

Methacton SD

**District Level Plan**

07/01/2015 - 06/30/2018

# District Profile

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## Demographics

1001 Kriebel Mill Rd  
Eagleville, PA 19403  
(610)489-5000  
Superintendent: Dr. David Zerbe  
Director of Special Education: Dr. Susan Angstadt

## Planning Process

We began our process by involving district administrators who reviewed the mapping and alignment of our standards, along with instructional strategies, practices, and assessments. Assessment review included benchmark, diagnostic, formative, and summative approaches in assessing students. Based on our findings, we will be identifying key areas to grow and improve district-wide.

Additionally, our planning committee members reviewed various components of the Comprehensive Plan and provided feedback, as needed.

## Mission Statement

The Methacton School District, with its strong tradition of excellence, will challenge all students to achieve their greatest potential and create a vibrant community of learners who appreciate diversity and will lead and succeed in a dynamic global society.

Our motto is: Learn, Lead, Succeed Together

## Vision Statement

The vision of the Methacton School District is to prepare graduates to thrive in an increasingly complex world and contribute as productive members of society.

*By offering a rigorous curriculum we will:*

- Foster adaptability, courage, independence, and common decency in a dynamic world that requires self-renewal;
- Create civic-minded individuals who practice responsible, ethical, and moral decision making with a broad understanding of their large-scale impact;

- Teach students how to process and prioritize mass volumes of information, balance technology with tradition, and establish ambitious standards.

## Shared Values

Methacton School District:

- Believes that community and family are the foundation for a child's growth and development.
- Believes education is the shared responsibility of the student, school, family, and community.
- Believes high ethical standards are critical to effective citizenship.
- Believes that all students should be given equal opportunity to achieve their greatest potential.
- Believes that all students should be provided a full, balanced, standards-based curriculum at all levels, supported with pedagogical strategies that best address individual learning needs.
- Believes learning is a life-long process.
- Believes that an effective education should be enriched by the arts, service, athletics, and extra-curricular activities and should empower students to shape their futures.
- Believes that everyone benefits when all persons respect and appreciate diversity in a global society.
- Believes that an emotionally and physically safe environment is essential for learning.
- Believes that open and honest communication promotes mutual understanding and trust.
- Believes the use of state-of-the-art and emerging technology is essential to quality education.
- Believes in providing employees with encouragement, time, resources, and professional development in best practices to meet high expectations for continuous improvement.

## Educational Community

The Methacton School District (MSD) has long enjoyed a tradition of excellence in education and community involvement in our schools. The District, formed in 1969, was created by a 10-year merging of the two school districts that had previously served the Townships of Lower Providence and Worcester. "Methacton" is an American Indian word referring to the "hill" area extending from Eagleville in Lower Providence Township through the Fairview Village area of Worcester Township,

one of the highest elevations in Montgomery County. The name was chosen by a majority vote of the community members residing in the District at the time.

Methacton is a community of about 13,000 households located in a suburb within close proximity to Philadelphia. Methacton was a rural district until the opening of Route 422 in the early 1980s which then brought an influx of residential housing and suburban sprawl. Our community is primarily comprised of residential areas. Community resources include the Lower Providence Library, parks and recreational facilities, the John James Audubon Center at Mill Grove, Evansburg State Park, Peter Wentz Farmstead, and our North Montco Technical Career Center.

Our district offers the community an adult learning program, district sponsored activities and events throughout the calendar year, training in youth mental health first aid, as well as an extended school year program offered during the summer for students. High school students may also participate in a dual enrollment program with Montgomery County Community College to extend their learning and acquire college credits.

Methacton employs 425 professional staff, 312 support staff, and 29 administrative staff. 30% of professional staff hold a bachelor's degree and 69% hold a master's degree. 72% of professional staff have less than 15 years of service and 6.8% are near retirement age. District facilities include eight buildings totaling over 911,000 square feet of space on 214 acres. Students learn in five elementary schools (K-4), an upper elementary school (5-6), an intermediate school (7-8), and a high school (9-12).

There are 5,042 students in Methacton who come from diverse socio-economic and ethnic backgrounds: 74% White (Non-Hispanic), 15% Asian, 4% Black (Non-Hispanic), 3% Hispanic, and 4% Multi-Racial. The percentage of economically disadvantaged students has almost tripled in the last three years, and last year our English language learners grew by 4%. Our special education population accounts for 15.4% of total enrollment which is also representative of the state average for this population. Students receiving gifted supports account for 9.5% of our total population. Those figures have remained relatively consistent for the last five years. Approximately 13% of our students participate in athletic programs and 10% in music programs. Our attendance rates range from 95-97% district-wide with a graduation rate of 98%. 88% of our students attend colleges or universities, 68% of which are in Pennsylvania. More than 88% of our students performed at proficient or above on the 2014 Pennsylvania State Assessment in both mathematics and reading.

As part of his entry plan, our Superintendent conducted a community survey for the purpose of helping guide the future direction of the district. The survey was advertised through multiple means, with the assistance of the Lower Providence Community Library and via district communications resources. The survey was open from January through February 2014 and was available to students (grades 8-11), staff, and community members. The results were communicated via a school board presentation, district administration meetings, and are posted to the district website. In general, the community, staff, and students agreed the greatest strength of the district was its teachers, followed by parent/community support, a strong student body, academic programs, and extracurricular activities.

## Planning Committee

Name	Role
Dr. Susan Angstadt	Administrator
Marijane Barbone	Community Representative
Cathleen Barone	Board Member
Lisa Beeler-Smith	Business Representative
Peg Bonder	Middle School Teacher - Regular Education
Daniel Bontempo	Administrator
Jenifer Brucker	Administrator
Mary Byrnes	Parent
Adam Chantry	Middle School Teacher - Regular Education
Lorraine Cherashore	Parent
Colleen Clayton	Middle School Teacher - Special Education
Janice Conger	Instructional Coach/Mentor Librarian
Robert Corcoran	Elementary School Teacher - Regular Education
Pamela Craig	Elementary School Teacher - Regular Education
Ryan Creedan	Administrator
Irene Dobbs	Parent
Danielle Fowlston	High School Teacher - Special Education
Melissa Gorla	Administrator
Jamie Gravinese	Administrator
Robert Harney	Administrator
Dana Hyman	Elementary School Teacher - Special Education
Jennifer Johnson	Ed Specialist - Home and School Visitor
Mary Katona	Administrator
Diana Kernop	Middle School Teacher - Regular Education
Dr. Karey Kochenour	Administrator
Judith Landis	Administrator
Lisa Larkin	High School Teacher - Special Education
Angela Linch	Administrator
Laurie Markle	High School Teacher - Regular Education
Leah Millrood	Ed Specialist - School Counselor
Brooke Mulartrick	Ed Specialist - Instructional Technology
Dr. Michael Murphy	Administrator
Jill Nickerson	High School Teacher - Regular Education
Lucretia Page	Administrator

Cheryl Peiffer	Ed Specialist - School Nurse
Dr. Zanthia Reddish	Administrator
Tara Ricci	Administrator
Aaron Roberts	Administrator
Dr. Geraldine Ryan-Washington	Administrator
Daniel Sattler	Business Representative
John Smink	Administrator
Jason Sorgini	Community Representative
Susan Wozniak	Parent
Xenia Zacharczuk	Elementary School Teacher - Regular Education
Dr. David Zerbe	Administrator

# Core Foundations

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## Standards

### *Mapping and Alignment*

#### Elementary Education-Primary Level

Standards	Mapping	Alignment
Arts and Humanities	Non Existent	Needs Improvement
Career Education and Work	Developing	Developing
Civics and Government	Non Existent	Non Existent
PA Core Standards: English Language Arts	Needs Improvement	Developing
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Non Existent	Non Existent
PA Core Standards: Mathematics	Developing	Developing
Economics	Non Existent	Non Existent
Environment and Ecology	Needs Improvement	Needs Improvement
Family and Consumer Sciences	Non Existent	Non Existent
Geography	Non Existent	Non Existent
Health, Safety and Physical Education	Accomplished	Accomplished
History	Non Existent	Non Existent
Science and Technology and Engineering Education	Needs Improvement	Needs Improvement
Alternate Academic Content Standards for Math	Non Existent	Non Existent
Alternate Academic Content Standards for Reading	Non Existent	Non Existent
American School Counselor Association for Students	Accomplished	Accomplished
Early Childhood Education: Infant-Toddler&rarr;Second Grade	Needs Improvement	Needs Improvement
English Language Proficiency	Needs Improvement	Needs Improvement
Interpersonal Skills	Accomplished	Accomplished
School Climate	Developing	Developing

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

For some of these areas, aspects of the standards are addressed in the curriculum; however, we recognize the need to be more purposeful in integrating and aligning them. For this reason, we are prioritizing and focusing on these areas through in-service and work and focused work sessions. The areas to which this need applies are:

Arts & Humanities

Civics and Government

Economics  
 Environment and Ecology  
 Geography  
 History  
 Science and Technology and Engineering Education  
 Early Childhood Education  
 English Language Proficiency  
 Integration of PA Core Standards in noted areas  
 The areas of "Alternate Academic content Standards" for math and for reading are noted as "non-existent" as it is not our district's practices to teach alternate standards. The remaining areas that are non-existent do not have standards for this grade ban.

### Elementary Education-Intermediate Level

Standards	Mapping	Alignment
Arts and Humanities	Needs Improvement	Needs Improvement
Career Education and Work	Developing	Developing
Civics and Government	Non Existent	Non Existent
PA Core Standards: English Language Arts	Needs Improvement	Developing
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Needs Improvement	Non Existent
PA Core Standards: Mathematics	Needs Improvement	Developing
Economics	Non Existent	Non Existent
Environment and Ecology	Needs Improvement	Needs Improvement
Family and Consumer Sciences	Non Existent	Non Existent
Geography	Needs Improvement	Needs Improvement
Health, Safety and Physical Education	Accomplished	Accomplished
History	Developing	Needs Improvement
Science and Technology and Engineering Education	Needs Improvement	Needs Improvement
Alternate Academic Content Standards for Math	Non Existent	Non Existent
Alternate Academic Content Standards for Reading	Non Existent	Non Existent
American School Counselor Association for Students	Accomplished	Accomplished
English Language Proficiency	Needs Improvement	Needs Improvement
Interpersonal Skills	Accomplished	Accomplished
School Climate	Developing	Developing

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

For some of these areas, aspects of the standards are addressed in the curriculum; however, we recognize the need to be more purposeful in integrating and aligning them. For this



reason, we are prioritizing and focusing on these areas through in-service and work and focused work sessions. The areas to which this need applies are:

Arts & Humanities

Civics and Government

Economics

Environment and Ecology

Geography

History

Science and Technology and Engineering Education

English Language Proficiency

Integration of PA Core Standards in noted areas

The areas of "Alternate Academic content Standards" for math and for reading are noted as "non-existent" as it is not our district's practices to teach alternate standards. The remaining areas that are non-existent do not have standards for this grade ban.

### Middle Level

<b>Standards</b>	<b>Mapping</b>	<b>Alignment</b>
Arts and Humanities	Developing	Developing
Career Education and Work	Developing	Developing
Civics and Government	Needs Improvement	Needs Improvement
PA Core Standards: English Language Arts	Needs Improvement	Needs Improvement
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Needs Improvement	Needs Improvement
PA Core Standards: Mathematics	Developing	Developing
Economics	Non Existent	Non Existent
Environment and Ecology	Developing	Needs Improvement
Family and Consumer Sciences	Developing	Developing
Geography	Developing	Developing
Health, Safety and Physical Education	Accomplished	Accomplished
History	Needs Improvement	Needs Improvement
Science and Technology and Engineering Education	Developing	Needs Improvement
Alternate Academic Content Standards for Math	Non Existent	Non Existent
Alternate Academic Content Standards for Reading	Non Existent	Non Existent
American School Counselor Association for Students	Accomplished	Accomplished
English Language Proficiency	Needs Improvement	Needs Improvement
Interpersonal Skills	Developing	Developing
School Climate	Developing	Developing
World Language	Developing	Developing

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

For some of these areas, aspects of the standards are addressed in the curriculum; however, we recognize the need to be more purposeful in integrating and aligning them. For this reason, we are prioritizing and focusing on these areas through in-service and work and focused work sessions. The areas to which this need applies are:

Civics and Government

Economics

Environment and Ecology

History

Science and Technology and Engineering Education

English Language Proficiency

Integration of PA Core Standards in noted areas

The areas of "Alternate Academic content Standards" for math and for reading are noted as "non-existent" as it is not our district's practices to teach alternate standards.

### High School Level

Standards	Mapping	Alignment
Arts and Humanities	Developing	Developing
Career Education and Work	Developing	Developing
Civics and Government	Developing	Accomplished
PA Core Standards: English Language Arts	Developing	Accomplished
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Developing	Needs Improvement
PA Core Standards: Mathematics	Developing	Accomplished
Economics	Developing	Developing
Environment and Ecology	Developing	Accomplished
Family and Consumer Sciences	Developing	Accomplished
Geography	Developing	Accomplished
Health, Safety and Physical Education	Developing	Accomplished
History	Developing	Accomplished
Science and Technology and Engineering Education	Developing	Accomplished
Alternate Academic Content Standards for Math	Developing	Developing
Alternate Academic Content Standards for Reading	Developing	Accomplished
American School Counselor Association for Students	Developing	Developing
English Language Proficiency	Developing	Developing
Interpersonal Skills	Developing	Needs Improvement
School Climate	Developing	Developing
World Language	Developing	Developing

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

We continue to work on standards alignment in the areas of integrating the PA Core Standards to Content Areas and Interpersonal Skills. We have been addressing this are largely through in-service activity.

## *Adaptations*

### **Elementary Education-Primary Level**

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

### **Elementary Education-Intermediate Level**

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

### **Middle Level**

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

## High School Level

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

Explanation for any standards checked:

The established curriculum review cycle identified that all curriculums are in one of the following five phases:

- Planning - Year 1
- Development - Year 2
- Implementation - Year 3
- Review and revision - Year 4
- Continued implementation - Years 5-7

## Curriculum

### *Planned Instruction*

#### Elementary Education-Primary Level

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

Processes used to ensure Accomplishment:

The established curriculum review cycle identified that all curriculums are in one of the following five phases:

- Planning - Year 1
- Development - Year 2
- Implementation - Year 3
- Review and revision - Year 4
- Continued implementation - Years 5-7

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

*This narrative is empty.*

#### **Elementary Education-Intermediate Level**

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

Processes used to ensure Accomplishment:

The established curriculum review cycle identified that all curriculums are in one of the following five phases:

- Planning - Year 1
- Development - Year 2
- Implementation - Year 3
- Review and revision - Year 4
- Continued implementation - Years 5-7

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

*This narrative is empty.*

### **Middle Level**

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

Processes used to ensure Accomplishment:

The established curriculum review cycle identified that all curriculums are in one of the following five phases:

- Planning - Year 1
- Development - Year 2
- Implementation - Year 3
- Review and revision - Year 4
- Continued implementation - Years 5-7

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

*This narrative is empty.*

### **High School Level**

<b>Curriculum Characteristics</b>	<b>Status</b>
Objectives of planned courses, instructional units or interdisciplinary studies to be achieved by all students are identified for each subject area.	Developing
Content, including materials and activities and estimated instructional time to be devoted to achieving the academic standards are identified.	Developing

The relationship between the objectives of a planned course, instructional unit or interdisciplinary studies and academic standards are identified.	Developing
Procedures for measurement of mastery of the objectives of a planned course, instructional unit or interdisciplinary studies are identified.	Developing

Processes used to ensure Accomplishment:

The established curriculum review cycle identified that all curriculums are in one of the following five phases:

- Planning - Year 1
- Development - Year 2
- Implementation - Year 3
- Review and revision - Year 4
- Continued implementation - Years 5-7

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

*This narrative is empty.*

### ***Modification and Accommodations***

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

Special education staff members are regularly included in the curriculum review process, along with regular education staff members to allow for collaboration about the modifications and accommodations necessary to allow all students at all mental and physical ability levels to access and master a rigorous standards aligned curriculum. This collaborative process ensures all grade and content level curriculums include modifications and accommodations to guarantee that students of all ability levels have access to the grade level curricular content.

## Instruction

### *Instructional Strategies*

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

#### **Regular Lesson Plan Review**

- Not Reviewed

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

All professional teaching staff are in one of the following three phases of the district's formalized Differentiated Supervision Plan dependent upon their current tenure status, as well as their respective position within the three year rotating cycle:

- Formal Observation
- Action Research
- Peer Collaboration

Walkthrough observations targeted on instruction are conducted on a routine basis by building administrators.

