

Southeast Delco SD

**District Level Plan**

07/01/2015 - 06/30/2018

# District Profile

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## Demographics

1560 Delmar Drive  
Folcroft, PA 19032  
(610)522-4300  
Superintendent: Dr. Stephen D. Butz  
Assistant Superintendent: Mr. Jeff Ryan  
Director of Special Education: Ms. Kimberley Brown-Flint

## Planning Process

The district established a planning committee to assist in the development of the Southeast Delco Comprehensive Plan. Subcommittees of the planning committee met to develop plans for Special Education, Technology/Operations, Teaching and Learning, and Professional Development. The membership of the planning committee represented a variety of stakeholder groups in the district, including professional staff, support staff, students, business partners, and community members. The specific tasks allotted to the planning committee were:

Review and revise the mission, vision, and shared values of the district.

Coordinate the work of the subcommittees to integrate plans that address mutual concerns across groups.

Conduct a needs assessment through the analysis of data sources, including demographic, perceptual, and achievement data.

Determine district areas of strengths and concerns.

Prioritize areas of concern.

Align areas of concern with systemic challenges.

Develop action plans to address the prioritized challenges over the next three years.

The plan was reviewed by the School Board at the Committee of the Whole Meeting in October 2014 and placed for public review as required. The plan was reviewed again at the November 2014 Committee of the Whole Meeting. At the conclusion of the public comment period, public comments were reviewed and the final plan was approved by the School Board at the November 2014 meeting.

This Comprehensive Plan represents the district's continued journey toward achieving high standards of proficiency for all students.

## **Mission Statement**

The mission of the Southeast Delco School District is to nurture, educate, and challenge students to become lifelong learners possessing knowledge, compassion, and a desire to serve the global community.

## **Vision Statement**

The Southeast Delco School District fosters a student-centered learning environment in which students are problem-solvers, informed decision-makers, as well as collaborative and cooperative learners. All students have access to powerful technological tools which enable them to make connections between knowledge and understanding. In this stimulating atmosphere, access to information and communication with others is unlimited. This nurturing environment provides a quality education by which all our students can achieve academic excellence.

## **Shared Values**

### **Family and Community**

The family is the first teacher. The community is the first classroom. Both play vital roles in educating our children. Southeast Delco is committed to drawing upon the strength and input of families in making education work for the students and communities we serve.

### **School is a Place to Grow**

Schools are and will be safe, caring and stimulating environments that provide the opportunity for successful learning experiences for all. Safe, orderly and caring school environments ensure the physical and emotional safety of all our students.

### **Quality Education is the Right of Every Child**

Every student is entitled to a quality, challenging educational experience preparing each for success in life. Every student's potential must be nurtured with the care and the direction of excellent schools, good programs and a healthy environment.

### **Learning is a Lifelong Process**

Acquiring the ability to become a lifelong learner is essential to everyone's success. Lifelong learning is the lifelong, voluntary and self-motivated pursuit of knowledge for either personal or professional reasons.

### **Diversity of Opinion and Culture**

Southeast Delco takes pride in its culturally diverse communities and draws strength and lessons from the view of all. Attending schools with a diverse student body can help prepare children for citizenship in a multicultural democracy.

**Our Children Are the Future**

Southeast Delco will prepare its children, parents and staff to meet future challenges and to take places of responsibility to become productive citizens. The district will endeavor to help its students acquire such 21st century skills of critical thinking, problem solving, communication, collaboration, technology literacy, global competency and financial literacy.

**Schools Meeting the Needs of the Community: Service to All**

Southeast Delco is committed to developing and implementing programs that meet the needs of all children, parents and members of the community. The schools must give all a sense of pride, trust and responsibility.

**High Expectations for All**

In order to cope with the rapidity with which knowledge itself changes, every staff member and student is expected to strive continually toward excellence.

**Educational Community**

Located in the western suburbs of Philadelphia, Southeast Delco School District serves a 4 square mile area of 31,060, residents in the communities of Collingdale, Darby Township, Folcroft, and Sharon Hill. One of the most densely populated areas in Pennsylvania, Southeast Delco schools serve an increasingly diverse population: 66% of students are African American, 30% are Caucasian, 2% are Asian/Pacific Islander and 2% are Hispanic. In 2013-14, there were 145 Limited English Proficient (LEP) students speaking over 20 languages. Almost 85 students also met the state criteria for immigrant status or had limited formal schooling prior to enrolling in Southeast Delco schools. In the past ten years, the percentage of students who meet the low-income status set by the Federal Free/Reduced Lunch Program has risen from 43% to 73%. Six schools in the district educate a student enrollment of approximately 4,130 students in kindergarten through twelfth grade. An additional 325 students are educated in out of district schools for students with special needs or in charter schools. Educating and providing services to the students requires 297 professional staff, 275 support staff and 24 administrators for the 2014-15 school year.

In response to the changing academic and social needs of its students, over the past five years, Southeast Delco School District has revised its curriculum and instructional practices, with a strong emphasis on professional development, data-driven decision making and the use of technology in classrooms. All schools have shown gains in student achievement as measured by the 2013 and 2014 PSSA results in the areas of math and reading. All schools in the district made AMO under the No Child Left Behind system during the 2013-2014 school year.

# Core Foundations

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## Standards

### *Mapping and Alignment*

#### Elementary Education-Primary Level

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

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

*This narrative is empty.*

#### Elementary Education-Intermediate Level

Standards	Mapping	Alignment
Arts and Humanities	Developing	Developing
Career Education and Work	Developing	Developing
Civics and Government	Developing	Developing
PA Core Standards: English Language Arts	Developing	Developing
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Developing	Developing
PA Core Standards: Mathematics	Developing	Developing

<b>Economics</b>	Developing	Developing
<b>Environment and Ecology</b>	Developing	Developing
<b>Family and Consumer Sciences</b>	Developing	Developing
<b>Geography</b>	Developing	Developing
<b>Health, Safety and Physical Education</b>	Developing	Developing
<b>History</b>	Developing	Developing
<b>Science and Technology and Engineering Education</b>	Developing	Developing
<b>Alternate Academic Content Standards for Math</b>	Developing	Developing
<b>Alternate Academic Content Standards for Reading</b>	Developing	Developing
<b>American School Counselor Association for Students</b>	Developing	Developing
<b>English Language Proficiency</b>	Developing	Developing
<b>Interpersonal Skills</b>	Developing	Developing
<b>School Climate</b>	Developing	Developing

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

*This narrative is empty.*

### Middle Level

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

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

Southeast Delco School District has been unable to offer World Language and Family/Consumer Science instruction at the Middle Level for more than the past decade due to financial difficulties.

## High School Level

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

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

*This narrative is empty.*

## Adaptations

### Elementary Education-Primary Level

- Health, Safety and Physical Education

### Elementary Education-Intermediate Level

- Health, Safety and Physical Education

### Middle Level

- Health, Safety and Physical Education

### High School Level

- Health, Safety and Physical Education

Explanation for any standards checked:

Southeast Delco School District has an adaptive physical education program which has used the Pennsylvania Academic Standards to develop and adapt the district standards in this content area.

## Curriculum

### Planned Instruction

#### Elementary Education-Primary Level

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

Processes used to ensure Accomplishment:

The Southeast Delco School District has written curriculum, curriculum maps, and pacing guides for all subject areas. Additional adjustments will be needed in order to better align instruction to the Pennsylvania core standards in each subject area.

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

*This narrative is empty.*

#### Elementary Education-Intermediate Level

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

Processes used to ensure Accomplishment:

The Southeast Delco School District has written curriculum, curriculum maps, and pacing guides for all subject areas. Additional adjustments will be needed to better align instruction to the Pennsylvania core standards in each subject area.

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

*This narrative is empty.*



### Middle Level

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

Processes used to ensure Accomplishment:

The Southeast Delco School District has written curriculum, curriculum maps, and pacing guides for all subject areas. Additional adjustments will be needed to better align instruction to Pennsylvania core standards in all content areas.

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

*This narrative is empty.*

### High School Level

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

Processes used to ensure Accomplishment:

The Southeast Delco School District has written curriculum, curriculum maps, and pacing guides for all subject areas. Additional adjustments will be needed to better align instruction with Pennsylvania core standards in all content areas.

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.

Please refer to the district's special education plan. Currently, the district's RtII system is in place to address the needs of all learners. However, the achievement data demonstrates a need for additional focus on both the student who is struggling and also the student who is proficient to avoid regression.

## **Instruction**

### *Instructional Strategies*

- Formal classroom observations focused on instruction
- Walkthroughs targeted on instruction
- Annual Instructional evaluations

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

- Administrators
- Building Supervisors
- Department Supervisors

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

Instructional Leadership meetings provide the structure to identify and ensure common practices with the implementation of the identified strategies.

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

Due to extreme financial limitations as a result of funding reductions or freezes, the district has identified the need for peer and instructional coaches but had to receive from PDE approval to curtail these programs during the 2010-2011 and the 2011-2012 school years. Southeast Delco needs these services but is inadequately funded to provide these services to our staff and students.

## *Responsiveness to Student Needs*

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

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

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

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

*This narrative is empty.*

#### Elementary Education-Intermediate Level

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

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

*This narrative is empty.*

#### Middle Level

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

<b>scheduling and differentiated instruction are used to meet the needs of gifted students.</b>	50% or more of district classrooms
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If necessary, provide further explanation. (Required explanation if column selected was

*This narrative is empty.*

### High School Level

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

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

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### 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 Office of Human Resources has designed sound and tested recruitment methods to ensure that the District hires faculty that are properly certified for the assignment as well as highly qualified staff for the assignment while working within the realities of the fiscal constraints as well as the collective bargaining agreement. The developed recruitment procedures and practices support the outcome of hiring and retaining a highly qualified faculty. All elementary, middle and secondary faculty employed by the district who teach in a core academic subjects are highly qualified, as defined by federal law and state regulations. The District participates in state-wide college and teacher recruitment fairs (Delaware Valley Minority Student Achievement Consortium, Greater Philadelphia College Recruitment Fair, Delaware Valley College, etc.). We also use the PAREAP, Facebook and other websites to attract a wide pool of teaching candidates. The proactive recruitment process permits the District to hire quickly and attract a diverse candidate pool. The central office administration with cooperation from the building administration communicate about faculty members certifications to ensure that highly qualified faculty members are in the proper assignment.

## Assessments

### Local Graduation Requirements

Course Completion	SY 13-14	SY 14-15	SY 15-16	SY 16-17	SY 17-18	SY 18-19
<b>Total Courses</b>	27.00	27.00	27.00	27.00	27.00	27.00
<b>English</b>	4.00	4.00	4.00	4.00	4.00	4.00
<b>Mathematics</b>	4.00	4.00	4.00	4.00	4.00	4.00
<b>Social Studies</b>	4.00	4.00	4.00	4.00	4.00	4.00
<b>Science</b>	3.00	3.00	3.00	3.00	3.00	3.00
<b>Physical Education</b>	3.00	3.00	3.00	3.00	3.00	3.00
<b>Health</b>	2.00	2.00	2.00	2.00	2.00	2.00
<b>Music, Art, Family &amp; Consumer Sciences, Career and Technical Education</b>	2.00	2.00	2.00	2.00	2.00	2.00
<b>Electives</b>	5.00	5.00	5.00	5.00	5.00	5.00
<b>Minimum % Grade Required for Credit (Numerical Answer)</b>	60.00	60.00	60.00	60.00	60.00	60.00

### 2014 Graduation Specifics

Identify the method(s) used for determining graduation proficiency for the following sets of standards. (Check all that apply)

#### Reading

- Proficiency on State Assessments
- Local Assessments aligned with State Standards

#### Writing

- Local Assessments aligned with State Standards

#### Mathematics

- Proficiency on State Assessments
- Local Assessments aligned with State Standards

### Local Assessments

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

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

### *2015 and beyond Graduation Requirement Specifics*

Identify the method(s) used for determining graduation proficiency for the following sets of standards. (Check all that apply)

#### **English Language and Composition**

- Completion of Course Work in which a student demonstrates proficiency on the associated Keystone Exam
- Successfully complete Advanced Placement or Independent Baccalaureate Courses including "passing" a course exam.

#### **English Literature**

- Completion of Course Work in which a student demonstrates proficiency on the associated Keystone Exam
- Successfully complete Advanced Placement or Independent Baccalaureate Courses including "passing" a course exam.

#### **Mathematics**

- Completion of Course Work in which a student demonstrates proficiency on the associated Keystone Exam

- Successfully complete Advanced Placement or Independent Bacculaureate Courses including "passing" a course exam.

