the ten schools in Lower Merion has a professional library to assist in student achievement of the District's mission, goals, and academic standards. Print resources including the newest and current nonfiction titles, large audio book collections and electronic resources available on the webpages keep libraries anchored as both the center of leisure reading and academic research for the school communities.

Electronic resources that include the Power Library, Electric Library, netTrekker, Culture Grams, Enchanted Learning, and Brain Pop allow students the ability to use resources both at school and at home. Library labs, main floor computers and computer carts allow students access to these resources throughout the day. With guidance from librarians, the resources are used daily.

On a daily basis, librarians teach library skills to students of all levels. The main goal of all classes is to continue the work of elementary school librarians in preparing students to be independent researchers in high school and beyond.

Reader's Advisory and reference help keep the librarians busy. In addition, the libraries | Facilities/Infrastructure |

have become home to the Big6 Research Process. Collaborative projects make the libraries an integral part of almost every project in the schools! Individualized Big6 instruction for content area classes in a particular area of research is one of the most sought after services of the libraries. Research support also includes supplying carts of books for classroom endeavors.

A large part of the school library program is the promotion of reading. Reading incentives, author days, reading clubs, reading lists, maintaining eboards and wikis all keep the library at the forefront of whole school reading activities.

District Services/Facilities/Laboratories	The Lower Merion School District (LMSD), located in Philadelphia's historic Main Line suburbs, serves the 62,000 residents of Lower Merion Township and the Borough of Narberth. Established as one of Pennsylvania's first public school districts in 1834, LMSD enjoys a rich tradition of achievement, innovation and community partnership and a longstanding reputation as one of the finest school systems in the United States. The District's six elementary schools, two middle schools and two high schools provide a challenging, multi-disciplinary academic program and dynamic, co-curricular experience to more than 6,900 students.	Facilities/Infrastructure
	Of the District's nine eligible schools, all have received recognition for excellence by the Commonwealth and seven have received the National Blue Ribbon Award for Excellence in Education. LMSD schools rank among the highest in Pennsylvania for SAT and PSAT scores, AP Participation rate, total number of National Merit Semifinalists, total number of International Baccalaureate diplomas granted and in numerous publications' "Top Schools" lists. Approximately ninety-four percent of high school graduates attend institutions of higher learning.	
	LMSD's comprehensive instructional program encompasses an array of services for special needs and gifted children as well as community-based learning programs, extended daycare, early-intervention literacy support, an International	

Baccalaureate diploma program and a full menu of high school honors and AP courses. An extensive range of course offerings in core areas, music and the arts, technology and special subjects form the foundation of the District's secondary curriculum. Themed, year-long middle school programs offer students enhanced opportunities to explore subjects through hands-on, interdisciplinary study and block scheduling. The District's World Languages program enables all students to receive uninterrupted foreign language instruction from second grade until the time they graduate from high school. Labs are used at each building to provide students with instruction and enrichment in areas such as mathematics, science, art, computer science, applied technology, and business education.

Each of the ten schools in Lower Merion has a professional library to assist in student achievement of the District's mission, goals, and academic standards. Print resources including the newest and current nonfiction titles, large audio book collections and electronic resources available on the webpages keep libraries anchored as both the center of leisure reading and academic research for the school communities. Library labs, main floor computers, and computer carts allow students access to these resources throughout the day.

More than 500 supervised academic, athletic, community outreach and performance-oriented co-curricular programs are available in the District, from elementary school technology clubs to high school varsity sports. In addition to serving student programs, the District's facilities are utilized by thousands of community members for enrichment programs, recreation and general use.

The District's professional staff consists of than 694 full time professional staff, 83% of whom have advanced degrees. The faculty is complemented by a support staff of more than 540 skilled individuals. A guidance counselor and psychologist are available in every school. (As of May 2009)