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

Lesson planning is an expectation for all professional teaching staff, but they are not reviewed on a regular basis.

### *Responsiveness to Student Needs*

#### **Elementary Education-Primary Level**

<b>Instructional Practices</b>	<b>Status</b>
Structured grouping practices are used to meet student needs.	Implemented in 50% or more of district classrooms
Flexible instructional time or other schedule-related practices are used to meet student needs.	Full Implementation
Differentiated instruction is used to meet student needs.	Implemented in less than 50% of district classrooms



A variety of practices that may include structured grouping, flexible scheduling and differentiated instruction are used to meet the needs of gifted students.	Implemented in 50% or more of district classrooms
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If necessary, provide further explanation. (Required explanation if column selected was

In order to offer support for classroom teachers so they may be able to differentiate instruction across grade levels and content areas, we began our year with specific elementary level and secondary level sessions with Dr. Richard Villa, who addressed the practices of differentiating instruction and inclusive practices. We have followed up with additional in-service time on the topic, and as we continue to review and rework curriculum, there is a focus on this area. We are also developing protocols related to use of data so teachers may more readily identify areas of need for different groups of students.

### Elementary Education-Intermediate Level

Instructional Practices	Status
Structured grouping practices are used to meet student needs.	Implemented in 50% or more of district classrooms
Flexible instructional time or other schedule-related practices are used to meet student needs.	Full Implementation
Differentiated instruction is used to meet student needs.	Implemented in less than 50% of district classrooms
A variety of practices that may include structured grouping, flexible scheduling and differentiated instruction are used to meet the needs of gifted students.	Implemented in 50% or more of district classrooms

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

In order to offer support for classroom teachers so they may be able to differentiate instruction across grade levels and content areas, we began our year with specific elementary level and secondary level sessions with Dr. Richard Villa, who addressed the practices of differentiating instruction and inclusive practices. We have followed up with additional in-service time on the topic, and as we continue to review and rework curriculum, there is a focus on this area. We are also developing protocols related to use of data so teachers may more readily identify areas of need for different groups of students.

### Middle Level

Instructional Practices	Status
Structured grouping practices are used to meet student needs.	Implemented in 50% or more of district classrooms
Flexible instructional time or other schedule-related practices are used to meet student needs.	Implemented in 50% or more of

	district classrooms
Differentiated instruction is used to meet student needs.	Implemented in less than 50% of district classrooms
A variety of practices that may include structured grouping, flexible scheduling and differentiated instruction are used to meet the needs of gifted students.	Implemented in 50% or more of district classrooms

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

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### High School Level

Instructional Practices	Status
Structured grouping practices are used to meet student needs.	Implemented in 50% or more of district classrooms
Flexible instructional time or other schedule-related practices are used to meet student needs.	Implemented in 50% or more of district classrooms
Differentiated instruction is used to meet student needs.	Implemented in 50% or more of district classrooms
A variety of practices that may include structured grouping, flexible scheduling and differentiated instruction are used to meet the needs of gifted students.	Implemented in 50% or more of district classrooms

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

*This narrative is empty.*

### Recruitment

Describe the process you implement to recruit and assign the most effective and highly qualified teachers in order to meet the learning needs of students who are below proficiency or are at risk of not graduating.

The Methacton School District has been a highly sought after district for employment and receives numerous applications from highly qualified teachers each year. Additionally, the district regularly participates in job fairs and other recruitment opportunities.

## Assessments

### *Local Graduation Requirements*

<b>Course Completion</b>	<b>SY 15/16</b>	<b>SY 16/17</b>	<b>SY 17/18</b>
Total Courses	23.50		
English	4.00		
Mathematics	3.00		
Social Studies	4.00		
Science	3.00		
Physical Education	1.50		
Health	0.25		
Music, Art, Family & Consumer Sciences, Career and Technical Education	3.25		
Electives	4.50		
Minimum % Grade Required for Credit (Numerical Answer)	60.00		

### *Graduation Requirement Specifics*

We affirm that our entity requires demonstration of proficiency or above in each of the following State academic standards: English Language Arts and Mathematics, Science and Technology and Environment and Ecology, as determined through any one or a combination of the following:

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

### *Local Assessments*

<b>Standards</b>	<b>WA</b>	<b>TD</b>	<b>NAT</b>	<b>DA</b>	<b>PSW</b>	<b>Other</b>
Arts and Humanities		X				X
Career Education and Work		X				X
Civics and Government		X				X
PA Core Standards: English		X				X

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

### *Methods and Measures*

#### **Summative Assessments**

<b>Summative Assessments</b>	<b>EEP</b>	<b>E EI</b>	<b>ML</b>	<b>HS</b>
English Language Arts (ELA) Theme Tests	X	X	X	
Everyday Math (EDM) Unit Tests	X	X	X	
Common Assessments	X	X	X	X
PSSA and PASA		X	X	
Keystone Exams			X	X
SAT, ACT				X
Math Placement Test			X	
Unit Projects	X	X	X	X

#### **Benchmark Assessments**

<b>Benchmark Assessments</b>	<b>EEP</b>	<b>E EI</b>	<b>ML</b>	<b>HS</b>
Everyday Math (EDM) beginning, middle, end of year	X	X		
Progress Monitoring	X	X	X	X
DIBELS	X	X		
4-Sight - Reading		X		
Study Island - Math (beginning, middle, end of year)		X	X	

#### **Formative Assessments**

<b>Formative Assessments</b>	<b>EEP</b>	<b>E EI</b>	<b>ML</b>	<b>HS</b>
District Writing Prompt	X	X	X	X
Homework	X	X	X	X

Read 180			X	X
Entrance/Exit Slips	X	X	X	X
Check for Understanding	X	X	X	X
Pre-test	X	X	X	X
Guided Questions/Discussion	X	X	X	X
Classwork/Individual Practice	X	X	X	X

### Diagnostic Assessments

Diagnostic Assessments	EEP	EEI	ML	HS
PSAT				X
STAR Reading	X	X	X	
CDT			X	X
Accelerated Reader (AR)		X	X	X
Study Island		X	X	X

### *Validation of Implemented Assessments*

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

Provide brief explanation of your process for reviewing assessments.

All locally developed assessments are reviewed by the following stakeholders:

- Teachers
- Department Coordinators
- Building Supervisors

Final oversight on all assessments is provided by the Director of Curriculum, Instruction, and Assessment.

### *Development and Validation of Local Assessments*

If applicable, explain your procedures for developing locally administered assessments and how they are independently and objectively validated every six years.

*This narrative is empty.*

### *Collection and Dissemination*

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

Building level administrators schedule regular data team meetings to support data analysis and data-driven decision making, and provide time for grade level teams to collaborate. In addition, data is made available to staff members through the use of our information management system (Sapphire), as well as Performance Tracker, our data warehouse.

### *Data Informed Instruction*

Describe how information from the assessments is used to assist students who have not demonstrated achievement of the academic standards at a proficient level or higher.

Regular data team meetings are held to review and analyze all forms of data including summative, formative, benchmark, and diagnostic assessments. Selected assessment data is entered into Performance Tracker for access and review by administrators and instructional staff on an ongoing basis.

### *Assessment Data Uses*

<b>Assessment Data Uses</b>	<b>EEP</b>	<b>EEl</b>	<b>ML</b>	<b>HS</b>
Assessment results are reported out by PA assessment anchor or standards-aligned learning objective.	X	X	X	X
Instructional practices are identified that are linked to student success in mastering specific PA assessment anchors, eligible content or standards-aligned learning objectives.	X	X		
Specific PA assessment anchors, eligible content or standards-aligned learning objectives are identified for those students who did not demonstrate sufficient mastery so that teachers can collaboratively create and/or identify instructional strategies likely to increase mastery.	X	X		
Instructional practices modified or adapted to increase student mastery.	X	X	X	X

Provide brief explanation of the process for incorporating selected strategies.

Regular data team meetings are held to review and analyze all forms of data including summative, formative, benchmark, and diagnostic assessments. Selected assessment data is entered into Performance Tracker for access and review by administrators and instructional staff on an ongoing basis.

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

There is no formal procedure in place, beyond reporting the aggregate scores for PA assessments. This is an area of need the district has identified and will be working to improve.

### *Distribution of Summative Assessment Results*

<b>Distribution Methods</b>	<b>EEP</b>	<b>E EI</b>	<b>ML</b>	<b>HS</b>
Course Planning Guides				
Directing Public to the PDE & other Test-related Websites	X	X	X	X
Individual Meetings	X	X	X	X
Letters to Parents/Guardians	X	X	X	X
Local Media Reports				
Website	X	X	X	X
Meetings with Community, Families and School Board	X	X	X	X
Mass Phone Calls/Emails/Letters	X	X	X	X
Newsletters	X	X	X	X
Press Releases				
School Calendar	X	X	X	X
Student Handbook				
Summative Assessments are occasionally sent home for parent review and signature	X	X		
Methacton School District Mobile App	X	X	X	X

Provide brief explanation of the process for incorporating selected strategies.

Methacton School District works with teachers, building administrators, and our communications specialist to maintain and update the distribution of summative assessment information via the channels noted above.

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

One of the goals for Methacton School District is to improve communication with all district stakeholders, not only in the area of assessment data, but in all school related areas.

## Safe and Supportive Schools

### *Assisting Struggling Schools*

Describe your entity's process for assisting schools that either do not meet the annual student achievement targets or experience other challenges, which deter student attainment of academic standards at a proficient level or higher.

If your entity has no struggling schools, explain how you will demonstrate continued growth in student achievement.

All of the schools in the Methacton District regularly meet or exceed expected state achievement levels. The social/emotional needs of students are addressed by a myriad of programs through our school counseling services.

In order to ensure continued growth in student achievement we will do the following:

- Continue to review and revise our curriculum as needed in order to be aligned to PA Core Standards
- Analyze assessment data to for instructional decision making
- Provide professional development to our teachers to guide best instructional practices

### *Programs, Strategies and Actions*

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

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

At present there are no plans to address the strategies that were not selected.



## *Identifying and Programming for Gifted Students*

1. Describe your entity's process for identifying gifted children.
2. Describe your gifted special education programs offered.

### **Identification Process for Gifted Children:**

The Gifted Program is a special part of the overall educational program for children identified by a Certified School Psychologist as mentally gifted. Identification is based on a multi-criteria evaluation that includes building level evaluations of academic performance and teacher observations, along with a norm-referenced achievement and reasoning quotients assessment administered by school personnel. If a child meets the minimum requirements at the building level gifted screening, individual achievement and intelligence testing is performed by a school psychologist. Students may be referred for screening by a teacher and/or this screening may be requested in written form by a parent. Once a student is identified, a team of parents and school personnel called a "G.I.E.P. Team" meets and agrees upon individual goals and specially designed instruction for that student.

### **Gifted Special Education Programs Offered:**

- **K-6 grades:**

Gifted supports are addressed with a pull-out program focused on individual students' needs as identified in their GIEP. Gifted (Challenge) teachers work with small groups of students.

- **Grades 7-8:**

Project Seminar is an optional program that meets once during every six-day cycle as a pull out program for students with GIEPs. The objective of Project Seminar is to address GIEP goals related to developing the skills that are critical for success, which includes leadership, risk-taking, interpersonal communication, time management, and technology. To meet individual needs, students are given the flexibility to design a project of their choice. The seminar teachers provide assistance to students to ensure they receive the support and encouragement necessary to carry out student-driven projects.

- **Grades 9-12:**

Gifted Seminar program is designed to help academically talented or gifted students realize the maximum potential of their talents. It also provides for the identification and exploration of various PA Dept. of Education provisions. Gifted instruction is delivered through the following course offerings:

- **GIFTED SEMINAR 1**

: THE WORLD INSIDE (offered in grade 9)

- **GIFTED SEMINAR 2A**

: THE WORLD OUTSIDE – GLOBAL PERSPECTIVES (offered in grade 10)

- **GIFTED SEMINAR 2B**

: CAREER AND COLLEGE CHOICE EXPLORATION (offered in grade 11)

· **GIFTED SEMINAR 3:**  
GETTING IT DONE (offered in grade 12)

### *Developmental Services*

<b>Developmental Services</b>	<b>EEP</b>	<b>EEI</b>	<b>ML</b>	<b>HS</b>
Academic Counseling	X	X	X	X
Attendance Monitoring	X	X	X	X
Behavior Management Programs	X	X	X	X
Bullying Prevention	X	X	X	X
Career Awareness	X	X	X	X
Career Development/Planning			X	X
Coaching/Mentoring				
Compliance with Health Requirements –i.e., Immunization	X	X	X	X
Emergency and Disaster Preparedness	X	X	X	X
Guidance Curriculum	X	X	X	
Health and Wellness Curriculum	X	X	X	X
Health Screenings	X	X	X	X
Individual Student Planning	X	X	X	X
Nutrition	X	X	X	X
Orientation/Transition	X	X	X	X
RTII/MTSS	X	X		
Wellness/Health Appraisal	X	X	X	X

Explanation of developmental services:

*This narrative is empty.*

### *Diagnostic, Intervention and Referral Services*

<b>Diagnostic, Intervention and Referral Services</b>	<b>EEP</b>	<b>EEI</b>	<b>ML</b>	<b>HS</b>
Accommodations and Modifications	X	X	X	X
Administration of Medication	X	X	X	X
Assessment of Academic Skills/Aptitude for Learning	X	X	X	X
Assessment/Progress Monitoring	X	X	X	X
Casework	X	X	X	X
Crisis Response/Management/Intervention	X	X	X	X
Individual Counseling	X	X	X	X
Intervention for Actual or Potential Health Problems	X	X	X	X
Placement into Appropriate Programs	X	X	X	X
Small Group Counseling-Coping with life situations	X	X	X	X

Small Group Counseling-Educational planning			X	X
Small Group Counseling-Personal and Social Development	X	X	X	X
Special Education Evaluation	X	X	X	X
Student Assistance Program			X	X

Explanation of diagnostic, intervention and referral services:

*This narrative is empty.*

### ***Consultation and Coordination Services***

<b>Consultation and Coordination Services</b>	<b>EEP</b>	<b>EEl</b>	<b>ML</b>	<b>HS</b>
Alternative Education	X	X	X	X
Case and Care Management	X	X	X	X
Community Liaison				
Community Services Coordination (Internal or External)	X	X	X	X
Coordinate Plans				
Coordination with Families (Learning or Behavioral)	X	X	X	X
Home/Family Communication	X	X	X	X
Managing Chronic Health Problems	X	X	X	X
Managing IEP and 504 Plans	X	X	X	X
Referral to Community Agencies	X	X	X	X
Staff Development	X	X	X	X
Strengthening Relationships Between School Personnel, Parents and Communities	X	X	X	X
System Support				
Truancy Coordination	X	X	X	X

Explanation of consultation and coordination services:

*This narrative is empty.*

### ***Communication of Educational Opportunities***

<b>Communication of Educational Opportunities</b>	<b>EEP</b>	<b>EEl</b>	<b>ML</b>	<b>HS</b>
Course Planning Guides			X	X
Directing Public to the PDE & Test-related Websites	X	X	X	X
Individual Meetings	X	X	X	X
Letters to Parents/Guardians	X	X	X	X
Local Media Reports	X	X	X	X
Website	X	X	X	X
Meetings with Community, Families and Board of Directors	X	X	X	X
Mass Phone Calls/Emails/Letters	X	X	X	X

Newsletters	X	X	X	X
Press Releases	X	X	X	X
School Calendar	X	X	X	X
Student Handbook				X
Social Media is occasionally used ie: Twitter, Blogs, etc...	X	X	X	X

### *Communication of Student Health Needs*

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

### *Frequency of Communication*

#### **Elementary Education - Primary Level**

- More than once a month

#### **Elementary Education - Intermediate Level**

- More than once a month

#### **Middle Level**

- Monthly

#### **High School Level**

- Monthly

### *Collaboration for Interventions*

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

Classroom teachers and individuals providing interventions for students must effectively collaborate to meet the needs of the students. Collaboration takes place in a variety of ways including, but not limited to, the following methods:

- Face-to-face meetings and conversations (Child Study, IST, IEP, and GIEP meetings, Team Meetings)
- Email and phone
- Information save/stored in IEP Writer, Sapphire, Performance Tracker, eMetric, and other data sources

### *Community Coordination*

Describe how you accomplish coordination with community operated infant and toddler centers, as well as preschool early intervention programs. In addition, describe the community coordination with the following before or after school programs and services for all grade levels, including pre-kindergarten, if offered, through grade 12.