### **Science & Technology**

- Completion of Course Work in which a student demonstrates proficiency on the associated Keystone Exam
- Successfully complete Advanced Placement or Independent Bacculaureate Courses including "passing" a course exam.

### **Environment & Ecology**

- Completion of Course Work in which a student demonstrates proficiency on the associated Keystone Exam
- Successfully complete Advanced Placement or Independent Bacculaureate Courses including "passing" a course exam.

## ***2017 and beyond Graduation Requirement Specifics***

Identify the method(s) used for determining graduation proficiency for the following sets of standards. (Check all that apply)

### **Biology or Chemistry**

- Completion of Course Work in which a student demonstrates proficiency on the associated Keystone Exam
- Successfully complete Advanced Placement or Independent Bacculaureate Courses including "passing" a course exam.

### **American History, Civics/Government, or World History**

- Completion of Course Work in which a student demonstrates proficiency on the associated Keystone Exam
- Successfully complete Advanced Placement or Independent Bacculaureate Courses including "passing" a course exam.

## ***Methods and Measures***

### **Summative Assessments**

<b>Summative Assessments</b>	<b>EEP</b>	<b>E EI</b>	<b>ML</b>	<b>HS</b>
<b>Final Exams; Keystone Exams; Graduation Project</b>				X
<b>Final Exams; PSSA/Keystone Exams</b>			X	
<b>Unit Tests; PSSA</b>		X		

<b>Unit Tests; Teacher Developed Curriculum Embedded Assessment</b>	X			
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### Benchmark Assessments

<b>Benchmark Assessments</b>	<b>EEP</b>	<b>EEI</b>	<b>ML</b>	<b>HS</b>
<b>District Reading Skills Assessment</b>	X	X	X	X
<b>District Math Skills Assessment</b>	X	X	X	X
<b>District Science Skills Assessment</b>	X	X	X	X
<b>Dibels Next</b>	X	X		
<b>Go Math Assessment</b>	X	X		
<b>Rigby Leveling</b>	X			

### Formative Assessments

<b>Formative Assessments</b>	<b>EEP</b>	<b>EEI</b>	<b>ML</b>	<b>HS</b>
<b>Demonstration of Learning</b>	X	X	X	X
<b>Exit Slips</b>	X	X	X	X
<b>Progress Monitoring</b>	X	X	X	X
<b>Written Work (Students)</b>	X	X	X	X
<b>Classroom Response Systems</b>	X	X	X	X
<b>Teacher Developed Formative Assessments</b>	X	X	X	X
<b>Checking for Understanding</b>	X	X	X	X

### Diagnostic Assessments

<b>Diagnostic Assessments</b>	<b>EEP</b>	<b>EEI</b>	<b>ML</b>	<b>HS</b>
<b>Dibels Next</b>	X	X		
<b>Go Math Screening</b>	X	X		
<b>Study Island</b>		X	X	X
<b>District Reading, Math, and Science Skills Assessments</b>	X	X	X	X
<b>Rigby Leveling</b>	X			

### *Validation of Implemented Assessments*

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



Provide brief explanation of your process for reviewing assessments.

Assessments are designed collaboratively by the teachers of the courses. They receive guidance from building and district instructional leaders. Post-assessment analyses are conducted with the aim of improving the different instruments.

### *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.

All of our assessments are developed by teachers of the courses. We do not have a protocol for independent, external validation.

### *Collection and Dissemination*

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

We have a number of protocols for this process at different levels. We employ an online database, Performance Plus, to facilitate the scoring and analysis of many assessments and to capture information for major external assessments. Additional processes include data sessions during professional development, building-based reviews, grade-level meetings, and Professional Learning Communities meetings.

### *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.

Our development of consistent RTII protocols is ongoing at the elementary, middle, and high school levels. Students who are not demonstrating achievement of the academic standards at a proficient level or higher are carefully reviewed and their instruction is modified accordingly. Usually, this modification takes the form of instruction in intervention programs which are tied to the student's deficient areas.

### *Assessment Data Uses*

Assessment Data Uses	EEP	E EI	ML	HS
<b>Assessment results are reported out by PA assessment anchor or standards-aligned learning objective.</b>	X	X	X	X
<b>Instructional practices are identified that are linked to student success in mastering specific PA assessment anchors, eligible content or standards-aligned learning objectives.</b>	X	X	X	X
<b>Specific PA assessment anchors, eligible content or standards-aligned learning objectives are identified</b>	X	X	X	X

<b>for those students who did not demonstrate sufficient mastery so that teachers can collaboratively create and/or identify instructional strategies likely to increase mastery.</b>				
<b>Instructional practices modified or adapted to increase student mastery.</b>	X	X	X	X

Provide brief explanation of the process for incorporating selected strategies.

Several benchmark assessments and common exams are reported at the standard/anchor level and protocols for acting on results are utilized with input from teachers and instructional leaders. Through these practices, curricular areas of need are identified. In addition to informing course-level instructional strategies, standards-based reports provide the means for instructors to group flexibly based on need.

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

*This narrative is empty.*

### *Distribution of Summative Assessment Results*

<b>Distribution Methods</b>	<b>EEP</b>	<b>E EI</b>	<b>ML</b>	<b>HS</b>
<b>Course Planning Guides</b>			X	X
<b>Directing Public to the PDE &amp; other Test-related Websites</b>	X	X	X	X
<b>Individual Meetings</b>	X	X	X	X
<b>Letters to Parents/Guardians</b>	X	X	X	X
<b>Local Media Reports</b>	X	X	X	X
<b>Website</b>	X	X	X	X
<b>Meetings with Community, Families and School Board</b>	X	X	X	X
<b>Mass Phone Calls/Emails/Letters</b>	X	X	X	X
<b>Newsletters</b>	X	X	X	X
<b>Press Releases</b>	X	X	X	X
<b>School Calendar</b>				
<b>Student Handbook</b>				

Provide brief explanation of the process for incorporating selected strategies.

These strategies focus on the reporting of results specific for NCLB and other state mandates currently in development, such as school performance profile. Teachers utilize letters to inform parents of progress on several summative and diagnostic assessments.

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

Our current reporting practices are comprehensive and meet the needs of school community.

## Safe and Supportive Schools

### *Assisting Struggling Schools*

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

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

The Southeast Delco School District uses Response to Instruction and Intervention (RTII) along with our school improvement planning teams to assist students and schools which are struggling with student achievement. The district has a district-wide intervention process and programs to assist students who are struggling in reading and math. The district is constantly reviewing the student achievement data and discussing the needs/interventions in our Professional Learning Communities.

### *Programs, Strategies and Actions*

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

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

*This narrative is empty.*

## Identifying and Programming for Gifted Students

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

The Southeast Delco School District uses multiple criteria to determine student eligibility for gifted support services. Teacher and parent input, exceptional academic achievement, and superior cognitive functioning are all included in the evaluation process. Several areas are assessed in order to determine if a student moves to evaluation:

1. High achievement in the areas of math and reading
2. Cognitive ability as assessed using a brief assessment - provides verbal and nonverbal information
3. Parent observation form - sent home with the permission to complete the screening
4. Teacher observation - questionnaire filled out by classroom teacher(s)

The gifted education program complies with current Chapter 16 requirements. The district will be creating a new Gifted Education Plan once the new Chapter 16 gifted requirements are finalized.

## Developmental Services

Developmental Services	EEP	E EI	ML	HS
Academic Counseling	X	X	X	X
Attendance Monitoring	X	X	X	X
Behavior Management Programs	X	X	X	X
Bullying Prevention	X	X	X	X
Career Awareness	X	X	X	X
Career Development/Planning	X	X	X	X
Coaching/Mentoring	X	X	X	X
Compliance with Health Requirements -i.e., Immunization	X	X	X	X
Emergency and Disaster Preparedness	X	X	X	X
Guidance Curriculum	X	X	X	X
Health and Wellness Curriculum	X	X	X	X
Health Screenings	X	X	X	X
Individual Student Planning	X	X	X	X
Nutrition	X	X	X	X
Orientation/Transition	X	X	X	X
RTII/MTSS	X	X	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>
<b>Accommodations and Modifications</b>	X	X	X	X
<b>Administration of Medication</b>	X	X	X	X
<b>Assessment of Academic Skills/Aptitude for Learning</b>	X	X	X	X
<b>Assessment/Progress Monitoring</b>	X	X	X	X
<b>Casework</b>	X	X	X	X
<b>Crisis Response/Management/Intervention</b>	X	X	X	X
<b>Individual Counseling</b>	X	X	X	X
<b>Intervention for Actual or Potential Health Problems</b>	X	X	X	X
<b>Placement into Appropriate Programs</b>	X	X	X	X
<b>Small Group Counseling-Coping with life situations</b>	X	X	X	X
<b>Small Group Counseling-Educational planning</b>	X	X	X	X
<b>Small Group Counseling-Personal and Social Development</b>	X	X	X	X
<b>Special Education Evaluation</b>	X	X	X	X
<b>Student Assistance Program</b>	X	X	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>EEI</b>	<b>ML</b>	<b>HS</b>
<b>Alternative Education</b>			X	X
<b>Case and Care Management</b>	X	X	X	X
<b>Community Liaison</b>	X	X	X	X
<b>Community Services Coordination (Internal or External)</b>	X	X	X	X
<b>Coordinate Plans</b>	X	X	X	X
<b>Coordination with Families (Learning or Behavioral)</b>	X	X	X	X
<b>Home/Family Communication</b>	X	X	X	X
<b>Managing Chronic Health Problems</b>	X	X	X	X
<b>Managing IEP and 504 Plans</b>	X	X	X	X
<b>Referral to Community Agencies</b>	X	X	X	X
<b>Staff Development</b>	X	X	X	X
<b>Strengthening Relationships Between School Personnel, Parents and Communities</b>	X	X	X	X
<b>System Support</b>	X	X	X	X
<b>Truancy Coordination</b>	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>E EI</b>	<b>ML</b>	<b>HS</b>
<b>Course Planning Guides</b>			X	X
<b>Directing Public to the PDE &amp; Test-related Websites</b>	X	X	X	X
<b>Individual Meetings</b>	X	X	X	X
<b>Letters to Parents/Guardians</b>	X	X	X	X
<b>Local Media Reports</b>	X	X	X	X
<b>Website</b>	X	X	X	X
<b>Meetings with Community, Families and Board of Directors</b>	X	X	X	X
<b>Mass Phone Calls/Emails/Letters</b>	X	X	X	X
<b>Newsletters</b>	X	X	X	X
<b>Press Releases</b>	X	X	X	X
<b>School Calendar</b>	X	X	X	X
<b>Student Handbook</b>	X	X	X	X

### *Communication of Student Health Needs*

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

### *Frequency of Communication*

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

- Monthly

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

- Monthly

#### **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.

The Southeast Delco School District conducts regular data meetings for all grades to review all needs of our students. These meetings allow for a review of all students' needs and the planning of appropriate interventions to meet these needs.

### *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

The majority of Southeast Delco School District's connection with early childhood centers is through our partnership with Today's Child and Delaware County Intermediate Unit. Today's Child provides services for our before and after school program. Today's Child is licensed by the Department of Public Welfare/Office of Child Development and Early Learning and is involved in the Keystone Stars Initiative. Significant professional development is provided to the daycare and extended daycare staff through the Keystone Stars Initiative and through allowing area daycare providers to participate in relevant professional development through the District.

### **Full Day Kindergarten**

This is a full day program that provides students with academic activities. These classes are led by certified teachers who engage in annual professional development activities throughout the school year. The ratio of adult staff members to children is about 1 to 22 including special education teachers and interventionists.

### **Before & After School Program**

Southeast Delco's school based before and after school programs are important parts of the broader system of student support services that are helping to meet the growing need for young people to have safe supervised places to participate in engaging activities during non-school hours. Children are provided an opportunity to engage in arts/crafts, indoor and outdoor play, and homework completion. This program is also offered during the summer when schools are not in session. These programs are provided through our partnership with Today's Child, Inc.

## **Transition Programs for Students with Special Needs**

Southeast Delco School District offers a coordinated set of activities for students with special needs throughout their secondary school experience. We provide community based training for appropriate students at the high school and middle school levels, which includes job sites within our school communities. This program is supported by the District's Transition Coordinator. Comprehensive transition services including job exploration, job shadowing, job coaching, courses in career/technical education support our students in reaching their desired outcomes after graduation. Our high school provides a fully furnished apartment to help those students who require instruction in daily living skills. Guidance counselors offer services for career decision making and the district is in the process with a PDE consultant to refine our Chapter 339 plan.

