

**The Abington School District
District Level Comprehensive Plan**

July 1, 2019 – June 30, 2022

Dr. Amy Sichel, Superintendent

District Profile

Demographics

970 Highland Avenue

Abington, PA 19001

(215) 884-4700

Superintendent: Dr. Amy Sichel

Assistant Director of Special Education: Ms. Kelly Lambert

Planning Process

Timeline- Abington School District Comprehensive Plan

As a Phase 3 District, Abington School District will be submitting their Comprehensive Plan to PDE on November 30, 2018.

The Abington School District Comprehensive Plan was facilitated by the Abington School District Assistant Superintendent, Dr. Jeffrey Fecher. Dr. Fecher served as the Internal Coordinator of the process. Ms. JoAnn Perotti, Director of Strategic Services at the Bucks County Intermediate Unit, served as the External Coordinator of the process.

The following timeline was utilized in the process:

July 11, 2017 - Meeting with Assistant Superintendent to update new timeline due to PDE one-year extension

August 16, 2017 – Presentation to Principals’ Council about Comprehensive Plan

Fall 2017 until February 2018 – Leadership Team collects data as per PDE Plan

September 18, 2017 - Leadership Team work session Comprehensive Plan

September 18, 2017 – Special Education Plan work session

October 30, 2017 - Special Education Plan work session

October 30, 2017 - Leadership Team work session on Comprehensive Plan

December 5, 2017 - Leadership Team work session on Comprehensive Plan

December 6, 2017 - Special Education Plan work session

January 23, 2018 – January School Board Meeting - Comprehensive Planning Overview

February 1, 2018 – Special Education Plan completed

March until April 2018 – Special Education Plan on 28-day public review

April 24, 2018 – Special Education Plan approved by Abington School District School Board

May 1, 2018 – Special Education Plan submitted to PDE

June 18, 2018 – Comprehensive Steering Team Session (District Stakeholders)

June 2018 until August 2018 – Action Plans developed by Action Teams

August 2018 – Comprehensive Plan inputted into PDE Web Tool

October 9, 2018 – Comprehensive Plan will be an informational item for School Board

October 10, 2018 until November 7, 2018– Public Review of Draft Comprehensive Plan for 28 days

November 13, 2018 - Comprehensive Plan approved by Abington School District School Board

November 30, 2018 – Comprehensive Plan submitted electronically to PDE

Mission Statement

THE ABINGTON SCHOOL DISTRICT MISSION STATEMENT

Building upon the historical and culturally diverse roots of our community and its proud traditions, and recognizing the uniqueness of each student, the Abington School District promotes excellence as our standard and achievement as the result.

Vision Statement

THE ABINGTON SCHOOL DISTRICT VISION STATEMENT

Abington Schools will be 21st Century, state-of-the-art, innovative learning environments. Promoting student excellence, achievement, and academic exploration will ensure our students are prepared for the nation's fastest growing industries and motivate the next generation of global leaders for the challenges of the future.

It has become a slogan and is simply stated:

"Excellence is Our Standard; Achievement is the Result."

Shared Values

THE ABINGTON SCHOOL DISTRICT SHARED VALUES

1. Public education, providing opportunities for all children, is the cornerstone of American society and essential to the future of our country.
2. Diversity is a strength and an asset.
3. Everyone can learn and learning is accomplished in different ways and at different rates.
4. Every individual has equal human value.
5. A secure and safe environment and peaceful conflict resolution are essential to learning and to society.
6. The commitment to excellence is essential and worth the effort.
7. A quality school district requires the allocation of appropriate resources.
8. Successful individuals and institutions actively engage in the process of reflection and improvement.
9. Shared decision making and active participation strengthen organizations and communities.
10. The involvement of each school family and every member of the community is essential to the educational process.
11. Every individual needs to be prepared to function in a global society.

Educational Community

THE ABINGTON SCHOOL DISTRICT EDUCATIONAL COMMUNITY

The Abington School District is located in Montgomery County Pennsylvania, northwest of Philadelphia, with which it shares a border. Abington is the third largest of the twenty-one school districts in Montgomery County and is comprised of two municipalities, Abington Township and the Borough of Rockledge. Within Abington Township, there are seventeen neighborhoods each with its own identity. These communities are: Abington, Ardsley, Crestmont, Elkins Park, Fox Chase, Glenside, Hollywood, Huntingdon Valley, Jenkintown, McKinley, Meadowbrook, Noble, North Hills, Roslyn, Roy Chester, Rydal, and Willow Grove. The Abington School District has seven K-6 elementary schools which range in size from approximately 425 students to 1,156 students. The elementary schools are: Copper Beech Elementary School, Highland Elementary School, McKinley Elementary School, Overlook Elementary School, Roslyn Elementary School, Rydal Elementary School, and Willow Hill Elementary School. In the district there are two secondary schools: Abington Junior High School which serves approximately 1,962 students in grades seven through nine and Abington Senior High School which serves approximately 1,807 students in grades ten through twelve, for a total student population of 8,338.

Abington is a large and diverse school district with an ethnic breakdown as follows: 62% White; 19% African-American; 5% Asian; 8% Hispanic; and 6% Multi-Racial. Approximately 25% of the students receive federally subsidized free or reduced lunches. About 15% of students have IEPs. Efforts to provide appropriate instruction within the district's schools for all students are reflected in the fact that only 1.2% of the students are in out-of-district placements.

Abington School District is recognized locally, regionally and nationally for initiatives that are focused on providing all students with opportunities to learn, to succeed, to graduate, and to transition successfully to college and the workplace. The district's Opportunities to Learn (OTL) initiative has resulted in a number of positive outcomes. Multi-tiered courses in grades 7-12 have been eliminated and most students participate in a rigorous college preparatory or honors/AP program that has high expectations and prepares them to enter a post-secondary academic program. At the same time, special education staff members have worked with parents of students who have IEPs and, where appropriate, have encouraged them to challenge their students to enroll in college preparatory courses. Coupled with this rigor, there is a program of in-school support to help students succeed. The Opportunities to Learn initiative at Abington Senior High School promotes achievement for all students and equal access to challenging secondary studies. Since its inception in 2004, 90% of Abington High School graduates have progressed to post-secondary studies. Abington students have the opportunity to engage in rigorous college preparatory or Honors/Advanced Placement course work, with the expectation that students can pursue further academic advancement after their successful completion of high school. A total of 520 candidates took 1,271 Advanced Placement (AP) Examinations in May 2018; 83% scored 3 or higher. Beginning in the 2018-2019 school year, Abington students may now participate in the Advanced Placement Capstone Diploma program.

The secondary schools' guidance staffs work with students and parents to foster a culture of success and preparation for post-secondary opportunities. Parent programs for junior high school course selection begin in grade six. Special programs for preparation for college begin in the junior high school and continue through the senior year. Ninety-five percent of the students who enter grade 9 complete grade 12 and graduate from Abington High School. The 2018 graduating class earned over \$8.5 million in scholarships, with 86% pursuing higher education.

For its various accomplishments, the school district has been recognized by *US News & World Report*, *Money Magazine*, *Philadelphia Magazine* and the America's Promise organization. In addition, staff members have been asked to present at national and state conferences including the Minority Student Network (MSN) Conference, PASCD, PSBA, and the Delaware Valley Consortium for Excellence and Equity.

Recognition of the district's progress in reducing academic disparities is noted in **Creating the Opportunity to Learn**, written by A. Wade Boykin and Pedro Noguera. A more detailed description of the OTL initiative is described in **Excellence Through Equity** by Pedro Noguera and Alan Blankstein, for which Dr. Amy Sichel, Superintendent, and Dr. Ann Bacon, former Director of Curriculum, authored a chapter featuring the district's accomplishments.

Beyond the classroom, Abington provides extensive opportunities for youth to give back to the community. The school district has received national awards and recognition for its service-learning program. In a wide range of activities that reinforce the culture of service and the positive perception of our youth, Abington Senior High School students performed 48,500 hours of community service during the last school year. All students participate in meaningful projects that utilize their talents to make a difference through avenues and partners including Kiwanis, Rotary, and Leo Clubs in our schools, and an active scouting program, with service a cornerstone of the program. Service learning continues to be a graduation requirement. The Community Partnership of Youth and Adults provides a mechanism for service in conjunction with the Abington Police, with the 24-Hour Relay Challenge raising funds for prevention programs. Many students serve as Big Brothers/Big Sisters with younger students and in the Head Start program.

Abington School District has made great strides in obtaining and using technology as a tool for teaching and learning. Through funding from Classrooms for the Future, from the Abington Educational Foundation and from the district's operating budget, all classrooms are equipped with interactive whiteboards. Teachers have participated in professional development and are skilled in using the whiteboards, as well as in developing interactive flipcharts to be used with the whiteboards. Carts of Chromebooks are available for classroom use in all elementary and secondary schools. Specialized technology is available for students with severe needs. A focus on the 4Cs of education (communication, collaboration, creativity, and critical thinking) and the district's STEAM initiative is evident through such technology-based programs as robotics programs at the senior high school and robotics clubs at the elementary schools, participation in the Hour of Code at the elementary schools, implementation of STEM I and STEM II courses at the junior high school, which focus upon coding and computational thinking skills, and utilization of a variety of web-based tools to enhance instruction in all content areas.

The Abington School District Comprehensive Plan is focused on student achievement and efforts that are designed to continue to foster student success. "Excellence is Our Standard...Achievement is the Result!"

