

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.

Core Purpose

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.

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.

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.

High Schools

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.

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.

Scholars Program of Study

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.

Middle Schools

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 (formerly known as industrial arts), 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 Voices of Change (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 efficiently 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 Schools

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 learn 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.

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 learning in each content area. The essential learning identified in each of the standards areas 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(Education Record Bureau)
PSSA (Pennsylvania System of School Assessment)
CBA (Curriculum Based Assessments)
Dibels (Dynamic Indicators of Basic Early Literacy Skills)
Metropolitan Readiness
4-SIGHT
GMADE
GRADE
DRP (Degrees of Reading Power)
SAT (Scholastic Aptitude Test)
ACT (American College Testing)
AP tests (Advanced Placement)
IB assessment (International Baccalaureate)
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:

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

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.

Academic Standards

Pennsylvania Academic Standards set forth the knowledge and skills that students in the Commonwealth will be expected to demonstrate. The Academic Standards are as follows:

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

On the following pages you will find a summary of the **Academic Standards and Assessment Report**, which includes the Goals, Strategies and Activities being proposed.

Lower Merion School District
Strategic Plan

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

Activity: Explore additional opportunities for teacher collaboration

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

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.

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.

Goal: Goal B: Student Achievement

Description: To 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.

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.

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.

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.

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.

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.

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.

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.

Goal: Goal C: Achievement Gap

Description: To 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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

Activity: Utilize data driven instruction

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

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.

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.

Activity: Utilize data driven instruction

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

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 make sure students are placed in rigorous level courses in which they can succeed.

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.

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 make sure students are placed in rigorous level courses in which they can succeed.

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.

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.

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.

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.

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.

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).

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).

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

Activity: Provide Parent/Guardian workshops

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

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.

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.

Activity: Provide Parent/Guardian workshops

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

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

Activity: Explore additional opportunities for teacher collaboration

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

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

Activity: Explore additional opportunities for teacher collaboration

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

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.

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.

Goal: Goal F: Address Holistic Needs of Students

Description: To 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.

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.

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).

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.

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.

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.

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.

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.

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.

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.

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.

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).

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.

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.

Activity: Provide materials focused on Citizenship and Learning

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

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.

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.).

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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).

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.

Goal: Goal J: Communication

Description: To 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.

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.

Activity: Utilize existing resources

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

Activity: Website tutorial

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

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.

Activity: Response by District

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

Activity: Town Hall Forum Topics

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

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.

Activity: Communication Policy

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

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.

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.

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.

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.

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.

Activity: Monitor Energy Consumption

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

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

Goal: Goal L: Educational Technology

Description: To 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.

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.

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.

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.

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.

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).

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.

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.