## **Title I Program and Tutoring Services**

Students who meet eligibility requirements participate in remedial reading programs that focus on phonemic awareness, phonics, fluency, vocabulary, text comprehension, writing, and math. This opportunity is afforded to eligible learners in all of our schools through services during the school day and the after school tutoring programs provided through the 21st Century Community Learning Center Grants.

## ***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 works with Delaware County Intermediate Unit to coordinate services through regular meetings and transition planning for the transfer of students from early intervention programs to our school settings and programs.



## Materials and Resources

### *Description of Materials and Resources*

#### Elementary Education-Primary Level

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

Provide explanation for processes used to ensure Accomplishment.

The Southeast Delco School District conducts regular reviews of its instructional materials to ensure that students have access to high quality materials and intervention/enrichment materials where needed. Instructional materials are budgeted on a yearly basis with an instructional material adoption cycle followed by the District.

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

*This narrative is empty.*

#### Elementary Education-Intermediate Level

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

Provide explanation for processes used to ensure Accomplishment.

The Southeast Delco School District conducts regular reviews of its instructional materials to ensure that students have access to high quality materials and intervention/enrichment materials where needed. Instructional materials are budgeted on a yearly basis with an instructional material adoption cycle followed by the District.

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

*This narrative is empty.*

**Middle Level**

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

Provide explanation for processes used to ensure Accomplishment.

The Southeast Delco School District conducts regular reviews of its instructional materials to ensure that students have access to high quality materials and intervention/enrichment materials where needed. Instructional materials are budgeted on a yearly basis with an instructional material adoption cycle followed by the District.

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

Provide explanation for processes used to ensure Accomplishment.

The Southeast Delco School District conducts regular reviews of its instructional materials to ensure that students have access to high quality materials and intervention/enrichment materials where needed. Instructional materials are budgeted on a yearly basis with an instructional material adoption cycle followed by the District.

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

<b>Science and Technology and Engineering Education</b>	Implemented in 50% or more of district classrooms
<b>Alternate Academic Content Standards for Math</b>	Implemented in 50% or more of district classrooms
<b>Alternate Academic Content Standards for Reading</b>	Implemented in 50% or more of district classrooms
<b>American School Counselor Association for Students</b>	Implemented in 50% or more of district classrooms
<b>Early Childhood Education: Infant-Toddler through Second Grade</b>	Implemented in 50% or more of district classrooms
<b>English Language Proficiency</b>	Implemented in 50% or more of district classrooms
<b>Interpersonal Skills</b>	Implemented in 50% or more of district classrooms
<b>School Climate</b>	Implemented in 50% or more of district classrooms

Further explanation for columns selected

*This narrative is empty.*

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

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

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

	classrooms
<b>Interpersonal Skills</b>	Implemented in 50% or more of district classrooms
<b>School Climate</b>	Implemented in 50% or more of district classrooms

Further explanation for columns selected

*This narrative is empty.*

### Middle Level

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

<b>Geography</b>	Implemented in 50% or more of district classrooms
<b>Health, Safety and Physical Education</b>	Implemented in 50% or more of district classrooms
<b>History</b>	Implemented in 50% or more of district classrooms
<b>Science and Technology and Engineering Education</b>	Implemented in 50% or more of district classrooms
<b>Alternate Academic Content Standards for Math</b>	Implemented in 50% or more of district classrooms
<b>Alternate Academic Content Standards for Reading</b>	Implemented in 50% or more of district classrooms
<b>American School Counselor Association for Students</b>	Implemented in 50% or more of district classrooms
<b>English Language Proficiency</b>	Implemented in 50% or more of district classrooms
<b>Interpersonal Skills</b>	Implemented in 50% or more of district classrooms
<b>School Climate</b>	Implemented in 50% or more of district classrooms
<b>World Language</b>	Implemented in 50% or more of district classrooms

Further explanation for columns selected

*This narrative is empty.*

**High School Level**

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



	district classrooms
<b>Alternate Academic Content Standards for Math</b>	Implemented in 50% or more of district classrooms
<b>Alternate Academic Content Standards for Reading</b>	Implemented in 50% or more of district classrooms
<b>American School Counselor Association for Students</b>	Implemented in 50% or more of district classrooms
<b>English Language Proficiency</b>	Implemented in 50% or more of district classrooms
<b>Interpersonal Skills</b>	Implemented in 50% or more of district classrooms
<b>School Climate</b>	Implemented in 50% or more of district classrooms
<b>World Language</b>	Implemented in 50% or more of district classrooms

Further explanation for columns selected

*This narrative is empty.*

## Professional Education

### *Characteristics*

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

<b>Empowers educators to work effectively with parents and community partners.</b>	X	X	X	X
<b>District's Professional Education Characteristics</b>	<b>EEP</b>	<b>EEI</b>	<b>ML</b>	<b>HS</b>
<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.</b>	X	X	X	X
<b>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.</b>	X	X	X	X
<b>Provides leaders with the ability to access and use appropriate data to inform decision making.</b>	X	X	X	X
<b>Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</b>	X	X	X	X
<b>Instructs the leader in managing resources for effective results.</b>	X	X	X	X

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

The District utilizes a range of delivery modes including designated staff professional development days, embedded classroom applications, flexible teacher-determined learning, after school workshops, differentiated supervision, and various professional learning community structures.

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.
- Using disaggregated student data to determine educators' learning priorities.
- Professional Development activities are based upon detailed needs assessments that utilize student assessment results to target curricular areas that need further alignment.
- Professional Development activities are developed that support implementation of strategies identified in your action plan.
- Clear expectations in terms of teacher practice are identified for staff implementation.
- An implementation evaluation is created, based upon specific expectations related to changes in teacher practice, which is used to validate the overall effectiveness of the professional development initiative.
- The LEA has a systemic process that is used to validate whether or not providers have the capacity to present quality professional development.

- Administrators participate fully in all professional development sessions targeted for their faculties.
- Every Professional development initiative includes components that provide ongoing support to teachers regarding implementation.
- The LEA has an ongoing monitoring system in place (i.e. walkthroughs, classroom observations).
- Professional Education is evaluated to show its impact on teaching practices and student learning.

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

The Southeast Delco School District is committed to professional development for its staff as show through its Professional Learning Communities, use of data analysis, use of walkthroughs, and classroom observations to review and enhance instructional effectiveness.

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

*This narrative is empty.*

### ***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.

Professional learning sessions are structured by administrators in the District for each inductee designed to provide reflective activities to enhance the professional staff's skills in the art of teaching.

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

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

Professional learning sessions are structured by administrators in the District for each inductee designed to provide reflective activities to enhance the professional staff's skills in the art of teaching.

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

*This narrative is empty.*

### ***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.

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

Professional learning sessions are structured by administrators in the District for each inductee designed to provide reflective activities to enhance the professional staff's skills in the art of teaching.

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

*This narrative is empty.*

### ***Induction Program Timeline***

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

If necessary, provide further explanation.

*This narrative is empty.*

## ***Monitoring Evaluating and Induction Program***

Identify the procedures for monitoring and evaluating the Induction program.

The Southeast Delco School District review of the induction program is done by district office administrators, building administrators, teacher leaders, and the inductees. These individuals are responsible for recommending changes to the program to the district office administrators.

## ***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.
- A designated administrator receives, evaluates and archives all mentor records.
- School/LEA maintains accurate records of program completion and provides a certificate or statement of completion to each inductee who has completed the program.
- LEA administrator receives, tallies, and archives all LEA mentor records.
- Completion is verified by the LEA Chief Executive Officer on the Application for Level 2 Certification.

## **Special Education**

### ***Special Education Students***

Total students identified: 727

### ***Identification Method***

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

Identification of students with disabilities is a multi-faceted process that involves many team members, including the parents of the student. Teams have up to 60 calendar days to implement pre-referral interventions to assist the student in making academic progress. The referral and intervention processes are completed by the Child Study Team. If the proposed strategies are not successful the team will refer the student for a multi-disciplinary evaluation to determine if the student has a special education disability as per IDEA and chapter 14 and is in need of specially designed instruction.

Parents may request an evaluation at any time to determine if their child has a disability and is in need of special education. The school district completes timely evaluations in the order in which the referrals are received. All initial evaluations must be completed within 60 calendar days from the date of receiving parent permission to evaluate the student, and an Evaluation Report (ER) is written and shared with the team.

Southeast Delco School District follows the requirements in IDEA to determine if a student has a disability. A child may be identified with a disability if the child, when provided with learning experiences and instruction appropriate for the child's age, does not achieve adequately for the child's age or meet the state/district grade-level standards in one or more of the following areas:

- Oral expression
- Listening comprehension
- Written expression
- Basic reading skills
- Reading fluency skills
- Reading comprehension
- Mathematics calculation
- Mathematics problem solving

Also, the district considers if the child does not make sufficient progress to meet age or state/district grade-level standards in one or more of these areas when using a process based on the child's response to scientific, research-based intervention; or the child exhibits a pattern of strengths and weaknesses in performance, achievement, or both, relative to age, state/district grade-level standards, or intellectual development, that is determined by the evaluation team to be relevant to the identification of, using appropriate assessments, and the team determines that its findings are not primarily the result of:

- A visual, hearing, or motor disability
- Mental retardation
- Emotional disturbance
- Cultural factors
- Environmental or economic disadvantage
- Limited English proficiency
- Autism
- Multiple disabilities
- Other health impairment

To ensure that the underachievement of a child suspected of having a specific learning disability is not due to lack of appropriate instruction in reading or math, the team also considers data that demonstrates the child was provided appropriate instruction in the regular education setting, prior to and/or as a part of the referral process. This means that instruction was delivered by qualified personnel and measured by data-based assessments of achievement at reasonable intervals, which then generate formal assessment of the student's progress during instruction. This information is provided to parents.

If the team determines that the student has a disability and is in need of special education, an Individualized Education Program (IEP) is developed within 30 calendar days from the date of the Evaluation Report (ER). The ER is issued to the parent at least 10 calendar days prior to the scheduled IEP meeting. The school district then implements the IEP developed by the IEP team within 10 calendar days. The Individualized Education Program is a legal agreement between the school district and the parents as to the type of programs and

related services that will be provided to the student. The school district then issues a Notice of Recommended Educational Placement (NOREP) specifying the placement and program for the students.

The district is currently using a discrepancy model, but Southeast Delco is in the process of developing an RtII model to begin during the next school year that is one component of the process. The district will continue to use the state and federal discrepancy model to determine if a child has a disability and requires specially designed instruction.

To better identify its gifted population, the district has developed a formal identification process. The process begins with a screening and culminates with a Gifted Multi-Disciplinary team meeting. Student eligibility is determined using the district's Gifted Eligibility Determination Matrix. In compliance with Chapter 16 regulations, the matrix employs multiple criteria, including IQ, mathematics achievement, reading achievement and teacher rating.

### **Enrollment**

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

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>

There are no significant disproportionalities.

### **Non-Resident Students Oversight**

***How does the District meet its obligation under Section 1306 of the Public School Code as the host District at each location?***

The district does not have any facilities within its boundaries that are classified as 1306; therefore, is not a host district.

***How does the District ensure that students are receiving a free appropriate public education (FAPE) in the least restrictive environment (LRE)?***

Since the district is not a host district for a 1306 facility, LRE is not applicable.

***What problems or barriers exist which limit the District's ability to meet its obligations under Section 1306 of the Public School Code?***

The district is not a host district for a 1306 facility and therefore does not have barriers to address at this time

### **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 district ensures that all incarcerated students are receiving FAPE through the continued cooperation of providing records to the educational providers and attending IEP meetings.



The district also works closely with the institution to assist with a smooth transition back to the regular school. This is done by ensuring that all agency representatives, student, and parents are in attendance at a transition meeting and a plan is designed to transition the student back to the regular school.

### ***Least Restrictive Environment***

***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.***

The district ensures to the maximum extent, children with disabilities, are educated with non-disabled peers through a comprehensive LRE plan. This plan includes providing special programs for children with severe needs in the regular education school within the District. The District will refer students to IU programs that are housed in regular education schools to ensure that the children are educated with non-disabled peers. The District only refers the most difficult to service children in IU or APS programs that do not have a non-disabled population. The LEA attends IEP meetings on an annual basis for these children. Transition back to the regular education school is discussed annually at these meetings. If a student is not ready to transition back to a regular education school, the team develops an IEP that is geared toward developing skills that would enable the student to return to the regular education school. The district currently operates autistic, life skills, multiple disabilities, intensive speech and language and emotional support programs in district. These programs provide students with moderate to severe disabilities to be educated within the regular school buildings. The students in these programs participate in the general education program along-side non-disabled peers.