Planning Committee

Name	Role
Allie Artur	Administrator
Ann Bacon	Administrator
David Bergman	Administrator
Angelo Berrios	Administrator
Judy Bomze	Administrator
Jeffrey Fecher	Administrator
Daniel File	Administrator
Laurence Goldberg	Administrator
Andrew Hudson	Administrator
Ernest Johnson	Administrator
Damon Jordan	Administrator
Marie Kim	Administrator
Julia Krik	Administrator
Kelly Lambert	Administrator
Charles Lentz	Administrator
Christopher Lionetti	Administrator
James Melchor	Administrator
Bradley Palmer	Administrator
Jennifer Peszek	Administrator
Regina Rausch	Administrator
Janine Sack	Administrator
Amy Sichel	Administrator
Maria Vaccaro	Administrator
Stephanie Viola	Administrator
Susan Arnhold	Board Member
Raymond McGarry	Board Member
Greta Brunschwyler	Business Representative
Mary E. Di Massa	Business Representative
Carol Godfrey	Business Representative
Brigid Sparacio	Business Representative
Thomas Allen	Community Representative
Steven Fink	Community Representative
Richard Manfredi	Community Representative
Kelley Warner	Community Representative
Cynthia Brett	Support Staff
John Wheeler	Facilities Staff
Fred Johnson	Educational Specialist - School Counselor
Liza Marino	Educational Specialist - School Nurse

Tonya Johnson	Educational Specialist - School Psychologist
Jeffrey Chou	Elementary School Teacher - General Education
Shalon Doctor	Elementary School Teacher - General Education
Debra Lee	Elementary School Teacher - General Education
Tricia Livingood	Elementary School Teacher - General Education
Christine Darrah	Elementary School Teacher – Special Education
JoAnn Perotti	External Facilitator-Bucks County Intermediate Unit
Caroline Gimbel	High School Teacher – Special Education
Jaeson Han	High School Teacher - General Education
Lauren Kalinowski	High School Teacher - General Education
Kathleen Rafter	High School Teacher - Special Education
Ryan Williams	High School Teacher - General Education
Christopher Hamsher	Middle School Teacher - General Education
Christina Rooney	Middle School Teacher - General Education
Kelly Steinlage	Middle School Teacher - Special Education
Gina Cannady	Parent
Deborah Donahue	Parent
Nicole Gesing	Parent
Jamie Miller	Parent
Catherine Rohland	Parent
Christine Strange	Parent

Core Foundations

Standards

Mapping and Alignment

Elementary Education-Primary 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	Accomplished	Accomplished
Environment and Ecology	Accomplished	Accomplished
Family and Consumer Sciences	Non Existent	Non Existent
Geography	Accomplished	Accomplished
Health, Safety and Physical Education	Accomplished	Accomplished
History	Accomplished	Accomplished
Science and Technology and Engineering Education	Accomplished	Accomplished
Alternate Academic Content Standards for Math	Developing	Accomplished
Alternate Academic Content Standards for Reading	Developing	Accomplished
American School Counselor Association for Students	Non Existent	Non Existent
Early Childhood Education: Infant-Toddler-Second Grade	Non Existent	Non Existent
English Language Proficiency	Developing	Accomplished
Interpersonal Skills	Accomplished	Accomplished
School Climate	Accomplished	Accomplished

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

There is not a Family & Consumer Sciences program in place at the Elementary Education-Primary Level. Grades K-2 standards are incorporated within the individual Primary Level content area planned courses of study, rather than within an Early Childhood Education plan. The school district does not have an Infant-Toddler program in place for which mapping and alignment of standards would be necessary. As there are not school counselors assigned to each elementary school, the American School Counselor Association for Students indicator is marked as "Non Existent."

Elementary Education-Intermediate 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,	Accomplished	Accomplished

Science and Technical Subjects		
PA Core Standards: Mathematics	Accomplished	Accomplished
Economics	Accomplished	Accomplished
Environment and Ecology	Accomplished	Accomplished
Family and Consumer Sciences	Non Existent	Non Existent
Geography	Accomplished	Accomplished
Health, Safety and Physical Education	Accomplished	Accomplished
History	Accomplished	Accomplished
Science and Technology and Engineering Education	Accomplished	Accomplished
Alternate Academic Content Standards for Math	Developing	Accomplished
Alternate Academic Content Standards for Reading	Developing	Accomplished
American School Counselor Association for Students	Non Existent	Non Existent
English Language Proficiency	Developing	Accomplished
Interpersonal Skills	Accomplished	Accomplished
School Climate	Accomplished	Accomplished

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

There is not a Family & Consumer Sciences program in place at the Elementary Education-Intermediate Level. As there are not school counselors assigned to each elementary school, the American School Counselor Association for Students indicator is marked as "Non Existent."

Middle Level

Standards	Mapping	Alignment
Arts and Humanities	Accomplished	Accomplished
Career Education and Work	Developing	Developing
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	Accomplished	Accomplished
Environment and Ecology	Accomplished	Accomplished
Family and Consumer Sciences	Accomplished	Accomplished
Geography	Accomplished	Accomplished
Health, Safety and Physical Education	Accomplished	Accomplished
History	Accomplished	Accomplished
Science and Technology and Engineering Education	Accomplished	Accomplished
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	Accomplished	Accomplished
School Climate	Accomplished	Accomplished
World Language	Accomplished	Accomplished

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

All standards are accomplished or developing.

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	Accomplished	Accomplished
Environment and Ecology	Accomplished	Accomplished
Family and Consumer Sciences	Accomplished	Accomplished
Geography	Accomplished	Accomplished
Health, Safety and Physical Education	Accomplished	Accomplished
History	Accomplished	Accomplished
Science and Technology and Engineering Education	Accomplished	Accomplished
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	Accomplished	Accomplished
School Climate	Accomplished	Accomplished
World Language	Accomplished	Accomplished

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

All standards are accomplished or developing.

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 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.	Accomplished

Processes used to ensure Accomplishment:

Development of Planned Courses of Study, reviewed by the Curriculum Department. Instruction is planned unit by unit. Assessments are aligned to objectives and standards. Where the mapping is in development, teachers work during professional development time to complete this task.

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

All standards are accomplished or developing.

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.	Accomplished

Processes used to ensure Accomplishment:

Review of Planned Courses of Study, reviewed by the Curriculum Department. Instruction is planned unit by unit. Assessments are aligned to standards and learning objectives. Where the mapping is in development, teachers work during professional development time to complete this task.

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

All standards are accomplished or developing.

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.	Accomplished

Processes used to ensure Accomplishment:

Development of Planned Courses of Study, reviewed by Department Chairs and the Curriculum Department. Common assessments have been developed. Analysis of Study Island, and/or CDT data occurs to inform instructional needs. Where the mapping is in development, teachers work during professional development time to complete this task.

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

All standards are accomplished or developing.

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.	Accomplished

Processes used to ensure Accomplishment:

Development of Planned Courses of Study, reviewed by Department Chairs and the Curriculum Department. Where the mapping is in development, teachers work during professional development time to complete this task.

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

All standards are accomplished or developing.

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.

Abington School District ensures all students of varying mental and physical ability levels are able to access and participate in a rigorous standards-aligned curriculum by focusing on students' abilities and needs. As each student's IEP is reviewed on at least a yearly basis, the IEP team considers the Least Restrictive Environment with supportive accommodations and modifications to allow the student maximum success. The student's IEP team reviews the student's Specially Designed Instruction to ensure the support provided is appropriate for each individual student. At the elementary level, RtII has been implemented to support both special education and general education students' needs. This instruction is planned, monitored and adjusted as the students make progress in their program. At the secondary level, students have the opportunity to take a variety of levels of classes, ranging from Learning Support, to Emotional Support, to College Prep, to Honors. Students participate in classes with support provided based upon individual needs. Within the general education program, teachers provide differentiation of instruction to provide enrichment and extension activities for students identified as gifted.

Instruction

Instructional Strategies

Checked Answers

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

Regular Lesson Plan Review

Checked Answers

- Administrators
- Building Supervisors
- Department Supervisors

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

Formal classroom observations and walkthroughs are conducted by building administrators and department supervisors. Lesson plans are reviewed by these individuals. Lesson plans are available on shared drives for review by district administrators.

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

Peer coaching may occur informally through arrangements made between teaching colleagues and through the Induction process. Instructional coaches are not employed by the school district. Instructional coaching occurs through the work of departmental supervisors, building administrators, and the curriculum department.

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 less than 50%, UNK or NA.

The Abington School District has implemented the instructional practices in 50% or more of the district classrooms.

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 less than 50%, UNK or NA.

The Abington School District has implemented the instructional practices in 50% or more of the district classrooms.

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 less than 50%, UNK or NA.

The Abington School District has implemented the instructional practices in 50% or more of the district classrooms.

High School Level

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

If necessary, provide further explanation. Required explanation if column selected was less than 50%, UNK or NA.

The Abington School District has implemented the instructional practices in 50% or more of the district classrooms.

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.

By participating in local recruitment fairs, the school district actively recruits highly-qualified candidates, particularly minority candidates. The district also subscribes to the PaREAP applicant database and is a member of the Delaware Valley Consortium for Excellence and Equity, which offers access to their applicant database. Items reviewed in candidates' application packets include grades/transcripts, PRAXIS test scores, certification(s), experience with special needs, work experience, diversity in grade level experience, and technology capabilities. All teachers are observed and evaluated annually. New teachers are observed by a building administrator and provided with appropriate feedback at least four times during the school year. The focus of these observations is on quality instruction and student achievement. In addition, Walk-Throughs are completed by a variety of administrators and feedback is provided to the teacher. Teachers who receive an Unsatisfactory or a Needs Improvement rating are provided with an improvement plan, a support system to address the area(s) of weakness and follow-up observations to monitor the improvement. Appropriate actions are taken with any professional employee who continues to receive Unsatisfactory or Needs Improvement ratings. During the spring, the Principals' Council, under the leadership of the Superintendent, meets to review current staffing and projected needs for the following school year. At that time, the Council also reviews the strengths and needs of staff members with less than three years' experience.

Assessments

Local Graduation Requirements

Course Completion	SY 19/20	SY 20/21	SY 21/22
Total Courses	23.00	23.00	23.00
English	4.00	4.00	4.00
Mathematics	3.00	3.00	3.00
Social Studies	3.00	3.00	3.00
Science	3.00	3.00	3.00
Physical Education	4.00	4.00	4.00
Health	2.00	2.00	2.00
Music, Art, Family & Consumer Sciences, Career and Technical Education	0.00	0.00	0.00
Electives	6.00	6.00	6.00
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, 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.

