

Southeast Delco SD

District Level Plan

07/01/2019 - 06/30/2022

District Profile

Demographics

1560 Delmar Drive
Folcroft, PA 19032
(610)522-4300
Superintendent: Dr. Stephen Butz
Assistant Superintendent: Dr. Jeff Ryan

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 Safe & Supportive Schools. 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 2018 and placed for public review as required. The plan was reviewed again at the November 2018 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 2018 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.

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

We believe the family is the first teacher. We believe the community is the first classroom. We are committed to drawing upon the strength and input of families in making education work for the students and communities we serve.

Quality Education is the Right of Every Child

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

High Expectations for All

We believe every student and staff member is expected to strive continually toward excellence.

Diversity of Opinion and Culture

We believe a diverse student body helps prepare children for citizenship in a multicultural democracy. We take pride in our culturally diverse communities and draws strength and lessons from the views of all.

Educational Community

Located in the south western suburbs of Philadelphia, Southeast Delco School District serves a 4 square mile area of 32,000, 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 a diverse population: 74% of students are African American, 17% are Caucasian, 2% are Asian/Pacific Islander and 2% are Hispanic. In 2017-18, there were 154 Limited English Proficient (LEP) students speaking over 20 languages. A growing number of students meet the state criteria for immigrant status or have limited formal schooling prior to enrolling in Southeast Delco schools. The percentage of students who meet the low-income status set by the Federal Free/Reduced Lunch Program has risen to approximately 85%. Six schools in the district educate a student enrollment of approximately 4,350 students in kindergarten through twelfth grade. An additional 410 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 303 professional staff, 286 support staff and 27 administrators for the 2018-19 school-year.

In response to the changing academic and social needs of its students, Southeast Delco School District has revised its curriculum and instructional practices, with a strong emphasis on professional development, use of research based intervention strategies, and the use of technology in classrooms. All schools have shown recent gains in student achievement as determined by the indicators of the School Performance Profile.

Planning Committee

Name	Role
Patricia Alford	Administrator : Schoolwide Plan
Colleen Burke	Administrator : Professional Education
Dr. Stephen D. Butz	Administrator : Professional Education Special Education
LeAnne Hudson	Administrator : Schoolwide Plan
Daniel Kitchen	Administrator : Schoolwide Plan
Stefanie McDevitt	Administrator : Special Education
Shawn McDougall	Administrator : Professional Education
Dr. Ashwina Mosakowski	Administrator : Professional Education Special Education
Dr. Jeff Ryan	Administrator : Professional Education
Dr. Vanessa Scott	Administrator : Schoolwide Plan
William Whitman	Administrator : Schoolwide Plan
Brian Wilson	Administrator : Professional Education Schoolwide Plan

Harry Young	Administrator : Schoolwide Plan
Tammi Forbes	Board Member : Schoolwide Plan
Dorothy Gallagher	Board Member : Professional Education
Theresa Harris-Johnson	Board Member : Professional Education
Racquel Irons	Board Member : Special Education Schoolwide Plan
Sheree Monroe	Board Member : Professional Education Special Education
Clifford Wilson	Board Member : Schoolwide Plan
Cynthia Woodfolk	Board Member : Special Education Schoolwide Plan
Charles Baxter	Building Principal : Professional Education
Stacey Ray	Building Principal : Professional Education Special Education
Nathaniel Robinson	Building Principal : Schoolwide Plan
Jennifer Bradley	Business Representative : Professional Education
Edward McBride	Business Representative : Professional Education
Tom Weber	Business Representative : Schoolwide Plan
Beverly Donaldson	Community Representative : Schoolwide Plan
Christine Federico	Community Representative : Schoolwide Plan
Amy Parsons	Community Representative : Professional Education
Erin Rinn	Community Representative : Professional Education
Tony Scott	Community Representative : Professional Education
Roseann Smith	Community Representative : Schoolwide Plan
Dr. Sharon Wilson	Community Representative : Professional Education
Deborah Young	Community Representative : Schoolwide Plan
Camile Jackson	Ed Specialist - School Counselor : Professional Education Schoolwide Plan
Jessica Thomas	Ed Specialist - School Counselor : Schoolwide Plan
Dawn Casey	Ed Specialist - School Nurse : Professional Education
Deborah Gibbs-Tapper	Ed Specialist - School Psychologist : Special Education
Janine Gannon	Elementary School Teacher - Regular Education : Professional Education
Anne Marie McCrohan	Elementary School Teacher - Regular Education : Professional Education Special Education
Susan Ball-Carpenter	High School Teacher - Regular Education :

	Professional Education
Erin Gallagher	High School Teacher - Regular Education : Professional Education
Brian Hoffman	High School Teacher - Regular Education : Professional Education
Gina Sibbett	High School Teacher - Regular Education : Schoolwide Plan
Karen Manners	High School Teacher - Special Education : Special Education
Cynthia Silverthorn	Instructional Coach/Mentor Librarian : Professional Education Schoolwide Plan
Deborah Rickards	Middle School Teacher - Regular Education : Professional Education
Gretchen Simonds	Middle School Teacher - Regular Education : Professional Education
Jennifer Bentzley	Parent : Professional Education Schoolwide Plan
Aimee Fallon	Parent : Special Education
Shawn Payne	Parent : Schoolwide Plan
Deborah Sokalczuk	Parent : Special Education Schoolwide Plan
Kyndra Watkins	Parent : Professional Education
Michele McGlynn	Special Education Director/Specialist : Professional Education Special Education
Cheryl Smythe	Special Education Director/Specialist : Special Education
Jennifer Peterson	Student Services Director/Specialist : Schoolwide Plan

Core Foundations

Standards

Mapping and Alignment

Elementary Education-Primary Level

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

Civics and Government	Developing	Developing
PA Core Standards: English Language Arts	Accomplished	Accomplished
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Accomplished	Accomplished
PA Core Standards: Mathematics	Accomplished	Accomplished
Economics	Developing	Developing
Environment and Ecology	Developing	Developing
Family and Consumer Sciences	Developing	Developing
Geography	Developing	Developing
Health, Safety and Physical Education	Accomplished	Accomplished
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	Accomplished	Accomplished
Interpersonal Skills	Developing	Developing
School Climate	Developing	Developing

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

This narrative is empty.

Middle Level

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

Reading		
American School Counselor Association for Students	Developing	Developing
English Language Proficiency	Accomplished	Accomplished
Interpersonal Skills	Developing	Developing
School Climate	Developing	Developing
World Language	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 inadequate state and federal funding of urban school systems.

High School Level

Standards	Mapping	Alignment
Arts and Humanities	Accomplished	Accomplished
Career Education and Work	Accomplished	Accomplished
Civics and Government	Accomplished	Accomplished
PA Core Standards: English Language Arts	Accomplished	Accomplished
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Accomplished	Accomplished
PA Core Standards: Mathematics	Accomplished	Accomplished
Economics	Developing	Developing
Environment and Ecology	Accomplished	Accomplished
Family and Consumer Sciences	Developing	Developing
Geography	Developing	Developing
Health, Safety and Physical Education	Developing	Developing
History	Accomplished	Accomplished
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	Accomplished	Accomplished
Interpersonal Skills	Developing	Developing
School Climate	Developing	Developing
World Language	Accomplished	Accomplished

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

This narrative is empty.

Adaptations

Elementary Education-Primary Level

Checked answers

- Health, Safety and Physical Education

Unchecked answers

None.

Elementary Education-Intermediate Level

Checked answers

- Health, Safety and Physical Education

Unchecked answers

None.

Middle Level

Checked answers

- Health, Safety and Physical Education

Unchecked answers

None.

High School Level

Checked answers

- Health, Safety and Physical Education

Unchecked answers

None.

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
Objectives of planned courses, instructional units or interdisciplinary studies to be achieved by all students are identified for each subject area.	Accomplished
Content, including materials and activities and estimated	Accomplished

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

Processes used to ensure Accomplishment:

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

Processes used to ensure Accomplishment:

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

Processes used to ensure Accomplishment:

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

Processes used to ensure Accomplishment:

The 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 MTSS 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

Checked Answers

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

Unchecked Answers

- Peer evaluation/coaching

Regular Lesson Plan Review

Checked Answers

- Administrators
- Building Supervisors

Unchecked Answers

- Department Supervisors
- Instructional Coaches
- Not Reviewed

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 financial difficulties, the district reading interventionists must double as instructional coaches, limiting their scope and effectiveness.

Responsiveness to Student Needs

Elementary Education-Primary Level

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

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

This narrative is empty.

Elementary Education-Intermediate Level

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

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

This narrative is empty.

Middle Level

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

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

This narrative is empty.

High School Level

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

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

The district started the instructional practice of small, flexible grouping in the early elementary grades. Each year it has expanded the strategy upward, with the high school

implementing it most recently. The high school is using an instructional framework to build the utilization of small group practices in every high school classroom.

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 Consortium of Excellence and Equity, 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 19/20	SY 20/21	SY 21/22
Total Courses	28.00	28.00	28.00
English	4.00	4.00	4.00
Mathematics	4.00	4.00	4.00
Social Studies	4.00	4.00	4.00
Science	3.00	3.00	3.00
Physical Education	3.00	3.00	3.00
Health	1.00	1.00	1.00
Music, Art, Family & Consumer Sciences, Career and Technical Education	0.00	0.00	0.00
Electives	9.00	9.00	9.00
Minimum % Grade Required for Credit (Numerical Answer)	60.00	60.00	60.00

Graduation Requirement Specifics

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

- Completion of secondary level coursework in English Language Arts (Literature), Algebra I and Biology in which a student demonstrates proficiency on the associated Keystone Exam or related project-based assessment if § 4.4(d)(4) (relating to general policies) applies.
- Completion of an Advanced Placement exam or International Baccalaureate exam that includes academic content comparable to the appropriate Keystone Exam at a score established by the Secretary to be comparable to the proficient level on the appropriate Keystone Exam.

Unchecked answers

- Locally approved and administered assessments, which shall be independently and objectively validated once every 6 years. Local assessments may be designed to include a variety of assessment strategies listed in? 4.52(c) and may include the use of one or more Keystone Exams. Except for replacement of individual test items that have a similar level of difficulty, a new validation is required for any material changes to the assessment. Validated local assessments must meet the following standards:
 - I. Alignment with the following State academic standards: English Language Arts (Literature and Composition); Mathematics (Algebra I) and Environment and Ecology (Biology).
 - II. Performance level expectations and descriptors that describe the level of performance required to achieve proficiency comparable to that used for the Keystone Exams.
 - III. Administration of the local assessment to all students, as a requirement for graduation, except for those exempted by their individualized education program under subsection (g), regarding special education students, or gifted individualized education plan as provided in? 16.32 (relating to GIEP).
 - IV. Subject to appropriations provided by law, the cost to validate local assessments shall be evenly divided between the school district, AVTS or charter school, including a cyber-charter school, and the Department. If the Department does not provide sufficient funding to meet its share, local assessments submitted for validation shall be deemed valid until a new validation is due to the Department.