***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.)***

The district has replicated IU programs in the area of autism, life skills and transition skills. The district has developed and implemented a community classroom. This is where children with intellectual disabilities in high school learn how to live in the community. The program is situated in an apartment in the community. The children perform all aspects of keeping an apartment (paying rent, utilities and negotiating with neighbors). They learn how to budget, plan a meal, shop for the meal and prepare the meal. They work on laundry skills, cleaning skills, pet care skills and travel within the community. The district continues to consult with the IU for ongoing professional development in the area of transition.

***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 children placed into out-of-district placements are children who were unsuccessful in the district programs. The process for placing children in out of district placements starts with moving to more restrictive placements within the district, such as self-contained programs. Once a child has been unsuccessful in a self-contained placement within the district, the IEP team meets and initiates a reevaluation. Upon completion of the reevaluation, the team develops a new IEP and makes a referral for an out of district placement. The district stresses to the parents that out of district placements are temporary and the goal is for the students to gain the skills necessary to be successful in a district program. The director of special education attends all IEP meetings of children in out of district placements. At those meetings there is always a discussion about the skills needed to return to the regular education school and the progress made towards meeting the goals. The SPP target for students in other settings is 3.9%. The District reported 11.2% of students in other settings in 2011-2012. The 2012-2013 reporting of students in other settings was reduced to 8.9%. The district will continue to work towards meeting the SPP targets. This work will include increasing supports for students with severe disabilities within the regular education program, providing professional development for general education teachers in the areas of disabilities, differentiation and accommodating students.

### ***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.***

The district has a comprehensive positive behavior supports program. All district staff has been trained in the positive behavior supports. The district provides QBS Safety Care De-escalation and Restraint Training for principals, teachers, and support staff. Each school within the district has a building specific school-wide positive behavior support program that aligns with the district-wide program. School principals provide training of the school wide positive support program on a regular basis. This training is also included in the induction program for new teachers. The district has three social workers and four school psychologists who provide counseling and behavior planning for students with behaviors that impede their learning or the learning of others. The district contracts with Holcomb to provide a behavior specialist, social worker at Sharon Hill School for the emotional support students who are in self-contained classes. This person provides counseling and behavior plan development for students as well as providing group therapy to students. The district also contracts with Glen Mills to provide a truancy case worker who assists with students at the high school. This person works with students, parents and guardians in the area of truancy and behavior.

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

***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.***

When the LEA has difficulty ensuring FAPE for a particular student or disability category, the district engages in a data analysis that includes the following:

For students: the district ensures that there are current and appropriate evaluations including an FBA and evaluations for any and all related services. Upon review of the current evaluations, the LEA holds a team meeting with the parent to discuss options available for the student. The district will include agency representatives as determined by the IEP team and with permission of the parent. The LEA will refer a student to an out-of-district placement if the team feels that student cannot receive FAPE within the district programs.

For a particular disability category: The district reviews data on program continuity on a yearly basis to ensure that students who have more severe needs have an opportunity to receive an education within the regular school. The data used to review continuity of services includes financial feasibility for providing services in district, staff availability, curriculum evaluation and student need.

***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.***

The district has many successful programs in district that ensure students with moderate or severe disabilities are provided FAPE. The programs consist of a K-8 autistic support program, 1-21 Life Skills support program, 1-21 Emotional Support program, K-5 Multiple Disabilities support, and 1-3 Intensive Learning Support program. The current gaps in continuity of programming for students with moderate to severe disabilities include a high school level autistic support program and an intensive emotional support program for students who continually cycle through the juvenile justice system. The district works closely with the juvenile justice system, the DCIU, mental health agencies in the community, and PAttan to provide collaboration of services to improve, maintain and support programs for student with moderate to severe disabilities.

***Discuss any expansion of the continuum of services planned during the life of this plan.***

During the life of this plan the district will need to expand the autistic support program to the high school. The current program goes to eighth grade. As the children in this program age the district will need to provide a more intensive program for child with autism at the high school. The district will also need to create a second Multiple Disabilities support class. The current class has children that are four years a part in age range. There are several students from the 2014-2015 Early Intervention program aging into school aged programs

with multiple disabilities. The district will need to develop a second class to accommodate the younger students with multiple 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.***

Data that needs to be noted: Over the course of 5 years the district has stopped placing students with autism in out of district placements.

<i>School Year</i>	<i>Total # of Students w / Autism</i>	<i># Out of District</i>	<i># In District</i>
2008 / 2009	20	20	0
2009 / 2010	29	15	14
2010 / 2011	35	12	23
2011 / 2012	51	11	40
2012 / 2013	41	12	29

There is also data to support the reduction in out of district placements for students with multiple disabilities (MD).

<i>School Year</i>	<i>Total # of Students w / MD</i>	<i># Out of District</i>	<i># In District</i>
2010 / 2011	12	12	0
2011 / 2012	13	10	3
2012 / 2013	13	11	3

This is significant data and should be considered a part of the success that SEDELCO school district demonstrated in its efforts to increase the number of children being educated in their neighborhood schools along with their non-disabled peers in the least restrictive environment. The district has successfully dealt with the increase in students with severe disabilities by creating effective sustainable programs in district. These programs have been developed within the regular school program and provide for multiple opportunities for students in these classes to be educated with their non-disabled peers.

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

*There are no facilities.*

#### ***Least Restrictive Environment Facilities***

<b>Facility Name</b>	<b>Type of Facility</b>	<b>Type of Service</b>	<b>Number of Students Placed</b>
Summit Academy	Other	Emotional Support	1
The County Alternative	Other	Emotional Support	2
Collingdale Community	Other	Emotional Support	2

School			
Devereaux Brandywine	Approved Private Schools	Emotional Support	2
Devereaux Mapleton	Approved Private Schools	Emotional Support	1
Devereux Kanner	Approved Private Schools	Autistic Support	1
Elwyn Davidson	Approved Private Schools	Autistic Support	1
Elwyn Davidson	Approved Private Schools	Emotional Support	4
Elwyn Davidson	Approved Private Schools	Life Skills Support	2
Elwyn Davidson	Approved Private Schools	Multiple Disabilities Support	2
George Crother's Memorial	Approved Private Schools	Life Skills Support	3
George Crother's Memorial	Approved Private Schools	Multiple Disabilities Support	4
Foundations Behavioral Health	Other	Emotional Support	1
Delco Juvenile Detention Center	Other	Emotional Support	4
George Junior Republic	Other	Emotional Support	1
George W. Hill Correctional	Other	Emotional Support	3
Glen Mills	Other	Emotional Support	1
Greentree School	Approved Private Schools	Emotional Support	2
HMS	Approved Private Schools	Multiple Disabilities Support	1
Ithan Elementary	Neighboring School Districts	Learning Support	1
Marple Education Center	Special Education Centers	Autistic Support	6
Marple Education Center	Special Education Centers	Emotional Support	2
Martin Luther	Approved Private Schools	Emotional Support	3
Milagre School	Other	Autistic Support	1
Northwestern Academy	Other	Emotional Support	1
PA School for the Deaf	Approved Private Schools	Deaf-Hearing Impaired Support	1
The Pathway School	Approved Private Schools	Emotional Support	1
Pennington School	Special Education Centers	Life Skills Support	2
Pennington School	Special Education Centers	Multiple Disabilities Support	2
Stratford Friends	Other	Learning Support	2

The Talk Institute	Other	Autistic Support	1
Vanguard	Approved Private Schools	Autistic Support	3
Wordsworth Academy	Approved Private Schools	Emotional Support	4
Wordsworth Academy	Approved Private Schools	Life Skills Support	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
Academy Park High School	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 21	13	1
Justification: The children in this classroom are cognitively too higher for life skills but need a high level of service than Itinerant.							

### Program Position #2

Operator: School District

#### PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Harris 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	11 to 15	15	1

### Program Position #3

Operator: School District

#### PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Harris 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	7 to 11	12	1
Justification: We have a small number of students who require this type of service and adding an additional classroom for 1 or 2 students would be cost prohibitive to the district.							

### Program Position #4

Operator: School District

#### PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Delcroft School	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Autistic Support	10 to 14	9	1
Justification: We have a small number of children who require this type of service and adding an additional classroom would be cost prohibitive for the district.							

**Program Position #5***Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Delcroft 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 8	8	1

**Program Position #6***Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Delcroft 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	8	1

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

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Delcroft 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	4	1

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

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Delcroft School	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Autistic Support	9 to 11	8	1

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

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



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

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Darby Township School	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Emotional Support	6 to 9	7	1

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

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Darby Township School	A Middle School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Emotional Support	12 to 15	10	1

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

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Academy Park 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	12	1

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

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Academy Park High School	A Senior High School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Life Skills Support	14 to 16	5	1

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

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

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

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Academy Park High School	A Senior High School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Emotional Support	15 to 19	5	1

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

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Academy Park High School	A Senior High School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Emotional Support	14 to 16	4	1

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

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Sharon Hill School	An Elementary School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Emotional Support	10 to 12	6	1

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

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Sharon Hill School	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Emotional Support	13 to 15	11	1

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

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

Justification: We have a very small population of students who need this level and type of service. Adding an additional class would be cost prohibitive to the district.

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

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Harris School	An Elementary School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Multiple Disabilities Support	7 to 12	3	1
Justification: We have a very small population of students who need this level and type of service. Adding an additional class would be cost prohibitive for the district.							

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

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Harris 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	6	0.5
Harris School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	12 to 14	5	0.5

**Program Position #22 - Proposed Program***Operator: School District***PROPOSED PROGRAM INFORMATION***Type: Class**Implementation Date: September 2, 2014**Average square feet in regular classrooms: 900 sq. ft.**Square footage of this classroom: 900 sq. ft. (30 feet long x 30 feet wide)***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Harris School	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	7 to 9	12	1

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

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Academy Park High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	16 to 18	9	0.5
Academy Park High School	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	16 to 18	7	0.4

Academy Park High School	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Emotional Support	17 to 17	1	0.1
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**Program Position #24***Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Sharon Hill School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	8 to 10	11	1

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

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Sharon Hill School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	9 to 12	10	1

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

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Harris 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	9	1

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

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Sharon Hill School	A Middle School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Physical Support	14 to 14	1	0.1
Sharon Hill School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	12 to 14	3	0.3
Sharon Hill School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	12 to 14	8	0.6

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

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Harris School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	7 to 9	4	0.5
Harris School	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	7 to 9	4	0.5

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

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Harris School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	6 to 8	4	0.6
Harris 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	3	0.4

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

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Harris School	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 14	8	0.5
Harris School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	11 to 14	8	0.5

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

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Sharon Hill School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	8 to 11	5	0.5
Sharon Hill 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	5	0.5

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

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Harris 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	5	0.5
Harris School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	13 to 15	5	0.5

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

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Academy Park High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	14 to 19	12	0.6
Justification: This is an inclusion teacher who goes into general education classes to support students.							
Academy Park High School	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Emotional Support	14 to 18	8	0.4

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

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Academy Park High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	14 to 16	14	0.7
Academy Park High School	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	16 to 16	1	0.1
Academy Park High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	14 to 16	2	0.2

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

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Academy Park High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	17 to 17	1	0.1
Academy Park High School	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	17 to 19	6	0.4
Academy Park High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	16 to 19	10	0.5

**Program Position #36***Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Academy Park High School	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Emotional Support	14 to 16	9	0.6
Academy Park High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	14 to 16	7	0.4

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

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Academy Park High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	15 to 18	2	0.1
Academy Park High School	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	15 to 18	8	0.5
Academy Park High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	15 to 18	6	0.4

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

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Delcroft School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	6 to 9	8	0.6
Delcroft School	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	7 to 10	7	0.4

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

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Delcroft School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	12 to 15	10	1

**Program Position #40***Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Delcroft	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	10	1

**Program Position #41***Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Darby Township School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	11 to 13	1	0.1
Darby Township School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	10 to 13	13	0.8
Darby Township 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 12	1	0.1



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

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Darby Township School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	7 to 8	8	0.8
Darby Township 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 7	2	0.2

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

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Darby Township School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	14 to 14	1	0.1
Darby Township School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	12 to 14	13	0.9

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

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Darby Township School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	12 to 14	9	0.6
Darby Township School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	13 to 14	1	0.1
Darby Township 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	5	0.3

**Program Position #45***Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Darby Township School	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	8 to 8	1	0.1
Darby Township School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	7 to 10	11	0.9

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

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Darby Township School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	9 to 11	16	0.9
Darby Township 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	1	0.1

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

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Kindergarten Center	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Autistic Support	5 to 6	2	0.1
Kindergarten Center	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	5 to 5	1	0.1
Kindergarten Center	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Physical Support	5 to 5	1	0.1
Kindergarten Center	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	5 to 6	7	0.5
Kindergarten Center	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 6	3	0.2

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

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Delcroft School	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	8 to 10	4	0.4
Delcroft School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	8 to 10	5	0.6

**Program Position #49***Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Academy park	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Emotional Support	16 to 18	2	0.1
Academy Park	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	16 to 18	2	0.1
Academy Park	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	15 to 18	12	0.8

**Program Position #50***Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Harris School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	12 to 14	6	0.5
Harris 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	6	0.5

**Program Position #51***Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Harris School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	13 to 15	8	0.5
Harris 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	8	0.5

**Program Position #52***Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Academy Park	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	15 to 15	1	0.1

Academy Park	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Emotional Support	16 to 16	1	0.1
Academy Park	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	16 to 16	1	0.1
Academy Park	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	15 to 17	13	0.7

**Program Position #53***Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Academy Park	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Emotional Support	16 to 18	7	0.5
Academy Park	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	16 to 16	1	0.1
Academy Park	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	16 to 19	6	0.4

**Program Position #54***Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Darby Township School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	12 to 14	2	0.07
Darby Township School	A Middle School Building	A special education Center in which no general education programs are operated	Itinerant	Learning Support	12 to 12	1	0.03
Harris School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	12 to 12	1	0.03
Academy Park	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	15 to 18	5	0.17

Academy Park	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Emotional Support	15 to 18	4	0.2
Academy Park	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	17 to 17	1	0.17
Academy Park	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	15 to 18	11	0.22

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

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Academy Park	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	14 to 17	9	0.5
Academy Park	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	16 to 19	9	0.5

**Program Position #56***Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Delcroft School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	8 to 10	10	1

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

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Harris School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	6 to 14	18	1

Justification: This is a speech and language position and all services are itinerant and done in small groups or individual. All small groups are within 2 years of age range.