1. Child care
2. After school programs
3. Youth workforce development programs
4. Tutoring

#### **Pre-school/Early Intervention Programs:**

Annual meeting with area pre-school providers is conducted for the purposes of bringing these agencies up-to-date with school district practices and procedures, as well as to enlist in preparing families and students for Kindergarten and advertising Kindergarten enrollment timelines.

#### **Before/After School Care Programs:**

The Methacton School District contracts with the local YMCA in order to provide before/after school care services to families in grades K-6.

#### **Youth Workforce Development Programs**

- Career Programming and Preparation exists to some extent at all levels K-12
- Transition and Vocational Planning (all students with IEPs)

#### **Tutoring**

District maintains a list of approved tutors that is shared with families upon request

## *Preschool Agency Coordination*

Explain how the LEA coordinates with agencies that serve preschool age children with disabilities.

1. Address coordination activities designed to identify and serve children with disabilities and the supports and accommodations available to ensure both physical and programmatic access.
2. Address pre-kindergarten programs operated directly by the LEA and those operated by community agencies under contract from the LEA.
3. Describe how the LEA provides for a smooth transition from the home setting and any early childhood care or educational setting the students attend, to the school setting.

The district coordinates early intervention with the Montgomery County Intermediate Unit to serve preschool age children with disabilities.

## **Materials and Resources**

### *Description of Materials and Resources*

#### **Elementary Education-Primary Level**

<b>Material and Resources Characteristics</b>	<b>Status</b>
Aligned and supportive of academic standards, progresses level to level and demonstrates relationships among fundamental concepts and skills	Needs Improvement
A robust supply of high quality aligned instructional materials and resources available	Needs Improvement
Accessibility for students and teachers is effective and efficient	Needs Improvement
Differentiated and equitably allocated to accommodate diverse levels of student motivation, performance and educational needs	Needs Improvement

Provide explanation for processes used to ensure Accomplishment.

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

We are in the process of reviewing the curricula to determine alignment with PA Core standards, make changes where needed, incorporate differentiated instructional practices, and the use of technology as appropriate.

**Elementary Education-Intermediate Level**

<b>Material and Resources Characteristics</b>	<b>Status</b>
Aligned and supportive of academic standards, progresses level to level and demonstrates relationships among fundamental concepts and skills	Needs Improvement
A robust supply of high quality aligned instructional materials and resources available	Needs Improvement
Accessibility for students and teachers is effective and efficient	Needs Improvement
Differentiated and equitably allocated to accommodate diverse levels of student motivation, performance and educational needs	Needs Improvement

Provide explanation for processes used to ensure Accomplishment.

*This narrative is empty.*

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

We are in the process of reviewing the curricula to determine alignment with PA Core standards, make changes where needed, incorporate differentiated instructional practices, and the use of technology as appropriate.

**Middle Level**

<b>Material and Resources Characteristics</b>	<b>Status</b>
Aligned and supportive of academic standards, progresses level to level and demonstrates relationships among fundamental concepts and skills	Developing
A robust supply of high quality aligned instructional materials and resources available	Developing
Accessibility for students and teachers is effective and efficient	Developing
Differentiated and equitably allocated to accommodate diverse levels of student motivation, performance and educational needs	Developing

Provide explanation for processes used to ensure Accomplishment.

Ongoing alignment to PA Core Standards continues to be supported by providing the necessary materials and resources to support and enhance the curriculum revisions.

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

*This narrative is empty.*

**High School Level**

<b>Material and Resources Characteristics</b>	<b>Status</b>
Aligned and supportive of academic standards, progresses level to level and demonstrates relationships among fundamental concepts and skills	Developing

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

Provide explanation for processes used to ensure Accomplishment.

Ongoing alignment to PA Core Standards continues to be supported by providing the necessary materials and resources to support and enhance the curriculum revisions.

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

*This narrative is empty.*

### **SAS Incorporation**

#### **Elementary Education-Primary Level**

<b>Standards</b>	<b>Status</b>
Arts and Humanities	Implemented in less than 50% of district classrooms
Career Education and Work	Not Applicable
Civics and Government	Not Applicable
PA Core Standards: English Language Arts	Implemented in less than 50% of district classrooms
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Implemented in less than 50% of district classrooms
PA Core Standards: Mathematics	Implemented in less than 50% of district classrooms
Economics	Not Applicable
Environment and Ecology	Not Applicable
Family and Consumer Sciences	Not Applicable
Geography	Implemented in less than 50% of district classrooms
Health, Safety and Physical Education	Implemented in 50% or more of district



	classrooms
History	Not Applicable
Science and Technology and Engineering Education	Not Applicable
Alternate Academic Content Standards for Math	Not Applicable
Alternate Academic Content Standards for Reading	Not Applicable
American School Counselor Association for Students	Not Applicable
Early Childhood Education: Infant-Toddler&rarr;Second Grade	Implemented in less than 50% of district classrooms
English Language Proficiency	Implemented in 50% or more of district classrooms
Interpersonal Skills	Implemented in less than 50% of district classrooms
School Climate	Implemented in less than 50% of district classrooms

Further explanation for columns selected "

We continue to offer professional development to teachers with regard to the use of materials and resources from the SAS portal.

#### **Elementary Education-Intermediate Level**

<b>Standards</b>	<b>Status</b>
Arts and Humanities	Implemented in less than 50% of district classrooms
Career Education and Work	Not Applicable
Civics and Government	Not Applicable
PA Core Standards: English Language Arts	Implemented in less than 50% of district classrooms
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Implemented in less than 50% of district classrooms
PA Core Standards: Mathematics	Implemented in less than 50% of district classrooms
Economics	Not Applicable

Environment and Ecology	Not Applicable
Family and Consumer Sciences	Not Applicable
Geography	Implemented in less than 50% of district classrooms
Health, Safety and Physical Education	Implemented in 50% or more of district classrooms
History	Not Applicable
Science and Technology and Engineering Education	Not Applicable
Alternate Academic Content Standards for Math	Not Applicable
Alternate Academic Content Standards for Reading	Not Applicable
American School Counselor Association for Students	Not Applicable
English Language Proficiency	Implemented in 50% or more of district classrooms
Interpersonal Skills	Implemented in less than 50% of district classrooms
School Climate	Implemented in less than 50% of district classrooms

Further explanation for columns selected "

We continue to offer professional development to teachers with regard to the use of materials and resources from the SAS portal.

### **Middle Level**

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

	district classrooms
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Implemented in less than 50% of district classrooms
PA Core Standards: Mathematics	Implemented in less than 50% of district classrooms
Economics	Not Applicable
Environment and Ecology	Implemented in less than 50% of district classrooms
Family and Consumer Sciences	Implemented in less than 50% of district classrooms
Geography	Implemented in less than 50% of district classrooms
Health, Safety and Physical Education	Implemented in less than 50% of district classrooms
History	Implemented in less than 50% of district classrooms
Science and Technology and Engineering Education	Not Applicable
Alternate Academic Content Standards for Math	Not Applicable
Alternate Academic Content Standards for Reading	Not Applicable
American School Counselor Association for Students	Not Applicable
English Language Proficiency	Implemented in 50% or more of district classrooms
Interpersonal Skills	Implemented in less than 50% of district classrooms
School Climate	Implemented in less than 50% of district classrooms
World Language	Implemented in less than 50% of district

	classrooms
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Further explanation for columns selected "

We continue to offer professional development to teachers with regard to the use of materials and resources from the SAS portal.

### High School Level

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

	less than 50% of district classrooms
History	Implemented in less than 50% of district classrooms
Science and Technology and Engineering Education	Implemented in less than 50% of district classrooms
Alternate Academic Content Standards for Math	Not Applicable
Alternate Academic Content Standards for Reading	Not Applicable
American School Counselor Association for Students	Not Applicable
English Language Proficiency	Implemented in 50% or more of district classrooms
Interpersonal Skills	Implemented in less than 50% of district classrooms
School Climate	Implemented in less than 50% of district classrooms
World Language	Implemented in less than 50% of district classrooms

Further explanation for columns selected "

We continue to offer professional development to teachers with regard to the use of materials and resources from the SAS portal.

## Professional Education

### *Characteristics*

<b>District's Professional Education Characteristics</b>	<b>EEP</b>	<b>EEI</b>	<b>ML</b>	<b>HS</b>
Enhances the educator's content knowledge in the area of the educator's certification or assignment.	X	X	X	X
Increases the educator's teaching skills based on effective practice research, with attention given to interventions for struggling students.	X	X	X	X
Increases the educator's teaching skills based on effective practice research, with attention given to interventions for gifted students.	X	X	X	X

Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision making.	X	X	X	X
Empowers educators to work effectively with parents and community partners.	X	X	X	X

<b>District's Professional Education Characteristics</b>	<b>EEP</b>	<b>E EI</b>	<b>ML</b>	<b>HS</b>
Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other, as well as to Pennsylvania's academic standards.	X	X	X	X
Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for gifted students are aligned to each other, as well as to Pennsylvania's academic standards.	X	X	X	X
Provides leaders with the ability to access and use appropriate data to inform decision making.	X	X	X	X
Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.	X	X	X	X
Instructs the leader in managing resources for effective results.	X	X	X	X

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

The district offers time for small groups of teachers to collaborate on curriculum and core content areas. The district brings in experts in the field of inclusive practices and co-teaching methods to offer intervention strategies for struggling students. Teachers of gifted students attend workshops and conferences which offer current strategies and interventions for gifted students.

Skills needed to analyze data in instructional decision making is an area of focus for our district at all levels, but we are currently focused on elementary grades 3-4 data analysis in math. Our intent is to use the data analysis work in the elementary math data teams as a model going forward in the district. Currently, we are using Classroom Diagnostic Tools (CDTs) at the middle and high school levels in an effort to have teachers use data to make instructional decisions. We are also piloting the use of CDTs for math at the elementary level.

Administrators and teachers are currently involved in professional development training for PVAAS reporting, both reflecting on growth and projecting needs of students. Additionally, we support administrators' and teachers' attendance at PILS and other workshops, as applicable to their professional development needs, including those related to Act 82 Educator Effectiveness.

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

*This narrative is empty.*

### ***Strategies Ensuring Fidelity***

- Professional Development activities are based upon detailed needs assessments that utilize student assessment results to target instructional areas that need strengthening.
- Professional Development activities are based upon detailed needs assessments that utilize student assessment results to target curricular areas that need further alignment.
- Professional Development activities are developed that support implementation of strategies identified in your action plan.
- Clear expectations in terms of teacher practice are identified for staff implementation.
- An implementation evaluation is created, based upon specific expectations related to changes in teacher practice, which is used to validate the overall effectiveness of the professional development initiative.
- Administrators participate fully in all professional development sessions targeted for their faculties.
- Every Professional development initiative includes components that provide ongoing support to teachers regarding implementation.
- The LEA has an ongoing monitoring system in place (i.e. walkthroughs, classroom observations).
- Professional Education is evaluated to show its impact on teaching practices and student learning.

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

A needs assessment survey is sent via email district-wide in June of each year. We had over 70% response rate on this survey which is a tool used to drive professional development decisions for the upcoming school year. The Act 48 committee periodically reviews the needs assessment and professional development offerings for teachers and administrators. Teachers and administrators are able to attend professional learning opportunities outside of the district to learn and share new information, tools, and strategies throughout the district. A district course catalog is created for every in-service which offers a variety of professional development choices that are relevant to teachers' needs. Department coordinators/chairs provide support to the teachers in the areas of instructional strategies and interventions on an ongoing basis. District and building administrators meet regularly to ensure collaboration and a coherent and consistent message is shared with staff. Frequent walk-throughs and observations are conducted by building administrators to look for evidence that the professional development provided for student instruction is being delivered in classrooms throughout the district.

We are evaluating the use of an online teacher evaluation management system in order to review the strengths and needs of our teachers with regard to the educator effectiveness framework and to assist administrators in making informed decisions about the instructional needs of their staff.

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

We have begun using disaggregated student data to determine educators' learning priorities; however, we are in the beginning phases of this work. For example, we have joined with the Montgomery County Intermediate Unit to create a protocol for developing data teams in our district in order to assist educators in making data driven instructional decisions.

Currently the evaluation system in place for professional development providers allows for teacher feedback on the delivery method and value added to their current instructional practices. However, a more robust, systemic process needs to be developed and implemented to validate future providers of professional development.

### *Induction Program*

- Inductees will know, understand and implement instructional practices validated by the LEA as known to improve student achievement.
- Inductees will assign challenging work to diverse student populations.
- Inductees will know the basic details and expectations related to LEA-wide initiatives, practices, policies and procedures.
- Inductees will know the basic details and expectations related to school initiatives, practices and procedures.
- Inductees will be able to access state curriculum frameworks and focus lesson design on leading students to mastery of all state academic standards, assessment anchors and eligible content (where appropriate) identified in the LEA's curricula.
- Inductees will effectively navigate the Standards Aligned System website.
- Inductees will know and apply LEA endorsed classroom management strategies.
- Inductees will know and utilize school/LEA resources that are available to assist students in crisis.
- Inductees will take advantage of opportunities to engage personally with other members of the faculty in order to develop a sense of collegiality and camaraderie.

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

Our district conducts an annual induction program beginning with two full-days of orientation prior to the start of the school year. This two-day orientation includes the mentors for each inductee, as well as district administrators, building administrators, and teacher leaders. During this time, the topics above are introduced to inductees, and are revisited throughout the year. Additionally, inductees are surveyed during the year for specific areas of need and we differentiate our professional development for them accordingly.



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

*This narrative is empty.*

### ***Needs of Inductees***

- Frequent observations of inductee instructional practice by supervisor to identify needs.
- Regular meetings with mentors or coaches to reflect upon instructional practice to identify needs.
- Student PSSA data.
- Standardized student assessment data other than the PSSA.
- Classroom assessment data (Formative & Summative).
- Inductee survey (local, intermediate units and national level).
- Review of inductee lesson plans.
- Knowledge of successful research-based instructional models.
- Information collected from previous induction programs (e.g., program evaluations and second-year teacher interviews).

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

We are continually reviewing our induction program to determine its relevance in an ever-changing educational landscape. Inductees from previous years are surveyed in an effort to guide our future induction program planning with regard to the needs of a new teacher in the Methacton School District. Research is conducted to stay current with instructional strategies and classroom management techniques that align with the PA educator effectiveness system. The 2013 PA Induction Guidelines require a one-year minimum timeline for new teacher induction plans; however, we are currently preparing a proposal for a three-year induction plan for future consideration.

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

Our current induction program does not require mentors to observe new teacher inductees, although there are instances where mentors do visit the classrooms of inductees, and/or co-teach subjects with them. In these cases, they are able to identify needs of inductees and

offer advice. There is an expectation that mentors plan to meet regularly with inductees to provide support and feedback.

Written instructional summary reports are not required in our induction program. An end-of-year summative inductee report is collected, but we do not use inductee portfolios in a formative manner.

### *Mentor Characteristics*

- Pool of possible mentors is comprised of teachers with outstanding work performance.
- Potential mentors have similar certifications and assignments.
- Potential mentors must model continuous learning and reflection.
- Potential mentors must have knowledge of LEA policies, procedures and resources.
- Potential mentors must have demonstrated ability to work effectively with students and other adults.
- Potential mentors must be willing to accept additional responsibility.
- Mentors must complete mentor training or have previous related experience (e.g., purpose of induction program and role of mentor, communication and listening skills, coaching and conferencing skills, problem-solving skills and knowledge of adult learning and development).
- Mentors and inductees must have compatible schedules so that they can meet regularly.
- Mentors must attend a technology session with the inductees to ensure their skills are current.

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

In the spring of each school year, we send a 'mentor application' district-wide which outlines the requirements/characteristics noted above for mentor selection. The application does not guarantee mentor selection, but is used to gauge interest and availability. The human resources director and building principal review the applications for best match with new teachers. Mentors are trained during the summer to ensure they have a clear understanding of the expectations of their position. In addition, mentors join with inductees in a special technology presentation during the two-day induction program. At the end of the school year, each mentor creates a picture/essay presentation for the inductees' end-of-year graduation from the program.