V. The Department will establish a list of entities approved to perform independent validations of local assessments in consultation with the Local Assessment Validation Advisory Committee as provided in? 4.52(f).

VI. School boards shall only approve assessments that have been determined to meet the requirements of this subsection by an approved entity performing the independent validation. If a school district, AVTS or charter school, including a cyber-charter school, uses a local assessment that has not been independently validated; the Secretary will direct the school entity to discontinue its use until the local assessment is approved through independent validation by an approved entity.

- Not Applicable. Our LEA does not offer High School courses.

Local Assessments

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

Methods and Measures

Summative Assessments

Summative Assessments	EEP	EEI	ML	HS
Final Exams; Keystone Exams; Graduation Project				X
Final Exams; PSSA/Keystone Exams			X	X
Unit Tests; PSSA		X	X	

Unit Tests; Teacher Developed Curriculum Embedded Assessment	X	X	X	X
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Benchmark Assessments

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

Formative Assessments

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

Diagnostic Assessments

Diagnostic Assessments	EEP	EEI	ML	HS
Dibels Next	X	X		
Go Math Screening	X	X		
Study Island		X	X	X
Rigby Leveling	X			

Validation of Implemented Assessments

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

Teacher Peer Review	X	X	X	X
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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 beyond released items from the state level as well as our curricular series.

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 MTSS 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	EEI	ML	HS
Assessment results are reported out by PA assessment anchor or standards-aligned learning objective.	X	X	X	X

Instructional practices are identified that are linked to student success in mastering specific PA assessment anchors, eligible content or standards-aligned learning objectives.	X	X	X	X
Specific PA assessment anchors, eligible content or standards-aligned learning objectives are identified for those students who did not demonstrate sufficient mastery so that teachers can collaboratively create and/or identify instructional strategies likely to increase mastery.	X	X	X	X
Instructional practices modified or adapted to increase student mastery.	X	X	X	X

Provide brief explanation of the process for incorporating selected strategies.

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

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

Provide brief explanation of the process for incorporating selected strategies.

These strategies focus on the reporting of results specific for Pennsylvania and other state mandates such as School Performance Profile and the Future Ready PA Index. 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 a Multi-Tiered system of Support (MTSS) 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

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

Internet Web-based System for the Management of Student Discipline	X	X	X	X
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Explanation of strategies not selected and how the LEA plans to address their incorporation:

This narrative is empty.

Screening, Evaluating and Programming for Gifted Students

Describe your entity's awareness activities conducted annually to inform the public of the gifted education services and programs offered (newspaper, student handbooks, school website, etc.)

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.

Describe your entity's process for locating students who are thought to be gifted and may be in need of specially designed instruction (screening).

Through Tier I of the MTSS process, all students can be eligible for identification for potential giftedness. This is determined by above average achievement on a variety of student performance measures.

Describe your entity's procedures for determining eligibility (through multiple criteria) and need (based on academic strength) for potentially mentally gifted students (evaluation).

The screening process may be informed by multiple measures including, but not limited to, achievement tests, curriculum-based subject area assessments, and teacher observation. The indicators used for screening are flexible when intervening factors may mask gifted abilities. Students may be recommended by either a parent or teacher.

Describe the gifted programs* being offered that provide opportunities for acceleration, enrichment or both. *The word "programs" refers to the continuum of services, not one particular option.

Southeast Delco provides a range of strategies and programs that are extended to students with high abilities in order to provide challenges and enable them to make continuous progress in school. Educational acceleration in the form of grade-advancement, subject-based acceleration and Advanced Placement course offerings are incorporated into

appropriate educational planning when comparing the students' levels of readiness and motivation to the complexity of the curriculum.

Developmental Services

Developmental Services	EEP	EEI	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:

No further explanation is necessary at this time.

Diagnostic, Intervention and Referral Services

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

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

Explanation of diagnostic, intervention and referral services:

No further explanation is necessary at this time.

Consultation and Coordination Services

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

Explanation of consultation and coordination services:

No further explanation is necessary at this time.

Communication of Educational Opportunities

Communication of Educational Opportunities	EEP	EEI	ML	HS
Course Planning Guides			X	X
Directing Public to the PDE & Test-related Websites	X	X	X	X
Individual Meetings	X	X	X	X
Letters to Parents/Guardians	X	X	X	X
Local Media Reports	X	X	X	X
Website	X	X	X	X
Meetings with Community, Families and Board of	X	X	X	X

Directors				
Mass Phone Calls/Emails/Letters	X	X	X	X
Newsletters	X	X	X	X
Press Releases	X	X	X	X
School Calendar	X	X	X	X
Student Handbook	X	X	X	X

Communication of Student Health Needs

Communication of Student Health Needs	EEP	EEI	ML	HS
Individual Meetings	X	X	X	X
Individual Screening Results	X	X	X	X
Letters to Parents/Guardians	X	X	X	X
Website	X	X	X	X
Meetings with Community, Families and Board of Directors	X	X	X	X
Newsletters	X	X	X	X
School Calendar	X	X	X	X
Student Handbook	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
Aligned and supportive of academic standards, progresses level to level and demonstrates relationships among fundamental concepts and skills	Accomplished
A robust supply of high quality aligned instructional materials and resources available	Developing
Accessibility for students and teachers is effective and efficient	Developing
Differentiated and equitably allocated to accommodate diverse levels of student motivation, performance and educational needs	Developing

Provide explanation for processes used to ensure Accomplishment.

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

Provide explanation for processes used to ensure Accomplishment.

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

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

Provide explanation for processes used to ensure Accomplishment.

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

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

Provide explanation for processes used to ensure Accomplishment.

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

Standards	Status
Arts and Humanities	Implemented in less than 50% of district classrooms
Career Education and Work	Implemented in less than 50% of district classrooms
Civics and Government	Implemented in

	less than 50% of district classrooms
PA Core Standards: English Language Arts	Implemented in less than 50% of district classrooms
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Implemented in less than 50% of district classrooms
PA Core Standards: Mathematics	Implemented in less than 50% of district classrooms
Economics	Implemented in less than 50% of district classrooms
Environment and Ecology	Implemented in less than 50% of district classrooms
Family and Consumer Sciences	Implemented in less than 50% of district classrooms
Geography	Implemented in less than 50% of district classrooms
Health, Safety and Physical Education	Implemented in less than 50% of district classrooms
History	Implemented in less than 50% of district classrooms
Science and Technology and Engineering Education	Implemented in less than 50% of district classrooms
Alternate Academic Content Standards for Math	Implemented in less than 50% of district classrooms
Alternate Academic Content Standards for Reading	Implemented in less than 50% of district classrooms

American School Counselor Association for Students	Implemented in less than 50% of district classrooms
Early Childhood Education: Infant-Toddler&rarr;Second Grade	Implemented in less than 50% of district classrooms
English Language Proficiency	Implemented in less than 50% of district classrooms
Interpersonal Skills	Implemented in less than 50% of district classrooms
School Climate	Implemented in less than 50% of district classrooms

Further explanation for columns selected”

The utilization of the SAS Materials and Resources section is inconsistent across district classrooms. The district continually works to expand access to all pertinent resources, including SAS.

Elementary Education-Intermediate Level

Standards	Status
Arts and Humanities	Implemented in less than 50% of district classrooms
Career Education and Work	Implemented in less than 50% of district classrooms
Civics and Government	Implemented in less than 50% of district classrooms
PA Core Standards: English Language Arts	Implemented in less than 50% of district classrooms
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Implemented in less than 50% of district classrooms
PA Core Standards: Mathematics	Implemented in

	less than 50% of district classrooms
Economics	Implemented in less than 50% of district classrooms
Environment and Ecology	Implemented in less than 50% of district classrooms
Family and Consumer Sciences	Implemented in less than 50% of district classrooms
Geography	Implemented in less than 50% of district classrooms
Health, Safety and Physical Education	Implemented in less than 50% of district classrooms
History	Implemented in less than 50% of district classrooms
Science and Technology and Engineering Education	Implemented in less than 50% of district classrooms
Alternate Academic Content Standards for Math	Implemented in less than 50% of district classrooms
Alternate Academic Content Standards for Reading	Implemented in less than 50% of district classrooms
American School Counselor Association for Students	Implemented in less than 50% of district classrooms
English Language Proficiency	Implemented in less than 50% of district classrooms
Interpersonal Skills	Implemented in less than 50% of district classrooms

School Climate	Implemented in less than 50% of district classrooms
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Further explanation for columns selected”

The utilization of the SAS Materials and Resources section is inconsistent across district classrooms. The district continually works to expand access to all pertinent resources, including SAS.

Middle Level

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

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

Further explanation for columns selected "

The utilization of the SAS Materials and Resources section is inconsistent across district classrooms. The district works continually to expand access to pertinent resources, including SAS.

High School Level

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

	less than 50% of district classrooms
Alternate Academic Content Standards for Math	Implemented in less than 50% of district classrooms
Alternate Academic Content Standards for Reading	Implemented in less than 50% of district classrooms
American School Counselor Association for Students	Implemented in less than 50% of district classrooms
English Language Proficiency	Implemented in less than 50% of district classrooms
Interpersonal Skills	Implemented in less than 50% of district classrooms
School Climate	Implemented in less than 50% of district classrooms
World Language	Implemented in less than 50% of district classrooms

Further explanation for columns selected "

The utilization of the SAS Materials and Resources section is inconsistent across district classrooms. The district works continually to expand access to pertinent resources, including SAS.

Early Warning System

The free PA Educator Dashboard Early Warning System and Intervention Catalog (PA EWS/IC) utilizes the metrics of Attendance, Behavior and Course grades to identify students who may be on a path to dropping out of school. Please indicate your selection of the following options.

Other

Comments:

No, we have another early warning system that utilizes the MTSS process.

Professional Education

Characteristics

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

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

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

The District 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.

Educator Discipline Act 126, 71

Provides educators with mandated reporter training, totaling 3 hours, every 5 years as outlined in Act 126.

Questions
The LEA has conducted the required training on:
2/13/2015 Act 126
The LEA plans to conduct the required training on approximately:
5/14/2019 Act 126

Provides educators with four (4) hours of professional development in youth suicide awareness and prevention every five (5) years for professional educators in grades six through twelve as outlined in Act 71.