Local Assessments

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

Health, Safety and Physical Education		X				
History		X				
Science and Technology and Engineering Education		X				X
World Language		X				

Methods and Measures

Summative Assessments

Summative Assessments	EEP	EEI	ML	HS
Keystone Exams			X	X
Teacher-Developed CBEs	X	X	X	X
Textbook-based Assessments	X	X	X	X
PASA	X	X	X	X
PSSA	X	X	X	
Written Work by Students	X	X	X	X
Works of Art, Music, Theatrical or Dance	X	X	X	X
Scientific Experiments	X	X	X	X
Advanced Placement Exams				X
Portfolio of Student Work			X	X

Benchmark Assessments

Benchmark Assessments	EEP	EEI	ML	HS
DIBELS	X	X		
Study Island	X	X	X	X
Textbook-based Assessment	X	X	X	X
ESL WIDA Assessments	X	X	X	X

Formative Assessments

Formative Assessments	EEP	EEI	ML	HS
Demonstration, performances, products and projects	X	X	X	X
Exit Tickets	X	X	X	X
Progress Monitoring	X	X	X	X
Fitness Assessments	X	X	X	X
Scientific Experiments	X	X	X	X
Textbook Assessment	X	X	X	X
Written Work by Students	X	X	X	X
Work of Art, Musical, Theatrical or Dance	X	X	X	X
Teacher-Developed CBEs	X	X	X	X
Portfolios of Student Work			X	X

Diagnostic Assessments

Diagnostic Assessments	EEP	EEI	ML	HS
CDT			X	X
Textbook Assessments	X	X	X	X
Local Keystone Diagnostic			X	X
Compass Learning	X	X	X	X

Validation of Implemented Assessments

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

Provide brief explanation of your process for reviewing assessments.

Assessments are developed under the supervision of department supervisors and/or the Curriculum Department. Teachers participate in the development process. Assessments are reviewed to identify the Depth of Knowledge of the questions, connection to eligible content (as appropriate), and to ensure the questions are developmentally appropriate to the intended student population.

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.

Formative assessments are included as part of the planned classroom instruction.

Summative assessments, such as chapter tests, mid-term and final examinations, are developed by teams of teachers and reviewed by subject area administrators.

Test results and item analysis are reviewed after test administrations and, where needed, appropriate changes are made.

Collection and Dissemination

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

Standardized assessment data is uploaded into the school district's student information system for use in creating reports for teachers and supervisors. Pivot tables are created to enable use of data in core team meetings. A data warehouse is in place that pulls information from the student information system and enables creation of user-defined reports of assessment data. Classroom assessment data is recorded in the student information system as well. Administrators and supervisors share the data with teachers to use to plan instruction.

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.

Standardized assessment information is used in the creation of annual Getting Results plans by each school. Assessment information also informs scheduling decisions for students not yet Proficient who may need additional remediation opportunities. Across the grade levels, the data is used to identify student needs and plan for instructional support and differentiation within the classroom.

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.

Gradebooks are available through the school district's student information system and, at the elementary level, are standards-based. PSSA and Keystone data are available through school district-created pivot tables and on the student information system by assessment anchor. Analysis of this data informs instructional practices and changes. Areas of remediation needed, as well as Planned Course of Study adjustments, are also identified through this data analysis. Study Island, Compass Learning, and CDT assessments are utilized to gauge student mastery, remediate, and inform instruction.

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

All strategies were selected.

Distribution of Summative Assessment Results

Distribution Methods	EEP	EEI	ML	HS
Course Planning Guides				
Directing Public to the PDE & other Test-related Websites	X	X	X	X
Individual Meetings				
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				
Press Releases				
School Calendar				
Student Handbook				

Provide brief explanation of the process for incorporating selected strategies.

Data are presented first to the Board of School Directors at a public meeting. Subsequently, data is made available on the school district's website (with links to the PDE and SPP websites) and parents/guardians are provided an opportunity to learn about the information at school-specific PTO/PTA meetings. Finally, student-specific information is shared with parents/guardians through a mailing. Through the district's student information system, messages concerning availability of student data are sent to parent/guardians.

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

Phone calls and letters to parents/guardians, presentation at PTO/PTA meetings and public school board meetings, and inclusion of the information on the school district's website allow school stakeholders to have ready access to the information. There is no plan at this time for implementation of further means of dissemination as this would be redundant of other means of communication currently implemented.

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.

Each school in the Abington School District is high achieving and none of them is identified as a struggling school. However, each principal along with the building core instructional team completes an annual comprehensive Getting Results Plan. In these plans, academic data including: state assessments, curriculum-based measures, formative and summative assessments, etc. are analyzed as well as data from other factors that may be barriers to learning e.g., attendance, discipline, socioeconomic status, and English language development. These plans include action plans and midpoint reviews. The data is disaggregated by subgroups. The school teams analyze the data to identify areas of need and root causes of any areas where there is not sufficient growth. The principals also identify areas of strength for replication and expansion. The team develops action plans using only research-based interventions or strategies that have proven successful. The Getting Results Plans are submitted to the Superintendent of Schools and reviewed with relevant members of Central Staff. There are scheduled check-in points throughout the year documenting progress of the plan. There are bi-monthly Principals' Council meetings which are held with Central Staff. The administrators share best practices and those that have been effective in their schools. Research-based practices are utilized throughout the district and resources are applied to the schools with the highest need. If a school is not demonstrating the growth as predicted in their Getting Results Plans, there is intensified support from the specialists in the district from Central Staff. This includes directors and supervisors from the Curriculum, Pupil Services, and Special Education departments.

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

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

Student Assistance Program training has been provided to school psychologists at the elementary level and the activities of the team are incorporated into the Core Teams in each building. Aldersgate, our SAP provider, provides services in all seven elementary schools and the referral process for additional mental health services is completed by the Core Team. Elementary SAP programs are in place this year at one elementary and being expanded to a second elementary with the goal of serving all seven elementary schools over the next two years.

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.)

There are many awareness activities completed each year: 1) a section of the District calendar that is sent home to each family that has information clearly delineated for gifted education; 2) an Annual Public Notice is distributed by the Montgomery County Intermediate Unit to Montgomery County newspapers on behalf of the district; 3) a School Board Policy and Superintendent's Administrative Procedure that outline the procedures for screening, evaluation as well as the programs and services offered; 4) a section on the website about gifted programming; 5) meetings during the year that are listed on the District calendar offered by the Gifted Education Parent Advisory Council; and 6) an open house each year for anyone interested in learning more about gifted education in the school district.

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

Nomination of students to be screened for gifted education (grades K-12) may be made by classroom teachers, specialists, guidance counselors, principals, psychologists, or parents/guardians. Supporting documentation for nominations is submitted to the building principal. Students are screened for gifted

education based on the results of group administered standardized tests, state assessments, report card indicators, and/or review of curriculum-based assessments or if they are nominated according to the nomination process. The standards for screening are flexible when intervening factors such as English language development, disability, gender, race bias, or economic deprivation are possibly masking gifted abilities.

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

The school district determines student needs through a screening and evaluation process which meets the requirements of Chapter 16. Students are screened for gifted education through the administration of standardized testing, state assessment, report card indicators, and review of curriculum-based assessments. The standards defined in screening procedures are flexible when intervening factors such as English language development, gender, or race bias or socio/cultural deprivation are masking gifted abilities. The nomination of students screened/evaluated for gifted education (grades K-12) may be made by classroom teachers, specialists, guidance counselors, principals, psychologists, or parents. Procedures to determine whether a student is mentally gifted includes a person who has an IQ of 130 or higher or when multiple criteria as set forth in Chapter 16 and in Department Guidelines indicate gifted ability. Determination of gifted ability will not be based on IQ score alone. Deficits in memory or processing speed, as indicated by testing, cannot be the sole basis upon which a student is determined ineligible for gifted special education. A person with an IQ score lower than 130 may be admitted to gifted programs when other educational criteria in the profile of the person strongly indicate gifted ability. Determination of mentally gifted must include an assessment by a certified school psychologist. We are compliant with Chapter 16 and follow the use of multiple criteria to determine eligibility and need for specially designed instruction.

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.

The District offers a program for the gifted (APEX) that provides opportunities for enrichment in all areas. Students who demonstrate superior achievement in subject areas are considered for acceleration. If a student excels in subject areas, the classroom teacher will utilize beyond-level and/or enriching instructional materials, activities, and assignments. These may include, but are not limited to, curriculum-based beyond-level readers, Junior Great Books, computer-based instruction, etc. There is a Superintendent's Administrative Procedure that is applied to evaluate the need for acceleration. The secondary school instructional program offers honors/advanced placement and college preparatory courses in the core areas of English, mathematics, science, and social studies. There is a course, Critical Thinking for the Gifted, in grades 7 and 8 open to students with GIEPs. Abington High School recognizes the uniqueness of our student population and the needs of mentally gifted students. Opportunities are available for students to enrich their learning experiences through the GIEP process, with various forms of enrichment including Gifted Seminar. Gifted Seminar is a credit-bearing course in grades 9-12, designed to meet the learning needs of the students who are gifted according to Chapter 16 of the PA regulations. This course is intended to stimulate and encourage independence and creativity. For each student, an individualized course of study will be developed to address the student's area(s) of strengths and interests and to align the instruction with the goals established in the student's Gifted Individualized Educational Program (GIEP).

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
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:

Career awareness lessons are provided in the elementary programming. Career development and planning is completed at the Abington Junior and Abington Senior High Schools both through curriculum and use of a web-based program. Career information is infused into the curricula across grade levels at the secondary level. Presentations are conducted by the secondary school counselors to all students about the Eastern Center for Arts and Technology, and high school course selection. Naviance, a web-based career/college planning program is utilized by secondary school counselors in both the Abington Junior and Senior High Schools. The secondary Guidance and Health staff incorporate the use of Naviance Success as a college/career planning tool and also to address other areas such as budgeting, time management and study/organization strategies. Students have their own logins so that they can access the information at home. Newsletters are provided to parents. The guidance staff conduct several parent workshops throughout the school year.

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
Evaluation for 504 Services	X	X	X	X
School Attendance Improvement Plans	X	X	X	X
Interagency Collaboration	X	X	X	X
School Based Outpatient Clinics	X	X	X	X

Explanation of diagnostic, intervention and referral services:

Abington School District's diagnostic, intervention and referral services are thoroughly rooted in a team-based approach that crosses all levels of schooling. Our three-tier model ensures all students receive general student support services such as classroom lessons that are designed to build resiliency, offer scheduling assistance, and provide college/career counseling. If more support is needed, students receive Tier 2 attention. At this level, counselors and psychologists routinely determine more specific needs through regular meetings with all relevant personnel (e.g., administrators, nurses, special educators, social workers, etc.). Assessment data is analyzed at these meetings and, if necessary, further assessments are arranged and will involve appropriate specialists. Pending the team's interpretation of the case, interventions may involve informal or formal classroom accommodations/modifications, parent education, behavior plan development, referral to outside supports, school-based group or individual counseling, or other individualized interventions. Frequently, school-based group counseling is a SAP - related intervention (and is driven by a scientifically backed curriculum), although other more didactic and general counseling groups may also be available through the Guidance program. School-based counseling groups are based on the referral issues. If a student does not make adequate progress using Tier 2 support, the student will then be referred to Tier 3. Students at this level may require consideration of an evaluation for eligibility for special education services. They may also require consideration for, and assistance from, more intensive family support. Additionally, Abington School District utilizes a team approach towards case management of Emotional Support that utilizes the specialization of a child/adolescent psychiatrist.