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

*This narrative is empty.*

### *Induction Program Timeline*

Topics	Aug-	Oct-	Dec-	Feb-	Apr-	Jun-Jul
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	Sep	Nov	Jan	Mar	May	
Code of Professional Practice and Conduct for Educators	X					
Assessments	X		X		X	
Best Instructional Practices	X		X		X	
Safe and Supportive Schools	X					
Standards	X	X	X	X	X	X
Curriculum	X	X	X	X	X	X
Instruction	X	X	X	X	X	X
Accommodations and Adaptations for diverse learners	X	X	X	X	X	X
Data informed decision making	X	X	X	X	X	X
Materials and Resources for Instruction	X	X	X	X	X	X

If necessary, provide further explanation.

All of the topics above are introduced in our two-day initial training in August of each school year. In addition, we revisit these topics throughout the school year in more depth and dependent upon the needs of our inductees and the students they serve.

### *Monitoring Evaluating and Induction Program*

Identify the procedures for monitoring and evaluating the Induction program.

We review the Induction Program annually with our Act 48 committee members. Additionally, we evaluate the feedback from the Inductee survey in order to meet their needs as they arise during the school year and improve the program for subsequent years. We formatively assess the program by using a social media tool which allows the Inductees to post questions where their colleagues can provide suggestions and/or share resources collaboratively. Inductees were given the following mid-year survey to identify specific needs and provide differentiated support:

#### **Induction Program 2014-15 - Mid-Year Survey**

The PA Dept. of Education revised the guidelines for Induction Programs in September 2013. There are several requirements that must be incorporated into all PA Induction Programs.

Please indicate your level of understanding based on the following criteria:

**Advanced:** Complete and comprehensive understanding

**Proficient:** Developing an understanding

**Basic:** Not developed, but there is a basic understanding

**Need:** Need to explore and develop an understanding

**Standards Aligned System (SAS): Knowledge of the six (6) elements that impact student achievement**

- Advanced
- Proficient
- Basic
- Need

**Standards Aligned System (SAS): Using the resources on the SAS web portal**

- Advanced
- Proficient
- Basic
- Need

**Educator Effectiveness System: Act 82 - Danielson Framework for Teaching- 4 Domains: Planning and Preparation; Classroom Environment; Instruction; and Professional Responsibilities**

- Advanced
- Proficient
- Basic
- Need

**Educator Effectiveness System: Act 82 - PA Value Added Assessment System (PVAAS)**

- Advanced
- Proficient
- Basic
- Need

**Educator Effectiveness System: Act 82 - Student Learning Objectives (SLOs)**

- Advanced

- Proficient
- Basic
- Need

**Educator Effectiveness System: Act 82 - School Performance Profile (SPP)**

- Advanced
- Proficient
- Basic
- Need

**Code of Professional Practice and Conduct for Educators: Rules of conduct to which professional educators are legally bound**

- Advanced
- Proficient
- Basic
- Need

**Teaching Diverse Learners in Inclusive Settings: Diverse learners include English Language Learners (ELL) and students with an Individualized Education Programs (IEP)**

- Advanced
- Proficient
- Basic
- Need

**Mentor Program: An understanding of the instructional, professional, and personal support to be provided by mentors**

- Advanced
- Proficient
- Basic

- Need

**Rate the New Teacher Workshop provided by the MCIU: Supporting Students with Disabilities in the General Education Classroom - October 30, 2014**

- Highly Valuable and Relevant
- Somewhat Valuable and Relevant
- Not Valuable and Relevant
- Other:

**Rate the New Teacher Workshop provided by the MCIU: Differentiated Instruction: December 2, 2014**

- Highly Valuable and Relevant
- Somewhat Valuable and Relevant
- Not Valuable and Relevant
- Other:

**What aspect(s) of teaching would you most like to discuss in our next meeting?**

For example: Classroom Management, Communication (Parent and Student), Data Analysis to guide instructional decisions, Formative Assessments, etc.

**The following survey is given to inductees at the end of the school year as a tool for self-reflection and is used by the inductee and his/her mentor to determine individual professional development needs going beyond the first year of teaching.**

## **Self Reflection - Inductees 2014-15**

The purpose of this survey is to help you reflect on your own skills. An analysis of the results of this assessment will assist you in developing your individualized program for professional growth, as well as guide the district in providing professional development for the benefit of all new teacher inductees. All responses are anonymous and the scale is designed as follows:

**4: Excellent**

(skill is used consistently-->area of strength)

**3: Proficient**

(skill is developing over time)

**2: Basic**

(skill has not been developed, but there is a basic understanding)

**1: Needs**

(skill needs to be explored and developed)

**Planning and Preparation:**

Clear objectives, well organized lessons, short and long term plans, logical format, and connected to life-long learning

1 2 3 4

Needs     Excellent

**Knowledge and Understanding of Child Growth and Development:**

Activities are appropriate level of difficulty, expectations reflect understanding of developmental level, lessons incorporate students' needs and interests, and decisions are based on understanding intellectual, physical, social and emotional growth of the child

1 2 3 4

Needs     Excellent

**Knowledge of Subject Matter:**

Seeks and incorporates new content in curriculum as needed, utilizes current educational theory, and focuses on standards and major concepts in curriculum

1 2 3 4

Needs     Excellent

**Professionalism:**

Extends self beyond the classroom, seeks out new ideas and information, and extends self in order to benefit students

1 2 3 4

Needs     Excellent

**Pupil Evaluation:**

Utilizes a wide range of assessment strategies, including formative assessments and utilizes

assessment data from state and local assessments to monitor student progress and make appropriate adjustments to instruction

1 2 3 4

Needs     Excellent

**Professional Growth:**

Utilizes information obtained by professional reading and collegial interaction, and attends seminars, conferences, and courses to increase knowledge

1 2 3 4

Needs     Excellent

**Community Relations:**

Involved in school activities, contacts parents as needed, develops effective parent conferences, and communicates effectively with students, peers, and parents

1 2 3 4

Needs     Excellent

**Appropriate Resources and Materials:**

Up-to-date materials are utilized, wealth of resources are made available, students interests are considered, student ability levels are addressed, and teacher constantly seeks needed resources

1 2 3 4

Needs     Excellent

**Interpersonal Relationships with Students:**

Strong positive interactions are developed, empathy and rapport are visible, and interest in child as a person is demonstrated

1 2 3 4

Needs     Excellent

**Effective Communication:**

Strong verbal skills, developmentally appropriate language, strong writing skills, and effective voice projection

1 2 3 4



Needs     Excellent

**Cooperation:**

Seeks out help, support, and information; willingly shares ideas with others; works collaboratively and constructively; participates in interdisciplinary units; and shares decision making

1 2 3 4

Needs     Excellent

**Enthusiasm:**

Excitement about teaching, excitement about learning in students, positive interactions with peers, and positive interactions with parents

1 2 3 4

Needs     Excellent

**Courtesy and Tact:**

Works collaboratively, is concerned about the feelings of students, peers, and parents, and considers the impact of words and actions

1 2 3 4

Needs     Excellent

**Judgment and Decision Making:**

Decisions are student centered, consequences are anticipated, decisions are objective, and gathers information before making a decision

1 2 3 4

Needs     Excellent

**Initiative and Resourcefulness:**

Self-directed, seeks out solutions, and utilizes problem solving skills

1 2 3 4

Needs     Excellent

**Emotional Maturity:**

Consistently objective, responds well to criticism, and supports students in class

1 2 3 4

Needs     Excellent**Participation in Learning:**

Students are actively engaged, teacher provides appropriate wait time, students exhibit on-task behavior, and teacher provides varied learning activities

1 2 3 4

Needs     Excellent**Proficiency in Learning:**

Emphasizes higher level thinking skills, varies assessment techniques, utilizes problem solving strategies, achieves learning outcomes, and monitors learning appropriately

1 2 3 4

Needs     Excellent**Work Habits and Study Skills:**

Students establish goals and timeliness, and students are open to questioning and experimentation

1 2 3 4

Needs     Excellent**Attitude and Behavior:**

Students display a cooperative attitude, on-task behavior, and strong interpersonal relationships

1 2 3 4

Needs     Excellent***Recording Process***

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

- Mentor documents his/her inductee's involvement in the program.

- School/LEA maintains accurate records of program completion and provide a certificate or statement of completion to each inductee who has completed the program.
- Completion is verified by the LEA Chief Executive Officer on the Application for Level 2 Certification.

## Special Education

### *Special Education Students*

Total students identified: **759**

### *Identification Method*

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

Identifying a student for a learning disability is a process that generally begins with a school-based team meeting where specific areas of difficulty is discussed. Often, parents initiate an evaluation by requesting an evaluation through a letter to the principal. These requests are considered by the same team that meets to discuss teacher-initiated referrals. The classroom teacher presents scores from curriculum based assessments and the reading and/or math specialist adds test information from district assessments (DIBLES, 4-Sight, Star, Daze, and tri-annual math inventory) as appropriate for that student's area of difficulty. Strategies are then discussed that are implemented for approximately thirty days. The student's progress continues to be monitored. If the student continues to have difficulty after the implementation of the strategies, another team meeting is held and new strategies may be developed or the child may be referred for a psycho-educational evaluation. If a child is referred for evaluation, a permission to evaluate form is sent to the parents and must be signed prior to the completion of any formal testing by the psychologist.

The psycho-educational evaluation generally consists of cognitive ability, academic achievement, perceptual, communication, emotional and behavioral assessments. The school psychologist does the bulk of the testing. A speech and language screening is generally completed by the speech therapist, and an occupational therapy screening may also be completed if the students displays sensory or fine motor needs. Parent information is also obtained. In order to determine if a student has a specific learning disability, a significant discrepancy must be evident between the student's ability and academic achievement in one or more of the following areas of functioning: basic reading, reading comprehension, reading fluency, math problem solving, math computations, written expression, oral expression, and/or listening comprehension.

The Methacton School District looks at both:

(1) Whether the student responded to scientific, research-based intervention, which

includes documentation that:

- (a) The student received high quality instruction in the general education setting,
- (b) Research-based interventions were provided to the student
- (c) Student progress was regularly monitored, or

(2) Whether the student exhibits a pattern of strengths and weaknesses, relative to intellectual ability as defined by a severe discrepancy between intellectual ability and achievement, or relative to age or grade. If the student meets either of the above criteria and the team then determines that the findings of the evaluation are not primarily the result of a visual, hearing, or orthopedic disability, mental retardation, emotional disturbance, cultural factors, environmental or economic disadvantage or limited English proficiency AND If the team also finds that the student's underachievement is not due to lack of appropriate instruction, was provided scientifically based instruction, and that repeated assessments of achievement were conducted at reasonable intervals, the student may be identified by the school psychologist as a student with a specific learning disability.

Currently, the district uses the IST process to ensure that students who are not making adequate progress in the regular education classroom environment have the opportunity to meet with success by trying various adaptations, accommodations, strategies and techniques prior to being evaluated for special education services. If during the IST process the student is unable to meet the goals identified, or there are additional concerns after these interventions are implemented, the MDE team makes the recommendation for a psycho-educational evaluation. Once the signed Permission to Evaluate is received from the parent or guardian, the district assigns a school psychologist to conduct the evaluation which includes a battery of assessments (standardized, informal, curriculum-based, and various rating scales), observations, and input from parents, teachers, and other district personnel. Specifically, the school psychologist will assess the student to determine if a true learning disability that requires specially designed instruction is evident. At present, the district is utilizing the aptitude-achievement discrepancy model to determine if any discrepancies exist between the student's intellectual ability and his/her achievement, and if it is significant to warrant identification as a student in need of specially designed instruction. The district reviews assessment measures to ensure that the instruments are not biased for or against a particular subgroup of the general population due to factors, such as socio-economics, environmental conditions, cultural diversity, language and/or limited exposure to the curriculum.

Furthermore, since 2011 the district has implemented a Response to Intervention (RtI) three-tiered model, a regular education initiative, that is designed so educators can identify and address academic and behavioral difficulties prior to student failure (early intervening services). The district implemented this initiative K-12 during the 2009-2010 school year. The district joined a consortium through the MCIU that provides the ongoing training of school-based teams. It is hoped this model will improve student achievement by using research-based interventions that will be aligned to the instructional needs and level of the student. Additionally, it is hoped that we will be able to better identify students who have "true" learning disabilities as opposed to those students who have gaps in skills areas due to deficiencies in the curriculum and/or the delivery of instruction. Lastly, our hope is for our

classroom teachers to accept the responsibility for the learning needs of all students. While working collaboratively with other support services, as well as special education teachers, all teachers will be able to identify those students who need more intensive interventions. The district adopted and implemented a new research-based language arts curriculum in the 2008-2009 school year as the first line of intervention. Teachers will be expected to implement the program as designed, using differentiated instruction and guided reading groups, so that all students will be provided balance literacy instruction through research-based and scientifically validated interventions in the regular education classroom. The intervention data collected will be used as an alternative measure for identifying students with specific learning disabilities.

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<b>Board President</b>	<b>Date</b>	<b>Superintendent</b>	<b>Date</b>
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### *Enrollment*

Review the Enrollment Difference Status. If necessary, describe how your district plans to address any significant disproportionalities.

The data is publicly available via the PennData website. You can view your most recent report. The link is: <http://penndata.hbg.psu.edu/BSEReports>

Not significantly disproportionate

### *Non-Resident Students Oversight*

1. How does the District meet its obligation under Section 1306 of the Public School Code as the host District at each location?
2. How does the District ensure that students are receiving a free appropriate public education (FAPE) in the least restrictive environment (LRE)?
3. What problems or barriers exist which limit the District's ability to meet its obligations under Section 1306 of the Public School Code?

The Montgomery County Intermediate Unit serves as LEA for this facility and ensures that students are receiving FAPE in the Least Restrictive Environment.

In addition, the SD attends monthly meetings with the MCIU to discuss our 1306 child find obligations and monitor any 1306 students that transfer into the facility with an IEP. It

should be noted that the students placed at St. Gabrielle's Hall are court ordered and therefore, required to be educated at the residential facility.

### *Incarcerated Students Oversight*

Describe the system of oversight the District would implement to ensure that all incarcerated students who may be eligible for special education are located, identified, evaluated and when deemed eligible, are offered a free appropriate public education (FAPE).

The Methacton School District is the host district for a county prison program located within its boundaries. The Montgomery County Correctional Facility Educational Program, provided by the Montgomery County Intermediate Unit, is overseen by the district's director of pupil services and supported by other school districts liaisons (school psychologists, clerical, Supervisor of Special Education) as assigned. The district works collaboratively with parents, other school districts, Youth Detention Services, Juvenile Probation, Child and Youth Services, and other mental health agencies to monitor and enhance the programs being provided to students.

A free appropriate public education (FAPE) is provided to all eligible incarcerated school age students via the MCIU's on-site classroom program. School district personnel (Secondary Supervisor of Special Education) serve as the local education agency (LEA) representative, participating in IEP and other special education meetings as needed.

In addition, school age students placed in the prison facility will be referred for a psycho-educational evaluation, if this is deemed necessary. If the student is found to be eligible for special education services and supports through the evaluation process, an IEP will be developed by members of the IEP team.

### *Least Restrictive Environment*

1. Describe the District procedures, which ensure that, to the maximum extent appropriate, children with disabilities, including those in private institutions, are educated with non-disabled children, and that removal from the regular education environment only occurs when education in that setting with supplementary aids and services, cannot be achieved satisfactorily.
2. Describe how the District is replicating successful programs, evidence-based models, and other PDE sponsored initiatives to enhance or expand the continuum of supports/services and education placement options available within the District to support students with disabilities access the general education curriculum in the least restrictive environment (LRE). (Provide information describing the manner in which the District utilizes site-based training, consultation and technical assistance opportunities available through PDE/PaTTAN, or other public or private agencies.)
3. Refer to and discuss the SPP targets and the district's percentages in the Indicator 5 section - Educational Environments. Also discuss the number of students placed out of the district and how those placements were determined to assure that LRE requirements are met.

The Penn Data Special Education Data Report for 2012-2013 shows that the district did not meet SPP indicator #5 for SE inside the regular class 80% or more. Based on the current Improvement Plan the following trainings and professional development have taken place. In compliance with Part 300 of the Individuals with Disabilities Education Act (Federal Regulations and PA Chapter 14 Special Education State Regulations), the Methacton School District provides each student identified with a disability, without discrimination, an equal opportunity to participate and obtain an education in the least restrictive environment with the provision of supplementary aids and services and to participate in extracurricular activities to the maximum extent appropriate considering each student's specific needs and abilities.