Questions
The LEA has conducted the training on:
10/16/2017 Act 71
The LEA plans to conduct the training on approximately:
11/6/2018 Act 71

Provides educators with four (4) hours of professional development every five (5) years for professional educators that are teaching the curriculum in which the Child Exploitation Awareness Education program is incorporated as outlined in Act 71.

Questions
Not Applicable for our school entity

Strategies Ensuring Fidelity

Checked answers

- 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.

Unchecked answers

None.

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 shown 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

Checked answers

- 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.

Unchecked answers

None.

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

Checked answers

- 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).

Unchecked answers

None.

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 a brief explanation for strategies not selected and your plan to address their incorporation.

This narrative is empty.

Mentor Characteristics

Checked answers

- 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.

Unchecked answers

None.

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

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

If necessary, provide further explanation.

This narrative is empty.

Monitoring and Evaluating the 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)*Checked answers*

- 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.

Unchecked answers

None.

Special Education

Special Education Students

Total students identified: **852**

Identification Method

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

Under the Individuals with Disabilities Education Act(IDEA), the Southeast Delco School District is required to identify and evaluate all children who may have disabilities. This applies to children including those attending private and public schools, homeless children, and children who are wards of the state.

Identification of students with disabilities is a multi- faceted process that includes a multidisciplinary team. The team may include, but is not limited to, parents/guardians, general and special education teachers, school psychologists, speech and language pathologists, occupational and physical therapists, guidance counselors, social workers, behavior specialists, principals as well as any other staff or agency members deemed necessary. The process begins when a staff members identifies a struggling student. The staff member completes an initial Multi-Tiered System of Support (MTSS) referral indicating any academic, social-emotional, and behavioral concerns. The team will meet and an action plan will be developed identifying research based interventions and will also include goals based on the needs of the individual student. The intervention will be implemented with fidelity by pertinent team members for six to eight weeks. During this time a great deal of progress monitoring data is collected. The team will then meet again to review and analyze student data. At this time the goals and intervention may be revised as deemed appropriate by team members. These revisions may be implemented for another six to eight weeks and additional data will be collected. If the proposed interventions and strategies are not successful at the end of this time period, the team may refer the student for a multidisciplinary evaluation to determine if the student has a disability and is in need

of specially designed instruction. If a parent has a concern regarding their child, they may request an evaluation at any time. The District completes timely evaluations in the order in which the referrals are received. All initial evaluations must be completed within sixty calendar days from the date the district received parental permission to complete the evaluation. A comprehensive Evaluation Report will be developed and shared with the team. If the student is found to have a disability and is in need of specially designed instruction the team will develop an Individual Education Program (IEP) within thirty days of the completed Evaluation Report.

The Southeast Delco School district follows the requirements outlined in IDEA to determine if a student has a disability. As defined by IDEA, there are thirteen categories of exceptionality which include autism, deaf-blindness, deafness, emotional disturbance, hearing impairment, intellectual disability, multiple disabilities, orthopedic impairment, other health impairment, specific learning disability, speech or language impairment, traumatic brain injury as well as visual impairment including blindness.

During the 2016-2017 school year, 40.5% of student within the school district received special education supports and services under the disability classification of Specific Learning Disability (SLD). The Southeast Delco School District follows requirement in IDEA to determine if a student has a SLD. 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, and mathematics problem solving, they may be identified as displaying a specific learning disability. To ensure the underachievement of a child suspected of having a specific learning disability is not due to lack of appropriate instruction in the general education setting the team also analyzes data that demonstrates the child received instruction in all areas prior to and as part of the referral process. The instruction must be 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 the student's parents.

In order for a student to receive special education supports and services the student must meet the two-pronged eligibility criteria created by IDEA. The student must be identified with a disability and require specially designed instruction. In order for a child to receive services under the classification for Specific Learning Disability, the district currently utilizes the discrepancy model. If a student's achievement in one of the aforementioned areas presents with a significant discrepancy with his or her highest cognitive ability they may be classified as a student with a SLD. This occurs when the difference between the students potential and ability is significant and may indicate a personal underdeveloped area of achievement that is not commensurate with his/her cognitive potential.

If the team determines that a student has a disability and requires specially designed instruction, an Individual Education Program (IEP) is developed within 30 days from the Evaluation Report. The Evaluation Report is provided to the parent at least ten calendar

days prior to the scheduled IEP meeting. The school district implements the IEP developed by the team within ten calendar days. The IEP specifically outlines the students' needs including related services as well as goals and all specially designed instruction the student may require to be successful. The district then issues a Notice of Recommended Educational Placement (NOREP) specifying the placement and program for the student.

Enrollment

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

The data is publicly available via the PennData website. You can view your most recent report. The link is:

<https://penndata.hbg.psu.edu/PublicReporting/DataataGlance/tabid/2523/Default.aspx>

When analyzing the special education data report for the 2016-2017 school years a significant disproportionality was noted in the enrollment of student with the educational classification of Emotional Disturbance. The district has implemented several strategies in order to address this disproportionality. The district's MTSS process addresses behavioral/social/ emotional needs of struggling students and provides intervention at an early age. Providing these interventions and supports to students has led to a reduced number of referrals as well as qualification. The district has also partnered with Child Guidance Resource Center (CGRC) to provide supports to students and families within the school district. The program is hosted at Academy Park High School, however is available to all students and families. The district also employs several social workers to support students with services within the district as well as with obtaining additional outside community supports for families in need. The Student Assistant Program (SAP) is also utilized to provide behavioral/social/emotional supports for our students. The district is also actively working on partnering with Crozer to provide additional supports to families and students. Although the Southeast Delco School District continues to show a significant disproportionality in this area, the prior efforts have had an impact on the percentage of students with emotional disturbance. This is reflected by the special education data report trend for students with Emotional Disturbance during the past three years. The additional supports the district plans to put in place should allow the decreasing trend to continue.

School Year	LEA Emotional Disturbance	State Emotional Disturbance
2016-2017	16.2%	8.5%
2015-2016	17.2%	8.5%
2014-2015	17.5%	8.5%

Non-Resident Students Oversight

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

1. The district does not have any facilities within its boundaries that are classified as 1306; therefore, is not a host district.
2. Since the district is not a host district for a 1306 facility, LRE is not applicable.
3. 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. The district has quarterly meetings with local juvenile probation officers to openly communicate and prepare for successful student transitions from court adjudicated placements to the most appropriate placement.

Least Restrictive Environment

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

of the district and how those placements were determined to assure that LRE requirements are met.

1. 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 significant needs in the general education schools within the District. The District may also refer students to IU programs that are housed in general education schools to ensure that the children are educated with non-disabled peers. The District only refers the most difficult to service children to Intermediate Unit or Approved Private School programs that do not have a non-disabled student population. The LEA attends IEP meetings on an annual basis for these children. Transition back to the general education school is discussed annually at these meetings. If a student is not ready to transition back to a general education school, the team develops an IEP that is geared toward developing skills that would enable the student to return to a less restrictive environment. The district currently operates autistic, life skills, multiple disabilities, learning, speech and language, physical, blind/visual impairment, deaf/hearing impaired and emotional support programs in district. These programs allow students with moderate to significant disabilities to be educated within the general education school buildings. The students in these programs participate in the general education program alongside non-disabled peers.

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

3. The children placed into out-of-district placements are children who were unsuccessful in the district programs. The process for placing children in an out of district placement begins when a student is no longer making progress on their measurable annual goals in their home school setting. 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 will refer to an out of district placement if the student cannot receive FAPE in a district program. 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 supervisors of special education attend 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 current state SPP target for students in other settings is 4.9%. The Southeast Delco School District reported 11.7% of students in other settings in 2016-2017. The district will continue to work towards meeting the SPP targets. This work will include increasing

supports for students with significant disabilities within the regular education program. The District will provide professional development for staff members in the areas of disabilities, differentiation, supplementary aids and services and accommodations for students with disabilities in the general education setting.

The SPP target for student inside the regular education class less than 40% is 9.0%. During the 2016-2017 school year the district reported 18.6%. The district will collaborate with the Delaware County Intermediate Unit as well as PATTAN to implement additional professional development for staff members on effective ways to support students with disabilities in the general education classroom. When developing the IEP, the team considers a wide array of Supplementary Aids and Services (SAS) that will allow students to be successful in their least restrictive environment. The district considers a full range of SAS including: collaborative, instructional, physical and social-behavioral services for students requiring specially designed instruction.

Supports to address environmental needs

(e.g., preferential seating; planned seating on the bus, in the classroom, at lunch, in the auditorium, and in other locations; altered physical room arrangement)

Levels of staff support needed

(e.g., consultation, stop-in support, classroom companion, one-on-one assistance; type of personnel support: behavior specialist, health care assistant, instructional support assistant)

Planning time

for collaboration needed by staff

Child's specialized equipment needs

(e.g., wheelchair, computer, software, voice synthesizer, augmentative communication device, utensils/cups/plates, restroom equipment)

Pacing of instruction needed

(e.g., breaks, more time, home set of materials)

Presentation of subject matter needed

(e.g., taped lectures, sign language, primary language, paired reading and writing)

Materials needed

(e.g., scanned tests and notes into computer, shared note-taking, large print or Braille, assistive technology)

Assignment modification needed

(e.g., shorter assignments, taped lessons, instructions broken down into steps, allow student to record or type assignment)

Self-management and/or follow-through needed

(e.g., calendars, teach study skills)

Testing adaptations needed

(e.g., read test to child, modify format, extend time)

Social interaction support needed

(e.g., provide Circle of Friends, use cooperative learning groups, teach social skills)

Training

needed for personnel

The district's current LRE corrective action plan includes the following:

1. The LEA will provide staff development in the area of LRE calculation.
 - a. Evidence of Change: The LEA will provide documentation of attendees and materials for PDE review.
 - b. Timeline: This will be completed by 7/1/2019
 - c. Resources: LEA, IU 25, PaTTAN and other staff as needed
2. The LEA will randomly select an IEP from each staff members' caseload during the course of the 2018-2019 school year and document the LRE calculation and provide staff development if the LRE is not calculated correctly.
 - a. Evidence of Change: Spread sheet to include staff name, student ID, LRE calculated correctly (y/n), staff development needed (y/n) and if yes to staff development needed, date and time. LEA will also provide documentation of staff development and plan of action created for teacher in reference to LRE calculation.
 - b. Timeline: This will be completed by 7/1/19
 - c. Resources: LEA, IU 25, PaTTAN and other staff as needed
3. The LEA will increase the amount of time spent in the regular education program of students in the district life skills program.
 - a. Evidence of Change: Spreadsheet to include staff name, student ID, LRE calculation over a three year time period, staff development need (y/n) and if yes to staff development needed, date and time. LEA will also provide documentation of staff development and plan of action created for teacher in reference to LRE.
 - b. Timelines: Over a three year time period professional development will be provided to staff including ways to successfully include students with intellectual disabilities in the general education classroom. Data will be collected and analyzed annually to identify additional areas of need.
 - c. Resources: LEA, IU 25, PaTTAN and other staff as needed.