**Program Position #58***Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Delcroft School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	5 to 14	25	1

Justification: This is a speech and language position and all services are itinerant and done in small groups or individual. All small groups are within 2 years of age range.

**Program Position #59***Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Darby Township School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	5 to 14	14	0.5
Justification: This is a speech and language position and all services are itinerant and done in small groups or individual. All small groups are within 2 years of age range.							
Kindergarten Center	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	5 to 6	13	0.5

**Program Position #60***Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Delcroft School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	5 to 14	7	0.3
Justification: This is a speech and language position and all services are itinerant and done in small groups or individual. All small groups are within 2 years of age range.							
Sharon Hill School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	5 to 14	16	0.7
Justification: This is a speech and language position and all services are itinerant and done in small groups or individual. All small groups are within 2 years of age range.							

***Special Education Support Services***

Support Service	Location	Teacher FTE
School Psychologist	Darby Township School	0.75
School Psychologist	Kindergarten Center	0.5
School Psychologist	Sharon Hill	0.5
School Psychologist	Delcroft School	0.75
School Psychologist	Harris School	0.75
School Psychologist	Academy Park High School	0.75
Social Worker	Sharon Hill School	0.25
Social Worker	Harris School	0.25
Social Worker	Delcroft School	0.5
Social Worker	Darby Township School	0.5
Social Worker	Academy Park High School	1
Social Worker	Kindergarten Center	0.5

***Special Education Contracted Services***

Special Education Contracted Services	Operator	Amount of Time per Week
Austill's Rehabilitation Services	Outside Contractor	5 Days
Holcomb Behavioral Health	Outside Contractor	5 Days

# District Level Plan

## Special Education Personnel Development

### Autism

<b>Description</b>	The district has consistently expanded the autistic support program over the past 5 years. The program now spans grades kindergarten to 8th grade. The general education teachers in grades 1-3 have been trained on all aspect of autism and effective practices for teaching children on the spectrum. With the expansion of the program up to grade 8, the district will need to provide general education teachers in grades 4-8 with professional development that includes understanding autism spectrum disorders and effective strategies for teaching children with autism. The also district provides on-going training for teachers, paraprofessionals, administrators and families on autism. New teachers receive professional development from the director of special education and through the induction program and through the use of the DCIU Mobile Team. The district will also need to implement a parent support group that includes training for parents of children with disabilities.
<b>Person Responsible</b>	Director of Special Education
<b>Start Date</b>	5/1/2014
<b>End Date</b>	3/31/2017
<b>Program Area(s)</b>	Special Education

### Professional Development Details

<b>Hours Per Session</b>	2.0
<b># of Sessions</b>	20
<b># of Participants Per Session</b>	10
<b>Provider</b>	Southeast Delco School District
<b>Provider Type</b>	IU
<b>PDE Approved</b>	No
<b>Knowledge Gain</b>	All teachers, administrators and paraprofessionals will understand autism spectrum disorders and be able to implement effective strategies for teaching children with autism in the general education classroom.
<b>Research &amp; Best Practices Base</b>	This is an optional narrative for Special Education.
<b>For classroom teachers, school counselors and education specialists</b>	Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students. Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making. Empowers educators to work effectively with parents and community partners.
<b>For school or LEA administrators, and other educators seeking</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



<b>leadership roles</b>	<p>are aligned to each other as well as to Pennsylvania's academic standards.</p> <p>Provides leaders with the ability to access and use appropriate data to inform decision-making.</p> <p>Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</p> <p>Instructs the leader in managing resources for effective results.</p>
<b>Training Format</b>	Series of Workshops
<b>Participant Roles</b>	<p>Classroom teachers</p> <p>Principals / Asst. Principals</p> <p>Supt / Asst. Supt / CEO / Ex Dir.</p> <p>School counselors</p> <p>Paraprofessional</p> <p>New Staff</p> <p>Related Service Personnel</p> <p>Parents</p>
<b>Grade Levels</b>	<p>Elementary - Primary (pre K - grade 1)</p> <p>Elementary - Intermediate (grades 2-5)</p> <p>Middle (grades 6-8)</p> <p>High (grades 9-12)</p>
<b>Follow-up Activities</b>	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers
<b>Evaluation Methods</b>	<p>Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</p> <p>Classroom student assessment data</p> <p>Participant survey</p>

### *Behavior Support*

<b>Description</b>	<p>It is the belief of the Southeast Delco School District as part of its mission to provide a positive, orderly and harmonious environment in which respect for the dignity and worth of every member of the school community is recognized and promoted. We believe that all employees, parent/guardians and students are entitled to be treated and are obligated to treat others with courtesy, fairness and decency. Only through the commitment and ongoing attention of each member of our school community to a safe, caring and supportive atmosphere can we expect to achieve our objective of enabling all of our students to achieve their maximum potential as students, citizens and productive members of society.</p> <p>It is through a positive approach to discipline that teachers help students make good choices that result in good behavior. The school provides a positive climate, classroom environment and curriculum that are developmentally appropriate and meet students' basic needs for belonging, achievement, and responsibility.</p> <p>We believe that students can and will develop self-discipline if treated with respect, given responsibilities and choices, and allowed to experience reasonable and realistic consequences for those choices.</p>
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	<p>When students exhibit chronic behavioral difficulties that interfere with their ability to learn, Southeast Delco professional staff develop positive discipline programs and behavioral support plans that help to develop and maintain self-discipline skills for the student. Southeast Delco has trained all of the teachers on several school-wide positive behavioral programs including Second Step and Responsive Classrooms.</p> <p>The district has a policy on the use of restraints or holding students to prevent/intervene with behavior that is harmful to self or other members of the school community.</p> <p>The district has trained trainers to provide training for Safety Cares Crisis Intervention. All special education teachers, administrators and paraprofessionals receive training on a yearly basis.</p>
<b>Person Responsible</b>	Kimberley Brown-Flint
<b>Start Date</b>	9/2/2014
<b>End Date</b>	6/20/2017
<b>Program Area(s)</b>	Special Education

### *Professional Development Details*

<b>Hours Per Session</b>	6.5
<b># of Sessions</b>	8
<b># of Participants Per Session</b>	35
<b>Provider</b>	Southeast Delco
<b>Provider Type</b>	School Entity
<b>PDE Approved</b>	No
<b>Knowledge Gain</b>	Teachers, administrators and paraprofessionals will learn effective strategies for crisis intervention and physical restraint.
<b>Research &amp; Best Practices Base</b>	This is an optional narrative for Special Education.
<b>For classroom teachers, school counselors and education specialists</b>	Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.
<b>For school or LEA administrators, and other educators seeking leadership roles</b>	Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.
<b>Training Format</b>	Series of Workshops
<b>Participant Roles</b>	Classroom teachers Principals / Asst. Principals Supt / Asst Supt / CEO / Ex Dir. School counselors Paraprofessional New Staff
<b>Grade Levels</b>	Elementary - Primary (pre K - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)

<b>Follow-up Activities</b>	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers
<b>Evaluation Methods</b>	Incident reports, referral data and restraint reporting forms.

### *Paraprofessional*

<b>Description</b>	State paraprofessional competencies trainings are provided to all paraprofessionals on a yearly basis. Competency applications are maintained for each paraprofessional in the district.
<b>Person Responsible</b>	Kimberley Brown-Flint
<b>Start Date</b>	9/2/2014
<b>End Date</b>	6/20/2017
<b>Program Area(s)</b>	Special Education

### *Professional Development Details*

<b>Hours Per Session</b>	6.5
<b># of Sessions</b>	18
<b># of Participants Per Session</b>	35
<b>Provider</b>	Debbie Gibbs-Tapper, school psychologist
<b>Provider Type</b>	Individual
<b>PDE Approved</b>	No
<b>Knowledge Gain</b>	Paraprofessionals receive research based training on all state mandated competencies as well as child abuse reporting and crisis intervention and management.
<b>Research &amp; Best Practices Base</b>	This is an optional narrative for Special Education.
<b>For classroom teachers, school counselors and education specialists</b>	Empowers educators to work effectively with parents and community partners.
<b>For school or LEA administrators, and other educators seeking leadership roles</b>	Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.
<b>Training Format</b>	Series of Workshops
<b>Participant Roles</b>	Paraprofessional
<b>Grade Levels</b>	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
<b>Follow-up Activities</b>	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers
<b>Evaluation Methods</b>	State paraprofessional competency application

### *Reading NCLB #1*

<b>Description</b>	Over the past 5 years, the district has implemented interventions in grades k-8 for reading and math. The district needs to improve the reading scores of the students in the high school. The district will invest resources (human & financial)
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	at the high school level to ensure that all special education students are receiving research based reading interventions. The plan includes hiring a reading specialist to provide targeted reading intervention for high school special education students on a daily basis. The reading intervention will be included in the students schedule and credits will be provided for successful completion of the course. The district will also purchase research based computer programs that will provide diagnostic and remedial reading instruction for high school students in special education. High school teachers will receive training on the computer based programs outside of the contractual day.
<b>Person Responsible</b>	Kimberley Brown-Flint
<b>Start Date</b>	9/2/2014
<b>End Date</b>	6/20/2017
<b>Program Area(s)</b>	Special Education

### *Professional Development Details*

<b>Hours Per Session</b>	2.0
<b># of Sessions</b>	20
<b># of Participants Per Session</b>	10
<b>Provider</b>	Computer software company
<b>Provider Type</b>	For Profit Company
<b>PDE Approved</b>	No
<b>Knowledge Gain</b>	Teachers, paraprofessionals and administrators will learn how to effectively use the research based computer reading programs to provide supplemental reading instruction for high school age special education students.
<b>Research &amp; Best Practices Base</b>	This is an optional narrative for Special Education.
<b>For classroom teachers, school counselors and education specialists</b>	Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.
<b>For school or LEA administrators, and other educators seeking leadership roles</b>	Instructs the leader in managing resources for effective results.
<b>Training Format</b>	Series of Workshops
<b>Participant Roles</b>	Classroom teachers Principals / Asst. Principals Supt / Asst Supt / CEO / Ex Dir Paraprofessional New Staff
<b>Grade Levels</b>	High (grades 9-12)
<b>Follow-up Activities</b>	Analysis of student work, with administrator and/or peers
<b>Evaluation Methods</b>	Standardized student assessment data other than the PSSA Classroom student assessment data

## Transition

### Description

The District uses the following process for transition planning:

#### **District Transition Process**

Middle School is the time for completing informal assessments and will be completed by the end of 8th grade. All information will be entered into the child's current IEP prior to passing it on to the high school. Informal Assessments include:

- Parent Student Information Packet
- Learning styles inventory
- Independent Living Skills Assessment Inventory

High School is the time for completing formal assessments and this will be done through the use of Career Cruising.