Student Assistance Program (SAP) Services are incorporated as part of our comprehensive referral process. Elementary SAP has been introduced at one of our elementary schools with plans to include Elementary SAP this year in two elementary schools (Copper Beech and McKinley). The goal will be to expand this to all of the elementary schools. The SAP teams consist of a SAP consultant employed by a local mental health provider, Pupil Services staff (school psychologist, guidance counselors, nurse, school social worker), administrators and SAP trained faculty members. Students may self-refer or refer classmates, any school staff member, parent or community member may also confidentially refer. Upon referral, the team collects data from school staff and parents and then refers the student for intervention with community resources. Interventions and supports that are implemented from the SAP referral and evaluation process are integrated into the individualized plan of student support services for each student. The student's progress and implementation of SAP interventions is monitored by Pupil Services staff. The SAP consultant offers counseling groups based on need and referral issues. Training for parents is also available. School based outpatient clinics have been established at the secondary schools and currently are being introduced at three of the elementary schools with the goal of expanding to the other elementary schools. This service is funded through private or state funded insurance and provides outpatient mental health services in the schools. The clinics have been well received by staff, students and families as they provide a convenient way for students to receive much needed services. Issues that interfere with schooling often present predictably, steadily, and allow the Pupil Services Department to

layer in support, monitor, and make efficient adjustments and resource allocation. However, mental health crises and wide-ranging health concerns often require immediate assistance. Abington School District's Pupil Services Department routinely processes these issues as well and prioritizes concerns, as needed. Health issues such as concussions are managed by the core teams including the nurse, as well as the development of any academic accommodation plans. Other health issues such as medication management are handled by school nurses. The school nurses communicate with administrators and the school physician when consultation is needed. If mental health crises present, school psychologists assess and report to administration efficiently. Referrals are made to local hospitals for level of care assessment as is appropriate.

Consultation and Coordination Services

Consultation and Coordination Services	EEP	EEI	ML	HS
Alternative Education			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:

The school district has in place a robust system of supports for struggling students. The Response to Instruction and Intervention (RtII) approach is utilized in all elementary schools. The learning of ALL students is assessed early and often to inform instructional decisions and provide interventions. The Comprehensive Student Support Program (CSSP) and Pre-Referral Program (PREP) are available in the district to provide academic and socio-emotional support to students on the elementary and secondary levels. The goal is to implement intervention strategies in the areas of academic, behavioral and coping skills to help students meet success in regular education. Services are offered within the classroom, learning centers, access courses, tutoring, etc. The core instructional team in the school conducts a review of data, performs diagnostic assessments, makes referrals, and monitors the services and interventions very closely. Services are provided using a multi-tier level of support. All of the data collected on a student as s/he progresses through the tiers are used in the evaluation of student needs. If the student is not making progress as expected, a referral for an evaluation to determine whether the student has a disability is recommended. Parents/guardians who believe that their children may be eligible for special education services may request an evaluation at any time. School counselors implement a comprehensive developmental services program at the Junior High School and Senior High School levels. Through programs such as SAP, Core Team and Bullying Prevention, the following services are provided: academic counseling, attendance monitoring, behavior management, career awareness, development and planning. Through orientations to both Abington Junior and Abington Senior High School, students are prepared for entry into new buildings and connected with peers at their new school. Kindergarten Orientation is

conducted every February for incoming students and again prior to the opening of school in August. School nurses conduct health screenings at all educational levels that includes the monitoring of immunizations, body mass, vision/hearing, and any other medical condition that impacts a student's ability to learn. There are full time school psychologists in every elementary school, as well as counselors and school psychologists in the two secondary schools. The district provides developmental services for students that address students' developmental needs throughout their enrollment in school. Developmental services include services that support students in addressing their academic, behavioral, health, personal and social development issues. Developmental services are designed to reduce high risk behaviors, increase school connectedness, and promote lifelong wellness. Student support services are provided to the entire student population, parents, and the school community. Psychologists and counselors, with their skills in working with children and families and their knowledge of the emotional, cultural, health and communication issues that affect students and schools, play an important role in improving student achievement. Psychologists and counselors assist other educators to understand and respond effectively to the developmental and social factors that impact learning, and improve student availability for learning by identifying risk factors and providing timely interventions. Identifying student strengths and talents, and assisting students in the development of post-secondary plans that incorporate such strengths and talents, are also key components of effective support services. In coordination with the School Social Worker, the district provides a Student Assistance Program to identify students who are experiencing behavioral and/or academic difficulties that pose a barrier to learning and success in school. School counselors and psychologists offer an array of parent training workshops on relevant topics. In consultation with the school social worker, the school counselors monitor attendance and are the developers of the School Attendance Improvement Plans for identified students. Psychologists and counselors provide group and individual counseling and help to coordinate prevention lessons offered through outside agencies. Additionally, the secondary guidance program is designed to help all students develop their educational, social, and personal strengths. Students are encouraged to explore individual interests, abilities, and goals with their school counselor. The primary goal of the guidance program is to promote and enhance student learning in order to maximize student achievement. The range of services and activities offered by the Secondary Guidance Departments is designed to meet the diverse needs of our student population. Some of their duties consist of the following: provide academic review; provide counseling services; monitor attendance and develop Student Attendance Improvement Plans for identified students; conduct team meetings, including Service Agreement meetings; offer consultation; provide linkages with outside service providers; arrange and provide academic supports i.e., learning center, tutorials, educational mentor, study habits and organization; provide guidance for course and elective selection; provide and help to organize educational testing; provide career, college, and post-high school planning; and support the college application process.

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

Student Handbook	X	X	X	X
Cable television station	X	X	X	X
Member of the Abington Community Taskforce	X	X	X	X
Member of the Abington Human Relations Advisory Council	X	X	X	X
District Parent Council	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

- Quarterly

Elementary Education - Intermediate Level

- Quarterly

Middle Level

- Quarterly

High School Level

- Quarterly

Collaboration for Interventions

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

There is a concerted effort in Abington School District to promote collaboration between classroom teachers and all individuals providing interventions, whether for academic struggles, social challenges, mental health needs, or family/community concerns. At the elementary and secondary level, there is time each morning prior to school and at the end of the day that is available for teacher collaboration. There are department meetings once a month when there is time for teachers to collaborate. There are in-service days when teachers can collaborate. Additionally, at the elementary level, there are monthly collaboration days where substitutes are available to relieve teachers to collaborate. Every six weeks in elementary buildings, substitutes are used to provide teachers, a grade-level at a time, 45 minutes to collaborate with reading and math specialists and school psychologists. At the secondary level, there also are weekly team meetings in 7th and 8th grade when teachers collaborate to discuss student needs. Additionally, there are other parent/guardian meetings e.g., Student Attendance Improvement Plan meetings and report card conferences are often when collaboration occurs with parents. Many teachers volunteer for participation on various committees in their buildings, such as Positive Behavior Support committee, and Olweus Bullying Prevention Committee. During those meetings, teachers collaborate with

numerous specialists to address the needs of their students. Teachers submit forms to their building's CORE teams to initiate the collaboration process with any specialist. CORE teams meet at least monthly, and either provide teachers with direct feedback regarding strategies, or refer the case to a committee for more support. Committees review referrals, and design individual systems of support. When staff conduct Functional Behavior Analysis there is a great deal of collaboration between the classroom teacher as well as other providers to help complete this assessment.

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

Our Curriculum and Pupil Services Departments provide families with information on before and after-school programs. We learn about all childcare and preschool programs through conducting early intervention evaluations, and disseminate information to our families. Guidance Counselors and School Psychologists provide families with information regarding tutoring (by certified teachers), and work programs (Transition to work, and work study).

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 Montgomery County Intermediate Unit (MCIU) provides support to all preschools within our district. They conduct evaluations and provide special services to the preschool population. Abington School District does not operate any pre-Kindergarten program. The MCIU communicates to our district when any student transitions to Kindergarten with any special needs. A transition meeting occurs at our district during the winter months, when the family discusses their child and any needs. They are given a Permission to Re-evaluate form, and a district professional explains the process of an evaluation. The families are provided their procedural safeguards, and our staff try to comfort any concerns they might have. Once the families sign a permission to reevaluate form, our district completes the evaluation within 60 days, and produces a Re-evaluation Report, and meets with the parents to review the conclusions. If the students qualify, they then are invited to an IEP meeting. All students are invited to attend Kindergarten orientation within their home school buildings the spring before their Kindergarten year.

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	Accomplished
Accessibility for students and teachers is effective and efficient	Accomplished
Differentiated and equitably allocated to accommodate diverse levels of student motivation, performance and educational needs	Accomplished

Provide explanation for processes used to ensure Accomplishment.

As detailed in a Superintendent's Administrative Procedure, the process for selecting instructional materials requires the use of a rubric by a committee of stakeholders. To meet the criteria listed in the rubric, the committee must determine the alignment of the instructional materials with PA standards as well evaluate the quality of the materials, the ability to use the materials to differentiate instruction, the availability of appropriate related technology and of quality assessments.

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

All Material and Resource Characteristics are accomplished.

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	Accomplished
Accessibility for students and teachers is effective and efficient	Accomplished
Differentiated and equitably allocated to accommodate diverse levels of student motivation, performance and educational needs	Accomplished

Provide explanation for processes used to ensure Accomplishment.

As detailed in a Superintendent's Administrative Procedure, the process for selecting instructional materials requires the use of a rubric by a committee of stakeholders. To meet the criteria listed in the rubric, the committee must determine the alignment of the instructional materials with PA standards as well evaluate the quality of the materials, the ability to use the materials to differentiate instruction, the availability of appropriate related technology and of quality assessments.

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

All Material and Resource Characteristics are accomplished.

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	Accomplished
Accessibility for students and teachers is effective and efficient	Accomplished
Differentiated and equitably allocated to accommodate diverse levels of student motivation, performance and educational needs	Accomplished

Provide explanation for processes used to ensure Accomplishment.