4. The district will implement a Best Buddies program. This program is designed to ensure that students requiring specially designed instruction are successfully integrated into the school environment. The district will initiate and encourage membership in the program during the 2018-2019 school year. High school students will be offered the opportunity to earn elective credit for participating in the Best Buddies Program and travel to the district's 1-8 buildings and supporting students in the multiple disabilities, life skills and autistic support programs. Lead special education teachers will coordinate community activities to encourage social skills and participation in clubs and events.
 - a. Evidence of Change: Documentation of acceptance into the Best Buddies Program as provided by the organization, documentation of student participation, student schedules and staff development for Best Buddies.
 - b. Resources: Training materials provided by Best Buddies, LEA, high school staff
 - c. Timelines: This process will be initiated during the 2018-2019 school year.

Behavior Support Services

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

The district has a comprehensive positive behavior supports program. This policy is designed in compliance with the provisions of the Individuals with Disabilities Education Act (IDEA) and Chapter 14 PA Regulations 14.133.

The SEDELCO Behavior Support Program is committed to helping students, from primary through young adulthood, achieve to their full potential. The program is designed to promote positive behavior and maximize instructional time, by supporting students and teachers. The behavior support program focuses on the fundamental social, emotional and behavioral skills student's need to be successful in school. It is based on a positive behavior support model to comprehensively teach, shape, support and reinforce these skills. The SEDELCO behavior support program is committed to best practice in positive behavior support. Our system can best be conceptualized as a pyramid of programs and supports. Each tier of the pyramid reflects students with more acute behavioral needs and a resultant higher level of intervention. All aspects of The SEDELCO Behavior Support Program follow Pennsylvania Code, Title 22, Chapter 14. The base of the pyramid consists of school-wide programs that define, teach, and reinforce the behavioral expectations for the district. The base of the pyramid includes the Code of Conduct and high school, middle school and lower

school behavior support programs. These systems are aimed at 100% of our students with the purpose of creating a supportive and structured environment that promotes positive behavior. Each School, lower, middle and high, have a developmentally designed behavior support program. These programs set the behavioral expectations for their students and delineate the positive behavior supports and the related roles and responsibilities of staff. The middle levels of the pyramid focus on students who need targeted interventions to maintain pro-social behavior and achieve to their potential in school. This includes groups of students with similar needs or individual students who benefit from individualized positive behavior supports such as a change of environment, differentiation of instruction, specific social skill lessons or individualized point sheets. The IEP team or the students' school support team meet when a student is determined to need targeted interventions and parent(s) are advised. The team conducts an informal functional behavior assessment and develops a positive behavior intervention plan to address the problem. The top level is comprised of the small percentage of students who do not respond to the supports built into the schools' programs or less intensive targeted interventions. This level represents the 1-5% of our student population that require an intensive level of behavioral assistance to be successful in school. Top level students demonstrate severe or chronic behavior problems that significantly interfere with their ability to participate in the academic program. For this group of students, a functional behavior assessment is carried out and a positive behavior support plan is implemented. Part of this intensive response to top tier students is the involvement of the IEP team, as behavioral or social goals and positive behavior intervention plans become part of the student's IEP.

All district staff are trained yearly in the positive behavior supports. This training includes contracted training through the DCIU, use of the DCIU's mobile support team to assist with difficult individual situations, training on the district positive behavior supports policies and procedures, and QBS Safety Care, de-escalation strategies. 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. District social workers provide counseling for students with group counseling and individual counseling in their IEP's. The social workers and classroom teachers in the autistic support and emotional support classroom are working to implement a social skills curriculum with aligns with the positive behavior supports within the classroom. The social workers and classroom teachers share common planning time to plan small group activities and classroom lessons to address the social skill needs of students in the classroom.

Intensive Interagency/Ensuring FAPE/Hard to Place Students

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

1. When the LEA has difficulty ensuring a Free Appropriate Public Education (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 a Functional Behavior Assessment (FBA) and evaluations for any and all related services. Upon review of the current evaluations, the LEA holds a team meeting including the parent to discuss options available for the student. The district will include agency representatives as determined by the IEP team and with permission from 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 significant needs have an opportunity to receive an education within the regular school. The data used to review continuity of services includes student need, financial feasibility for providing services in district, staff availability, as well as curriculum evaluation.

2. The district has many successful programs in district that ensure students with disabilities are provided with FAPE. The programs consist of a K-8 autistic support program, K-21 Life Skills support program, K-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 include a high school level autistic support program, a multiple disabilities program for students grades 6-12 as well as an intensive learning support program grades 4 through 8. 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 disabilities.
3. During the life of this plan the district may 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 may need to provide a more intensive program for child with autism at the high school. The district will need to create a second Multiple Disabilities support class. The district will need to develop additional classes for children with multiple disabilities as they age. The district also needs to address the intensive learning support

classroom needs. An intensive learning support classroom needs to be developed for students grades four through eight.

Strengths and Highlights

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

The district has grown significantly, offering transition services and opportunities available to students as they prepare for graduation.

1. Office of Vocational Rehabilitation - Pre-employment and Adult Services - The district has partnered with OVR (Office of Vocational Rehabilitation) and participated in their Early Reach program. This program allows the district to provide students in need of transition services to prepare for post-secondary opportunities. The program identifies a case manager to work with the student. In Early Reach, students participate in activities which assess their transition needs and provide direction for future services. This process can lead to an open case with OVR within their adult system. If a student is found eligible for OVR services, a plan is developed; the student can participate in work experience activities and employment opportunities with job coaching services as needed.
 2. Job Corps - Scheduled meetings occur twice each year in the regular high school for students interested in eligibility and application information.
 3. Job Skills Training - SWEEP Program (Southeast Delco Work Experience and Education Program) Students are provided opportunities in multiple work settings in order to provide work experience and skills building with supervision, positive reinforcement and guidance. Skills can include - collating papers, operating a copy machine, delivering items throughout multiple buildings in the district, mailing labels, cleaning, kitchen experiences, etc.
 4. Community Classroom - Students in learning support and life skills settings are provided instruction and learning experiences to develop independent living skills. Math skills are addressed through community experiences and budgeting lessons. Students measure recipes and follow cooking directions, develop budgets and shopping lists, use coupons, as well as plan trips to the bank to learn deposit and withdrawal skills. Students also learn housing and community safety. Teachers focus on situational awareness of kitchen safety and appliances in the apartment, and public sign recognition and safety when walking and traveling on public transportation in the community. Students learn cleaning skills and appropriate storage and use of cleaning products.
 5. Travel Training - Student plan trips in the community using public transportation to encourage community safety and social skills. Students will budget trip costs and plan a travel route using online resources for methods of public transportation.
 6. Parent University - Agency and Resource Awareness - District case managers assist families with making contact with community resources and agencies. These programs will continue to support students with services post-secondary. Agencies include OID (Office of Intellectual Disabilities), Special Olympics, Waiver Funding, available programming.
- Full-Time Emotional Support Programming

The Southeast Delco School District has contracted with Camelot Education to provide special education services for students experiencing emotional, behavioral, and academic challenges. The Delco Academy serves student in grades K-12. Delco Academy fosters a therapeutic classroom environment and emphasizes the social, emotional and intellectual development of each child. Delco Academy utilizes a behavioral modification system that includes positive rewards to cultivate positive leadership skills and increase pro-social behaviors. Students are provided smaller classroom environments and more individualized attention in a nurturing environment. The Delco Academy opened in September of 2017 and the district has been able to appropriately educate 16 students within their own community who were previously bused long distances for similar services.

The autistic support program in the Southeast Delco School District has expanded over the last several years. During the 2012-2013 school year the district supported thirty-three students and by the 2016-2017 school year that number reached sixty-four. A number of the students receiving autistic support services receive instruction at Delcroft School where all levels of autistic support are offered. Several students participate in the general education classroom with same age peers. Staff has participated in several professional development sessions that support the inclusion of students with autism successfully. The Southeast Delco School District had partnered with parents at Delcroft to develop a parent support group for students with autism and intellectual disabilities. The parent support group (PSG), meets bi-monthly to discuss and plan events for students. Some recent events include trunk or treat, breakfast with Santa, egg hunt, book bingo, as well as a bi-annual autism awareness fair. The events are organized and run by parents with the support of staff members and provide students with autism and intellectual disabilities an additional opportunity to participate in activities outside of the school day with their peers. These events have become quite popular and are well attended by families and staff. During the bi-weekly meetings, parents and staff have an opportunity to discuss topics of interest and generate ideas regarding learning opportunities that may be beneficial for families. At times, the meetings have hosted guest speakers that share information on topics parents have identified as pertinent. The parent support group has provided a forum for families to discuss common topics and meet other members of the community as well as school staff. The district plans to continue to support the PSG and would like to continue to expand the program to additional families.

Assurances

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 (in compliance with [24 PS § 15-1547](#))
- Acceptable Use Policy for Technology Resources
- Providing career information and assessments so that students and parents or guardians might become aware of the world of work and career options available.

Special Education Assurances

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

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

24 P.S. §1306 and §1306.2 Facilities

There are no facilities.