The district ensures maximum integration by discussing and addressing the individual needs of our students when developing an individualized education program (IEP). During IEP meetings, team members discuss the student's strengths and determine ways for the student to be educated with non-disabled peers in the regular education environment. In addition, potential barriers are considered in conjunction with the types of supplementary aids and services that will be required for the student to meet with success within that environment. While the district supports inclusive practices, it also recognizes that this decision needs to be based upon the individual needs of the student, and the extent to which it is appropriate for that student.

Since the submission of the district's last special education plan in 2011, we have focused on decreasing the number of students being served in out-of-district placements. According to our 2012-2013 Penn Data Report, this percentage is 2.7% of our special education population. Additionally, the district is continuing to improve the percentage of students include in the regular education environment more than 80% of their day. The 2012-2013 Penn Data Report shows this educational environment is serving 52.1% our special education population. During the 2013-2014 school year, the district has partnered with the Montgomery County Intermediate Unit (MCIU) to conduct building-based facilitated self-assessments to gain more specific information about our professional development needs regarding LRE. All eight Schools will receive a full day of training using the Inclusive practices instrument. The trainings will occur once a month for the entire 2013-2104 school year starting in October. Each school will have a core team minimally comprised of: the principal, special education teacher, general education teacher, parent, school psychologist, RTII specialist, and one of the Special Education supervisors and/or the Director of Pupil Services. The training will be conducted by MCIU Staff, likely Gail Katch, and staff from the PATTAN Office in King of Prussia if necessary. At the end of the day long training, each school will complete a building-based needs assessment. Upon completion of the training in all eight schools, each school's needs assessment will be used to build a district-wide Action Plan developed by the Pupil Services staff, Staff Development Staff, Curriculum Staff, Superintendent, and Principals. The Action Plan will be included as part of Methacton's Strategic Plan and will begin implementation during the 2014-2015 school year. Once all of the building-based self-assessments are completed, the district will develop a comprehensive training plan to further support our commitment to improving our LRE percentages.

The district offers all levels of support (itinerant, supplemental, and full-time), and it should be noted that many of our students at the secondary level are included in regular education classrooms (itinerant level of support) in co-taught classroom, if needed. At the elementary level, students participate and are included in regular education for academic subjects, specials (art, gym, music, and library), homerooms, and attend lunch, recess, and other activities (assemblies, field trips, etc...) with non-disabled peers. Although the district still provides some of our students with supplemental support for ELA and mathematics using a pull-out program, this placement decision is determined by the IEP team. The district also provides special education supports and services within the regular education classroom environment for science and social studies at the elementary level.

At the secondary level, a co-teaching model has been used for core curricular areas since the 2010-2011 school year so more of our students are able to participate and succeed in the regular education environment. Additionally, research-based reading programs have also been implemented (READ 180 & Wilson) at the secondary level to support our students who struggles with reading and writing. This includes, but is not limited to, those with literacy difficulties, learning disabilities such as dyslexia, mild visual impairments, and where English is a second language.

At the elementary level, supplemental research-based reading and math programs are being used in conjunction with the general education curriculum to support our students who need more repetition and skill practice. These research-based program focus on differentiated instruction and guided reading practice which allow more opportunities for students with disabilities to be included in the regular education classroom. The district's related service providers, such as occupational therapy, physical therapy, speech, and hearing/vision support, are also using an integrated approach, whenever possible. They are focusing on ways to enhance access to the general education curriculum while supporting instruction and minimizing the amount of time a student needs to be removed from the regular education classroom.

The district continues to offer trainings and workshops related to student need. These workshops and trainings focus on Inclusive Practices, RtII Implementation, Guided Reading, Differentiated Instruction, and Positive Behavior Support. These topics will continue to be addressed over the course of the next three years to enhance the knowledge and skill level of our administrative and professional staff. Other topics, such as, disability awareness, special education law, Dimensions of Learning, Inclusionary practices and teacher effectiveness will also be addressed during the next three years by utilizing the site-based training, consultation, and technical assistance opportunities available through PDE/PaTTAN and the Montgomery County Intermediate Unit.

Both elementary and secondary special education teachers meet with their special education supervisor to discuss ways to ensure maximum integration within their buildings at regularly schedule staff meetings. The special education supervisors also communicate with their building principals about ways to improve the district's LRE percentage and enhance Inclusive Practices.

Supplementary Aids and Services used in the district include the following:

<b>Service/Resource</b>	<b>Description</b>
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ABA Supports and Consultative Services	Applied Behavior Analysis consultations and in-school support are provided to assist students generalize skills to the school environment.
Behavioral Analysis and Specialist Support	Behavior Analysts (BCBA) or Behavior Specialist provide consultations and/or conduct Functional Behavioral Assessments to support students with significant behavioral needs.
Books on CD & MP3 - Online Text Resources	All Content Areas
Co-Teaching	General Education
Differentiation of Instruction	General Education, Special Education
FM Systems (Individual, Classroom)	All Environments
Implementation of Specially Designed Instruction	All Environments (General & Special Education)
Instructional Assistants	Our instructional assistants provide support to students and teachers in both the General Education & Special Education classrooms.
Montgomery County Intermediate Unit - IU 23	Provides services, such as functional behavioral assessments, itinerant hearing and vision support, early intervention, assistive technology device trainings, SETT facilitation, transition/job coaching services.
Personal Care Aides (1:1)	Personal Care Aides provide redirection and behavioral support to students who require one-on-one assistance in general education, special education, and/or other environments in the school.
ABA-trained Aides	ABA-trained Aides provide behavioral support and implement Positive Behavior Support Plans for students who require one-on-one assistance in general education, special education, and/or other environments in the school.
Positive Behavior Support Plans	PBSP are developed for students who demonstrate behaviors that impede his/her learning and/or that of others. The plans include a detailed crisis plan in case of an emergency. PBSP are developed using the data from FBAs.
SETT Meetings & Assistive Technology	SETT meetings are held for all students who may require assistive technology devices. The purpose of the SETT meeting is to determine if other low-tech strategies and devices should be considered and/or to trial a particular AT device prior to purchase it.
Use of technology and software	Technology (laptops, IPADS, and software programs) are used to help students with disabilities access the general education

curriculum and/or to provide opportunities for retention/repetition, drill & practice, and skill development. -- Specific seating arrangements (planned seating: classroom, bus, cafeteria, auditorium, specials --Adjustments to sensory input; (e.g.) light and/or sound --Environmental aids (e.g.) Classroom FM systems, Individual FM systems, heating and air conditioning, room partitions --Specific arrangement of furniture to accommodate walkers, wheelchairs, etc. --Specially individualized desk and chair, etc. ---Use of study carrel ---Use of Interpreters --- Use of augmentative communication devices such as iPads, TouchChat, and Dynovox ---Providing books on tape ---Providing alternate computer access ---Providing special lifts for example, a lift for the swimming pool ---Providing elevator access as required ---Providing related services ---Use of headphones to block out background noise ---A student who has difficulty transitioning from class to class may be provided a paraprofessional to assist with transition times ---Coaching and guided support for team members in the use of assistive technology for an individual student ---Scheduled opportunities for parent training and collaboration ---Adapting writing utensils--

Counseling supports (school counselor, consulting psychologist, group meetings, TSS support, individual school based therapy, peer supports) ---Provide support to teachers on instructional design (e.g., minimizing written directions, verbal prompts, cueing, etc.) ---Implement a peer buddy system during difficult class activities (rotate peer buddy). ---Use coping/stress reduction skills when student is anxious about performance or is escalating in front of peers. ---Use pre-correction before students engage in a review activity, ask for an example of how to complete the assignment. ---Remove student from the situation/setting that is triggering the problem behavior in order to effectively manage and de-escalate the crisis. Escort the student down the hallway and prompt the student to work appropriately in order to de-escalate the agitation. (The student can be taken into the counseling office and seated in one of the chairs in order to review social stories and work on self-management skills) ---Use gestural/physical, proximity prompts, but minimum verbal directions, to get him/her going on one or more of the crisis management procedures. ---Use interventions with positive replacement behaviors ---Ignoring inappropriate behavior whenever possible but immediately rewarding all appropriate behavior --- Anticipating and preventing the antecedents causing behavior --- Designate a "safe place" for establishment of self-regulatory coping

## Behavioral Supports

mechanisms ---Seating close to teacher, but allowing space to “spread-out” in order to avoid confrontation with fellow students ---Adult support is needed during any group/social interaction or activity or to keep him/her on task with the activity at hand ---Schedule functional activities and build routines that offer opportunities to move around and burn energy, especially prior to times/activities that are predictable triggers for disruptive talk-outs ---Rehearse and role play with student as to what to do when peers tease or mimic him, trying to get the student to say silly things that just get him/her into trouble ---Validate feelings and offer alternative replacement behaviors in the form of 1-2 choices, consistency of social skills development with “social stories”, consistent encouragement to “use words”, use clear, simple directions, ignore inappropriate behavior whenever possible ---Immediately reward appropriate behaviors, lots of smiles, verbal praise, read stories of choice, outside play, being a “helper”, “special “jobs”, seating next to a positive peer role model, “Social Stories’ book, puzzles, art projects, computer time/games, etc. ---Use classroom routines. Routines are specified for preparing for the day, taking care of personal needs, turning in homework, and getting help. Each classroom teacher determines if the routines will be teacher-defined &/or student-defined. Routines are taught at the beginning of the year and practiced on a daily/weekly basis ---Teach student how to self-monitor behavior; meet with student on a pre-designated time to discuss the student's view and evidence of behavior --- For younger students, use a predictable activity schedule. A photo activity schedule will be used to inform the student of the activities of the day and the choices offered. ---Adapt curriculum/make modifications -- teacher will shorten lessons and adapt difficult assignments so that the student is more successful in academic work. --- One-to-one replacement skills that serve the exact function as the problem behavior ---Use of a level system (reward system) ---Use of a contracting system with goals clearly identified ---Redirect the student to another activity or prompt the student to use an alternative skill. ---Use a timer for student to remain on task ---Student rewards are linked to objectives and rewards are varied to maintain student interest --- Teachers should always be non-threatening in their interactions. Even though the teacher must be firm and enforce limits, they still must remain non-threatening. ---Provide opportunities to participate in community activities and events. Prepare students before the activity.

#### Classroom/Homework Organizational Skills

---Reduce number of items on a page ---Increase amount of time to complete assignments ---Color code student materials to help the student stay organized ---Prioritize assignments and activities --- List and post all steps necessary to complete an assignment ---Use a calendar to plan for long-term assignments ---Use a consistent way for student to turn in and receive back papers; reduce distractions for student ---Help student organize him/herself;

Instructional Modifications	<p>frequently monitor notebooks, dividers, locker, book bag, desk, etc. ---Give students specific time frames to complete small segments of a given task with frequent teacher feedback --- Provide before or after school tutoring ---Parent check and sign assignment book ---Provide student with a list of needed materials and their locations. ---Use of a developmentally appropriate communication board ---Arrange for a peer who will help with organization ---Use daily/weekly assignment sheets with the teacher verifying accuracy of assignments recorded ---Allow student extra time to organize books from last class before beginning next class ---Provide samples of completed assignments to use as models ---Providing visual daily schedule---Text to Talk Program (Read &amp; Write Gold/Dragon Naturally Speaking Providing alternate methods for students to demonstrate learning; for example, oral answers, pointing, drawing, etc. -- Providing modified curricular goals --Limiting class sizes -- Providing proven scientifically based instruction --Providing instruction in multi-modalities (if possible teach to learning styles) ---Teacher provides copies of notes ---NCR paper for peer to provide notes ---Reduce reading levels of assignments ---Use visual sequences ---Teacher tape lesson for replay or discussions - --Use curriculum specific tapes ---Teacher to present models or demonstrations ---Share activities with groups of students --- Reduce number of concepts or ideas a student must learn at any one time ---Alter the pacing of instruction ---Increase review of lessons taught BEFORE introducing new ideas ---Use Rubrics --- Provide clear/concise directions ---Periodically check for student understanding. --Providing research-based alternate or supplementary materials ---Schedule more difficult classes at times appropriate for the respective student ---Gain student's attention before giving instructions ---Provide instruction on functional skills within the context of the typical routines in the regular classroom - --Providing research based supplementary materials ---The teacher may alternate quiet and active time</p>
Positive Reinforcement & Student Engagement	<p>Verbal or non-verbal praise for accomplished task ---Positive reinforcement ---Concrete reinforcement ---Planned motivation sequence of activities ---Offer options or choices ---Use of student strengths and interests in lesson planning as possible. ---Call on student to answer when you are sure the student knows the answer and when the student has followed the rules. ---Use proximity control techniques -- -Increase active responding ---Allow a student to be a "helper" for large projects</p>
Communications	<p>Develop a daily/weekly journal ---Notify parents immediately of missing</p>

	<p>assignments/or incomplete assignments ---Provide parents with duplicate sets of texts if student has difficulty remembering to bring books home ---Provide progress reports as determined by the team ---Schedule periodic meetings with parents ---Communicate with parents with school provided daily planner -- use of communication logs and/or behavioral point sheets</p>
Social Skills	<p>Social skills instruction (social stories) ---Counseling supports (school counselor, consulting psychologist, group meetings, TSS support, individual school based therapy, peer supports) ---Structuring of activities to create opportunities for positive social interaction ---Use cooperative learning groups to foster social interactions ---Teach social communication skills, such as greetings, conversations, taking turns, sharing, negotiations, etc. --      -Focus on the social process rather than on the product ---School Wide Bullying Program ---Assistance as necessary with extra-curricular activities-plays, musicals, band, concerts/sports, etc. ---Lunch buddies ---D&amp;A Counseling as required ---Use of time management strategies ---Use of non-verbal cues ---Create a structured environment with predictable routines ---Provide cards on desks with rules for individual desk work ---Stress effort and enjoyment for self rather than competition with other students ---Minimize timed activities; structure class for team effort and cooperation ---Prepare students for transition Give an advance warning when a transition or "different" activity will take place Allow student to respond orally or to point to a response --Read test to student ---Preview language of test questions ---Chunk tests into sections ---Use specific test types or limited combinations (short answer, reduce multiple choice options, reduce essay section) ---Modify format ---Reduce number of items required to complete on a test ---Provide extended time ---Use of applications in real settings ---Test administered by resource person ---Allow students to mark answers on the test rather than on an answer sheet ---Highlight key words or phrases in directions -      --Repeat directions and have student demonstrate understanding of directions ---Use enlarged text ---Ignore spelling/grammar errors when content is evaluated ---Allow use of a calculator unless assessing computation ---Grade only items completed ---Use a pass/fail system ---Allow use of notes or books for testing ---Allow ample space for writing answers ---Permit breaks during long tests ---Use uncluttered test forms ---Allow student to either use print or cursive ---Modify the standard grading system</p>
Testing/Assessments	
Transition Support	<p>---The transition coordinator or agency will assist student to develop a simulated independent living plan and monitor the plan for effectiveness. ---The transition team will provide information to student/parents in order to make good decisions to attend intake counseling sessions with Human Services organizations ---</p>

Local agencies and the transition coordinator will assist the family to determine what legal resources are available. ---The transition coordinator/school counselor/local agencies will help the student and family to explore guardianship or conservatorship. ---Local agencies will assist the student/family to search for living arrangements. ---The school counselor/parents/teachers/transition coordinator will assist the student in course selection, CBI selection, and programming in order to meet skills of daily living School counselor will meet with students to expand "career awareness" knowledge. ---The transition coordinator will arrange for job shadowing experiences. ---The transition coordinator will arrange for the student to take a vocational assessment (inventory, aptitude or ability). ---The school counselor and transition coordinator will assist the student in developing a list of respective strengths, assets and skills as they pertain to job functioning. ---The transition coordinator and/or school counselor will assist the student in making an appointment with the OVR counselor. The school transition coordinator/counselor will assist the student in locating secondary education institutions of interest. In addition, the transition coordinator will assist the student in locating information regarding the selected schools. ---The transition coordinator/counselor/LEA will assist the student in applying for the ACT or SAT with accommodations. ---The transition coordinator or counselor will assist the students in locating a SAT review course. ---The transition coordinator or counselor will assist the students in filling out college forms. ---The transition coordinator/school counselor/ or outside agency will assist the student in identifying possible sources of financial support for vo-tech or college. The transition coordinator/coaches/school counselors/teachers will assist the student to investigate/join a school club or sport team. ---The transition coordinator/school counselor/teachers will assist the student in exploring and attend school functions such as dances, tournaments, etc. ---The transition coordinator/special education teacher will assist the student to familiarize himself/herself with community resources such as the location of the banks, stores, hospital, doctors, etc.