As detailed in a Superintendent's Administrative Procedure, the process for selecting instructional materials requires the use of a rubric by a committee of stakeholders. To meet the criteria listed in the rubric, the committee must determine the alignment of the instructional materials with PA standards as well evaluate the quality of the materials, the ability to use the materials to differentiate instruction, the availability of appropriate related technology and of quality assessments.

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

All Material and Resource Characteristics are accomplished.

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	Accomplished
Accessibility for students and teachers is effective and efficient	Accomplished
Differentiated and equitably allocated to accommodate diverse levels of student motivation, performance and educational needs	Accomplished

Provide explanation for processes used to ensure Accomplishment.

As detailed in a Superintendent's Administrative Procedure, the process for selecting instructional materials requires the use of a rubric by a committee of stakeholders. To meet the criteria listed in the rubric, the committee must determine the alignment of the instructional materials with PA standards as well evaluate the quality of the materials, the ability to use the materials to differentiate instruction, the availability of appropriate related technology and of quality assessments.

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

All Material and Resource Characteristics are accomplished.

SAS Incorporation

Elementary Education-Primary Level

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

Early Childhood Education: Infant-Toddler&rarr;Second Grade	Implemented in 50% or more of district classrooms
English Language Proficiency	Implemented in 50% or more of district classrooms
Interpersonal Skills	Implemented in 50% or more of district classrooms
School Climate	Implemented in 50% or more of district classrooms

Further explanation for columns selected was less than 50%, UNK or NA.

Over 50% of SAS materials and resources are incorporated into our student achievement planning process.

Elementary Education-Intermediate Level

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

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

Further explanation for columns selected was less than 50%, UNK or NA.

Over 50% of SAS materials and resources are incorporated into our student achievement planning process.

Middle Level

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

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

Further explanation for columns selected was less than 50%, UNK or NA.

Over 50% of SAS materials and resources are incorporated into our student achievement planning process.

High School Level

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

English Language Proficiency	Implemented in 50% or more of district classrooms
Interpersonal Skills	Implemented in 50% or more of district classrooms
School Climate	Implemented in 50% or more of district classrooms
World Language	Implemented in 50% or more of district classrooms

Further explanation for columns selected was less than 50%, UNK or NA.

Over 50% of SAS materials and resources are incorporated into our student achievement planning 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.

Planning and delivering professional development for classroom teachers, counselors and specialists is the responsibility of the building principal as well as of the district level Curriculum, Pupil Services and Special Education departments. The Directors of these departments and the building principals work with their staffs to analyze achievement data, review current best practices and instructional materials, and examine data related to Teacher Effectiveness. Using this information, the principals along with the Directors and their staffs design and present professional development that addresses identified needs. In addition, members of the Curriculum Department, the Pupil Services Department and the Special Education Department meet with principals on a regular basis to identify and address building needs for professional development.

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

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:
8/28/2013
5/19/2015
The LEA plans to conduct the required training on approximately:
4/28/2020

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:
5/16/2017 2 hours
11/7/2017 2 hours
The LEA plans to conduct the training on approximately:
4/28/2020 2 hours
11/3/2020 2 hours

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
The LEA has conducted the training on:
3/30/2018 2 hours
9/10/2018 2 hours

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.
- Use of disaggregated student data to determine educators' learning priorities.
- Professional Development activities are based upon detailed needs assessments that utilize student assessment results to target curricular areas that need further alignment.
- Professional Development activities are developed that support implementation of strategies identified in your action plan.
- Clear expectations in terms of teacher practice are identified for staff implementation.
- An implementation evaluation is created, based upon specific expectations related to changes in teacher practice, which is used to validate the overall effectiveness of the professional development initiative.
- The LEA has a systemic process that is used to validate whether or not providers have the capacity to present quality professional development.
- Administrators participate fully in all professional development sessions targeted for their faculties.
- Every Professional development initiative includes components that provide ongoing support to teachers regarding implementation.
- The LEA has an ongoing monitoring system in place (i.e. walkthroughs, classroom observations).
- Professional Education is evaluated to show its impact on teaching practices and student learning.

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

Needs for professional development are identified through three primary sources - the District's Comprehensive (Strategic) Plan, a needs assessment completed by the professional staff and an annual data review which is done both at the building level and at the district level. The information gathered through the annual data review is used to formulate each building's Getting Results Plan for that school year. Professional development that is needed in order to meet needs identified by the staff and the goals of the plan is designed and provided. Coordination and monitoring of professional development is done through the Central Office Curriculum Department. Plans for district-wide in-service days are developed cooperatively by the Superintendent, Assistant Superintendent, the Directors and Assistant Directors of Curriculum, Human Resources, Pupil Services, Special Education, and Technology along with the building principals. In addition, Supervisors and Coordinators meet with building administrators on a regularly scheduled basis to review needs, schedule and provide professional development and follow up on the effects of the professional development. Representatives of the teachers' association participate in planning one of the district-wide professional development programs each year. All proposals for Act 48 activities are submitted by building administrators to the Director of Curriculum who is responsible for approving the appropriateness of the activity.

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

All strategies are accomplished.

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.
- Inductees will know how to use technology to enhance instruction and promote student engagement.

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

Inductees participate in a year-long induction program that includes district programs, building level induction team meetings, meetings with curriculum specialists and/or department chairs, and mentor/inductee activities that include classroom observations and demonstration lessons. The District's Induction Council oversees the implementation of the program and evaluates its effectiveness through input from building induction teams, inductee and mentor logs and pre- and post-program surveys and skills assessments. In addition, all staff participate in curriculum-based faculty, department, and professional learning community meetings throughout the year.

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

All strategies have been checked.

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).

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

In addition to the formal observation and evaluation process, supervisors conduct informal walk-throughs, lesson plan reviews and building level induction meetings with the inductees. Opportunities are provided for mentors to observe and review classroom instruction with the inductee. Initially, a Professional Skills Checklist is completed by the inductee to determine basic concerns and areas of need. An Induction Log of activities and reflections is maintained by the inductee and mentor and reviewed by the supervisor and induction coordinator. A Professional Skills Checklist is completed periodically by the inductee, the mentor and also by the supervisor to determine areas that are in need of guidance and improvement for the inductee.

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

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.

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

Teachers must meet specific criteria to be considered for the role of mentor teacher. Building principals and supervisors must review and select potential mentors based on the criteria. Mentors must attend mentor in-service and building level induction meetings to ensure their knowledge of their responsibilities as a mentor to an inductee.

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

All strategies are selected.

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
Assessments	X		X	X	X	X
Best Instructional Practices	X	X	X	X	X	
Safe and Supportive Schools	X	X		X		
Standards	X	X	X			
Curriculum	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	
Materials and Resources for Instruction	X	X	X	X	X	

If necessary, provide further explanation.

All topics and timelines meet the education needs of the district and its professional employees, so that they may meet the specific needs of students. Professional education for all levels is based on sound research and promising practices that promote our educators' skills over the long term. Topics are addressed both in district Induction meetings as well as in building-level faculty, department, and professional learning community meetings throughout the year.

Monitoring and Evaluating the Induction Program

Identify the procedures for monitoring and evaluating the Induction program.

Mentor documents are reviewed with the building principal and/or the inductee's supervisor. Additional monitoring to assess the effectiveness of the inductee in the classroom is done through classroom observations which are completed by building and/or department supervisors.

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 provide 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.

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:

This question is not required to be answered, as Abington School District does not have schools designated as priority or focus based upon student achievement.

District Accomplishments

Accomplishment #1:

Abington School District utilizes Getting Results planning on an annual basis in each school to inform strategies which promote continuous improvement in student achievement.

Accomplishment #2:

Abington School District's faculty use technology integration to enhance instruction and provide learning opportunities that focus on collaboration, creativity, communication, and critical thinking.

Accomplishment #3:

Abington School District's Senior High School A.C.T.I.V.E Academy has successfully provided high school students with IEPs opportunities to practice skills related to independent living, vocation, and travel training in community-based job sites.

Accomplishment #4:

Abington School District recognized 22 National Merit and Achievement Scholars in 2018.

Accomplishment #5:

Abington School District's Senior High School has earned a Silver Medal in U.S. News & World Report's "Best High Schools in the U.S." rankings for four consecutive years.

Accomplishment #6:

Abington School District's Advanced Placement program, over a four year period, has demonstrated a 61% increase in students' enrollment in AP courses, 71% increase in AP exams administered, and 64% increase in the number of students earning scores of 3 or better.

Accomplishment #7:

Abington School District has been named by the National Association of Music Merchants (NAMM) Foundation as one of the "Best Communities for Music Education" for 11 consecutive years.

Accomplishment #8:

Abington School District has won grants totaling more than \$349,366 over the past 4 years to support projects related to Safe Schools, and maintains a long-standing partnership with the Abington Township Police Department to promote positive student behaviors through the DARE program, School Resource Officers, Olweus Bullying Prevention program, and presentations on cybersafety.

Accomplishment #9:

Abington School District's "Opportunities to Learn" initiative to narrow achievement gaps has fostered a learning environment of high expectations for each student.

Accomplishment #10:

Abington School District received a donation of \$25 million from the Stephen A. Schwarzman Foundation toward renovations and additions to the Senior High School, an unprecedented gift to a single public high school.

District Level Plan

Action Plans

Goal #1: Supporting Students at Risk

Related Challenges:

- Establish a district system that fully ensures the consistent implementation of effective instructional practices across all classrooms in each school.
- 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.
- Establish a district system that fully ensures professional development is focused, comprehensive and implemented with fidelity.

Indicators of Effectiveness:

Type: Annual

Data Source: Discipline data

Achievement data

Survey data

Specific Targets: Reduction in Office Discipline Referrals (ODRs), Out of School Suspensions (OSS), In School Suspensions (ISS), repeat offenders

Improvement in grades as a result of increased student engagement, improved behavior

Decrease in negative behaviors on survey and increase of protective factors

Strategies:

Evaluate and research current services and best practices to address the needs of underperforming and special needs students

Description:

Reduction in Office Discipline Referrals (ODRs), Out of School Suspensions (OSS), In School Suspensions (ISS), repeat offenders

Evidence: Improvement in grades as a result of increased student engagement, improved behavior

Decrease in negative behaviors on survey and increase of protective factors

SAS Alignment: Assessment

Engaging families and communities through varied outreach and communication efforts

Description:

Attendance at events: Increased attendance of families of underperforming, special education and English Learners at school events

Evidence: Parent feedback: Positive feedback from parents/guardians

SAS Alignment: Safe and Supportive Schools

Analyze and monitor student performance to increase achievement

Description:

Student grades, performance on CBA, other achievement data

Evidence: Increased achievement of underperforming and special education students

SAS Alignment: Standards, Assessment, Instruction

Implementation Steps:

Needs Assessment

Description:

Conduct needs assessment at both district and building level using existing data (Pennsylvania Youth Survey (PAYS), Olweus Bullying Prevention Program Survey); ODR data, attendance data. Identify the specifics of the problem behavior and the conditions that prompt and reinforce problem behavior. Identify effect on learning. Analyze SWPBIS data.