	LMSD maintains one of the lowest class size averages in Pennsylvania. The student-to professional staff ratio at the secondary level is 11:1 and average class size in the District is approximately 21 students. In addition to providing a supportive teaching environment, the District offers one of the highest salaries and best benefits packages in Pennsylvania and extensive staff development opportunities. LMSD is in the final phases of implementing a Capital Improvement Program that began in 1997-1998. Eight of ten school projects have been completed. The District's two high schools, Harriton and Lower Merion, are the remaining projects and construction is well underway at both sites. Planning for these facilities began in February, 2004. Two, new schools will replace the existing facilities, with Harriton scheduled to open in Fall 2009 and Lower Merion scheduled to open in Fall 2010.	
ESL Services	The Lower Merion School District ESL Program goals are to efficiently identify students who may be in need of ESL services, appropriately place them in ESL and classroom programs that would best meet their growing needs, and efficiently maintain ongoing records of student progress that will serve to inform teachers on the best approaches for providing each student with rich academic and linguistic learning experiences. Goals are further broken up into specific categories below. Goals for Students: The success of individual English language learners (ELLs) is the driving force behind the ESL program. The following are Lower Merion School District's goals for English language learners. • To use activities which foster conversational language growth through the use of comprehensible input • To facilitate academic success in English through scaffolding strategies, content reading strategies and activities that develop academic language by classroom and ESL teachers • To ensure that each student maintains access to the core curriculum • To provide for meaningful participation in subject area instruction	Student Services

• To ease the transition into American cultural life by providing assistance to students in going about their daily lives in school (for example, filling out course schedules and/ or becoming active in school focus-groups or clubs)
• To facilitate participation in cross-curricular activities and student life by keeping ELLs informed of the opportunities and processes for getting involved in cross-curricular activities and student life

Goals for Parents:
Realizing that families are often the driving force behind student success in school, The following are Lower Merion School District's goals for communicating with parents:
• To provide parents with an informative and welcoming orientation that has been standardized across schools
• To keep families updated as to the progress of their child in English and in school through communications in their home language
• To make an extra effort at ensuring ELL parent participation at school parent nights, conference times, social functions and extracurricular gatherings

Goals for Administrators:
The following are Lower Merion School District's goals for school administrators:
• To provide administrators with professional development opportunities that keep them informed as to best practices and designs for ESL programs in their schools
• To provide professional development opportunities that keep administrators informed on the rights of ELLs and the legal responsibilities of the schools
• To provide principals with the tools and materials which help in facilitating the parent and student orientation process.
• To facilitate and equip school principals to lead faculty meetings by keeping them informed of the latest updates in federal and state regulations, the ESL Program and the ESL Program Binder.

Goals for Teachers:
The following are Lower Merion School District's goals for classroom teachers:
• To provide teachers with resources (such as this binder) that conveniently answer

their questions regarding school district policy, federal and state law, and ESL curricular decisions regarding the teaching of English language learners
• To provide teachers with easy to use resources for assessing language growth in the classroom, and suggestions for modifying the curriculum for English language learners
• To facilitate communication between ESL teachers and classroom teachers through the use of easy-to-use forms, assessment techniques and opportunities for collaboration with ESL teachers
• To provide teachers with opportunities for professional development in the areas of teaching English language learners

Goals for Staff:
As the gateway to school life, and the first people that English language learners and their families often meet in the schools, school secretaries and staff have a great deal of influence in terms of providing welcoming introductions to the Lower Merion School District. This introduction can have a substantial impact on the feelings and attitudes that students and their families feel toward the school. The following are Lower Merion School District's goals for staff:
• To train all secretaries and school clerks on the proper procedures for enrolling English language learners
• To provide professional development opportunities that address the ELLs rights and the schools' legal responsibilities toward ELLs and their families

Goals for ESL Practitioners and Specialists:
The following are Lower Merion School District's goals for ESL Practitioners and Specialists:
• To keep ESL Practitioners and Specialists informed of professional development opportunities available in the area of teaching English language learners
• To provide funding and encouragement for ongoing professional development
• To provide high quality ESL materials and resources, so that ESL teachers can feel equipped to teach, assess and maintain clear and organized records of ELLs progress in school and in their acquisition of the English language
• To have regular quarterly meetings that

address new issues that arise with respect to teaching English language learners, and to continually revisit the task of improving the ESL program at Lower Merion School District

| Gifted Services | Chapter 16 requires all districts to provide for the identification and education of gifted students. The district currently serves over 900 students identified as gifted. Students may be referred to building based teams by parents or teachers for screening and identification. Sixteen gifted support teachers are assigned as full-time supports to school buildings and serve students through a pullout program with additional opportunities for classroom-based support. Responding to increased numbers of identified students, an additional half-time teacher was hired for start of the 2008-2009 school year.
The identification process may begin with a referral from a parent or teacher request. Families of the referred students and building staff members complete questionnaires, checklists, and provide background information relevant to determining giftedness. Students are screened with the New K-BIT. Child Study Team is initiated to review all information contained in the student profile. If a full evaluation is deemed appropriate, a permission to evaluate is issued to the parents/guardians of the students. Within 60 calendar days a full evaluation is administered by a school psychologist, multiple criteria reviewed (as cited in Chapter 16) and a Gifted Written Report is completed. Students receiving a full scale score of 130 or meeting multiple criteria and in need of specially designed instruction receive a Gifted Individual Education Plan (GIEP).
In 2003 recognizing that our program must evolve to continually meet the needs of our students, the district engaged a consultant, recognized in the state of Pennsylvania for his knowledge and work with gifted education. The consultant worked with a small steering committee to develop essential questions and investigate areas for growth and improvement. Gifted support services closely addressed all recommendations identified in the 2003 Gifted Review. Some examples of program | Student Services |