Wheel chair lift --Special customized harness --Transportation aide(s) --Nurse for physically fragile children --First Aid and CPR Training for Drivers and Aides --Behavior Training for Drivers and Aides ---Seat student near bus driver ---Assign the front window seat so that the student can't easily touch or be touched by other students as they enter or exit the bus

Transportation

## *Behavior Support Services*

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

Special education students who demonstrate behaviors that impede his/her learning and that of others are required to have positive behavior intervention plans incorporated into their IEPs. Positive Behavior Support Plans are developed based upon a functional behavioral assessment and the data that is collected throughout a multiple step process over a period of time. The IEP team gathers the most accurate picture possible of the behavior(s) impeding the student's learning and/or that of others. After the data has been gathered, it is analyzed by the IEP team to determine what the perceived functions of the behavior are and efforts are made to identify the setting events and the antecedents that cause and/or contribute to the demonstration of these behaviors. Students with positive behavior support plans (PBSPs) are included to the maximum extent appropriate in the regular education classroom environment, as determined by the IEP team.

Since May 2008, the district has been developing comprehensive positive behavioral support plans (PBSP) for students with significant behaviors. Unlike a behavior intervention plan (BIP) which only addresses the student's behavior, a PBSP is more comprehensive and looks at the "bigger picture" across all environments. The plan is an ongoing problem-solving process that describes how specific environments may be modified, what and how skills will be taught, and how individuals will respond to both positive and problematic behaviors. Another key feature of a PBSP is to identify strategies and interventions that will be successful and are likely to be maintained over time in order to reduce the identified problematic behavior(s) while providing the student with opportunities to exercise choice, learn self-regulation skills, experiences academic success, and engage in positive social interactions.

Additionally, the PBSP includes a crisis prevention component aimed to reduce the possibility of serious injury to the student and/or the individuals in close proximity to the student. The crisis plan provides teachers and/or staff with clear guidelines for interrupting and managing dangerous behavior. It also provides a clear description of what a crisis situation looks like, the types of behaviors that warrant the use of this component, specific intervention procedures, and clear, concise guidelines for ending intrusive behaviors. These guidelines can include procedures, such as passive restraint or protective equipment. Information is also included on how to document and report episodes requiring the use of this passive restraint, evaluation procedures, and training/support information for staff.

Another component of the PBSP is a description of the evaluation and measurement

procedures that will be used to determine the effectiveness of the strategies and interventions being implemented to reduce, prevent, or make inconsequential the problematic behavior(s) identified.

When the PBSP is developed, training for all school personnel who interact directly with the student, as well as their parents or guardians, is included in the plan so the document can be implemented properly.

Providing a positive, proactive approach to addressing problematic behaviors is the primary goal of our district. This approach has allowed us to provide supports and services for many of our students in their home school; as evidenced by the decrease in the number of students being served in out-of-district placements. Furthermore, the district use of a positive, pro-active approach to addressing problematic behaviors has allowed many of our students with behavioral issues to be educated in the least restrictive environment.

### *Intensive Interagency/Ensuring FAPE/Hard to Place Students*

1. If the LEA is having difficulty ensuring FAPE for an individual student or a particular disability category, describe the procedures and analysis methods used to determine gaps in the continuum of special education supports, services and education placement options available for students with disabilities.
2. Include information detailing successful programs, services, education placements as well as identified gaps in current programs, services, and education placements not available within the LEA. Include an overview of services provided through interagency collaboration within the LEA.
3. Discuss any expansion of the continuum of services planned during the life of this plan.

The district truly is not having difficulty ensuring FAPE for all of our resident students. We offer a continuum of services for all exceptionalities and place very few students out of district. We have added autistic support programs at the elementary and secondary levels in an effort to effectively program for the increasing number of students identified with an autism spectrum disorder. We enhanced our emotional support programming at the elementary level by providing supports within each home school. We have expanded our co-teaching opportunities at the secondary level in an effort to program more effectively within the least restrictive environment. If we were to experience an issue with hard to place students at any time we would work with the local CASSP Team and/or with the Montgomery County Intermediate Unit.

The first paragraph spoke to the areas we successfully added as the result of identifying gaps in our programming. We are self-sufficient and have not required many services as the result of interagency collaboration. We do work with the Montgomery County Intermediate Unit providing services for some of our students who are in low incidence populations. Students identified with emotional support needs that are outside the scope of district programs are temporarily placed into local alternative education programs. In addition, we partner with several agencies to provide therapies for students such as: ABA



training and services for children with autism, OT, PT, emotional support and a small amount of speech. These services are designed to meet the needs of all of our students in district.

We are currently undergoing a district-wide needs assessment around the concept of LRE as the result of Compliance Monitoring that occurred last school year. The results of this needs assessment will likely cause an expansion of services planned on behalf of our students with disabilities.

### *Strengths and Highlights*

Describe the strengths and highlights of your current special education services and programs. Include in this section directions on how the district provides trainings for staff, faculty and parents.

The district continually evaluates our special education programs, services, and supports in response to the growing special education population to ensure that we are able to meet the diverse needs of our students. The district uses its comprehensive data bank (RtII Data, Performance Tracker, Pennsylvania Value-Added Assessment System) and progress monitoring tools (Aimswest, Curriculum-Based Assessments) to assess student growth and determine ways to improve our instructional practice.

The district provides a continuum of programs and various types of supports to meet the individual needs of our students. In addition, the district continues to promote the use of inclusive practices to ensure students with disabilities are educated in the least restrictive environment (LRE) with the appropriate supplementary aids and supports.

Continuum of Programs Includes:

- Autistic Support K-12
- Emotional Support K-12
- Learning Support K-12
- Life Skills Support 5-12\*
- Speech & Language Support K-12

\*Note: The district currently does not have any students in grades K-4 that require this type of support.

*Autistic Support Program*: The district continues to expand its Autistic Support (AS) program in order to support the increasing number of students identified with Autism. In addition, the district is constantly evaluating the AS program at each level (Elementary, Upper Elementary, Middle School, & High School) to determine how we can further enhance our instructional practices to meet the diverse needs of this student population. The district has focused on providing quality instruction to improve all aspects of learning (academic, behavioral, and social) and

develop/support each student's functional performance. The autistic support programs at each level include opportunities for our students to participate in general education classrooms (to the maximum extent appropriate) on a daily basis so they can interact with typical peers during homeroom, content-area instruction, and specials (art, library, music, and physical education) and extracurricular activities. Related services (speech, occupational therapy, and physical therapy) are provided using an integrated approach whenever possible. The district also works collaboratively with ABA home-based service providers and behavioral specialists. In the 2011-2012 school year, the district also implemented Verbal Behavior (VB) and ABA services at the elementary level to target the instructional and behavioral needs of our students. The addition of VB and ABA supports, including the use of Teachtown (an ABA web-based program), has proven to be very beneficial.

*Emotional Support Program:* The district implement plans to provide FAPE in the student's home school, whenever possible. Additionally, the district has developed and trained an emotional support team at the elementary and upper elementary level so they could provide supports and services to this population of students in their home school, thus eliminating the need for the student to change school/placement in order to receive support. Being an integral part of the learning community has helped to foster the social/emotional growth of our students with emotional disabilities.

At the secondary level, emotional support services are built into the student's schedule when this is deemed necessary by the IEP team. The secondary core emotional support consists of special education teachers, instructional assistants, and emotional support counselors. Other members of the team include the special education supervisor, school psychologists, and the district's home and school visitor. The team is responsible for observing students, collecting data, conducting functional behavior assessments (FBAs), writing and implementing positive behavioral support plans (PBSP), providing support and training to regular and special education staff, conducting group counseling sessions, teaching and facilitating social skill activities, and serving as a crisis team in the event of an emergency. All members of the core emotional support team will receive extensive training on positive and proactive behavioral interventions, CPI, and de-escalation techniques. The district has also had several other key personnel trained in CPI techniques in order to provide a more comprehensive approach to implementing Positive Behavior Support Plans with consistency.

*Learning Support Program:* In an effort to improve LRE and ensure maximum integration of students with disabilities, the district has embraced a co-teaching model at the secondary level (high school). The upper elementary school will be implementing a pilot program for co-teaching in 2014-2015 in order to address the learning needs of students, as well as to improve the LRE in that school. The number of supplemental learning support classrooms at the secondary level have been reduced and many of our students with learning disabilities are included in general education classes with supplementary aids and services, as a result of the co-teaching model. In addition, secondary students with learning disabilities are provided support in our learning labs that are staffed by regular and special education teachers and instructional assistants.

At the elementary level, more students with learning disabilities are being included in the general education classroom with supplementary aids and services so they can interact with their non-disabled peers and benefit from the richness of the instruction and class discussions. The current structure of our elementary supplemental learning support program consists of multi-grade (Grades K-2 & Grades 3-4) classrooms. If the IEP team recommends direct instruction for Language Arts or Math, efforts are made to minimize the amount of time a student is "pulled" from the regular education classroom.

*Life Skills Support Program*: The district continues to develop its Life Skills Support program which currently supports students in grades 5-12. The program features a framework that focuses on 5 domain areas: academics, vocational, communications, functional skills and social/emotional development. Within each of these domain areas, there are sub-categories that target specific concepts/skills. The student's educational program is aligned to his/her post-desired school outcomes. Instruction is provided following a hierarchy of concepts and skills development that promote mastery and help each student maximize his/her potential. The district works collaboratively with the Montgomery County Intermediate Unit (MCIU) and other providers when deemed necessary by the student's IEP team to coordinate transition services. This includes teaching vocational and job readiness skills, providing job coaching experiences, and securing employment opportunities for our senior high school students.

*Speech & Language Support*: The district employee's eight full-time speech therapists to serve our students who require speech and language support services. This support is provided using a variety of delivery models: pull-out programs, push-in support, or an integrated service delivery approach. The level, type, and frequency of support is determined by the IEP Team. In addition to these supports, the district offers a Communications Program at the elementary level. This program provides support to students with intensive language/communication and learning needs. The program was originally offered to students in grades K-2; however, the program was expanded at the beginning of the 2013-2014 school year for students in Grades 3-4.

Other strengths and highlights of the special education programs and services in Methacton School District include:

Strengths & Highlights:	Description:
Technology Use and Data Management	<p>"Parent Portal" technology application so that parents can easily access student grade information, contact teachers, check homework requirements, class projects, class averages, etc.</p> <p>Use of IEPWriter, a password protected special education network so that special education teachers, regular education teachers, principals, and counselors with a legitimate need have access to a student's IEP,</p>

	<p>including transition and behavior support interventions.</p> <p>The district also uses AIMSWeb as a progressing monitoring tool in grades K-12.</p> <p>The district uses Performance Tracker and PVAAS to analyzing student performance and growth data to target specific areas of need (district-wide and individual).</p> <p>On-going Analysis and Monitoring of Disciplinary and Suspension Data</p> <p>Monthly monitoring of compliance-related issues, such as case loads, time lines of evaluations and reevaluations, IEPs, and Penn Data/PIMS reporting.</p>
Data Collection	<p>The district adopted several assessment tools to collect benchmark data on each student throughout the school year: Dynamic Indicators of Basic Early Literacy Skills (DIBELS), STAR reader, Core Phonics, 4Sight testing, GRADE, GMADE, &amp; (include secondary assessments here).</p> <p>At the elementary level, the district continues with the development, training and implementation of the Response to Instruction and Intervention (RTII Model) to provide tier leveled instruction and on-going data collection, analysis, and progress monitoring of student performance.</p> <p>Analyzing Performance Tracker &amp; PVAAS data to ensure students are making progress toward their goals.</p>
Behavioral Support Interventions	<p>A school-wide anti-bullying program is implemented at the elementary level. At the secondary level, programs such as Character Counts, etc.... are implemented to support the social/emotional growth of our students.</p> <p>The district contracts with the Lincoln Center for Emotional Support Counselors who meet with students for individual or group therapy sessions on a weekly basis (or as delineated in the student's IEP).</p> <p>The district contracts with several ABA-agencies and/or Board-Certified Behavioral Analysts to conduct FBAs, provide consultative support for staff, and offer</p>

	suggestions/recommendations to the IEP team.
Instructional Support Interventions	<p>Although the district offers a half-day kindergarten program, the IEP team will offer a full-day program kindergarten program if it needed to provide FAPE for the student.</p> <p>Support is available for students receiving special education services all day long. In grades K-8, a teacher is available to offer support throughout the school day. In grades 9-12, additional support is provided through learning labs that are staffed by regular and special education teachers and instructional assistance.</p> <p>Researched and evidence-based supplemental programs are available to support students in the areas of reading and math. These programs included: Foundations, Reading Horizons, Rave-O, Read Naturally, Wilson, READ180, Edmark, SRA Specific Skill Builders, Corrective Reading, Reading Mastery, Number Worlds, Connecting Math Concepts, Saxon Math, Teachtown, and Study Island.</p> <p>Community-Based Instruction (CBI) is provided for students in our AS and LSS programs to target daily living skills and to practice/generalize academic concepts and functional skills previously taught in a real-world setting. In addition, job coaching experiences are available for our secondary students who receive AS or LSS support.</p> <p>Related services are provided to students, if needed, so they can access the general education curriculum and the school environment.</p> <p>Data teams meet on a regular basis to discuss the progress of individual students and evaluate the effectiveness of the instructional programs and interventions being used.</p>
Transition Services & Supports	<p>Collaboration with the Montgomery County Intermediate Unit (MCIU) during Early Intervention Transition Meetings so the appropriate evaluations and supports are provided to our incoming students as they enter school-age programs.</p> <p>Developing transition IEPs based on student's</p>

	<p>strengths, aptitudes, and interests — Utilizing Aptitude and Interest Inventories, and in accordance with Indicator 13 regulations.</p> <p>Teaching Self-Advocacy and Self-Determination Skills</p> <p>The district has developed a career pathway program to further support transition planning for our students with disabilities.</p> <p>The district collaborates with the MCIU, community service agencies, and linkage providers to address the student’s needs upon graduating from high school.</p> <p>Job coaching and pre-vocational training is provided to students using several programs.</p>
Paraprofessional Support	<p>The district employs instructional assistants to support special education teachers and our students with disabilities. They provide in-classroom support as needed so our students can be included in the general education classroom and also help to reinforce concepts and skills previously taught.</p> <p>Personal Care Assistants (PCAs) or ABA-trained Aides are provided as necessary based on data collection and the recommendations and decisions of the IEP team.</p> <p>All of our district’s paraprofessionals are highly qualified (many of them hold teaching certificates), and they obtain the 20 hours of professional development training each year per the requirements of PDE.</p>
Parental Involvement	<p>The district has maintained high levels of parent participation at IEP Meetings. In fact, the district’s data currently reflects that 98% of parents are attending their child’s IEP Meeting or other meetings held to discuss their child’s progress and needs.</p> <p>The district encourages parents to volunteer in all of our schools/classrooms (K-12) so we can strengthen the home-school connection for our students.</p> <p>Recent Compliance Monitoring survey data indicates that a favorable response regarding the district’s special education services and supports.</p>

Extended School Year Services	<p>The district offers/provides a variety of ESY programs for our students based on their specific needs and the recommendations of the IEP Team.</p> <p>Related Services Therapies are offered/provided during ESY if the IEP team has found the student to be eligible for these services.</p> <p>Emotional Support Counselors are available to support the social/emotional needs of our students.</p>
Other Strengths	<p>The district continues to provide professional development opportunities to the supervisors of special education, our special education teachers, pupil services clerical personnel, and our paraprofessionals.</p> <p>The district contracts with the MCIU to oversee our ACCESS billing so we can seek reimburse for allowable expenses. All monies received are used to support the district's special education programs and services.</p> <p>The district collaborates with the MCIU and other Approved Private Schools (APS) to determine if other programs are available for our students who require more intensive supports. If so, these placements are discussed with the IEP team and visits to these schools/classrooms are arranged prior to making any change in placement.</p> <p>The Director of Pupil Services and Supervisors of Special Education continue to conduct research to improve and enhance our special education programs, supports, and services.</p> <p>Frequent communication between district and building level administration further support our special education programs and the needs of our students.</p>

# Assurances

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## Safe and Supportive Schools Assurances

The LEA has verified the following Assurances:

- Implementation of a comprehensive and integrated K-12 program of student services based on the needs of its students. (in compliance with [§ 12.41\(a\)](#))
- Free Education and Attendance (in compliance with [§ 12.1](#))
- School Rules (in compliance with [§ 12.3](#))
- Collection, maintenance and dissemination of student records (in compliance [§ 12.31\(a\)](#) and [§ 12.32](#))
- Discrimination (in compliance with [§ 12.4](#))
- Corporal Punishment (in compliance with [§ 12.5](#))
- Exclusion from School, Classes, Hearings (in compliance with [§ 12.6](#), [§ 12.7](#), [§ 12.8](#))
- Freedom of Expression (in compliance with [§ 12.9](#))
- Flag Salute and Pledge of Allegiance (in compliance with [§ 12.10](#))
- Hair and Dress (in compliance with [§ 12.11](#))
- Confidential Communications (in compliance with [§ 12.12](#))
- Searches (in compliance with [§ 12.14](#))
- Emergency Care and Administration of Medication and Treatment (in compliance with [35 P.S. § 780-101—780-144](#))
- Parents or guardians are informed regarding individual survey student assessments and provided a process for refusal to participate (consistent with [§ 445 of the General Education Provisions Act \(20 U.S.C.A. § 1232h\)](#) and in compliance with [§ 12.41\(d\)](#))
- Persons delivering student services shall be specifically licensed or certified as required by statute or regulation (in compliance with [§ 12.41\(e\)](#))
- Development and Implementation of Local Wellness Program (in compliance with [Public Law 108-265, Section 204](#))
- Early Intervention Services System Act (if applicable) ([11 P.S. § 875-101—875-503](#))



- Establishment and Implementation of Student Assistance Programs at all of levels of the school system
- Acceptable Use Policy for Technology Resources
- Providing career information and assessments so that students and parents or guardians might become aware of the world of work and career options available.