Completion of data analysis

Research evidence-based practices/interventions that will promote engagement, address behavioral needs of underperforming and motivate underperforming and special education students.

Identification of academic programs/interventions that will meet needs of students and methods to progress monitor and determine baseline performance.

Identify new or additional practices needed to address student needs. Tier 2 and 3 activities mentoring, CICO, and evaluate effectiveness.

Start Date: 9/10/2018 **End Date:** 6/30/2022

Program Area(s): Special Education, Student Services

Supported Strategies:

- Evaluate and research current services and best practices to address the needs of underperforming and special needs students

Academic Best Practices Research

Description:

Research evidence-based practices/interventions that will promote engagement and motivate underperforming and special education students.

Identification of academic programs/interventions that will meet needs of students

Start Date: 9/10/2018 **End Date:** 6/30/2022

Program Area(s): Special Education, Student Services

Supported Strategies:

- Evaluate and research current services and best practices to address the needs of underperforming and special needs students.

Teaching Diverse Learners in an inclusive setting- Professional Development to Address Needs of Underperforming and Special Education Students

Description:

Provide professional training to all staff to support and prevent the academic, social/emotional, and behavioral needs of underperforming and special education students based on results of the research completed in Actions 3, 4, and 5. Modify the classroom learning environment to decrease problem behavior. Adapt or vary instructional strategies to increase opportunities for academic success and engagement.

Evidence: Agendas and notes from professional development activities

Start Date: 9/10/2018 **End Date:** 6/30/2022

Program Area(s): Professional Education, Special Education

Supported Strategies:

- Evaluate and research current services and best practices to address the needs of underperforming and special needs students.

Effective School Discipline Practices

Description:

Each school will use data to understand what the problem is in their school and why it is happening. This analysis is followed by the development of effective intervention decisions. Use of the research reviews in steps 2, 3, 4, and 5 will be used to determine which intervention supports to implement. Implement the evidence-based approaches to address student behavior and discipline. Utilize a positively framed and prevention-focused system approach to behavior management that will result in increased connection to school and improved academic performance. An approach involving early identification and intervention is critical. Initial identification and continued evaluation of responsiveness to interventions should be comprehensive. There should be a connection between data decisions and selection, implementation, and continuation of intervention supports. Communicate and coordinate the information around student behavior with all staff, parents/guardians, and students.

Evidence: Reduction of problematic behaviors as evidenced by decline in ODRs

Start Date: 9/10/2018 **End Date:** 6/30/2022

Program Area(s): Special Education, Student Services

Supported Strategies:

- Evaluate and research current services and best practices to address the needs of underperforming and special needs students

Positive Behavior Supports

Description:

Implementing positive behavior supports (best practices from Step 7) to address student infractions. Use of a multi-tiered approach for provision of supports through school wide positive behavior interventions and supports model in all district schools.

Reduction of repeat offenders; reduction of OSS/ISS

Start Date: 9/10/2018 **End Date:** 6/30/2022
Program Area(s): Special Education, Student Services

Supported Strategies:

- Evaluate and research current services and best practices to address the needs of underperforming and special needs students.

Repair and Restore

Description:

Develop a mechanism through which students can restore and repair relationships following a behavioral infraction.

Evidence: Reduction of repeat offenders and increased student engagement of identified students.

Start Date: 9/10/2018 **End Date:** 6/30/2022
Program Area(s): Special Education, Student Services

Supported Strategies:

- Evaluate and research current services and best practices to address the needs of underperforming and special needs students.

Developing a Supportive Network

Description:

Develop and provide a supportive network for families of underperforming and special education students including families of English Learners.

Evidence: Increased level of parent engagement.

Start Date: 9/10/2018 **End Date:** 6/30/2022
Program Area(s): Student Services

Supported Strategies:

- Engaging families and communities through varied outreach and communication efforts.

Increase Parent Engagement and Education for District families and Outreach to Pre-K families

Description:

Further develop a welcoming school climate which fosters parent engagement and attendance at school events to build positive relationships with schools and community for underperforming and special education students. Design effective forms of school-to-home communications about school programs. Provide translators/translation of documents to families as needed. Invite parents to participate in district and school committees.

Help families establish home environment to support children as students. Develop family support programs to assist families with health, nutrition, and other services. Provide information and ideas to families about how to help students at home with homework and other curriculum-related activities, decisions, and planning. Information

for families on skills required for students in all subjects at each grade. Information on homework and how to monitor and discuss schoolwork at home. Develop family participation in setting student goals each year and in planning for college or work.

Improved student achievement, increased parent engagement.

Develop and provide a supportive network for families of underperforming, special education, and families of English Learners.

Focus on and invite families of underperforming and special education students to school activities, and events

Increased parent engagement and attendance at school events

Make outreach to families of students prior to their entering Kindergarten to discuss programming, expectations, and engage these families and become familiar with the students. Develop mentor families for new registrants.

Evidence: Increased student achievement; increased parent engagement and attendance at school events by current families; increased parent engagement of early entrants.

Start Date: 9/10/2018 **End Date:** 6/30/2022

Program Area(s): Student Services

Supported Strategies:

- Engaging families and communities through varied outreach and communication efforts.

Collaborating with Community

Description:

Develop Parent Resource Directory which identifies school and community resources for underperforming and special education students. Information for students and families on community health, cultural, recreational, social support, and other programs/services. Information on community activities that link to learning skills and talents.

Principals, Pupil Services and Special Education Departments

Start Date: 9/10/2018 **End Date:** 6/30/2022

Program Area(s): Student Services

Supported Strategies:

- Engaging families and communities through varied outreach and communication efforts.

Develop connections in the community

Description:

Develop network of agencies that serve underperforming and special education students to foster community-wide efforts to meet student needs.

Development of a menu of resources that can be utilized to support students in the Abington School District.

Start Date: 9/10/2018 **End Date:** 6/30/2022

Program Area(s): Student Services

- Engaging families and communities through varied outreach and communication efforts.

Analyze Academic Data

Description:

Analyze available academic data on student performance relative to underperforming and special education students.

Summary report of analysis inclusive of Getting Results Plans in each building.

Start Date: 9/10/2018 **End Date:** 6/30/2022

Program Area(s): Special Education

Supported Strategies:

- Analyze and monitor student performance to increase achievement.

Best Practices in progress monitoring

Description:

Research effective assessments for progress monitoring of academic, behavior and social performance as well as benchmark testing for use for all students and underperforming and special education students.

Identification of tools for progress monitoring.

Start Date: 9/10/2018 **End Date:** 6/30/2022

Program Area(s): Special Education

Supported Strategies:

- Analyze and monitor student performance to increase achievement.

Ongoing Progress Monitoring

Description:

Engage in *initial and* ongoing progress monitoring of students to ensure effectiveness of interventions of underperforming and special education students.

Evidence: Progress monitoring data

Start Date: 9/10/2018 **End Date:** 6/30/2022

Program Area(s): Special Education

Supported Strategies:

- Analyze and monitor student performance to increase achievement.

Implementation of Best Practices

Description:

Implementation of the tools identified through the needs assessment for underperforming students, students with IEPs and English Learners.

Evidence of implementation includes academic data, behavioral data, attendance data, dropout and postsecondary plans, lesson plans, classroom observations/walk-throughs.

Start Date: 9/10/2018 **End Date:** 6/30/2022

Program Area(s): Special Education

Supported Strategies:

- Analyze and monitor student performance to increase achievement.

Ensuring ongoing growth

Description:

Revise practices based on data gathered in Action Steps 2, 3, and 4 to ensure academic growth.

Evidence: Achievement data

Start Date: 9/10/2018 **End Date:** 6/30/2022

Program Area(s): Special Education

Supported Strategies:

- Analyze and monitor student performance to increase achievement.

Professional Learning Communities

Description:

Foster professional learning communities by sharing effective strategies used with underperforming and special education students.

Evidence: Scheduling of PLC, Lesson plans, observations/walk throughs

Start Date: 9/10/2018 **End Date:** 6/30/2022

Program Area(s): Special Education, Student Services

Supported Strategies:

- Analyze and monitor student performance to increase achievement.

Professional Learning Forum

Description:

Foster professional learning forums across buildings by sharing effective strategies used with underperforming and special education students.

Evidence: Scheduling of Principals' Council meetings, Elementary Curriculum Specialist Meetings, Reading Specialist Meetings, Pupil Services Staff Meetings, Special Education.

Department meetings

Start Date: 9/10/2018 **End Date:** 6/30/2022
Program Area(s): Special Education, Student Services

Supported Strategies:

- Analyze and monitor student performance to increase achievement.

Goal #2: Comprehensive Professional Development

Related Challenges:

- Establish a district system that fully ensures professional development is focused, comprehensive and implemented with fidelity.

Indicators of Effectiveness:

Type: Annual

Data Source: PSSA Results in ELA, Mathematics, Science

Keystone Exam Results in Algebra, Biology and Literature

Curriculum-based assessments

Specific Targets: Students of participating teachers will achieve proficiency in PSSA

Students of participating teachers will achieve proficiency in Keystone exams

Students of participating teachers will demonstrate proficiency on assessments aligned to relevant PA Core standards, PA academic standards and AP Big Ideas within their areas of instructional responsibility

Strategies:

Develop teacher skills to analyze the performance expectations demanded by standards, assessment anchors and curricular goals, to understand prerequisite relationships among topics and concepts, and to link cognitive structures to ensure understanding.

Description:

Learning is enhanced when teachers think purposefully about curricular planning. Based upon research supporting Understanding by Design (UbD), the UbD framework focuses on teaching and assessing for understanding and learning transfer and on designing curriculum "backward" from those ends.

With the overall goal to improve instruction guided by state and national Standards, the district aims to familiarize teachers with the Understanding by Design process in order to develop their skills to:

- Think purposefully about curricular planning
- Focus teaching on the development and deepening of student understanding and transfer of learning
- Plan instruction by starting with the desired results then identifying the evidence and, finally, identifying the learning plan.