Least Restrictive Environment Facilities

Facility Name	Type of Facility	Type of Service	Number of Students Placed
Summit Academy	Other	Emotional Support	1
The County Alternative - DCIU Program	Other	Emotional Support	6
Community School at Pennington - DCIU Program	Special Education Centers	Emotional Support	2
Devereaux Mapleton	Approved Private Schools	Emotional Support	2
Elwyn Davidson	Approved Private Schools	Autistic Support	7
Elwyn Davidson	Approved Private Schools	Emotional Support	5
Elwyn Davidson	Approved Private Schools	Life Skills Support	2
George Crother's Memorial	Approved Private Schools	Life Skills Support	4
George Crother's Memorial	Approved Private Schools	Multiple Disabilities Support	6
Glen Mills - DCIU Program	Other	Emotional Support	2
Greentree School	Approved Private Schools	Emotional Support	3
HMS	Approved Private Schools	Multiple Disabilities Support	1
Marple Education Center - DCIU Program	Special Education Centers	Autistic Support	11
Marple Education Center - DCIU Program	Special Education Centers	Life Skills Support	3
PA School for the Deaf	Approved Private Schools	Deaf-Hearing Impaired Support	1
The Pathway School	Approved Private Schools	Life Skills Support	1
The Talk Institute	Other	Autistic Support	1
Vanguard	Approved Private Schools	Autistic Support	4
Wordsworth Academy	Approved Private Schools	Emotional Support	4
Wyncote Academy	Other	Learning Support	1
Milestone Acedmy	Other	Speech and Language Support	1
Life Works	Other	Emotional Support	1
Buxmont Academy	Other	Emotional Support	2
Child Guidance Resource	Other	Emotional Support	1

Center			
Devereux Mapleton	Approved Private Schools	Learning Support	1
Devereaux Kanner	Approved Private Schools	Autistic Support	1
Devereux Kanner	Approved Private Schools	Multiple Disabilities Support	1
Life Works	Other	Learning Support	1
Marple Education Center - DCIU Program	Special Education Centers	Multiple Disabilities Support	1
Martin Luther	Approved Private Schools	Emotional Support	3
New Pathways at Pennington - DCIU Program	Special Education Centers	Emotional Support	2
Pathway School	Approved Private Schools	Autistic Support	1
Pathway School	Approved Private Schools	Emotional Support	2
Royer Greaves School for the Blind	Approved Private Schools	Multiple Disabilities Support	1
Abraxas Arlene Lissner High School	Other	Emotional Support	2
Adelphoi Village	Other	Learning Support	1
Chester County Intermediate Learning Center	Special Education Centers	Emotional Support	2
Glen Wood Elementary - DCIU Program	Neighboring School Districts	Speech and Language Support	1
Ithan Elementary - DCIU Program	Neighboring School Districts	Learning Support	1
Marple Education Center - DCIU Program	Special Education Centers	Learning Support	1
The Mill Creek School	Other	Emotional Support	1
Swarthmore-Rutledge School - DCIU Program	Neighboring School Districts	Deaf/Hearing Impaired Support	1
Penncrest High School - DCIU Program	Neighboring School Districts	Learning Support	2
Vanguard	Approved Private Schools	Emotional Support	1
Warwick House	Other	Emotional Support	1
Woods Services	Other	Multiple Disabilities Support	1
Stratford Friends	Other	Autistic Support	1
Haverford High School - DCIU Program	Neighboring School Districts	Life Skills Support	1
George Junior Republic	Other	Emotional Support	1

Special Education Program Profile

Program Position #1 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: August 30, 2018

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	7 to 11	3	1
Justification: The speech and language pathologists supports students of varying ages throughout the day, however organizes group sessions based on need. It is appropriate for the student to be in a classroom with other students whose chronological ages exceed a three year range. It is appropriate for the student to be grouped with other students who have similar cognitive, social, and emotional needs or would benefit from mutual interaction regardless of chronological age.				
Locations:				
Harris School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #2 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: August 30, 2018

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	11 to 14	13	0.93
Locations:				
Harris School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Life Skills Support	13 to 13	1	0.07
Locations:				
Harris School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #3 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: August 30, 2018

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	9 to 12	12	1
Locations:				
Harris	An Elementary School Building	A building in which General Education programs are operated		

Program Position #4 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class and Position

Implementation Date: August 30, 2018

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Autistic Support	15 to 15	1	0.08
Justification: The child whose age is outside of the 3 year age range has this issue addressed in her IEP.				
Locations:				
Delcroft School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	12 to 16	10	0.84
Justification: It is appropriate for the student to be in a classroom with other students who chronological ages exceed three years range. It is appropriate for the student to be grouped with other students who have similar cognitive, social, and emotional needs or would benefit from mutual interaction regardless of chronological age.				
Locations:				
Delcroft School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	12 to 12	1	0.08
Locations:				

Delcroft School	A Middle School Building	A building in which General Education programs are operated		
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Program Position #5 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class and Position

Implementation Date: August 30, 2018

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	11 to 13	9	0.75
Locations:				
Delcroft School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	11 to 13	2	0.17
Locations:				
Delcroft School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Autistic Support	12 to 12	1	0.08
Locations:				
Delcroft School	A Middle School Building	A building in which General Education programs are operated		

Program Position #6 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: August 30, 2018

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	10 to 13	9	0.05
Locations:				
Harris School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 14	7	0.44
Locations:				
Harris School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	9 to 9	1	0.06
Locations:				
Harris School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #7 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: April 3, 2018

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Autistic Support	8 to 11	6	0.75
Locations:				
Delcroft School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	9 to 10	2	0.25
Locations:				
Delcroft School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #8 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class and Position

Implementation Date: August 30, 2018

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
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Supplemental (Less Than 80% but More Than 20%)	Autistic Support	9 to 13	2	0.22
Justification: It is appropriate for the student to be in a classroom with other students who chronological ages exceed three years range. It is appropriate for the student to be grouped with other students who have similar cognitive, social, and emotional needs or would benefit from mutual interaction regardless of chronological age.				
Locations:				
Delcroft School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Autistic Support	9 to 13	7	0.78
Justification: It is appropriate for the student to be in a classroom with other students whose chronological ages exceed a three year range. It is appropriate for the student to be grouped with other students who have similar cognitive, social, and emotional needs or would benefit from mutual interaction regardless of chronological age.				
Locations:				
Delcroft School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #9 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class and Position

Implementation Date: August 30, 2018

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	7 to 7	2	0.29
Locations:				
Delcroft School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Autistic Support	7 to 9	5	0.71
Locations:				
Delcroft School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #10 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class and Position

Implementation Date: August 30, 2018

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	9 to 9	2	0.2
Locations:				
Delcroft School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Autistic Support	7 to 10	8	0.8
Locations:				
Delcroft School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #11 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: August 30, 2018

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	12 to 14	9	0.56
Locations:				
Harris School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 13	7	0.44
Locations:				
Harris School	A Middle School Building	A building in which General Education programs are operated		

Program Position #12 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: August 30, 2018

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	10 to 10	5	0.26
Locations:				
Harris School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	9 to 13	9	0.47
Locations:				
Harris School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	10 to 15	5	0.26
Justification: It is appropriate for the student to be in a classroom with other students whose chronological ages exceed a three year range. It is appropriate for the student to be grouped with other students who have similar cognitive, social, and emotional needs or would benefit from mutual interaction regardless of chronological age. Not all of the students within this age range receive services by this educator simultaneously.				
Locations:				
Harris School	A Middle School Building	A building in which General Education programs are operated		

Program Position #13 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: August 30, 2018

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	7 to 11	7	0.64
Justification: It is appropriate for the student to be in a classroom with other students whose chronological ages exceed a three year range. It is appropriate for the student to be grouped with other students who have similar cognitive, social, and emotional needs or would benefit from mutual interaction regardless of chronological age. Not all of the students receive support from the special education teacher simultaneously.				
Locations:				
Harris School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	9 to 11	4	0.36
Locations:				
Harris School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #14 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: August 30, 2018

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	6 to 9	11	1
Locations:				
Harris School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #15 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: August 30, 2018

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	8 to 14	10	1
Justification: The Speech and Language Pathologist supports children of varying ages in the building, however provides service based on student need. It is appropriate for the student to be in a classroom with other students whose chronological ages exceed a three year range. It is appropriate for the student to be grouped with other students who have similar cognitive, social, and emotional needs or would benefit from mutual interaction regardless of chronological age.				
Locations:				
Harris School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #16 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: August 30, 2018

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	14 to 14	4	0.24
Locations:				
Harris School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	13 to 15	6	0.35
Locations:				
Harris School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 15	7	0.41
Locations:				
Harris School	A Middle School Building	A building in which General Education programs are operated		

Program Position #17 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: August 30, 2018

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	14 to 15	2	0.18
Locations:				
Sharon Hill School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 15	8	0.73
Locations:				
Sharon Hill School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
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Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 14	1	0.09
Locations:				
Sharon Hill School	A Middle School Building	A building in which General Education programs are operated		

Program Position #18 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: August 30, 2018

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	12 to 14	11	1
Locations:				
Sharon Hill School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #19 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: August 30, 2018

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	13 to 14	4	0.57
Locations:				
Sharon Hill School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	13 to 13	3	0.43
Locations:				
Sharon Hill School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #20 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: April 3, 2018

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Multiple Disabilities Support	5 to 15	7	1
Justification: It is appropriate for the student to be in a classroom with other students whose chronological ages exceed a three year range. It is appropriate for the student to be grouped with other students who have similar cognitive, social, and emotional needs or would benefit from mutual interaction regardless of chronological age. The child who is the farthest outside of the age range is receiving homebound instruction.				
Locations:				
Harris School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #21 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: August 30, 2018

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Blind or Visually Impaired Support	7 to 7	1	0.06
Locations:				
Sharon Hill School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	7 to 11	9	0.56
Justification: It is appropriate for the student to be in a classroom with other students whose chronological ages exceed a three year range. It is appropriate for the student to be grouped with other students who have similar cognitive, social, and emotional needs or would benefit from mutual interaction regardless of chronological age.				
Locations:				
Sharon Hill School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	7 to 11	6	0.38
Justification: This teacher supports a variety of students in varying grades. Most students receive support with same age peers. Students receive support based on identified need. It is appropriate for the student to be in a classroom with other students whose chronological ages exceed a three year range. It is appropriate for the student to be				

grouped with other students who have similar cognitive, social, and emotional needs or would benefit from mutual interaction regardless of chronological age.