	achievements include: brochure on LMSD gifted support, development of a rigorous gifted support curriculum that is product driven (including robotics , philosophy, and thematic studies grades 2 to 11), updated identification process using new screening instruments, updated and standardized forms and procedures for identification process, scheduling the middle school gifted support program, development of an annual gifted newsletter, development of gifted E-board, development of a gifted link on the LMSD website, schedules and assists in coordinating evening workshops for parents annually on gifted related topics , and employs PSSA data to help identify minority gifted students for screening. This is an ongoing process as the District continues to review, reflect and implement research based best practices for gifted support. Procedures for educating all gifted students enrolled in the district include the following combination of learning experiences: developing a Gifted Individualized Educational Plan(GIEP) which addresses individualized needs based on strengths of gifted students; flexible grouping; and differentiated instruction in the regular classroom based on the gifted student's abilities in conjunction with the with regular classroom teachers. LMSD employs a fulltime Differentiated Instruction specialist with a DI cadre in each school building, further enhancing differentiation for gifted students. Gifted enrichment support is provided twice weekly in a pullout program at the elementary level and is scheduled in the middle and high school buildings. Other strategies include but are not limited to curriculum compacting and acceleration.	
Guidance Services K-12	K-12 Guidance and Counseling Services are provided to all students. The role of the Supervisor of Guidance includes developing and maintaining the K-12 guidance and counseling program that addresses the developmental needs of students and serves as a liaison to all district administrators, staff, parents, and community groups both proactively and responsively. Other guidance and counseling program services include:	Student Services

Services are provided for students with disabilities to assist district-wide implementation of special education requirements and coordinate 504 Service Agreements and procedures as they pertain to counselors and 504 teams; support district school counselors as case managers of 504 Service Agreements; support, train and advise all school counselors as designated case managers; maintain a comprehensive district-wide data base of all 504 Service Agreements; and advise and plan for special needs testing programs as required by various testing entities and state contractors.

The district standardized testing program provides student, parents, and school district staff planning and coordination of test schedule, budget, organization and administration of the district's standardized testing program; coordination and implementation of test scoring and articulate scoring service reports; plan and develop parent orientation; plan and develop testing coordinator in-service/training programs, maintain records of test results.

Homebound Instruction program provided for all eligible public (and private) school students, educational/academic tutorial programs where specifically required, and Instruction in the Home for special education students who are eligible.

Organization/planning/communications/public relations in developing guidance counseling events and activities calendars, arrange and promote; schedule counselor meetings; in-service counselors on policy and procedural issues; provide professional development; assist in facilitating and planning transition/orientation programs; develop meeting agendas, articulate programs, promote and facilitate district goals; and create range of publications for student orientation and transition activities.

Career planning and career development for all students; provide career awareness and opportunities and explore career options. School counselors provide advisement on career testing/interpretation: Naviance, Career Cruising, SDS, etc.; promote and plan career days at all

secondary schools; promote career symposiums on high school level; serve as liaison for "dual enrollment" coursework promotion; assist in the coordination of College and Career Fairs and related program.

K-12 district representative/coordinator of Student Assistance Program (SAP): Support four secondary school teams with periodic consultations and communications; promote and plan "add-on" team member and support group facilitation training; assist in planning team maintenance meetings and team revitalization trainings; complete annual aggregate reporting forms, surveys, and other forms as required; promote district liaison to Lower Merion Counseling Services.

K-12 Safe and Drug-Free Schools and Community Program: Facilitate the Lower Merion Community Alcohol and Other Drugs Advisory Council; plan agenda and maintain Advisory Council group as required for SDFSC Grant; assist in the study of the drug-free schools policy revision and administrative procedures; serve as district representative for Safe and Drug-Free Schools and Communities Act Grant; assist as liaison with DARE and serve as the liaison to LM Township Police Department; assist the planning and coordination of the implementation of Act 211; train students for Peer Helper program and Lower Merion Problem Solving Theater.