The professional development will be designed to address the three stages of backward design: Identify desired results; determine assessment evidence; and plan learning

experiences and instruction. Through this professional development, it is expected that teachers will be able to identify pre-requisite skills, assess student competence related to these skills and use the assessment results to design instruction.

SAS Alignment: Standards, Assessment, Curriculum Framework, Instruction

Develop teacher skills to create well-designed formative assessments fully aligned with the instructional outcomes in both content and process and use the yielding data to plan future instruction for the class and for individual students.

Description:

Research shows that formative assessment can make a difference in learning outcomes at all grade levels. In addition, it has been noted that the success of formative assessment is highly related to how teachers use it to adjust teaching and learning practices and the extent to which there is active student involvement in the learning process.

With the overall goal to improve instruction guided by state and national standards, the district aims to familiarize teachers with formative assessment strategies in order to develop their skills to:

- Develop appropriate and effective formative assessments
- Use results from formative assessments to develop goals for instruction
- Design the data-driven instruction to include active student involvement in the learning process

The professional development will be designed to effectively prepare teachers to implement each of these strategies. As part of this process, teachers will focus on subject content related to their teaching assignment, will develop and pilot formative assessments and will use the results to design instruction that includes active student involvement in the learning process.

SAS Alignment: Standards, Assessment, Curriculum Framework, Instruction

Develop teachers' skills to integrate collaboration, creativity, critical thinking, communication and technology into instruction for the purpose of both development of students' "21st Century Skills" and preparing them for college and careers.

Description:

Research, including the latest PISA results, indicates that skills related to the 4Cs (Creativity, Collaboration, Critical Thinking, Communication) contribute to student achievement. The district is focused on incorporating these skills along with the appropriate use of technology into instruction with the goal of increased achievement.

With the overall goal to improve instruction guided by state and national standards, the district aims to familiarize teachers not only with the 4Cs but also with the skill to embody the 4Cs into their routine instruction. Specifically, as a result of professional development, teachers will have the skills required to enable students to:

- Learn to embody the 4Cs,
- Be able to think critically and adapt to new situations,
- Communicate their ideas effectively to both peers as well as colleagues of different backgrounds and cultures,

- Collaborate and work in teams, across the room and across the globe, on problems that have no obvious solutions
To accomplish this, professional development will be designed to ensure that teachers will tap into creative approaches to tackle problems and pioneer new ways of thinking.

SAS Alignment: Curriculum Framework, Standards, Assessment, Instruction

Implementation Steps:

Understanding by Design

Description:

Professional staff will become familiar with using the Understanding by Design approach to develop instruction, i.e. working backward from assessment items to instruction.

Evidence: Act 48 Sign-in sheets and evaluation forms will be collected.

Start Date: 7/2/2018 **End Date:** 6/30/2022

Program Area(s): Professional Education

Supported Strategies:

- Develop teacher skills to analyze the performance expectations demanded by standards, assessment anchors and curricular goals, to understand prerequisite relationships among topics and concepts, and to link cognitive structures to ensure understanding.

Applying the Understanding by Design Model

Description:

Professional staff will apply their knowledge of the Understanding by Design model to determine the pre-requisite skills with accompanying assessment items based on achievement goals.

Evidence: Act 48 sign-in sheets and evaluation forms will be collected.

Start Date: 7/2/2018 **End Date:** 6/30/2022

Program Area(s): Professional Education, Special Education, Gifted Education

Supported Strategies:

- Develop teacher skills to analyze the performance expectations demanded by standards, assessment anchors and curricular goals, to understand prerequisite relationships among topics and concepts, and to link cognitive structures to ensure understanding.

Language and Literacy Acquisition including Using Understanding by Design to develop curriculum-based lesson plans that include pre-teaching activities to address prerequisite skills

Description:

Professional staff will use Understanding by Design strategies to develop curriculum-based lesson plans that include pre-teaching activities focused on prerequisite skills for the lesson.

Evidence: Act 48 sign-in sheets and evaluation forms will be collected.

Start Date: 7/1/2019 **End Date:** 6/30/2022

Program Area(s): Professional Education, Special Education, Gifted Education

Supported Strategies:

- Develop teacher skills to create well-designed formative assessments fully aligned with the instructional outcomes in both content and process and use the yielding data to plan future instruction for the class and for individual students.

Formative Assessment Strategies

Description:

Professional staff will become familiar with formative assessment strategies that are appropriate for the grade level and subject.

Evidence: Act 48 sign-in sheets and evaluation forms will be collected.

Start Date: 7/1/2019 **End Date:** 6/30/2022

Program Area(s): Professional Education, Special Education, Gifted Education

Supported Strategies:

- Develop teacher skills to create well-designed formative assessments fully aligned with the instructional outcomes in both content and process and use the yielding data to plan future instruction for the class and for individual students.

Using Formative Assessment Strategies

Description:

Professional staff will develop, implement and review formative assessment strategies that are appropriate for the grade level and subject.

Evidence: Act 48 sign-in sheets and evaluation forms will be collected.

Start Date: 7/1/2019 **End Date:** 6/30/2022

Program Area(s): Professional Education, Special Education, Gifted Education

Supported Strategies:

- Develop teacher skills to create well-designed formative assessments fully aligned with the instructional outcomes in both content and process and use the yielding data to plan future instruction for the class and for individual students.

Collaboration, Creativity, Critical Thinking, Communication and Instructional Technology

Description:

Professional staff will develop strategies to incorporate collaboration, creativity, critical thinking, communication and technology into instruction.

Evidence: Act 48 sign-in sheets and evaluation forms will be collected.

Start Date: 7/2/2018 **End Date:** 6/30/2021

Program Area(s): Professional Education, Special Education, Gifted Education

Supported Strategies:

- Develop teachers' skills to integrate collaboration, creativity, critical thinking, communication and technology into instruction for the purpose of both development of students' "21st Century Skills" and preparing them for college and careers.

Goal #3: Redesigning Effective Instructional Practices**Related Challenges:**

- 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: Course Selection Guides and Handbooks; Planned Courses of Study; Pathway and Instructional Models; Danielson Model of Supervision; Professional Development Plan

Specific Targets: revised course selection guides and handbooks; newly developed and revised planned courses of study; implementation of College & Career Pathways; cohesive K-12 Instructional Models; comprehensive PD plan for effective teaching and learning in reconfigured grade spans

Strategies:

Reinvent and reimagine the Abington School District's instructional programs

Description:

Reinvent and reimagine the Abington School District instructional programs for a new instructional alignment as K-5, 6-8, and 9-12.

SAS Alignment: Instruction

Evaluate effectiveness of digital learning opportunities

Description:

Evaluate effectiveness of digital learning opportunities as tools to promote increased higher learning, thinking by students, and improved student achievement.

SAS Alignment: Curriculum Framework

Enhance students' "future ready preparedness"

Description:

Enhance students' "future ready preparedness" through a reimagined secondary program of study that expands their abilities to be adaptable and analytical, and which advances competencies in the 4Cs of critical thinking, collaborating, communicating, and creativity.

SAS Alignment: Curriculum Framework, Instruction

Develop elementary and middle school models

Description:

Develop the elementary and middle school models which encompass the elements of 21st Century instruction (3Rs, 4Cs, subject area content), implement best instructional practices and integrate strategies for instructional differentiation.

SAS Alignment: Curriculum Framework, Instruction, Safe and Supportive Schools

Implementation Steps:

Develop a grades 6-8 middle school philosophy in preparation for opening an Abington School District middle school

Description:

The middle school sub-committee of the Superintendent's Committee Regarding Secondary Programming for Reconfigured Grade Spans will facilitate development of a middle level philosophy to support the transition from a grades 7-9 junior high school to a grades 6-8 middle school. The philosophy will inform additional work by the sub-committee regarding the instructional program and student supports.

Start Date: 12/18/2017 **End Date:** 6/30/2022

Program Area(s): Professional Education

Supported Strategies:

- Reinvent and reimagine the Abington School District's instructional programs
- Enhance students' "future ready preparedness"
- Develop elementary and middle school models

Develop proposals for incorporation of new instructional programs into a re-imagined Abington High School consisting of grade levels 9-12

Description:

The high school sub-committee of the Superintendent's Committee Regarding Secondary Programming for Reconfigured Grade Spans will identify instructional programs for incorporation at the grades 9-12 high school that support the implementation of a pathways model and promote continuation of the school district's Opportunities to Learn initiative.

Start Date: 12/18/2017 **End Date:** 6/30/2022

Program Area(s): Professional Education, Teacher Induction

Supported Strategies:

- Reinvent and reimagine the Abington School District's instructional programs
- Enhance students' "future ready preparedness"

Restructure the elementary school program based upon reconfiguration of elementary grade spans from K-6 to K-5 and creation of a new middle school

Description:

As a result of the work of the Superintendent's Committee Regarding Secondary Programming for Reconfigured Grade Spans, the transition of grade 6 from an elementary setting to a middle school, there will be a need to review the reconfigured

grades K-5 elementary program and make recommendations regarding programming to both support the transition of grade 5 students to grade 6 in a middle school setting and account for the placement of programs presently at the elementary school in which grade 6 students participate.

Start Date: 12/18/2017 **End Date:** 6/30/2022

Program Area(s): Professional Education

Supported Strategies:

- Reinvent and reimagine the Abington School District's instructional programs
- Develop elementary and middle school models

Identify, develop and course-map Personalized College and Career Pathways for reconfigured grades 9-12 high school

Description:

As a function of the high school sub-committee of the Superintendent's Committee Regarding Secondary Programming for Reconfigured Grade Spans, a pathway model will be developed for the grades 9-12 high school which provides opportunity for students to explore potential career interests. Existing courses will be mapped against the pathways, and additional instructional programming needs will be identified for consideration.

Start Date: 12/18/2017 **End Date:** 6/30/2022

Program Area(s): Professional Education, Educational Technology

Supported Strategies:

- Reinvent and reimagine the Abington School District's instructional programs
- Enhance students' "future ready preparedness"

Provide recommendations for revision of graduation requirements for reconfigured grades 9-12 high school

Description:

As a function of the high school sub-committee of the Superintendent's Committee Regarding Secondary Programming for Reconfigured Grade Spans, in consideration of PA School Code requirements and implementation of a pathway model, specific recommendation will be made regarding high school graduation requirements that address student future readiness and preparation for both college and career.