Locations:				
Sharon Hill School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #22 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: August 30, 2018

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	7 to 15	22	1
Justification: The speech and language therapist supports student individually and in groups in various grades/ages. Students are typically grouped based on need and age appropriateness.				
Locations:				
Sharon Hill School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #23 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: August 30, 2018

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	9 to 12	9	0.69
Locations:				
Sharon Hill School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 12	4	0.31
Locations:				
Sharon Hill School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #24 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: August 30, 2018

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	12 to 13	2	0.16
Locations:				
Sharon Hill School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	8 to 13	5	0.42
Justification: The teacher supports multiple grades, however does not provide support to students in each grade simultaneously.				
Locations:				
Sharon Hill School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 14	5	0.42
Locations:				
Sharon Hill School	A Middle School Building	A building in which General Education programs are operated		

Program Position #25 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: August 30, 2018

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	6 to 7	7	0.54
Locations:				
Kindergarten Center	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	7 to 9	6	0.46
Locations:				
Darby Township	An Elementary School	A building in which General Education		

School	Building	programs are operated		
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Program Position #26 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: August 30, 2018

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	6 to 6	1	0.08
Locations:				
Kindergarten Center	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	6 to 8	9	0.76
Locations:				
Kindergarten Center	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	6 to 6	1	0.08
Locations:				
Kindergarten Center	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Life Skills Support	6 to 6	1	0.08
Locations:				
Kindergarten Center	An Elementary School Building	A building in which General Education programs are operated		

Program Position #27 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: August 30, 2018

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	6 to 6	1	0.17
Locations:				

Kindergarten Center	An Elementary School Building	A building in which General Education programs are operated		
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Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	7 to 7	1	0.17
Locations:				
Kindergarten Center	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	6 to 6	1	0.17
Locations:				
Kindergarten Center	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	6 to 6	2	0.32
Locations:				
Kindergarten Center	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Physical Support	7 to 7	1	0.17
Locations:				
Kindergarten Center	An Elementary School Building	A building in which General Education programs are operated		

Program Position #28 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: April 3, 2018

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	5 to 7	7	1
Locations:				
Darby Township School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #29 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION*Type:* Position*Implementation Date:* August 30, 2018*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	9 to 9	1	0.05
Locations:				
Darby Township School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	9 to 11	10	0.53
Locations:				
Darby Township School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	9 to 11	8	0.42
Locations:				
Darby Township	An Elementary School Building	A building in which General Education programs are operated		

Program Position #30 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Position*Implementation Date:* August 30, 2018*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	13 to 14	4	0.4
Locations:				
Darby Township School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 15	6	0.6
Locations:				
Darby Township School	A Middle School Building	A building in which General Education programs are operated		

Program Position #31 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Position*Implementation Date:* August 30, 2018

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Emotional Support	11 to 11	1	0.07
Locations:				
Darby Township School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	9 to 14	13	0.93
Justification: The team found that the youngest student receiving support from this teacher would benefit greatly from receiving support from this particular staff member regardless of the age range of students. It is appropriate for the student to be in a classroom with other students whose chronological ages exceed a three year range. It is appropriate for the student to be grouped with other students who have similar cognitive, social, and emotional needs or would benefit from mutual interaction regardless of chronological age.				
Locations:				
Darby Township School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #33 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Position*Implementation Date:* August 30, 2018

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	8 to 8	1	0.09
Locations:				
Darby Township School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	8 to 11	5	0.45
Locations:				

Darby Township School	An Elementary School Building	A building in which General Education programs are operated		
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Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	7 to 10	5	0.45
Locations:				
Darby Township School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #34 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: August 30, 2018

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	11 to 12	7	0.47
Locations:				
Darby Township School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 13	8	0.53
Locations:				
Darby Township School	A Middle School Building	A building in which General Education programs are operated		

Program Position #35 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: August 30, 2018

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	10 to 11	2	0.11
Locations:				
Darby Township School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	7 to 14	16	0.89
Justification: The speech and language pathologist supports students in multiple grades. Students are typically grouped based on need. It is appropriate for the student to be in a classroom with other students whose chronological ages exceed a three year range. It is appropriate for the student to be grouped with other students who have similar cognitive, social, and emotional needs or would benefit from mutual interaction regardless of chronological age.				
Locations:				
Delcroft School	A Middle School Building	A building in which General Education programs are operated		

Program Position #36 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class and Position

Implementation Date: August 30, 2018

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	9 to 12	10	1
Locations:				
Darby Township School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #37 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class and Position

Implementation Date: August 30, 2018

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	8 to 9	8	1
Locations:				
Darby Township School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #38 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: August 30, 2018

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	12 to 14	9	0.69
Locations:				
Darby Township School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 14	4	0.31
Locations:				
Darby Township School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #39 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: August 30, 2018

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Blind or Visually Impaired Support	11 to 11	1	0.07
Locations:				
Delcroft School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	11 to 11	1	0.07
Locations:				
Delcroft School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	11 to 13	5	0.36
Locations:				
Delcroft School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	11 to 13	7	0.5
Locations:				
Delcroft School	A Middle School Building	A building in which General Education programs are operated		

Program Position #40 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: August 30, 2018

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	8 to 9	2	0.16
Locations:				
Delcroft	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	10 to 10	1	0.07
Locations:				
Delcroft School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	9 to 11	7	0.54
Locations:				
Delcroft School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	10 to 11	3	0.23
Locations:				
Delcroft School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #41 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: August 30, 2018

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	13 to 15	4	0.44
Locations:				
Delcroft School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	13 to 15	5	0.55
Locations:				
Delcroft School	A Middle School Building	A building in which General Education programs are operated		

Program Position #42 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: April 3, 2018

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	14 to 14	1	0.06
Locations:				
Academy Park High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Deaf and Hearing Impaired Support	16 to 16	1	0.06
Locations:				
Academy Park High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	17 to 18	2	0.1
Locations:				
Academy Park High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
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Itinerant	Learning Support	14 to 18	9	0.5
Locations:				
Academy Park High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	17 to 20	5	0.28
Locations:				
Academy Park High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #43 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class and Position

Implementation Date: April 3, 2018

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Life Skills Support	18 to 19	5	0.55
Locations:				
Academy Park High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	18 to 21	4	0.45
Locations:				
Academy Park High School	A Senior High School Building	A building in which General Education programs are operated		
Academy Park High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #44 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class and Position

Implementation Date: August 30, 2018

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Learning Support	16 to 16	1	0.1
Locations:				

Academy Park High School	A Senior High School Building	A building in which General Education programs are operated		
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Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	15 to 17	9	0.9
Locations:				
Academy Park High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #45 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: August 30, 2018

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	15 to 19	3	0.07
Locations:				
Academy Park High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	15 to 15	2	0.05
Locations:				
Academy Park High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 19	29	0.67
Justification: The teacher's role is as a case manager for multiple students who access various programs in the regular high school building. The teacher is responsible for progress monitoring students, communication with students and parents and other case management responsibilities.				
Locations:				
Academy Park High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	15 to 17	8	0.19
Locations:				
Academy Park High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 14	1	0.02

Locations:				
Academy Park High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #46 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: August 30, 2018

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Life Skills Support	17 to 18	4	0.45
Locations:				
Academy Park High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Life Skills Support	16 to 18	5	0.55
Locations:				
Academy Park High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #47 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: August 30, 2018

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	16 to 16	1	0.03
Locations:				
Academy Park High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	15 to 18	26	0.72
Locations:				
Academy Park High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
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Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 17	9	0.25
Locations:				
Academy Park High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #48 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: August 30, 2018

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	16 to 18	4	0.45
Locations:				
Academy Park High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	17 to 19	5	0.55
Locations:				
Academy Park High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #49 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: August 30, 2018

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	17 to 17	1	0.07
Locations:				
Academy Park High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	17 to 21	13	0.93
Locations:				
Academy Park High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #50 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Position*Implementation Date:* August 30, 2018*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	15 to 18	6	0.67
Locations:				
Academy Park High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	18 to 19	3	0.33
Locations:				
Academy Park High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #51 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Position*Implementation Date:* August 30, 2018*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	16 to 18	7	1
Locations:				
Academy Park High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #52 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Position*Implementation Date:* August 30, 2018*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
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Supplemental (Less Than 80% but More Than 20%)	Emotional Support	18 to 19	4	1
Locations:				
Academy Park High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #53 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class and Position

Implementation Date: August 30, 2018

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	18 to 18	1	0.06
Locations:				
Academy Park High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	16 to 19	15	0.94
Locations:				
Academy Park High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #54 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: August 30, 2018

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	15 to 18	16	0.25
Locations:				
Academy Park High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	16 to 16	4	0.5
Locations:				
Academy Park High School	A Senior High School Building	A special education Center in which no general education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 15	2	0.25
Locations:				
Academy Park High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #55 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: August 30, 2018

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	15 to 15	3	0.27
Locations:				
Academy Park High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	15 to 15	1	0.09
Justification: Case management only				
Locations:				
Academy Park High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 16	7	0.64
Locations:				
Academy Park High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #56 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: August 30, 2018

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	15 to 18	12	0.44
Locations:				

Academy Park High School	A Senior High School Building	A building in which General Education programs are operated		
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Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	15 to 20	12	0.44
Justification: Teacher is a case manager for students within the high school building. Instruction and interventions are taking place in the general education classroom with appropriate aged peers. Teacher is providing case management, progress monitoring and program support.				
Locations:				
Academy Park High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	15 to 15	1	0.03
Locations:				
Academy Park High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	14 to 14	1	0.03
Locations:				
Sharon Hill School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	15 to 15	1	0.03
Locations:				
Sharon Hill School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	14 to 14	1	0.03
Locations:				
Harris School	A Middle School Building	A building in which General Education programs are operated		

Program Position #57 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: August 30, 2018

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	15 to 15	1	0.17

Locations:				
Academy Park High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Emotional Support	15 to 15	1	0.17
Locations:				
Academy Park High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	15 to 16	4	0.66
Locations:				
Academy Park High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #58 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: August 30, 2018

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 15	9	0.65
Locations:				
Delcroft School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	15 to 15	1	0.07
Locations:				
Delcroft School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 15	4	0.28
Locations:				
Delcroft School	A Middle School Building	A building in which General Education programs are operated		

Program Position #59 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: August 30, 2018

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	12 to 12	1	0.08
Locations:				
Delcroft School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	7 to 12	9	0.75
Justification: This teacher provides support for several grades. She provides small group instruction based on students area of need.				
Locations:				
Delcroft School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	9 to 12	2	0.17
Locations:				
Delcroft School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #60 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class and Position

Implementation Date: August 30, 2018

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	7 to 9	7	1
Locations:				
Harris School	An Elementary School Building	A building in which General Education programs are operated		

Special Education Support Services

Support Service	Location	Teacher FTE
School Psychologist	Darby Township School	0.75
School Psychologist	Kindergarten Center	0.25
School Psychologist	Sharon Hill	1
School Psychologist	Delcroft School	1
School Psychologist	Harris School	1
School Psychologist	Academy Park High School	1
Social Worker	Harris School	0.2
Social Worker	Darby Township School	0.8
Social Worker	Academy Park High School	0.8
Social Worker	Sharon Hill School	0.2
Social Worker	Sharon Hill School	0.2
Social Worker	Academy Park High School	0.8

Special Education Contracted Services

Special Education Contracted Services	Operator	Amt of Time per Week
Austill's Rehabilitation Services	Outside Contractor	5 Days
Camelot Education	Outside Contractor	5 Days
Delaware County Intermediate Unit	Intermediate Unit	3 Days

Needs Assessment

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:

On the PSSA in ELA, 7th grade students showed the most improvement between the 2016-2017 and 2017-2018 school years. All K-8 schools met or exceeded the PVAAS growth standard as well.

Accomplishment #2:

On the PSSA in Math, all schools showed improvement in 3rd grade proficiency between the 2016-2017 and 2017-2018 school years.