**All grades: 6 to 8 and new students (grade 6 if the child will turn 14 in the IEP year).**

Informal Assessments: Teachers can use any of these resources or the Parent Student Interview Packet. Teachers can also use any items on Career Cruising that is not listed below for the high school scope and sequence. All resources have been updated on the SEDELCO Special Education Wikispace

@ <http://sedelcospecial.ed.wikispaces.com/Transition+Planning>

- Casey Life Skills is a free practice tool and framework for working with youth in foster care. It assesses independent living skills and provides results instantly. [https://caseylifeskills.secure.force.com/clsa\\_homepage](https://caseylifeskills.secure.force.com/clsa_homepage)
- Mapping Your Future is your free resource for career, college, financial aid, and money management information. Our goal is to help individuals achieve life-long success by empowering students, families, and schools with web-based information and services. <http://mappingyourfuture.org/>
- The Youthhood Web site is a dynamic, curriculum-based tool that can help young adults plan for life after high school. It was designed by a talented group of staff at the National Center on Secondary Education and Transition, which is located at the University of Minnesota.
- The National Center on Secondary Education and Transition (NCSET) helps organizations and people working with youth help young people like you move from high school to "whatever comes after high school" — whether it be college, technical school, community living, etc. Check out the [NCSET Web site](#) (opens in a new window) for more information. <https://www.youthhood.org/index.asp>

Group codes:

7th grade students: brow0014

8th grade students: brow0015

District account username: sedelcosped

Password: sedelco1

Security question: What is the name of your first pet? Answer: Kodiak

<http://transitioncoalition.org/transition/index.php>

- The ME! Lessons for Teaching Self-Awareness and Self-Advocacy materials and activities teach students to understand their disability and abilities, rights and responsibilities, and self-advocacy skills. During the lessons each student develops portfolio containing critical information and documents to help students transition from high school to postsecondary settings. The ME! Lessons include detailed lesson plans aligned with the Oklahoma Priority Academic Student Skills (PASS), PowerPoint presentations, pencil paper activities, interactive group activities, performance assessments, and a research project.

<http://www.ou.edu/content/education/centers-and-partnerships/zarrow/transition-education-materials.html>

**All Grades: 9 to 12 and new students (to be completed in seminar)**

Creating Your Personal Portfolio

Saving Your Career Matchmaker Results

Learning Style Inventory (This is not the O\*NET)

Careers That Interest Me

Career Preparation

Activities and Abilities

Work and Volunteer Experiences

**In addition to above add the following to 11th grade (to be completed in school to career & seminar)**

Schools That Interest

Scholarships and Financial Aid

Using the Resume Builder

**In addition to all of the above add the following to 12th grade (to be completed as part of senior project)**

All 4 career planning:

Career cluster/pathway

Career planning activities

Post-Secondary Planning

Career & Life Goals

All special education teachers, transition coordinators and job coaches will

	receive on-going training on the applications and products outlined above.
<b>Person Responsible</b>	Kimberley Brown-Flint
<b>Start Date</b>	8/25/2014
<b>End Date</b>	6/30/2017
<b>Program Area(s)</b>	Professional Education, Special Education

### *Professional Development Details*

<b>Hours Per Session</b>	1
<b># of Sessions</b>	16
<b># of Participants Per Session</b>	35
<b>Provider</b>	Director of Special Education & Transition Coordinator
<b>Provider Type</b>	School Entity
<b>PDE Approved</b>	No
<b>Knowledge Gain</b>	This is an optional narrative for Special Education.
<b>Research &amp; Best Practices Base</b>	This is an optional narrative for Special Education.
<b>For classroom teachers, school counselors and education specialists</b>	Enhances the educator's content knowledge in the area of the educator's certification or assignment.
<b>For school or LEA administrators, and other educators seeking leadership roles</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.
<b>Training Format</b>	Department Focused Presentation
<b>Participant Roles</b>	Classroom teachers Principals / Asst. Principals
<b>Grade Levels</b>	Middle (grades 6-8) High (grades 9-12)
<b>Follow-up Activities</b>	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers
<b>Evaluation Methods</b>	Director of Special Education will randomly check IEPs using the transition checklist provided by the indicator 13 advisor.

# 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.



# 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:

Accomplishments:

On the PSSA in Reading, cohorts of students in all schools showed an increase in the percentage of students proficient between grades 5 through 8.

On the PSSA in Reading, Darby Township and Harris Schools showed an increase in the percentage of students proficient in 3rd grade between 2010-2011 and 2013-2014 despite a significant change in the reading test.

On the PSSA in Math, all schools showed significant or moderate evidence that the school exceeded the standard for PA Academic Growth at the 6th grade level.

Harris School on the PSSA in Reading showed moderate evidence that the school met or exceeded the standard for PA Academic Growth for grades 4 through 8 during 2013-2014.

DTS, Delcrot, and Harris on the PSSA in Writing showed evidence that the school met the standard for PA Academic Growth for grades 5 through 8 during 2013-2014.

All schools no longer in the bottom 15% of schools based on the School Performance Profile -- last year was the first time this has happened since PSSA testing started in 1993.

The District has effectively achieved compliance with state/federal regulations as indicated through audit and state monitoring reports.

The District has effectively addressed continued financial difficulties due to reductions in state and federal funding in areas other than PSERS.

### Systemic Challenges

All schools and historically underperforming student groups continue to struggle to demonstrate a consistent increase in the percentage of students achieving at the proficient or advanced levels on PSSA in all academic areas and on the Keystone Exams based on an average of the most recent years of state testing data.

All schools have struggled with the establishment of systems within the schools that fully ensures that each member of the school community promotes, enhances, and sustains a positive school climate that allow students to learn in a safe and supportive learning community.

All schools are challenged by the establishment of systems within our schools that fully ensure the consistent implementation of effective instructional practices across all classrooms.

All schools are challenged by the establishment of systems that fully ensures the school has partnered with families and the community to support student participation in the learning process.

The District is challenged by the establishment of systems that fully ensures professional development is focused, strategic, and implemented with fidelity.

## District Accomplishments

### Accomplishment #1:

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On the PSSA in Reading, cohorts of students in all schools showed an increase in the percentage of students proficient between grades 5 through 8.

### Accomplishment #2:

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On the PSSA in Math, all schools showed significant or moderate evidence that the school exceeded the standard for PA Academic Growth at the 6th grade level.

### Accomplishment #3:

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All schools no longer in the bottom 15% of schools based on the School Performance Profile -- last year was the first time this has happened since PSSA testing started in 1993.

### Accomplishment #4:

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DTS, Delcroft, and Harris on the PSSA in Writing showed evidence that the school met the standard for PA Academic Growth for grades 5 through 8 during 2013-2014.

### Accomplishment #5:

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The District has effectively achieved compliance with state/federal regulations as indicated through audit and state monitoring reports.

### Accomplishment #6:

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The District has effectively addressed continued financial difficulties due to reductions in state and federal funding in areas other than PSERS.

## District Concerns

### Concern #1:

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All schools and historically underperforming student groups continue to struggle to demonstrate a consistent increase in the percentage of students achieving at the proficient or advanced levels on PSSA in all academic areas and on the Keystone Exams based on an average of the most recent years of state testing data.

**Concern #2:**


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All schools have struggled with the establishment of systems within the schools that fully ensures that each member of the school community promotes, enhances, and sustains a positive school climate that allow students to learn in a safe and supportive learning community.

**Concern #3:**


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All schools are challenged by the establishment of systems within our schools that fully ensure the consistent implementation of effective instructional practices across all classrooms.

**Concern #4:**


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All schools are challenged by the establishment of systems that fully ensures the school has partnered with families and the community to support student participation in the learning process.

**Concern #5:**


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The District is challenged by the establishment of systems that fully ensures professional development is focused, strategic, and implemented with fidelity.

## Prioritized Systemic Challenges

**Systemic Challenge #1** (*System #5*) Establish a district system that fully ensures barriers to student learning are addressed in order to increase student achievement and graduation rates.

**Aligned Concerns:**

All schools and historically underperforming student groups continue to struggle to demonstrate a consistent increase in the percentage of students achieving at the proficient or advanced levels on PSSA in all academic areas and on the Keystone Exams based on an average of the most recent years of state testing data.

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All schools have struggled with the establishment of systems within the schools that fully ensures that each member of the school community promotes, enhances, and sustains a positive school climate that allow students to learn in a safe and supportive learning community.

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All schools are challenged by the establishment of systems within our schools that fully ensure the consistent implementation of effective instructional practices across all classrooms.

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All schools are challenged by the establishment of systems that fully ensures the school has partnered with families and the community to support student participation in the learning process.

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The District is challenged by the establishment of systems that fully ensures professional development is focused, strategic, and implemented with fidelity.

**Systemic Challenge #2** (*System #9*) Establish a district system that fully ensures each member of the district community promotes, enhances and sustains a shared vision of positive school climate and ensures family and community support of student participation in the learning process.

**Aligned Concerns:**

All schools and historically underperforming student groups continue to struggle to demonstrate a consistent increase in the percentage of students achieving at the proficient or advanced levels on PSSA in all academic areas and on the Keystone Exams based on an average of the most recent years of state testing data.

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All schools have struggled with the establishment of systems within the schools that fully ensures that each member of the school community promotes, enhances, and sustains a positive school climate that allow students to learn in a safe and supportive learning community.

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All schools are challenged by the establishment of systems within our schools that fully ensure the consistent implementation of effective instructional practices across all classrooms.

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All schools are challenged by the establishment of systems that fully ensures the school has partnered with families and the community to support student participation in the learning process.

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The District is challenged by the establishment of systems that fully ensures professional development is focused, strategic, and implemented with fidelity.

**Systemic Challenge #3** (*System #10*) Establish a district system that fully ensures professional development is focused, comprehensive and implemented with fidelity.

**Aligned Concerns:**

All schools and historically underperforming student groups continue to struggle to demonstrate a consistent increase in the percentage of students achieving at the proficient or advanced levels on PSSA in all academic areas and on the Keystone Exams based on an average of the most recent years of state testing data.

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All schools have struggled with the establishment of systems within the schools that fully ensures that each member of the school community promotes, enhances, and sustains a positive school climate that allow students to learn in a safe and supportive learning community.

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All schools are challenged by the establishment of systems within our schools that fully ensure the consistent implementation of effective instructional practices across all classrooms.

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The District is challenged by the establishment of systems that fully ensures professional development is focused, strategic, and implemented with fidelity.

**Systemic Challenge #4** (*System #13*) Establish a system that fully ensures the district's resources effectively address instructional priorities aligned with the district's vision and mission and fully ensures that the expenditure and accounting of funds meets all legal and ethical requirements within the parameters of generally accepted accounting practices.

**Aligned Concerns:**

All schools and historically underperforming student groups continue to struggle to demonstrate a consistent increase in the percentage of students achieving at the proficient or advanced levels on PSSA in all academic areas and on the Keystone Exams based on an average of the most recent years of state testing data.

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All schools have struggled with the establishment of systems within the schools that fully ensures that each member of the school community promotes, enhances, and sustains a positive school climate that allow students to learn in a safe and supportive learning community.

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All schools are challenged by the establishment of systems within our schools that fully ensure the consistent implementation of effective instructional practices across all classrooms.

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The District is challenged by the establishment of systems that fully ensures professional development is focused, strategic, and implemented with fidelity.

# District Level Plan

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## Action Plans

**Goal #1:** Establish a district system that fully ensures barriers to student learning are addressed in order to increase student achievement and graduation rates.

### Related Challenges:

- Establish a district system that fully ensures each member of the district community promotes, enhances and sustains a shared vision of positive school climate and ensures family and community support of student participation in the learning process.
- Establish a district system that fully ensures professional development is focused, comprehensive and implemented with fidelity.
- Establish a system that fully ensures the district's resources effectively address instructional priorities aligned with the district's vision and mission and fully ensures that the expenditure and accounting of funds meets all legal and ethical requirements within the parameters of generally accepted accounting practices.

### Indicators of Effectiveness:

Type: Annual

Data Source: School Performance Profile

Specific Targets: Improvement of the percentage of students who achieve at the proficient level or above on the PSSA and Keystone exams by 5% per year.

Type: Annual

Data Source: Safe Schools Report

Specific Targets: A decrease of 2% per year of violent incidents as reported on Safe Schools Report.

## ***Strategies:***

### ***Improvement of Instructional Practices in Reading***

#### **Description:**

The District will continue the development of the assessment system to improve on the effective use of data from Dibels Next and district benchmark assessments. The District will use Professional Learning Communities to review assessment data and enhance instructional practices to effectively work with students who are struggling with reading and students who need be challenged to stretch their reading skills to a higher level.

The District will provide professional development activities and follow-up monitoring of instruction using the recommended instructional framework in the Language Arts curriculum materials adopted by the District and adopted programs to assist students who are struggling with the development of strong reading skills.