K-12 district coordination in response to emergency/crisis response: Assist district students, teachers and parents in response to crisis events; assist Home and School Visitor requirement of child abuse/neglect reporting; support and assist schools in death, suicide, and serious illness responses;
assist secondary schools in responding to racial incidents/diversity training/conflict resolution.

K-12 develop/plan budget respective of K-12 program needs, building requests, counselor requests; develop and plan summer counselor days, summer curriculum days, and workshop days; create and promote special programs for

experiential counseling activities and programs; plan, maintain, revise, and complete grant budgets on-line and through Business Office; promote alternative funding sources: i.e., "PA tobacco funds" for Second Step training through M.C.I.U. and others.

College admission and academic/educational planning counseling for secondary school students: Promote and maintain Naviance Workspace K-12, college admission data base/studies and research, plan college admission/transition evening programs with high school personnel, coordinate and plan "college visitation" program of all high school counselors, annually develop and update both high school profiles with required research, assist counselors as consultant on matters of law, ethics, standards/practices; plan and facilitate standardized testing program training and implementation for special needs students; update forms and procedures for student records release and on-line admissions, and serve on-going district teams.

Mandated and Model programs: Implement the requirements of NCLB (student lists to military recruiters); coordinate and assist district counseling in-service/staff development; assist in the coordination and planning of evening programs (existing and new); and assist in the coordination and planning of student orientation programs.

Technology and On-line College Admissions: Continue to expand our use of technology by having all secondary school counselors trained in the use of PowerSchool and plan required staff development; plan upgrade of computer support systems (software and on-line services) for computerized/electronic college admission, college/career searches, and related; research software programs for college search information, career/skills/interests and maintain annual purchase agreements and site licenses (i.e., Naviance, Career Cruising, Bridges.com, Success In Stages, Penn State University Partnership, passwords, software problems, interface with technology group, etc.).

	School-based and Community Outreach/Liaison/Assistance: Co-facilitate STEP training program, serve as liaison for Safe Kids Program in Grades 1 and 4 and promote development of Bullying Prevention Program (Olweus) with Life Counseling Services, serve on Coalition for Youth for Lower Merion and Narberth; serve on district committees and district liaison to MCIU: Committee to Address Race in Education (CARE), Welcoming Schools Committee, district representative to MCIU Safe and Drug-free Advisory Council, liaison to Central Montco Technical High School.	
Home & School Visitor Services K-12	The Home and School Visitor provides social work services, support and staff development to staff, administrators, parents and students k-12 regarding the following: • Monitoring student attendance and identifying truancy issues with counselors and building administration to develop Truancy Elimination Plans (TEPs) • Attendance and Truancy issues: Assisting parents and buildings in addressing attendance concerns and referring truancy matters into the District & Juvenile Court systems • Child abuse and neglect liaison to Montgomery County Office of Children and Youth: building based reports of abuse or neglect are reviewed and referred to OCY through the HSV office • Referrals for Medical Assistance and mental health services at the elementary level and for out of district students • Pupil Registration coordination among all buildings: Annual review of forms, procedures and provision of training to registrars • Non-residency investigations: Investigation of families/students who are suspected of being nonresidents but continue to attend our schools illegally • School District Homeless Liaison to Montgomery County. Assisting homeless families in obtaining social services	Student Services

	• District data collection and state reporting: homelessness, attendance and dropout data	
	During the five years of this new strategic plan, I would like to work collaboratively with our administration and staff to provide a comprehensive review and update of our attendance policy and truancy elimination plan process that is logical, practical and identifies accountability while reducing our absence rate.	
	During the five years of this new strategic plan, I would like to work collaboratively with our administration and staff in a comprehensive review of our registration and residency procedures. The goal is to streamline our registration process while ensuring accuracy as well as the early identification of potential residency issues prior to the formalization of registration.	
School Health Services	K-12 School Health Services to all students (public and non-public) including but not limited to health screenings (vision, hearing, scoliosis, BMI), physical exams in selected years, management of medication administration, communicable illness and immunization programs. Also included are: K-12 Annual review of immunization, physical exam and health status for all students	Student Services
	K-12 support in public, non-public and APS for students with identified health conditions to include individualized health care plans, nursing procedures and interventions and resource and training to staff members regarding health needs	
	K-12 Health care for illness and injuries, health counseling, promotion of healthful behaviors and individualized planning for health needs.	
	K-12 Nursing support for CST including pre-referral health assessments and interventions.	
	K-12 Liaison between schools, health care providers and families. Collaboration with families and health care providers in the management of health needs including assistance with accessing health care services, visiting students and their families in their homes or health care facilities when indicated.	
	K-12 Health Services for students in transition - support and planning for	

students in transition (Early intervention to school aged, elementary to middle, middle to high school, high school to post graduate transition programs) to include assessment of health needs, coordination of care with health care providers and families, planning for individualized needs and resource and training to staff members.