Accomplishment #3:

No schools in the district have been identified as either Priority or Focus schools by the Pennsylvania Department of Education.

Accomplishment #4:

The district has significantly expanded the access and use of technology for student use towards acquisition of PA Core standards.

Accomplishment #5:

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

Accomplishment #6:

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:

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:

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 #3:

The District is challenged by the establishment of systems that fully ensures all classrooms and schools are staffed with high quality personnel who are reflective of the community they serve.

Concern #4:

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 #5:

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 #6:

Due to limited staff resources and the volume of challenges facing Southeast Delco, the district has struggled maintaining a comprehensive system of accountability.

Prioritized Systemic Challenges

Systemic Challenge #1 (*Guiding Question #2*) Establish a district system that fully ensures the consistent implementation of effective instructional practices across all classrooms in each school.

Aligned Concerns:

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

The District is challenged by the establishment of systems that fully ensures all classrooms and schools are staffed with high quality personnel who are reflective of the community they serve.

Due to limited staff resources and the volume of challenges facing Southeast Delco, the district has struggled maintaining a comprehensive system of accountability.

Systemic Challenge #2 (*Guiding Question #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.

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.

Due to limited staff resources and the volume of challenges facing Southeast Delco, the district has struggled maintaining a comprehensive system of accountability.

Systemic Challenge #3 (*Guiding Question #7*) Establish a district system that fully ensures students who are academically at risk are identified early and are supported by a process that provides interventions based upon student needs and includes procedures for monitoring effectiveness.

Aligned Concerns:

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.

The District is challenged by the establishment of systems that fully ensures all classrooms and schools are staffed with high quality personnel who are reflective of the community they serve.

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 that fully ensures the school has partnered with families and the community to support student participation in the learning process.

Due to limited staff resources and the volume of challenges facing Southeast Delco, the district has struggled maintaining a comprehensive system of accountability.

Systemic Challenge #4 (*Guiding Question #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:

The District is challenged by the establishment of systems that fully ensures all classrooms and schools are staffed with high quality personnel who are reflective of the community they serve.

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 that fully ensures the school has partnered with families and the community to support student participation in the learning process.

District Level Plan

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.

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:** 6/18/2021

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:** 6/18/2021

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:** 6/18/2021

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

Classroom Walkthroughs Focused on the Instructional Framework

Description:

District and Building Administrators will utilize the iObservation Walkthrough System from Learning Sciences, in partnership with Charlotte Danielson and Robert Marzano. This system tracks and analyzes walkthrough at the individual teacher level and disaggregates data at the district level. Evidence of implementation will include both the quantity and quality of walkthroughs recorded.

Start Date: 8/29/2018 **End Date:** 6/11/2021

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

Supported Strategies:

- Improvement of Instructional Practices in Reading
- Improvement of Instructional Practices in Mathematics

- 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.

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

Multi-Tiered Systems of Support (MTSS-RtII)

Description:

Pennsylvania's Multi-Tiered System of Supports (MTSS) is defined as a comprehensive system of supports that in the commonwealth includes standards-aligned, culturally responsive and high quality core instruction, universal screening, data-based decision-making, tiered services and supports, family engagement, central/building level leadership, RtII/SLD determination and professional learning. Simply put, PA-MTSS represents a broad set of evidence-based practices that may be implemented across a system to include Academics AND Behavior within a recursive and systematic problem-solving process. PA-MTSS is relatively synonymous with RtII and is intended to help ALL students meet with continuous academic and behavioral success. (Sources: [Multi-Tiered Systems of Support \(MTSS\)](#))

SAS Alignment: Instruction

Pennsylvania's Schoolwide Positive Behavior Support System

Description:

Schoolwide Positive Behavior Support (SWPBS) is a proactive approach to discipline that promotes appropriate student behavior and increased learning. Traditionally, models of school discipline tend to be reactive (i.e.,

student misbehavior results in punitive consequences). The word "approach" is key in that SWPBS provides direction, not a canned program, for developing a comprehensive system of behavior support tailored to individual school needs. (Sources: [Positive Behavioral Interventions & Supports](#) , [Pennsylvania's Schoolwide Positive Behavior Interventions and Supports System: An Introduction](#) , [Pennsylvania's Schoolwide Positive Behavior Support System: An Introduction](#))

SAS Alignment: Standards, Assessment, Curriculum Framework, 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:** 6/11/2021

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:** 6/11/2021

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

Supported Strategies:

- Implementation of Parent and Community Engagement Activities

Positive Behavior System

Description:

Schoolwide behavior programs for each district school. Students will reflect on the behavior, the antecedent, and strategies to avoid repeating the negative behavior. Continuation of the Student Assistance Program that offers multiple layers of support for our students and families. It is believed that better behavior will lead to more time on task, higher levels of engagement, and increased student performance on standardized testing.

Start Date: 8/29/2018 **End Date:** 6/11/2021

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

Supported Strategies:

- Pennsylvania's Schoolwide Positive Behavior Support System

Goal #3: Establish a district system that fully ensures students who are academically at risk are identified early and are supported by a process that provides interventions based upon student needs and includes procedures for monitoring effectiveness.

Indicators of Effectiveness:

Type: Annual

Data Source: District-defined Progress Monitoring Tool

Specific Targets: The district will continue its identification of students in need of intervention services through MTSS and increase the use of a progress monitoring system to track their gap closure

Strategies:

Multi-Tiered Systems of Support (MTSS-RtII)

Description:

Pennsylvania's Multi-Tiered System of Supports (MTSS) is defined as a comprehensive system of supports that in the commonwealth includes standards-aligned, culturally responsive and high quality core instruction, universal screening, data-based decision-making, tiered services and supports, family engagement, central/building level leadership, RtII/SLD determination and professional learning. Simply put, PA-MTSS represents a broad set of evidence-based practices that may be implemented across a system to include Academics AND Behavior within a recursive and systematic problem-solving process. PA-MTSS is relatively synonymous with RtII and is intended to help ALL students meet with continuous academic and behavioral success. (Sources: [Multi-Tiered Systems of Support \(MTSS\)](#))

SAS Alignment: Instruction

Differentiated Instruction

Description:

Differentiation means tailoring instruction to meet individual needs. Whether teachers differentiate content, process, products, or the learning environment, the use of ongoing assessment and flexible grouping makes this a successful approach to instruction (Readingrockets.org) (Sources: [What Is Differentiated Instruction \(Tomlinson\)?](#), [What Is Differentiated Instruction \(Robb\)?](#), [Learning Styles: Concepts and Evidence](#), [Investigating the Impact of Differentiated Instruction in Mixed Ability Classrooms: It's impact on the Quality and Equity Dimensions of Education Effectiveness](#), [Assisting Students Struggling with Reading: Response to Intervention \(RtI\) and Multi-Tier Intervention in the Primary Grades](#))

SAS Alignment: Instruction

Using Student Achievement Data to Support Instructional Decision Making

Description:

As educators face increasing pressure from federal, state, and local accountability policies to improve student achievement, the use of data has become more central to how many educators evaluate their practices and monitor students' academic progress. Despite this trend, questions about how educators should use data to make instructional decisions remain mostly unanswered. In response, this guide provides a framework for using student achievement data to support instructional decision making. (Sources: [Using Student Achievement Data to Support Instructional Decision Making](#))

SAS Alignment: Assessment, Instruction

Implementation Steps:

Flexible Intervention Grouping

Description:

Based on formative and summative assessments, students will be placed in Tier 2 or 3 MTSS intervention. Groups are formulated based on the individual needs of students and their progress. Progress is monitored on a bi-weekly basis and adjustments to the groups are made based on data gathered. All instruction will be designed to remediate any deficiencies students may have.

Start Date: 8/29/2018 **End Date:** 6/11/2021

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

Supported Strategies:

- Multi-Tiered Systems of Support (MTSS-RtII)
- Differentiated Instruction
- Using Student Achievement Data to Support Instructional Decision Making

Intervention Resources

Description:

Implementation of leveled literacy program in grades 1-4. Journeys write-in reader for grades 1-5. Read and Math 180 for grades 3-10. Corrective Reading for our Special Education population. Study Island, LLI, and Lexia will also be used as a technology component to intervention. These programs are designed to address skill-based deficiencies in groups of students.

Start Date: 8/29/2018 **End Date:** 6/11/2021

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

Supported Strategies:

- Multi-Tiered Systems of Support (MTSS-RtII)
- Differentiated Instruction
- Using Student Achievement Data to Support Instructional Decision Making

Progress Monitoring Including Goal Setting

Description:

After acquiring baseline data for all students through an universal screening process, teams will analyze student data to determine which intervention and enrichment programs or classroom supports should be used for each student. PLC meetings will be used to discuss student progress and response to programs and practices. Professional development will also be provided on use of an electronic progress monitoring tool.

Start Date: 9/6/2013 **End Date:** 6/11/2021

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

Supported Strategies: None selected

Goal #4: Establish a district system that fully ensures the consistent implementation of effective instructional practices across all classrooms in each school.

Indicators of Effectiveness:

Type: Annual

Data Source: iObservation Walkthroughs and Formal Evaluation

Specific Targets: Each teacher in a school building will be observed at least once quarterly in a school year

Strategies:

Charlotte Danielson Framework

Description:

The Framework for Teaching is a research-based set of components of instruction, aligned to the INTASC standards, and grounded in a constructivist view of learning and teaching. The complex activity of teaching is divided into 22 components (and 76 smaller elements) clustered into four domains of teaching responsibility (Sources: [The Framework](#))

SAS Alignment: Instruction

Effective Teaching Principles

Description:

Effective instruction encompasses more than your lesson plans - it defines the arrangement of your classroom, how you allocate instructional time,

the supplemental resources you select, how you determine whether your students are learning, and the way you communicate with your students' families. (Sources: [Getting Acquainted with the Essential Nine](#) , [Research-Based Effective Teaching Principles](#) , [Principles of Instruction](#) , [Instructional Practices for an Effective Classroom](#))

SAS Alignment: Instruction

PLCs - Professional Learning Communities

Description:

A professional learning community, or PLC, is a group of educators that meets regularly, shares expertise, and works collaboratively to improve teaching skills and the academic performance of students. - The Glossary of Education Reform (Sources: [What Is a Professional Learning Community?](#) , [3 keys to keep learning communities focused on the learning](#))

SAS Alignment: Materials & Resources

Implementation Steps:

PLCs

Description:

Professional Learning Communities, or PLCs, will be held to discuss the findings of the observation of instructional practices. Data will be utilized to determine the correlation between specific teachers, practices, and student achievement.