## Special Education Assurances

The Local Education Agency (District) has verified the following Assurances:

- Implementation of a full range of services, programs and alternative placements available to the school district for placement and implementation of the special education programs in the school district.
- Implementation of a child find system to locate, identify and evaluate young children and children who are thought to be a child with a disability eligible for special education residing within the school district's jurisdiction. Child find data is collected, maintained and used in decision-making. Child find process and procedures are evaluated for its effectiveness. The District implements mechanisms to disseminate child find information to the public, organizations, agencies and individuals on at least an annual basis.
- Assurances of students with disabilities are included in general education programs and extracurricular and non-academic programs and activities to the maximum extent appropriate in accordance with an Individualized Education Program.
- Compliance with the PA Department of Education, Bureau of Special Education's report revision notice process.
- Following the state and federal guidelines for participation of students with disabilities in state and district-wide assessments including the determination of participation, the need for accommodations, and the methods of assessing students for whom regular assessment is not appropriate.
- Assurance of funds received through participation in the medical assistance reimbursement program, ACCESS, will be used to enhance or expand the current level of services and programs provided to students with disabilities in this local education agency.

## 24 P.S. §1306 and §1306.2 Facilities

Facility Name	Facility Type	Services Provided By	Student Count
St. Gabriel's Hall	Nonresident	Montgomery County Intermediate Unit	51
Montgomery County Prison	Incarcerated	Methacton School District	4

## Least Restrictive Environment Facilities

Facility Name	Type of Facility	Type of Service	Number of Students Placed
Camphill Special School	Approved Private Schools	Life Skills Support	1
Davidson School	Approved Private Schools	Emotional Support/Autistic Support	1
Devereux/Kanner Center	Approved Private Schools	Emotional Support	1
Devereux/Maplton School	Approved Private Schools	Emotional Support	1
Lakeside School	Other	Emotional Support	2
Souderton School District/High School	Neighboring School Districts	Life Skills Support	1
The Academy Alternative School	Other	Emotional Support	3
Wordsworth Academy	Approved Private Schools	Emotional Support	1
Vanguard School	Approved Private Schools	Autistic Support	2
The Pathway School	Approved Private Schools	Emotional Support	3
Lincoln Academy	Approved Private Schools	Emotional Support	1
Springfield School District/High School	Neighboring School Districts	Multiple Disabilities	1
Child & Career Development Center	Special Education Centers	Multiple Disabilities	1

## Special Education Program Profile

### Program Position #1

Operator: School District

**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Methacton High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	15 to 19	17	1

**Program Position #2**

Operator: School District

**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Methacton High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	15 to 19	15	1

**Program Position #3**

Operator: School District

**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Methacton High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	15 to 19	17	1

**Program Position #4**

Operator: School District

**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Methacton High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	14 to 16	17	1

**Program Position #5**

Operator: School District

**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Methacton High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	14 to 18	17	1

**Program Position #6**

Operator: School District

**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Methacton High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	14 to 17	16	1

**Program Position #7***Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Methacton High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	15 to 19	17	1

**Program Position #8***Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Methacton High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	15 to 18	17	1

**Program Position #9***Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Methacton High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	14 to 17	17	1

**Program Position #10***Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Methacton High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	15 to 18	17	1

**Program Position #11***Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Methacton High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	15 to 19	16	1

**Program Position #12***Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Methacton High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	14 to 17	14	1

**Program Position #13***Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Methacton High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	15 to 19	18	1

**Program Position #14***Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Methacton High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	15 to 18	18	1

**Program Position #15***Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Methacton High School	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Autistic Support	17 to 21	4	1

**Program Position #16***Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Methacton High School	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	15 to 17	10	1

**Program Position #17***Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Methacton High School	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	18 to 21	9	1

**Program Position #18***Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Arcola Intermediate School	A Junior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	12 to 14	16	1

**Program Position #19***Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Arcola Intermediate School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	12 to 14	16	1

**Program Position #20***Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Arcola Intermediate School	A Junior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	12 to 14	16	1

**Program Position #21***Operator: School District*

**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Arcola Intermediate School	A Junior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 13	16	1

**Program Position #22***Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Arcola Intermediate School	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 14	13	1

**Program Position #23***Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Arcola Intermediate School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	13 to 15	15	1

**Program Position #24***Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Arcola Intermediate School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	13 to 15	15	1

**Program Position #25***Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Arcola Intermediate School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	13 to 14	15	1

**Program Position #26***Operator: School District*

**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Arcola Intermediate School	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	13 to 15	14	1

**Program Position #27***Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Arcola Intermediate School	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Autistic Support	13 to 15	6	1

**Program Position #28***Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Arcola Intermediate School	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	13 to 15	8	1

**Program Position #29***Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Skyview Upper Elementary School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	10 to 11	7	1

**Program Position #30***Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Skyview Upper Elementary School	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 11	7	1



**Program Position #31***Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Skyview Upper Elementary School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	10 to 11	9	1

**Program Position #32***Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Skyview Upper Elementary School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	10 to 11	10	1

**Program Position #33***Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Skyview Upper Elementary School	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	10 to 11	4	1

**Program Position #34***Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Skyview Upper Elementary School	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Autistic Support	10 to 12	8	1

**Program Position #35***Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
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Skyview Upper Elementary School	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 12	13	1
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**Program Position #36***Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Skyview Upper Elementary School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	11 to 12	15	1

**Program Position #37***Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Skyview Upper Elementary School	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 13	9	1

**Program Position #38***Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Skyview Upper Elementary School	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 12	5	1

**Program Position #39***Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Skyview Upper Elementary School	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 13	6	1

**Program Position #40***Operator:* Intermediate Unit**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Skyview Upper Elementary School	An Elementary School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Autistic Support	12 to 15	5	1

**Program Position #41***Operator:* Intermediate Unit**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Arrowhead Elementary School	An Elementary School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Autistic Support	6 to 9	8	1

**Program Position #42***Operator:* School District**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Arrowhead Elementary School	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	6 to 8	5	1

**Program Position #43***Operator:* School District**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Arrowhead Elementary School	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	6 to 9	6	1

**Program Position #44***Operator:* School District**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Arrowhead Elementary School	An Elementary	A building in which	Supplemental (Less Than 80%)	Learning Support	8 to 11	5	1

	School Building	General Education programs are operated	but More Than 20%)				
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**Program Position #45***Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Arrowhead Elementary School	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	9 to 12	8	1

**Program Position #46***Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Audubon Elementary School	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Autistic Support	5 to 7	5	1

**Program Position #47***Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Audubon Elementary School	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	5 to 8	8	1

**Program Position #48***Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Audubon Elementary School	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	9 to 12	14	1

**Program Position #49**

Operator: School District

**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Eagleville Elementary School	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Autistic Support	6 to 9	5	1

**Program Position #50**

Operator: School District

**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Eagleville Elementary School	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	5 to 8	13	1

**Program Position #51**

Operator: School District

**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Eagleville Elementary School	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	9 to 12	18	1

**Program Position #52**

Operator: School District

**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Woodland Elementary School	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Autistic Support	7 to 9	5	1

**Program Position #53**

Operator: School District

**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Woodland	An	A building in	Supplemental	Autistic	9 to 12	4	1

Elementary School	Elementary School Building	which General Education programs are operated	(Less Than 80% but More Than 20%)	Support			
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**Program Position #54***Operator:* School District**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Woodland Elementary School	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	5 to 8	7	1

**Program Position #55***Operator:* School District**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Woodland Elementary School	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	9 to 12	14	1

**Program Position #56***Operator:* Intermediate Unit**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Woodland Elementary School	An Elementary School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Autistic Support	8 to 11	8	1

**Program Position #57***Operator:* School District**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Worcester Elementary School	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	5 to 8	8	1

**Program Position #58**

*Operator: School District*  
**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Worcester Elementary School	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	9 to 12	14	1

**Program Position #59**

*Operator: School District*  
**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Arrowhead Elementary School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	6 to 9	5	0.5
Audubon Elementary School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	7 to 10	9	0.5

**Program Position #60**

*Operator: School District*  
**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Eagleville Elementary School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	7 to 10	6	0.5
Woodland Elementary School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	8 to 11	6	0.5

**Program Position #61**

*Operator: School District*  
**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Woodland Elementary School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	6 to 9	4	0.25
Worcester Elementary School	An Elementary	A building in which General	Itinerant	Emotional Support	7 to 10	7	0.75

	School Building	Education programs are operated					
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### Special Education Support Services

Support Service	Location	Teacher FTE
Supervisor of Special Education	District-Wide/Elementary	1
Supervisor of Special Education	District Wide/Secondary	1
Certified School Psychologist	District Wide	4
Instructional Assistants	Elementary Level	20
Instructional Assistants	Secondary Level	31
Personal Care Aides	Elementary Level	17
Personal Care Aides	Secondary Level	10
Home and School Visitor	District-Wide	1
Director of Pupil Services	District Wide	1
Occupational Therapist	Elementary Level	1
Speech and Language Therapist	District Wide	8

### Special Education Contracted Services

Special Education Contracted Services	Operator	Amt of Time per Week
Pediatric Therapeutic Services (OT Services)	Outside Contractor	5 Days
Pediatric Therapeutic Services (PT Services)	Outside Contractor	3 Days
Therapy Source - Contracted Speech Services	Outside Contractor	3 Days
Abington Speech Services - Contracted Speech Services	Outside Contractor	2 Days
Connecting the Pieces - ABA Services	Outside Contractor	5 Days
Behavioral Interventions - ABA Services	Outside Contractor	5 Days
Educational Alternatives - ABA Services	Outside Contractor	5 Days
The Lincoln Center - ES Counselors	Outside Contractor	5 Days
The Lincoln Center - ES Counselors	Outside Contractor	5 Days



# Needs Assessment

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## Record School Patterns

### Question:

After reviewing school level accomplishments and systemic challenges, what patterns can you identify among your schools?

What other information do you still need to assess?

### Answer:

This question has not been answered.

## District Accomplishments

### Accomplishment #1:

Methacton School District has consistently maintained high levels of achievement across all grade levels in math, reading, and science as evidenced by performance on the state assessments (PSSA and Keystone Exams).

### Accomplishment #2:

The Methacton High School Class of 2014 had 14 National Merit Scholarships Finalists, 1 Semi-finalist, 16 Commended, and 1 National Achievement Award. In the last five years, Methacton has produced 66 National Merit Scholarship Finalists and many Semi-finalists.

### Accomplishment #3:

The Methacton School District had three schools that received School Performance Profile (SPP) scores of 90% or greater for 2013-14. The Methacton High School ranked 15th in Pennsylvania and 4th in Montgomery County with a SPP score of 98.7. Two of the Methacton School District's Title I schools received the Federal Designation of Reward School for Achievement as noted on the School Performance Profile: Audubon Elementary School in 2013 and Eagleville Elementary School in 2014.

### Accomplishment #4:

Methacton High School was ranked 680 out of 2,000 schools nationwide by *Newsweek Magazine* in 2014 and has been on the AP Honor Roll three times in the last five years.

### Accomplishment #5:

There is a strong sense of pride in the Methacton School District from students, parents, staff, and community. In a recent community survey, both students and community members responded that

the teachers were one of Methacton's greatest strengths, followed by parents/community support, academic programs, athletic programs, and extra-curricular activities.

#### **Accomplishment #6:**

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Methacton School District staff have been recognized by state and national organizations for expertise in their fields. Additionally, Methacton students have displayed excellence in national and state competitions.

#### **Accomplishment #7:**

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Skyview Upper Elementary School is engaged in the application process for designation as a National School of Character. The official notification to approved schools takes place in May 2015.

## **District Concerns**

#### **Concern #1:**

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There is a need to ensure alignment with the PA Core Standards across all core subjects areas with regard to curriculum, instruction, and assessment.

#### **Concern #2:**

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There is a need to identify and implement best practices for continuing to grow proficient and advanced students in their learning.

#### **Concern #3:**

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There is a need to develop consistent protocols for data review across grade levels and subject areas in order for teachers to be able to address specific student needs.

#### **Concern #4:**

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There is an on-going need to improve inclusive practices district-wide and continue the work the district has begun in creating an awareness of this need, by providing professional development on inclusionary practices and differentiating instruction, and communicating the progress made and work to be done to develop an inclusionary mentality among all stakeholders.

#### **Concern #5:**

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There is a need to develop a more comprehensive and differentiated professional development program to address the individual needs of the professional and administrative staff in order to support the implementation of district goals.

## Prioritized Systemic Challenges

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

**Aligned Concerns:**

There is a need to ensure alignment with the PA Core Standards across all core subjects areas with regard to curriculum, instruction, and assessment.

**Systemic Challenge #2** (*Guiding Question #2*) Establish a district system that fully ensures the consistent implementation of effective instructional practices across all classrooms in each school.

**Aligned Concerns:**

There is an on-going need to improve inclusive practices district-wide and continue the work the district has begun in creating an awareness of this need, by providing professional development on inclusionary practices and differentiating instruction, and communicating the progress made and work to be done to develop an inclusionary mentality among all stakeholders.

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There is a need to identify and implement best practices for continuing to grow proficient and advanced students in their learning.

**Systemic Challenge #3** (*Guiding Question #3*) Establish a district system that fully ensures staff members in every school use standards aligned assessments to monitor student achievement and adjust instructional practices.

**Aligned Concerns:**

There is a need to identify and implement best practices for continuing to grow proficient and advanced students in their learning.

**Systemic Challenge #4** (*Guiding Question #7*) Establish a district system that fully ensures students who are academically at risk are identified early and are supported by a process that provides interventions based upon student needs and includes procedures for monitoring effectiveness.

**Aligned Concerns:**

There is a need to develop consistent protocols for data review across grade levels and subject areas in order for teachers to be able to address specific student needs.

**Systemic Challenge #5** (*Guiding Question #10*) Establish a district system that fully ensures professional development is focused, comprehensive and implemented with fidelity.

**Aligned Concerns:**

There is a need to develop a more comprehensive and differentiated professional development program to address the individual needs of the professional and administrative staff in order to support the implementation of district goals.

**Systemic Challenge #6** (*Guiding Question #4*) Establish a district system that fully ensures high quality curricular assets (e.g. model curricula, learning progressions, units, lesson plans, and content resources) aligned with state standards and fully accessible to teachers and students.

**Aligned Concerns:**

There is a need to ensure alignment with the PA Core Standards across all core subjects areas with regard to curriculum, instruction, and assessment.

# District Level Plan

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## Action Plans

**Goal #1:** Establish a district system that fully ensures consistent implementation of standards aligned curricula across all schools for all students.

### Related Challenges:

- Establish a district system that fully ensures staff members in every school use standards aligned assessments to monitor student achievement and adjust instructional practices.
- Establish a district system that fully ensures high quality curricular assets (e.g. model curricula, learning progressions, units, lesson plans, and content resources) aligned with state standards and fully accessible to teachers and students.