K-12 Collaboration with local and state departments of health and other health care agencies in the prevention and management of communicable illnesses and environmental hazards, the promotion of healthful behaviors and practices

K-12 Health Services to medically fragile students with special transportation needs in public, non-public and APS to include emergency care planning and support for individual health needs.

K-12 Health Services management and coordination of CPR/AED medical emergency response programs for professional and support staff.

K-12 Provide health education in selected areas to enhance curriculum (growth and development, nutrition, eating disorders and risk behaviors)

K-12 Health Services Coordination of Wellness Committees and Programs including School Health Advisory Council

K-12 Participate in Student Assistance Programs, Child Study, Crisis intervention, IEP and Wellness teams

K-12 Development, training and implementation of 504 service agreements for students
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K-12 participation in risk management, health and safety committees for students, and staff including assessment of environmental hazards, development and implementation of accident reporting

Employee Health Services to include pre-employment health screenings and physical exams, annual physical exams of support staff, tuberculin testing, immunization programs, health promotion, and collaboration with physicians.

| School Psychology Services K-12 | Services are available to students as needed and include the following:
• Multi-disciplinary evaluations of students as part of the Child Find obligation, including evaluations of students enrolled in | Student Services |

District schools and students who have been unilaterally placed in a non-public school by parents/guardians who are residents of Lower Merion.

• Participation in the School Age Transition Team, including multi-disciplinary evaluations of pre-school students attending early intervention programs and transitioning to the public school setting and related meetings with parents/guardians and District staff regarding school age programs.

• Evaluations of students to determine eligibility for the gifted program, including students enrolled in District schools and students who have been unilaterally placed in a non-public school by parents/guardians who are residents of Lower Merion.

• Participation in school based Child Study Teams (CST) to review educational needs and supports necessary for referred students. Collaboration with staff to develop individual interventions and supports, data collection and analysis following interventions.

• Participation in school based teams assessing student eligibility for a 504 Service Agreement and participation in the development of Agreement as appropriate.

• Participation in IEP team meetings, including the development of initial IEPs and the determination of re-evaluation scope of students receiving special education services.

• Consultation with parents, staff, and community based service providers to support students' developmental and educational needs.

• Facilitation of Emotional Support (ES) counseling groups

• Provision of individual student behavioral/emotional support as needed

• Provision of building based and District wide staff development programs

• Participation in Rapid Response Team following student/family/school tragedy or crisis.

| School Social Worker | The school social worker is a member of the District's clinical support team and is building-based primarily in the secondary schools. The social worker provides individual and/or group counseling to selected students with mental health or developmental issues during the course of | Student Services |

the school day and serves as a member of the IEP team for those students. As the designated district liaison with the county Offices of Mental Health and Developmental Disabilities as well as with various behavioral Health Services (e.g., Magellan, Foundations), the social worker educates, links and supports parents/guardians in the access and use of community
mental health services including the application for Medical Assistance. The social
worker provides clinical support for crisis prevention, intervention and management to students, families and school staff in the wake of an emergency or student/family/ school tragedy. The social worker is a key member of the Secondary Special Education Steering Committee, the Transition Steering Committee and the District's Interagency Core Team.

Student Assistance Program	The Student Assistance Program has been named START which stands for Student Assistance Referral Team. There is a START team in each of the four secondary schools in Lower Merion School District and utilizes a systemic process of identiying at risk students and developing partnerships with parent(s)/guardian(s) to assist those students. These identification/partnership/referral techniques are used to mobilize school resources and to remove barriers to learning that adversely affect student performance, behavior, and learning. The core of the START program consists of state-approved trained team members, including teachers, counselors, nurses, administrators, psychologists and other school staff (including secretaries, custodians, instructional aides, bus drivers, and campus aides) and liaisons from our base service unit (the community-based alcohol and drug and mental health agency). The START team works in partnership with parents/guardians as a state requirement of the program and will assist the parent(s)/guardian(s) and student so they may access services within the community. Once a student has been referred to his/her START Team the parent(s)/guardian(s) is entitled to a free referral meeting at Lower Merion	Student Services

Counseling Services, our local county base service unit, where the parent(s)/guardian(s) can be assisted with a referral evaluation and accessing HMO and insurance resource information.