Start Date: 8/29/2018 **End Date:** 6/11/2021

Program Area(s): Professional Education, Special Education, Educational Technology

Supported Strategies:

- Effective Teaching Principles
- PLCs - Professional Learning Communities

Building Level Professional Development

Description:

The creation of opportunities at the building level tailored to the needs of the school and its teachers. Monthly PLC meetings targeting best practices in reading and math instruction focused on at risk students. Grade level team action plans are created and data collected to ensure that best practices are effective. These sessions are designed to increase the consistency of good instructional practices from classroom to classroom.

Start Date: 8/29/2018 **End Date:** 6/11/2021

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

Supported Strategies:

- Effective Teaching Principles
- PLCs - Professional Learning Communities

*Targeted Instructional Resources***Description:**

Staff will analyze data to determine specific instructional practices and identify specific professional development resources or opportunities to effectively address the specific areas of need identified in the data analysis.

Start Date: 9/5/2017 **End Date:** 6/11/2021

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

Supported Strategies:

- Effective Teaching Principles

*District Wide Instructional Framework for Core Content Areas***Description:**

All classrooms will plan and deliver instruction based upon a district defined framework which includes: an opening, identification of purpose,

direct instruction, flexible small group instruction, independent work, and closure.

Start Date: 9/6/2016 **End Date:** 6/11/2021

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

Supported Strategies: None selected

Appendix: Professional Development Implementation Step Details

LEA Goals Addressed:		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 Reading		
Start	End	Title			Description			
					Improve instructional practice by providing professional development and follow-up on the effective implementation in the action areas listed:			
					<ul style="list-style-type: none">increasing academic language vocabulary and content area vocabulary so that students' language skills improvebuilding background knowledgeciting evidence in textincreasing cross-curricular readingdeveloping 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			
		Person Responsible	SH	S	EP	Provider	Type	App.
		Assistant Superintendent/Director of Teaching &	6.5	16	25	District and DCIU	School Entity	Yes

<hr/>	
	<p>Improve instructional practice in the action areas listed:</p> <ul style="list-style-type: none"> • 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
Knowledge	
Supportive Research	<p>Information available through PdeSAS website and research that our Trophies, Collections, Leveled Literacy Intervention, and Read 180 programs are based on.</p>
Designed to Accomplish	
For classroom teachers, school counselors and education specialists:	<p>Enhances the educator's content knowledge in the area of the educator's certification or assignment.</p> <p>Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> <p>Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.</p>
For school and district administrators, and other	<p>Provides leaders with the ability to access and use appropriate data to inform</p>

educators seeking leadership roles:		decision-making. Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.	
Training Format	School Whole Group Presentation Department Focused Presentation		
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 Creating lessons to meet varied student learning styles 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:		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			
					Improve instructional practice by providing professional development and follow-up on the effective implementation in the action areas listed:			
					<ul style="list-style-type: none">increasing math vocabulary and math content area vocabulary so that students' math skills improvebuilding background knowledge and foundational math skillsfocus on mathematical practices associated with the Pennsylvania Core Standardsincreasing cross-curricular use of mathematical skillsdeveloping 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			
2/2/2015	6/18/2021	Professional Development Focused on Effective Use of Data, Mathematics Aligned with the Pennsylvania Core, and Effectively Raising Math Levels of Students						
		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

Knowledge

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

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.

Training Format	Series of Workshops School Whole Group Presentation		
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	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:	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
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Start	End	Title	Description
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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

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

2/2/2015 6/18/2021

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

Person Responsible
Assistant
Superintendent/Direc
tor of Teaching &
Learning/Director of
Special Education

SH
6.5

S
16

EP
25

Provider
District and DCIU

Type
School
Entity

App.
Yes

Improve instructional practice in the action areas listed:

Knowledge

- 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

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:	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 Reading Strategy #2: Improvement of Instructional Practices in Mathematics Strategy #3: Improvement of Instructional Practices in Science, Social Studies, and All Content Areas
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Start	End	Title	Description
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8/29/2018	6/11/2021	Classroom Walkthroughs Focused on the Instructional Framework			District and Building Administrators will utilize the iObservation Walkthrough System from Learning Sciences, in partnership with Charlotte Danielson and Robert Marzano. This system tracks and analyzes walkthrough at the individual teacher level and disaggregates data at the district level. Evidence of implementation will include both the quantity and quality of walkthroughs recorded.		
Person Responsible Director of Teaching and Learning and the Assistant Superintendent		SH 3	S 4	EP 15	Provider Learning Sciences	Type For Profit Company	App. No

Knowledge

Deeper understanding of the benefits of the iObservation system

Supportive Research

The system is based off of the Danielson and Marzano frameworks for teaching and learning

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.

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		Live Webinar Online-Asynchronous Professional Learning Communities	
Participant Roles	Dir	Classroom teachers Principals / Asst. Principals Supt / Asst Supts / CEO / Ex New Staff	Grade Levels Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Data Analysis of walkthroughs		Evaluation Methods Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.

LEA Goals Addressed:	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
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Start	End	Title	Description
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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					
		Person Responsible	SH	S	EP	Provider	Type	App.
		Assistant Superintendent/Director of Teaching & Learning/Director of Special Education	6.5	25	25	District and DCIU	School Entity	Yes

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.

Training Format	Series of Workshops Professional Learning Communities		
Participant Roles	Classroom teachers Principals / Asst. Principals School counselors Paraprofessional Classified Personnel New Staff Other educational specialists Related Service Personnel	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	Evaluation Methods	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:	Establish a district system that fully ensures students who are academically at risk are identified early and are supported by a process that provides interventions based upon student needs and includes	Strategy #1: Multi-Tiered Systems of Support (MTSS-RtII) Strategy #2: Differentiated Instruction Strategy #3: Using Student Achievement
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procedures for monitoring effectiveness.					Data to Support Instructional Decision Making		
Start	End	Title			Description		
8/29/2018	6/11/2021	Intervention Resources			Implementation of leveled literacy program in grades 1-4. Journeys write-in reader for grades 1-5. Read and Math 180 for grades 3-10. Corrective Reading for our Special Education population. Study Island, LLI, and Lexia will also be used as a technology component to intervention. These programs are designed to address skill-based deficiencies in groups of students.		
		Person Responsible	SH	S	EP	Provider	Type
		Director of Teaching and Learning	3.0	3	30	Varied	Multiple providers - IU, School Entity, For Profit Company
		Knowledge	These intervention resources provide multiple ways of addressing student's learning deficiencies.				
		Supportive Research	All materials are based upon the PA Common Core Standards.				
		Designed to Accomplish					
			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 classroom teachers, school counselors and education specialists:					
		For school and district	Provides the knowledge and skills to think and plan strategically, ensuring that				

administrators, and other educators seeking leadership roles:	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.
Training Format	LEA Whole Group Presentation School Whole Group Presentation Live Webinar Professional Learning Communities			
Participant Roles	Classroom teachers Principals / Asst. Principals New Staff Other educational specialists	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 Creating lessons to meet varied student learning styles Joint planning period		Evaluation Methods	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Student PSSA data Classroom student assessment data

activities

LEA Goals Addressed:	Establish a district system that fully ensures students who are academically at risk are identified early and are supported by a process that provides interventions based upon student needs and includes procedures for monitoring effectiveness.						
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Start	End	Title	Description						
9/6/2013	6/11/2021	Progress Monitoring Including Goal Setting	After acquiring baseline data for all students through an universal screening process, teams will analyze student data to determine which intervention and enrichment programs or classroom supports should be used for each student. PLC meetings will be used to discuss student progress and response to programs and practices. Professional development will also be provided on use of an electronic progress monitoring tool.						
		Person Responsible	SH	S	EP	Provider		Type	App.
		Teachers and interventionists	6.0	5	300	School District		School Entity	No

Knowledge Effective and proper implementation of Progress Monitoring

Supportive Research All assessments used for progress monitoring come from research based programs

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

For school and district administrators, and other educators seeking leadership roles:	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.		
	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.		
Training Format	LEA Whole Group Presentation School Whole Group Presentation Department Focused Presentation Professional Learning Communities		
Participant Roles	Classroom teachers Principals / Asst. Principals Other educational specialists Related Service Personnel	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	Evaluation Methods	Classroom observation focusing on

sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers

Analysis of student work, with administrator and/or peers

Creating lessons to meet varied student learning styles

Peer-to-peer lesson discussion

Lesson modeling with mentoring

factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.

Standardized student assessment data other than the PSSA

Classroom student assessment data

LEA Goals Addressed: Establish a district system that fully ensures the consistent implementation of effective instructional practices across all classrooms in each school.								
Start	End	Title			Description			
9/6/2016	6/11/2021	District Wide Instructional Framework for Core Content Areas			All classrooms will plan and deliver instruction based upon a district defined framework which includes: an opening, identification of purpose, direct instruction, flexible small group instruction, independent work, and closure.			
		Person Responsible	SH	S	EP	Provider	Type	App.
		Director of Teaching and Learning, Building Administrators, and Classroom Teachers	1.5	4	300	Southeast Delco	School Entity	No

Knowledge

The first three domains of the Danielson Framework are the focus of the knowledge gain. They include: Planning and Preparation, Classroom Environment, and Instructional Delivery.

Supportive Research

Based upon the Danielson research and best practice suggestions.

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

Training Format

LEA Whole Group Presentation
 Series of Workshops
 School Whole Group Presentation
 Department Focused Presentation
 Professional Learning Communities

Participant Roles

Dir

Classroom teachers
 Principals / Asst. Principals
 Supt / Asst Supts / CEO / Ex

Grade Levels

Elementary - Primary (preK - grade 1)
 Elementary - Intermediate (grades 2-5)
 Middle (grades 6-8)

	Paraprofessional New Staff Other educational specialists	High (grades 9-12)
Follow-up Activities	<div>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</div> <div>Analysis of student work, with administrator and/or peers</div> <div>Creating lessons to meet varied student learning styles</div> <div>Peer-to-peer lesson discussion</div> <div>Lesson modeling with mentoring</div> <div>Joint planning period activities</div>	Evaluation Methods <div>Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</div> <div>Student PSSA data</div> <div>Classroom student assessment data</div> <div>Review of participant lesson plans</div>

District Level Affirmations

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.

No signature has been provided

Board President

No signature has been provided

Superintendent/Chief Executive Officer

Special Education Affirmations

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.

We affirm that the school district has completed a 28 day public inspection and comment period as required under 22 PA Code § 4.13 (d) prior to the school entity's governing board approval and submission to the Department of Education (Bureau of Special Education).

Affirmed by Theresa Harris-Johnson on 5/3/2018

Board President

Affirmed by Stephen Butz on 5/3/2018

Superintendent/Chief Executive Officer