### Indicators of Effectiveness:

Type: Interim

Data Source: Local, Benchmark, Diagnostic, Summative, and Formative Assessments, along with Planned Course Curriculum Documents.

Specific Targets: To meet or exceed all achievement and growth level measurements

### Strategies:

#### *Curriculum Mapping*

**Description:** Empirical evidence of a positive statistical correlation of the use of curriculum mapping with student achievement is scarce. There was a 2001 study by the Indiana Center of Evaluation conducted for the Ohio DOE that determined curriculum alignment (defined as curriculum mapping with subsequent change in instructional practice) was the “single greatest factor in achieving improved test scores.” The following link provides a list of resources supporting the positive contributions of curriculum mapping to educational processes:

<http://www.curriculummapping101.com/materials/curriculum-mapping-research> ; the following link provides an overview of curriculum mapping: [http://en.wikipedia.org/wiki/Curriculum\\_mapping](http://en.wikipedia.org/wiki/Curriculum_mapping)

**SAS Alignment:** Standards, Materials & Resources

**Implementation Steps:**

*Align curricula for all courses and content areas with PA Core Standards as reviewed and revised*

**Description:**

Analyze the district Curriculum Review Cycle to refine and align curricula at scheduled intervals for consistency in all courses and content areas, K-12.

**Start Date:** 7/1/2015      **End Date:** 6/30/2018

**Program Area(s):**

**Supported Strategies:** None selected

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

**Related Challenges:**

- Establish a district system that fully ensures staff members in every school use standards aligned assessments to monitor student achievement and adjust instructional practices.
- Establish a district system that fully ensures high quality curricular assets (e.g. model curricula, learning progressions, units, lesson plans, and content resources) aligned with state standards and fully accessible to teachers and students.

**Indicators of Effectiveness:**

Type: Interim

Data Source: Planned Course Curriculum Documents, administrative walk-throughs and observations aligned with the Danielson Framework

Specific Targets: Aligned curricular documents K-12; increased levels of proficiency with instructional strategies in Domain 3

**Strategies:**

## *Curriculum Mapping*

**Description:** Empirical evidence of a positive statistical correlation of the use of curriculum mapping with student achievement is scarce. There was a 2001 study by the Indiana Center of Evaluation conducted for the Ohio DOE that determined curriculum alignment (defined as curriculum mapping with subsequent change in instructional practice) was the “single greatest factor in achieving improved test scores.” The following link provides a list of resources supporting the positive contributions of curriculum mapping to educational processes:

<http://www.curriculummapping101.com/materials/curriculum-mapping-research> ; the following link provides an overview of curriculum mapping: [http://en.wikipedia.org/wiki/Curriculum\\_mapping](http://en.wikipedia.org/wiki/Curriculum_mapping)

**SAS Alignment:** Standards, Materials & Resources

## *Instructional Coaching*

**Description:** The purpose of Instructional Coaching is to bring evidence-based practices into classrooms by working with teachers and other school leaders. The Pennsylvania Institute for Instructional Coaching focuses on evidence-based literacy strategies and claims instructional coaching has a positive impact upon student achievement. (Source:

<http://piic.pacoaching.org/index.php/piic-coaching/what-is-an-instructional-coach> ) WWC has identified at least one instructional coaching model that has a positive impact on achievement at the secondary level. )Source:

[http://ies.ed.gov/ncee/wwc/pdf/quick\\_reviews/myteachingpartner\\_022212.pdf](http://ies.ed.gov/ncee/wwc/pdf/quick_reviews/myteachingpartner_022212.pdf) )

**SAS Alignment:** Instruction

## *Increased Quality Instructional Time*

**Description:** Changes in instructional time do not generally increase or decrease student achievement, unless such changes go beyond unusually low, or high, amounts of time. Curriculum and instructional quality appear to have a much greater effect on achievement than do total hours of instructional time. The addition of high-quality teaching time is of particular benefit to certain groups of students, such as low-income students and others who have little opportunity for learning outside of school. (Sources:

<http://www.ascd.org/publications/researchbrief/v3n10/toc.aspx> , and <http://www.educationsector.org/publications/clock-rethinking-way-schools-use-time> )

**SAS Alignment:** Instruction, Safe and Supportive Schools

**Implementation Steps:***Consistent implementation of instructional strategies***Description:**

Ensure all staff participating in curriculum review have a depth of understanding regarding research-based instructional strategies, differentiated instruction, formative and summative assessments.

**Start Date:** 7/1/2015      **End Date:** 6/30/2018

**Program Area(s):** Professional Education

**Supported Strategies:** None selected

**Goal #3:** Establish a district system that fully ensures staff members in every school use standards aligned assessments to monitor student achievement and adjust instructional practices.

**Related Challenges:**

- Establish a district system that fully ensures high quality curricular assets (e.g. model curricula, learning progressions, units, lesson plans, and content resources) aligned with state standards and fully accessible to teachers and students.
- Establish a district system that fully ensures students who are academically at risk are identified early and are supported by a process that provides interventions based upon student needs and includes procedures for monitoring effectiveness.

**Indicators of Effectiveness:**

Type: Interim

Data Source: Common assessments, defined processes and intervention strategies, local and state assessments

Specific Targets: Development of common assessments; improvement in student achievement and growth as reflected in local and state assessments, and periodic checks on effectiveness of intervention system



## **Strategies:**

### *Common Assessment within Grade/Subject*

**Description:** WWC reports the effective use of data can have a positive impact upon student achievement; using common assessments to inform teacher practice is one such use of data. (Source: [http://ies.ed.gov/ncee/wwc/pdf/practice\\_guides/dddm\\_pg\\_092909.pdf](http://ies.ed.gov/ncee/wwc/pdf/practice_guides/dddm_pg_092909.pdf))  
Teacher Moderation: Collaborative Assessment of Student Work and Common Assessments provide detailed looks at the development and use of common assessments. (Sources: [http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/Teacher\\_Moderation.pdf](http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/Teacher_Moderation.pdf) and [Common Assessments: Mike Schmoker. \(2006\) Results Now: How We Can Achieve Unprecedented Improvements in Teaching and Learning. Alexandria, Va.: ASCD.](#))

**SAS Alignment:** Assessment, Instruction

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

**Description:** Using Student Achievement Data to Support Instructional Decision Making provides a WWC reporting of various strategies related to the acquisition, analysis, and application of student data. (Source: [http://ies.ed.gov/ncee/wwc/pdf/practice\\_guides/dddm\\_pg\\_092909.pdf](http://ies.ed.gov/ncee/wwc/pdf/practice_guides/dddm_pg_092909.pdf))

**SAS Alignment:** Assessment, Instruction

### *Differentiating Instruction*

**Description:** Empirical validation of differentiated instruction as a package was not found; however, a large number of testimonials and classroom examples of positive effects have been reported. (Sources: Learning Styles: Concepts and Evidence, [http://www.psychologicalscience.org/journals/pspi/PSPI\\_9\\_3.pdf](http://www.psychologicalscience.org/journals/pspi/PSPI_9_3.pdf) ; Differentiated Instruction: Effective classroom practices report, <http://www.cast.org/system/galleries/download/ncac/DifInstruc.pdf> ; Learning Styles, [http://en.wikipedia.org/wiki/Learning\\_styles#cite\\_note-33](http://en.wikipedia.org/wiki/Learning_styles#cite_note-33) ; WWC: Assisting Students Struggling with Reading: Response to Intervention and Multi-Tier Intervention in the Primary Grades, [http://ies.ed.gov/ncee/wwc/pdf/practice\\_guides/rti\\_reading\\_pg\\_021809.pdf](http://ies.ed.gov/ncee/wwc/pdf/practice_guides/rti_reading_pg_021809.pdf) Differentiated Instruction Reexamined, <http://www.hepg.org/hel/article/499>; Investigating the Impact of Differentiated Instruction in Mixed Ability Classrooms, <http://www.icsei.net/icsei2011/Full%20Papers/0155.pdf> )

**SAS Alignment:** Instruction

**Implementation Steps:**

*Consistent use of standards aligned assessments to monitor student achievement and adjust instructional practices.*

**Description:**

Teachers administer common assessment and regularly review data from both formative and summative assessments to adjust instructional practices.

**Start Date:** 7/1/2015      **End Date:** 6/30/2018

**Program Area(s):** Professional Education

**Supported Strategies:** None selected

**Goal #4:** Establish a district system that fully ensures professional development is focused, comprehensive and implemented with fidelity.

**Indicators of Effectiveness:**

Type: Interim

Data Source: Professional Development Needs Assessment and Act 82 observations using Danielson rubric

Specific Targets: Responses to annual professional development needs assessment reflect 90% satisfaction with professional development delivered by the district; Building Administrator feedback from teacher observations reflect growth in areas addressed by district professional development

**Strategies:***Differentiating Instruction*

**Description:** Empirical validation of differentiated instruction as a package was not found; however, a large number of testimonials and classroom examples of positive effects have been reported. (Sources: Learning Styles: Concepts and Evidence,

[http://www.psychologicalscience.org/journals/pspi/PSPI\\_9\\_3.pdf](http://www.psychologicalscience.org/journals/pspi/PSPI_9_3.pdf) ; Differentiated Instruction: Effective classroom practices report, <http://www.cast.org/system/galleries/download/ncac/DifInstruc.pdf> ; Learning Styles, [http://en.wikipedia.org/wiki/Learning\\_styles#cite\\_note-33](http://en.wikipedia.org/wiki/Learning_styles#cite_note-33) ; WWC: Assisting Students Struggling with Reading: Response to Intervention and Multi-Tier Intervention in the Primary Grades, [http://ies.ed.gov/ncee/wwc/pdf/practice\\_guides/rti\\_reading\\_pg\\_021809.pdf](http://ies.ed.gov/ncee/wwc/pdf/practice_guides/rti_reading_pg_021809.pdf) Differentiated Instruction Reexamined, <http://www.hepg.org/hel/article/499>; Investigating the Impact of Differentiated Instruction in Mixed Ability Classrooms, <http://www.icsei.net/icsei2011/Full%20Papers/0155.pdf> )

**SAS Alignment:** Instruction

### *Review professional development initiatives at district and school levels*

**Description:**

- Conduct school level review of professional development initiatives to determine alignment with district goals, as well as to determine staff members are not impacted by more than six initiatives during any given school year

**SAS Alignment:** None selected

### *Structure professional development to focus on differentiated instruction*

**Description:**

- Provide ongoing professional development for all staff focusing on the implementation of research-based practices for differentiated instruction, using technology as a resource when appropriate
- Provide ongoing professional development for all staff focusing on assessment data analysis to be used to drive differentiated instruction
- Ensure induction program includes data analysis, data driven decision making for instruction, and training to develop differentiated activities and lessons
- Conduct needs assessment survey to collect data and determine areas of need for future in-service and professional development days

**SAS Alignment:** Instruction

### ***Implementation Steps:***

*Review the professional development initiatives for each school year*

**Description:**

- Survey building administrators to determine planned professional development initiatives for a given school year
- Review building alignment with district professional development initiatives
- Ensure there are less than six combined initiatives in any given school year

**Start Date:** 7/1/2015    **End Date:** 6/30/2018

**Program Area(s):** Professional Education

**Supported Strategies:** None selected

*Monitor and evaluate the progress made in differentiating instruction*

**Description:**

- Document progress with differentiated instruction via walkthroughs and classroom observations with regard to domain 3 of the Danielson Framework

**Start Date:** 7/1/2015    **End Date:** 6/30/2018

**Program Area(s):** Professional Education

**Supported Strategies:** None selected

**Goal #5:** Establish a district system that fully ensures high quality curricular assets (e.g. model curricula, learning progressions, units, lesson plans, and content resources) aligned with state standards and fully accessible to teachers and students.

**Indicators of Effectiveness:**

Type: Interim

Data Source: Curriculum-based measures and standards-aligned assessments (PSSA, Keystone, CDT, 4Sight)

Specific Targets: Students demonstrate mastery of the curricula as evidenced by meeting achievement and growth level standards on summative and formative assessments.

### **Strategies:**

#### *Curriculum Mapping*

**Description:** Empirical evidence of a positive statistical correlation of the use of curriculum mapping with student achievement is scarce. There was a 2001 study by the Indiana Center of Evaluation conducted for the Ohio DOE that determined curriculum alignment (defined as curriculum mapping with subsequent change in instructional practice) was the “single greatest factor in achieving improved test scores.” The following link provides a list of resources supporting the positive contributions of curriculum mapping to educational processes:

<http://www.curriculummapping101.com/materials/curriculum-mapping-research> ; the following link provides an overview of curriculum mapping: [http://en.wikipedia.org/wiki/Curriculum\\_mapping](http://en.wikipedia.org/wiki/Curriculum_mapping)

**SAS Alignment:** Standards, Materials & Resources

#### *Differentiating Instruction*

**Description:** Empirical validation of differentiated instruction as a package was not found; however, a large number of testimonials and classroom examples of positive effects have been reported. (Sources: Learning Styles: Concepts and Evidence,

[http://www.psychologicalscience.org/journals/pspi/PSPI\\_9\\_3.pdf](http://www.psychologicalscience.org/journals/pspi/PSPI_9_3.pdf) ; Differentiated Instruction: Effective classroom practices report, <http://www.cast.org/system/galleries/download/ncac/DifInstruc.pdf> ; Learning Styles, [http://en.wikipedia.org/wiki/Learning\\_styles#cite\\_note-33](http://en.wikipedia.org/wiki/Learning_styles#cite_note-33) ; WWC: Assisting Students Struggling with Reading: Response to Intervention and Multi-Tier Intervention in the Primary Grades, [http://ies.ed.gov/ncee/wwc/pdf/practice\\_guides/rti\\_reading\\_pg\\_021809.pdf](http://ies.ed.gov/ncee/wwc/pdf/practice_guides/rti_reading_pg_021809.pdf) Differentiated Instruction Reexamined, <http://www.hepg.org/hel/article/499>; Investigating the Impact of Differentiated Instruction in Mixed Ability Classrooms, <http://www.icsei.net/icsei2011/Full%20Papers/0155.pdf> )

**SAS Alignment:** Instruction

#### **Implementation Steps:**

## *Curriculum Cycle*

### **Description:**

The established curriculum review cycle identified that all curriculums are in one of the following five phases:

- Planning - Year 1
- Development - Year 2
- Implementation - Year 3
- Review and revision - Year 4
- Continued implementation - Years 5-7

**Start Date:** 7/1/2015      **End Date:** 6/30/2018

### **Program Area(s):**

### **Supported Strategies:**

- Curriculum Mapping

## *Curriculum Alignment*

### **Description:**

- Review and update district curriculum to align with PA Core Standards.
- Vertically align core curriculum from K-12.
- Develop and consistently implement benchmark assessments aligned to the PA Core Standards in all curricula and content areas.
- Include special education, reading and math support teachers, and encore area teachers to participate in the curriculum review process with general education teachers.
- Provide time for administration, special education, reading and math support teachers, staff developers and general education teachers to review curricular resources.
- Review student data for areas of need and adjust curriculum at scheduled intervals throughout the year.

**Start Date:** 7/1/2015      **End Date:** 6/30/2018

### **Program Area(s):**

### **Supported Strategies:**

- Curriculum Mapping
- Differentiating Instruction

**Goal #6:** Establish a district system that fully ensures students who are academically at risk are identified early and are supported by a process that provides interventions based upon student needs and includes procedures for monitoring effectiveness.

**Indicators of Effectiveness:**

Type: Interim

Data Source: District-endorsed and consistently implemented universal screening process

Specific Targets: Review the district's use of the RtII universal screening process to ensure it is consistently implemented with fidelity; this will include a review of the universal screening tool and subsequent intervention data

Develop an appropriate screening tool for students who enter the district at any grade level

***Strategies:***

*Universal Screening Process*

**Description:**

- Evaluate and research the effectiveness of the universal screening process to ensure consistent implementation as a proactive measure to identify students academically at risk
- Analyze and monitor student performance to increase achievement and growth

**SAS Alignment:** Assessment, Instruction

***Implementation Steps:***

*Consistent Implementation of Universal Screening Process*

**Description:**

- Conduct review of the implementation of district endorsed universal screening process to ensure consistent application in all elementary buildings
- Evaluate the data used for identification of academically at risk students

**Start Date:** 7/1/2015    **End Date:** 6/30/2018

**Program Area(s):** Special Education, Student Services

**Supported Strategies:** None selected