Students, teachers, parent(s)/guardian(s), and other concerned members of the school community can refer students to the Student Assistance Program in their school. Students may and do also refer themselves and their friends and peers to their START team and can notify their START team members that they are worried or concerned about someone. The students themselves can even go directly to the designated team members to ask for help for any reason whatsoever. Though all information collected by the START teams, records created during the referral process are strictly confidential, and student privacy rights are maintained, START team referrals are part of the student's file and viewed as part of the student record.

The Student Assistance Program in the Lower Merion School District does not evaluate, diagnose, or treat a student, but rather provides the student and their parent(s)/guardian(s) with information to gain access to those types of services and encourages them to consult with clinical and medical professionals. The student is considered to be part of the START team - with the goal being "Student Success".

The START team gathers objective information about the student's performance in school from all school staff who have contact with that student. A START team member will also talk with a parent/guardian about their observations, the reason for the referral, the student's strengths that are viewed as "protective factors" that can be used to the advantage of the student as they address the identified problems/barriers to learning, and share other concerns. Together, the parent(s)/guardian(s) and the START team develops a plan of action to help the student achieve success in school. The plan might include services and activities in school and/or services from a community agency as recommended by the START team and/or by the base-service unit or

other medical or clinical services.

The START team will provide information and resources on how to contact other agencies that may be able to assist the student and his/her family and will continue to work with the parent(s)/guardian(s) and support the student beyond the time of the referral. Individual START Team pamphlets are available in each secondary school and student referral forms are available in a number of locations throughout the schools to maximize availability and ensure student privacy.

Special Education

The District provides an array of supplemental aids and services to allow students with disabilities to be successful within the general education environment. Staff support may be provided by a related service provider, such as a speech therapist, occupational therapist, physical therapist, adaptive physical education staff, behavioral consultant, social worker, itinerant emotional or autistic support teacher, or psychologist. The speech/language department chairperson provides (a) additional support with the coordination of the SETT process to determine students' need for assistive technology; (b) subsequent integration of services within and across schools; and (c) staff development concerning assistive technology. The chairperson also serves as the liaison between special education and the District's technology department and serves as a liaison between the District and the Montgomery County Intermediate Unit regarding assistive technology issues. Additional support of students with behavioral issues or with autism may be provided by a classroom or behavioral assistant or a consultant

contracted through the Intermediate Unit or the private sector. The District's speech/language therapists provide group opportunities for students to build pragmatic language skills. A District psychologist and/or social worker lead weekly groups for students in the Emotional Support program to increase students' social and emotional skills.

Additional support for special education students allowing greater inclusion within the general education program include: subscriptions at every school to Recordings for the Blind and Dyslexic; subscriptions to NIMAS, hand-held calculators and spellers; graphic organizers; manipulative materials; and specialized products for students that address specific hearing, vision, or augmentative communication needs and/or physical stability, and fine and gross motor needs. All special education teachers and speech and language clinicians have been provided with software licenses for programs that assist students to be included in the full range of educational possibilities (i.e. SOLO, Read Out Loud, Write Out Loud; Co-Writer and Draftbuilder). Supplemental reading programs (i.e. SRA, Wilson) are provided to students requiring this additional support to meet their individual needs.

Transition Coordinator	The District's Transition Coordinator is a primary liaison between the school district and the community in terms of planning and implementing programs/services for students with disabilities, ages 14 and older. While much information and consultation is provided for post-secondary	Student Services

educational programs, the Transition Coordinator is a key figure in developing interagency and business linkages. The coordinator identifies, establishes and maintains linkages with the Office of Vocational Rehabilitation (OVR), the Offices of Mental Health and Developmental Disabilities, and the Montgomery County Intermediate Unit and local community agencies and businesses. The coordinator assists in the writing of cooperative agreements between the school district and local agencies/businesses; facilitates referrals of students to other agencies; and links students with postsecondary special support coordinators. In addition, the coordinator maintains an informational E-Board, develops business partnerships, promotes work-based learning opportunities with businesses, and helps to coordinate and sponsor transition fairs. In a similar vein, the coordinator arranges school and community work-based learning opportunities, develops school-based training as well as community-based training/sites, supervises the job coach, coordinates community-based instruction and identifies/examines postsecondary training and education options.