The District will use intervention reading resources through the approved Language Arts curriculum, Leveled Literacy Intervention, and Scholastic's Read 180/System 44 for students who are struggling with reading.

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

### ***Improvement of Instructional Practices in Mathematics***

#### **Description:**

The District will continue the development of the assessment system to improve on the effective use of data from GoMath assessments and district benchmark assessments. The District will use Professional Learning Communities to review assessment data and enhance instructional practices to effectively work with students who are struggling with mathematic skills and students who need be challenged to stretch their mathematic skills to a higher level.

The District will provide professional development activities and follow-up monitoring of instruction using the recommended instructional framework in the mathematic curriculum materials adopted by the District and adopted programs to assist students who are struggling with the development of mathematic skills.



The District will use intervention mathematic resources through the approved mathematic curriculum for students who are struggling with math skills.

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

*Improvement of Instructional Practices in Science, Social Studies, and All Content Areas*

**Description:**

The District will continue the development of the assessment system to improve on the effective use of data from curricular resource assessments and district benchmark assessments. The District will use Professional Learning Communities to review assessment data and enhance instructional practices to effectively work with students who are struggling with a content area and students who need to be challenged to stretch their skills in a content area to a higher level.

The District will provide professional development activities and follow-up monitoring of instruction using the recommended instructional framework in the content area curriculum materials adopted by the District and adopted programs to assist students who are struggling with the development of strong skills in the various contents.

The District will use intervention resources through the approved content curriculum for students who are struggling with achieving proficient levels in a content area.

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

***Implementation Steps:***

*Professional Development Focused on Effective Use of Data, Reading Aligned with the Pennsylvania Core, and Effectively Raising Reading Levels of Students*

**Description:**

Improve instructional practice by providing professional development and follow-up on the effective implementation in the action areas listed:

- increasing academic language vocabulary and content area vocabulary so that students' language skills improve
- building background knowledge
- citing evidence in text
- increasing cross-curricular reading
- developing and using higher order questions associated with the Pennsylvania Core Standards

Indicator(s) of implementation include PLC/data meetings at least once a month; formal observations; walkthrough documentation

**Start Date:** 2/2/2015    **End Date:** 6/29/2018

**Program Area(s):** Professional Education, Teacher Induction, Special Education, Gifted Education

**Supported Strategies:**

- Improvement of Instructional Practices in Reading

*Professional Development Focused on Effective Use of Data, Mathematics Aligned with the Pennsylvania Core, and Effectively Raising Math Levels of Students*

**Description:**

Improve instructional practice by providing professional development and follow-up on the effective implementation in the action areas listed:

- increasing math vocabulary and math content area vocabulary so that students' math skills improve
- building background knowledge and foundational math skills
- focus on mathematical practices associated with the Pennsylvania Core Standards
- increasing cross-curricular use of mathematical skills
- developing and using higher order questions associated with the Pennsylvania Core Standards

Indicator(s) of implementation include PLC/data meetings at least once a month; formal observations; walkthrough documentation

**Start Date:** 2/2/2015    **End Date:** 6/29/2018

**Program Area(s):** Professional Education, Teacher Induction, Special Education, Gifted Education

**Supported Strategies:**

- Improvement of Instructional Practices in Mathematics

*Professional Development Focused on Effective Use of Data, Subject/content Aligned with the Pennsylvania Core, and Effectively Raising Content Skill Levels of Students*

**Description:**

Improve instructional practice by providing professional development and follow-up on the effective implementation in the action areas listed:

- increasing content area vocabulary so that students' content/subject skills improve
- building background knowledge and foundational content/subject skills
- focus on content/subject practices associated with the Pennsylvania Core Standards
- increasing cross-curricular use of content/subject skills and knowledge
- developing and using higher order questions associated with the Pennsylvania Core Standards

Indicator(s) of implementation include PLC/data meetings at least once a month; formal observations; walkthrough documentation

**Start Date:** 2/2/2015    **End Date:** 6/29/2018

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

**Supported Strategies:**

- Improvement of Instructional Practices in Science, Social Studies, and All Content Areas

**Goal #2:** Establish a district system that fully ensures each member of the district community promotes, enhances and sustains a shared vision of positive school climate and ensures family and community support of student participation in the learning process.

**Related Challenges:**

- Establish a district system that fully ensures professional development is focused, comprehensive and implemented with fidelity.
- Establish a system that fully ensures the district's resources effectively address instructional priorities aligned with the district's vision and mission and fully ensures that the expenditure and accounting of funds meets all legal and ethical requirements within the parameters of generally accepted accounting practices.

**Indicators of Effectiveness:**

Type: Annual

Data Source: School Performance Profile

Specific Targets: Improvement of the percentage of students who achieve at the proficient level or above on the PSSA and Keystone exams by 5% per year.

Type: Annual

Data Source: Safe Schools Report

Specific Targets: A decrease of 2% per year of violent incidents as reported on Safe Schools Report.

**Strategies:**

*Implementation of RTII Process for Behavior System and Positive Behavior Support*

**Description:**

The Southeast Delco School District will continue implementation of a district-wide tiered RTII approach for students with behavior concerns. Expected behaviors are defined and explicitly taught across all schools.

A system/structure of school-wide positive behavior intervention and support is in place. The District will work to enhance this system.

Training of staff will continue in de-escalation techniques to be used with inappropriate student behavior.

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

### *Implementation of Parent and Community Engagement Activities*

**Description:**

Parents and school community members will participate in a variety of activities with the purpose of including parents in school life and helping them promote academic success with their children.

These activities will include:

- Parent/teacher/student goal setting conferences
- Restorative practices/conflict resolution meetings
- Attendance/academic improvement meetings
- School/district parent forums

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

### *Implementation Steps:*

#### *Professional Development Focused on RTII, Positive Behavior Support, and De-escalation Skills*

**Description:**

Southeast Delco will continue to partner with PDE and DCIU to provide professional development to staff in the effective implementation of RTII, Positive Behavior Support, and De-escalation Skills through Safety Cares training.

Indicators of implementation include sign in sheets indicating that administrative staff and teaching staff participated in and completed the program training, walkthroughs by administration

**Start Date:** 2/2/2015      **End Date:** 6/29/2018

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

**Supported Strategies:**

- Implementation of RTII Process for Behavior System and Positive Behavior Support

*Professional Development Focused on RTII, Positive Behavior Support, and De-escalation Skills*

**Description:**

Train all staff on the Safety Cares process that is designed to develop skills in de-escalation of interpersonal situations.

Indicators of implementation include sign in sheets indicating that administrative staff and teaching staff participated in and completed the program training, walkthroughs by administration

**Start Date:** 2/2/2015      **End Date:** 6/30/2016

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

**Supported Strategies:**

- Implementation of RTII Process for Behavior System and Positive Behavior Support

*RTII Behavior Intervention and Positive Behavior Support Manual*

**Description:**

Each school in the district will develop and implement a tiered Response to Behavior Intervention and Positive Behavior Support Manual. The manual will indicate how students move from tier to tier/intervention of support to another. The manual will describe the positive behavior support system in each school.

Indicators of implementation include review of the manuals by administrative staff and walkthroughs by administration monitoring the use and implementation of the manuals

**Start Date:** 2/2/2015    **End Date:** 6/30/2016

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

**Supported Strategies:**

- Implementation of RTII Process for Behavior System and Positive Behavior Support

*Parent and Community Engagement Activities*

**Description:**

Parents and school community members will participate in a variety of activities with the purpose of including parents in school life and helping them promote academic success with their children.

These activities will include:

- Parent/teacher/student goal setting conferences
- Restorative practices/conflict resolution meetings
- Attendance/academic improvement meetings
- School/district parent forums

Indicators of implementation will include: tracking of number of conferences, conflict resolution meetings, attendance meetings, and forums; review of exit/follow-up survey data

**Start Date:** 2/2/2015    **End Date:** 6/29/2018

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

**Supported Strategies:**

- Implementation of Parent and Community Engagement Activities

**Goal #3:** Establish a district system that fully ensures professional development is focused, comprehensive and implemented with fidelity.

**Indicators of Effectiveness:**

Type: Annual

Data Source: School Performance Profiles

Specific Targets: Improvement of the percentage of students who achieve at the proficient level or above on the PSSA and Keystone exams by 5% per year.

Type: Annual

Data Source: Safe Schools Report

Specific Targets: A decrease of 2% per year of violent incidents as reported on Safe Schools Report.

Type: Interim

Data Source: Evaluation surveys completed after professional development activities

Specific Targets: 75% of surveys will indicate that the professional development activities was helpful in enhancing a professionals' skills to more effectively work with students

***Strategies:***

***Professional Development for District/School Administrators***

**Description:**

Building principals, cabinet members, and superintendent will meet on a monthly basis to engage in professional development in a variety of topics including assessment, teacher effectiveness, Pennsylvania Core Standards, school safety, and effective program implementation.

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



## *Professional Development Team/Council*

### **Description:**

Southeast Delco School District will enhance the use of the Professional Development Team in planning inservice activities/programs well in advance of the scheduled date/program start date.

Team members will include central office administrators, building administrators, a teacher from each building who teach across several content areas, educational specialists, and other staff as appropriate.

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

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

#### *Administrator Trainings*

### **Description:**

Building principals, cabinet members, and superintendent will meet on a monthly basis to engage in professional development in a variety of topics including assessment, teacher effectiveness, Pennsylvania Core Standards, school safety, and effective program implementation.

Indicators of implementation: sign in sheets/attendance sheets; log of trainings/agendas for meetings

**Start Date:** 2/2/2015    **End Date:** 6/29/2018

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

### **Supported Strategies:**

- Professional Development for District/School Administrators
- Professional Development Team/Council

## *Professional Development Team/Council*

### **Description:**

Southeast Delco School District will enhance the use of the Professional Development Team in planning inservice activities/programs well in advance of the scheduled date/program start date.

Team members will include central office administrators, building administrators, a teacher from each building who teach across several content areas, educational specialists, and other staff as appropriate.

1 year and 2 year professional development plans will be developed by this team/council.

Indicators of implementation: minutes from meetings, sign in for meetings, review of professional development plans by school board and superintendent

**Start Date:** 2/2/2015      **End Date:** 6/29/2018

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

### **Supported Strategies:**

- Professional Development for District/School Administrators
- Professional Development Team/Council

**Goal #4:** Establish a system that fully ensures the district's resources effectively address instructional priorities aligned with the district's vision and mission and fully ensures that the expenditure and accounting of funds meets all legal and ethical requirements within the parameters of generally accepted accounting practices.

### **Indicators of Effectiveness:**

Type: Annual

Data Source: District Financial Reports

Specific Targets: The district will close the adequacy/effectiveness funding gap by 10% (\$500 per student) per year as measured by expenditure per student, not including PSERS, SS, and Plancon spending.

## **Strategies:**

### *Equality and Adequacy of Funding*

#### **Description:**

Establish a system that fully ensures the district's resources effectively address instructional priorities aligned with the district's vision and mission and fully ensures that the Southeast Delco School District is actively reviewing and addressing inequality and inadequacy where it exists of funding from federal, state, and local resources.

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

## **Implementation Steps:**

### *Equality and Adequacy of Funding*

#### **Description:**

Establish a system that fully ensures the district's resources effectively address instructional priorities aligned with the district's vision and mission and fully ensures that the Southeast Delco School District is actively reviewing and addressing inequality and inadequacy where it exists of funding from federal, state, and local resources.

Establish a district funding/finance committee

Reestablish the Southeast Delco Education Foundation

Seek additional funding through government, grants, and community resources

Indicators of implementation: achievement of outcome goals; continued community awareness of issues shown through surveys; increase funding that allows for a thorough and efficient system of education to serve the students of Southeast Delco School District.

**Start Date:** 2/2/2015    **End Date:** 6/30/2016

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

**Supported Strategies:**

- Equality and Adequacy of Funding

# Appendix: Professional Development Implementation Step Details

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<b>LEA Goals Addressed:</b>	<b>#1 Establish a district system that fully ensures barriers to student learning are addressed in order to increase student achievement and graduation rates.</b>	<b>Strategy #1: Improvement of Instructional Practices in Reading</b>
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<b>Start</b>	<b>End</b>	<b>Title</b>	<b>Description</b>
2/2/2015	6/29/2018	Professional Development Focused on Effective Use of Data, Reading Aligned with the Pennsylvania Core, and Effectively Raising Reading Levels of Students	<p>Improve instructional practice by providing professional development and follow-up on the effective implementation in the action areas listed:</p> <ul style="list-style-type: none"> <li>• increasing academic language vocabulary and content area vocabulary so that students' language skills improve</li> <li>• building background knowledge</li> <li>• citing evidence in text</li> <li>• increasing cross-curricular reading</li> <li>• developing and using higher order questions associated with the Pennsylvania Core Standards</li> </ul> <p>Indicator(s) of implementation include PLC/data meetings at least once a month; formal observations; walkthrough documentation</p>

Person Responsible	SH	S	EP	Provider	Type	App.
Assistant Superintendent/Director of Teaching & Learning/Director of Special Education	6.5	16	25	District and DCIU	School Entity	Yes

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Improve instructional practice in the action areas listed:

**Knowledge**

- increasing academic language vocabulary and content area vocabulary so that students' language skills improve
- building background knowledge
- citing evidence in text
- increasing cross-curricular reading
- developing and using higher order questions associated with the Pennsylvania Core Standards

**Supportive Research**

Information available through PdeSAS website and research that our Trophies, Collections, Leveled Literacy Intervention, and Read 180 programs are based on.

**Designed to Accomplish**

For classroom teachers, school counselors and education specialists:

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

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

Provides leaders with the ability to access and use appropriate data to inform decision-making.  
Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.

<p><b>Training Format</b></p>	<p>School Whole Group Presentation Department Focused Presentation</p>	
<p><b>Participant Roles</b></p>	<p>Classroom teachers Principals / Asst. Principals</p>	<p><b>Grade Levels</b></p> <p>Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)</p>
<p><b>Follow-up Activities</b></p>	<p>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Analysis of student work, with administrator and/or peers Creating lessons to meet varied student learning styles Lesson modeling with mentoring Joint planning period activities</p>	<p><b>Evaluation Methods</b></p> <p>Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Student PSSA data</p>

**LEA Goals Addressed:** #1 Establish a district system that fully ensures barriers to student learning are addressed in order to increase student achievement and graduation rates. **Strategy #1: Improvement of Instructional Practices in Mathematics**

Start	End	Title	Description	
2/2/2015	6/29/2018	Professional Development Focused on Effective Use of Data, Mathematics Aligned with the Pennsylvania Core, and Effectively Raising Math Levels of Students	<p>Improve instructional practice by providing professional development and follow-up on the effective implementation in the action areas listed:</p> <ul style="list-style-type: none"> <li>• increasing math vocabulary and math content area vocabulary so that students' math skills improve</li> <li>• building background knowledge and foundational math skills</li> <li>• focus on mathematical practices associated with the Pennsylvania Core Standards</li> <li>• increasing cross-curricular use of mathematical skills</li> <li>• developing and using higher order questions associated with the Pennsylvania Core Standards</li> </ul> <p>Indicator(s) of implementation include PLC/data meetings at least once a month; formal observations; walkthrough documentation</p>	
<p><b>Person Responsible</b> Assistant Superintendent/Director of Teaching &amp; Learning/Director of Special Education</p>		<p><b>SH</b> 6.5    <b>S</b> 16    <b>EP</b> 25</p>	<p><b>Provider</b> District and DCIU</p>	<p><b>Type</b> School Entity</p> <p><b>App.</b> Yes</p>



Improve instructional practice in the action areas listed:

- increasing math vocabulary and math content area vocabulary so that students' math skills improve
- building background knowledge and foundational math skills
- focus on mathematical practices associated with the Pennsylvania Core Standards
- increasing cross-curricular use of mathematical skills
- developing and using higher order questions associated with the Pennsylvania Core Standards

## Knowledge

## Supportive Research

Information available through PdeSAS website and research that our Go Math, Pre-Algebra, Algebra, Geometry, Algebra 2, and Calculus programs are based on.

## Designed to Accomplish

For classroom teachers, school counselors and education specialists:

Enhances the educator's content knowledge in the area of the educator's certification or assignment.

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

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

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

Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.

Provides leaders with the ability to access and use appropriate data to inform decision-making.

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

<b>Training Format</b>	Series of Workshops School Whole Group Presentation		
<b>Participant Roles</b>	Classroom teachers Principals / Asst. Principals	<b>Grade Levels</b>	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
<b>Follow-up Activities</b>	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Analysis of student work, with administrator and/or peers Lesson modeling with mentoring	<b>Evaluation Methods</b>	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Student PSSA data

**LEA Goals Addressed:** #1 Establish a district system that fully ensures barriers to student learning are addressed in order to increase student achievement and graduation rates.

**Strategy #1: Improvement of Instructional Practices in Science, Social Studies, and All Content Areas**

Start	End	Title	Description	Person Responsible	SH	S	EP	Provider	Type	App.
2/2/2015	6/29/2018	Professional Development Focused on Effective Use of Data, Subject/content Aligned with the Pennsylvania Core, and Effectively Raising Content Skill Levels of Students	<p>Improve instructional practice by providing professional development and follow-up on the effective implementation in the action areas listed:</p> <ul style="list-style-type: none"> <li>• increasing content area vocabulary so that students' content/subject skills improve</li> <li>• building background knowledge and foundational content/subject skills</li> <li>• focus on content/subject practices associated with the Pennsylvania Core Standards</li> <li>• increasing cross-curricular use of content/subject skills and knowledge</li> <li>• developing and using higher order questions associated with the Pennsylvania Core Standards</li> </ul> <p>Indicator(s) of implementation include PLC/data meetings at least once a month; formal observations; walkthrough documentation</p>	Assistant Superintendent/Director of Teaching & Learning/Director of Special Education	6.5	16	25	District and DCIU	School Entity	Yes

Improve instructional practice in the action areas listed:

- increasing content area vocabulary so that students' content/subject skills improve
- building background knowledge and foundational content/subject skills
- focus on content/subject practices associated with the Pennsylvania Core Standards
- increasing cross-curricular use of content/subject skills and knowledge
- developing and using higher order questions associated with the Pennsylvania Core Standards

**Knowledge**

**Supportive Research**

Information available through PdeSAS website and research that our various content/subject areas based on.

**Designed to Accomplish**

For classroom teachers, school counselors and education specialists:

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

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

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

**Training Format** Series of Workshops  
 School Whole Group Presentation  
 Professional Learning Communities

**Participant Roles** Classroom teachers  
 Principals / Asst. Principals

**Grade Levels** Elementary - Primary (preK - grade 1)  
 Elementary - Intermediate (grades 2-5)  
 Middle (grades 6-8)  
 High (grades 9-12)

**Follow-up Activities** Team development and sharing of  
 content-area lesson implementation  
 outcomes, with involvement of  
 administrator and/or peers  
 Analysis of student work, with  
 administrator and/or peers  
 Lesson modeling with mentoring  
 Joint planning period activities

**Evaluation Methods** Classroom observation focusing on factors  
 such as planning and preparation,  
 knowledge of content, pedagogy and  
 standards, classroom environment,  
 instructional delivery and professionalism.  
 Student PSSA data

**LEA Goals Addressed:** #1 Establish a district system that fully ensures each member of the district community promotes, enhances and sustains a shared vision of positive school climate and ensures family and community support of student participation in the learning process.

**Strategy #1: Implementation of RTII Process for Behavior System and Positive Behavior Support**

Start	End	Title	Description	Provider	Type	App.
2/2/2015	6/29/2018	Professional Development Focused on RTII, Positive Behavior Support, and De-escalation Skills	Southeast Delco will continue to partner with PDE and DCIU to provide professional development to staff in the effective implementation of RTII, Positive Behavior Support, and De-escalation Skills through Safety Cares training.  Indicators of implementation include sign in sheets indicating that administrative staff and teaching staff participated in and completed the program training, walkthroughs by administration	District and DCIU	School Entity	Yes
		<b>Person Responsible</b> Assistant Superintendent/Director of Teaching & Learning/Director of Special Education		<b>SH</b> 6.5 <b>S</b> 25 <b>EP</b> 25		

- Knowledge** Information and skills to allow for the effective implementation of RTII, Positive Behavior Support, and De-escalation Skills through Safety Cares training.
- Supportive Research** Safety Cares has been presented and used throughout many school districts and IUs in Pennsylvania. PDE and PATTAN have provided research and trainings on the Safety Cares program.
- Designed to Accomplish**  
 For classroom teachers, school counselors and education specialists: Increases the educator’s teaching skills based on research on effective practice, with attention given to interventions for struggling students.

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

Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania’s academic standards.

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

<b>Training Format</b>	Series of Workshops Professional Learning Communities		
<b>Participant Roles</b>	Classroom teachers Principals / Asst. Principals School counselors Paraprofessional Classified Personnel New Staff Other educational specialists Related Service Personnel	<b>Grade Levels</b>	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
<b>Follow-up Activities</b>	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Analysis of student work, with administrator and/or peers	<b>Evaluation Methods</b>	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Review of written reports summarizing instructional activity

**LEA Goals Addressed:** #1 Establish a district system that fully ensures professional development is focused, comprehensive and implemented with fidelity. Strategy #1: Professional Development for District/School Administrators Strategy #2: Professional Development Team/Council

Start	End	Title	Description	Provider	Type	App.
2/2/2015	6/29/2018	Administrator Trainings	Building principals, cabinet members, and superintendent will meet on a monthly basis to engage in professional development in a variety of topics including assessment, teacher effectiveness, Pennsylvania Core Standards, school safety, and effective program implementation.	District, PaTTAN, and DCIU	School Entity	Yes
			Indicators of implementation: sign in sheets/attendance sheets; log of trainings/agendas for meetings			
		<b>Person Responsible</b> Assistant Superintendent/Director of Teaching & Learning/Director of Special Education	<b>SH</b> 6.5	<b>S</b> 30	<b>EP</b> 22	

**Knowledge** Building principals, cabinet members, and superintendent will meet on a monthly basis to engage in professional development in a variety of topics including assessment, teacher effectiveness, Pennsylvania Core Standards, school safety, and effective program implementation.

**Supportive Research** The professional development will consist of the various initiatives supported by PDE, PATTAN, and IUs. The research and best practice information is documented on PdeSAS and related websites.

**Designed to Accomplish**  
For classroom teachers, school counselors and education specialists: Empowers educators to work effectively with parents and community partners.



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

Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania’s academic standards.

Provides leaders with the ability to access and use appropriate data to inform decision-making.

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

Instructs the leader in managing resources for effective results.

<b>Training Format</b>	<p>LEA Whole Group Presentation                  Series of Workshops                  Professional Learning Communities                  Offsite Conferences</p>	<b>Grade Levels</b>	<p>Elementary - Primary (preK - grade 1)                  Elementary - Intermediate (grades 2-5)                  Middle (grades 6-8)                  High (grades 9-12)</p>
<b>Participant Roles</b>	<p>Principals / Asst. Principals                  Supt / Ast Supts / CEO / Ex Dir</p>	<b>Evaluation Methods</b>	<p>Student PSSA data                  Review of written reports summarizing instructional activity</p>
<b>Follow-up Activities</b>	<p>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</p>		

# District Level Affirmations

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We affirm that this District Level Plan was developed in accordance, and will comply with the applicable provisions of 22 Pa. Code, Chapters 4, 12, 16, and 49. We also affirm that the contents are true and correct and that the plan was placed for public inspection in the school district/AVTS offices and in the nearest public library until the next regularly scheduled meeting of the board or for a minimum of 28 days whichever comes first.

We affirm that the responses in the Professional Education Core Foundations and the Professional Development Implementation Steps focus on the learning needs of each staff member to enable all staff members meet or exceed the Pennsylvania academic standards in each of the core subject areas.

**Affirmed by Dorothy Gallagher on 12/4/2014**

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*Board President*

**Affirmed by Stephen Butz on 12/4/2014**

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*Superintendent/Chief Executive Officer*

# Special Education Affirmations

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We also affirm our understanding that any requests for any deviations from the Chapter 14 regulations, standards, policies, and procedures must be made in writing to the Pennsylvania Department of Education. The school district understands that the Special Education Component of the District Level Plan will be approved by PDE in accordance with the following criteria as set forth in 22 Pa. School Code § 14.104 and as part of the District Level Plan:

1. There are 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.
2. The school district has adopted 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 school district implements mechanisms to disseminate child find information to the public, organizations, agencies, and individuals on at least an annual basis.
3. The school district has adopted policies and procedures that assure that 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.
4. The school district will comply with the PA Department of Education, Bureau of Special Education's revision notice process.
5. The school district follows 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.
6. The school district affirms the Pennsylvania Department of Education that 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.

**Affirmed by Dorothy Gallagher on 5/12/2014**

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*Board President*

**Affirmed by Stephen Butz on 5/9/2014**

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*Superintendent/Chief Executive Officer*