Start Date: 9/10/2018 **End Date:** 6/30/2022

Program Area(s): Educational Technology

Supported Strategies:

- Reinvent and reimagine the Abington School District's instructional programs
- Enhance students' "future ready preparedness"

Develop a staffing plan to meet the needs of the grade span reconfiguration throughout the district.

Description:

Provide recommendation regarding staffing, in consideration of certification guidelines, for the proposed instructional programs at the reconfigured middle school and high school. This plan should account for potential transition of staff between schools and grade spans based upon certification and instructional program needs.

Start Date: 9/10/2018 **End Date:** 6/30/2022

Program Area(s): Professional Education

Supported Strategies:

- Reinvent and reimagine the Abington School District's instructional programs
- Develop elementary and middle school models

Examine and reconfigure building schedules, considering building floor plans to accommodate the newly developed K-12 programs

Description:

As a function of the middle school and high school sub-committees of the Superintendent's Committee Regarding Secondary Programming for Reconfigured Grade Spans, provide recommendations regarding building schedules that account for utilization of instructional space, staffing, and recommended instructional programs.

Start Date: 9/10/2018 **End Date:** 6/30/2022

Program Area(s): Professional Education

Supported Strategies:

- Reinvent and reimagine the Abington School District's instructional programs
- Develop elementary and middle school models

Develop a contiguous K-12 educational plan which encompasses Chapter 4 requirements, new instructional initiatives and Chapter 339 college and career pathways

Description:

Recommendations regarding the grades 6-12 instructional program will be developed as a function of the work of the middle school and high school sub-committees of the Superintendent's Committee Regarding Secondary Programming for Reconfigured Grade Spans. Those recommendations will need to be cross walked across grade spans to ensure K-12 continuity in addition to applicability to Chapter 4 requirements of the Pennsylvania School Code, the school district's Chapter 339 Plan, and other school district initiatives.

Start Date: 9/10/2018 **End Date:** 6/30/2022

Program Area(s): Professional Education

Supported Strategies:

- Reinvent and reimagine the Abington School District's instructional programs
- Evaluate effectiveness of digital learning opportunities
- Enhance students' "future ready preparedness"
- Develop elementary and middle school models

Implement a digital badging process which communicates to colleges and employers students' 21st Century skills

Description:

As a function of the high school sub-committee of the Superintendent's Committee Regarding Secondary Programming for Reconfigured Grade Spans, a means for students to earn digital badges regarding skills such as the 4Cs (communication, collaboration, critical thinking, and creativity) and other future ready skills will be explored. These badges will be communicated through a digital transcript that would provide colleges, universities, and employers information regarding students' competencies in areas beyond academic proficiency (such as "soft skills").

Start Date: 9/10/2018 **End Date:** 6/30/2022

Program Area(s): Professional Education

Supported Strategies:

- Evaluate effectiveness of digital learning opportunities
- Enhance students' "future ready preparedness"

Establish partnerships with community businesses and agencies which will allow for student opportunities for service, research, internship and mentorship

Description:

As a function of the high school sub-committee of the Superintendent's Committee Regarding Secondary Programming for Reconfigured Grade Spans, and in order to support the pathways model, further partnerships with community businesses, agencies, and post-secondary institutions will be developed to increase students' opportunities for service, research, internship, mentorship, and dual enrollment.

Start Date: 9/10/2018 **End Date:** 6/30/2022

Program Area(s): Professional Education

Supported Strategies:

- Reinvent and reimagine the Abington School District's instructional programs
- Enhance students' "future ready preparedness"

Appendix: Professional Development Implementation Step Details

LEA Goals Addressed: Supporting Students at Risk

Strategy #1: Evaluate and research current services and best practices to address the needs of underperforming and special needs students

Start	End	Title			Description			
9/10/2018	6/30/2022	Teaching Diverse Learners in an inclusive setting- Professional Development to Address Needs of Underperforming and Special Education Students			Provide professional training to all staff to support and prevent the academic, social/emotional, and behavioral needs of underperforming and special education students based on results of the research completed in Actions 3, 4, and 5. Modify the classroom learning environment to decrease problem behavior. Adapt or vary instructional strategies to increase opportunities for academic success and engagement.			
		Person Responsible Professional Development Committee	SH 1.5	S 4	EP 50	Provider Abington School District	Type School Entity	App. Yes

Knowledge

Adapt or vary instructional strategies to increase opportunities for academic success and engagement.

Supportive Research

Modify the classroom learning environment to decrease problem behavior. Adapt or vary instructional strategies to increase opportunities for academic success and engagement.

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.

	<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> <p>Empowers educators to work effectively with parents and community partners.</p>		
	<p>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.</p>		
For school and district administrators, and other educators seeking leadership roles:			
Training Format	Series of Workshops		
Participant Roles	Dir Classroom teachers Principals / Asst. Principals Supt / Ast Supts / CEO / Ex 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	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 Standardized student assessment data other than the PSSA

Creating lessons to meet varied student learning styles
 Peer-to-peer lesson discussion
 Lesson modeling with mentoring

Classroom student assessment data
 Participant survey
 Review of participant lesson plans

LEA Goals Addressed: Comprehensive Professional Development

Strategy #1: Develop teacher skills to analyze the performance expectations demanded by standards, assessment anchors and curricular goals, to understand prerequisite relationships among topics and concepts, and to link cognitive structures to ensure understanding.

Start	End	Title			Description			
7/2/2018	6/30/2022	Understanding by Design			Professional staff will become familiar with using the Understanding by Design approach to develop instruction, i.e. working backward from assessment items to instruction.			
		Person Responsible	SH	S	EP	Provider	Type	App.
		Curriculum department staff, department chairs and supervisors	2.5	1	700	Abington School District	School Entity	Yes
		Knowledge	Familiarity with Understanding by Design and its application to planning instruction.					
		Supportive Research	Understanding by Design is a framework developed and researched by Wiggins and McTighe.					

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.

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

Training Format

Department Focused Presentation
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

Evaluation Methods

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

Creating lessons to meet varied student learning styles
Collaborative lesson planning to incorporate pre-teaching activities

Student PSSA data
Classroom student assessment data
Review of participant lesson plans
District common assessments

LEA Goals Addressed: Comprehensive Professional Development

Strategy #1: Develop teacher skills to analyze the performance expectations demanded by standards, assessment anchors and curricular goals, to understand prerequisite relationships among topics and concepts, and to link cognitive structures to ensure understanding.

Start	End	Title			Description			
7/2/2018	6/30/2020	Applying the Understanding by Design Model			Professional staff will apply their knowledge of the Understanding by Design model to determine the pre-requisite skills with accompanying assessment items based on achievement goals.			
		Evidence: Act 48 sign-in sheets and evaluation forms will be collected						App. Yes
		Person Responsible Curriculum department staff, department chairs and supervisors	SH 2.5	S 1	EP 700	Provider Abington School District	Type School Entity	
		Knowledge Ability to apply Understanding by Design model to instructional planning						
		Supportive Research Understanding by Design is a framework developed and researched by Wiggins and McTighe.						

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

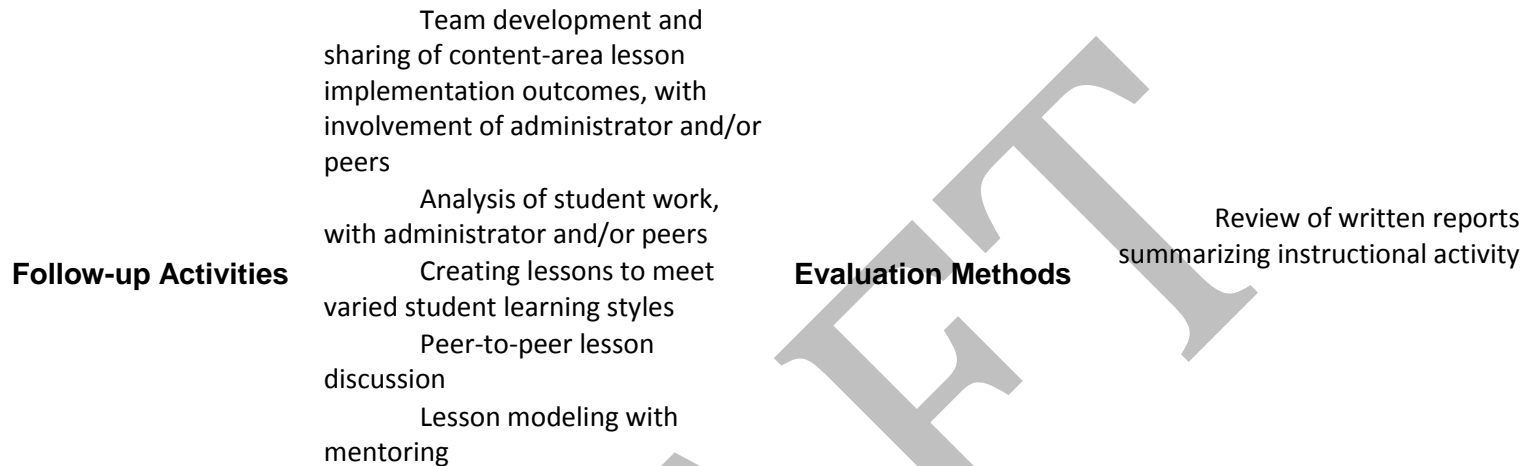
Department Focused Presentation
Professional Learning Communities

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)



LEA Goals Addressed: Comprehensive Professional Development

Strategy #1: Develop teacher skills to create well-designed formative assessments fully aligned with the instructional outcomes in both content and process and use the yielding data to plan future instruction for the class and for individual students.

Start	End	Title	Description
7/1/2019	6/30/2022	Language and Literacy Acquisition including Using Understanding by Design to develop curriculum-based lesson plans that include pre-teaching activities to address prerequisite skills	<p>Professional staff will use Understanding by Design strategies to develop curriculum-based lesson plans that include pre-teaching activities focused on prerequisite skills for the lesson.</p> <p>Evidence: Act 48 sign-in sheets and evaluation forms will be collected.</p>

Person Responsible	SH	S	EP	Provider	Type	App.
Curriculum department staff, curriculum supervisors, department chairs	2.5	1	700	Abington School District	School Entity	Yes

Knowledge

Ability to apply Understanding by Design model to instructional planning

Supportive Research

Understanding by Design is a framework developed and researched by Wiggins and McTighe

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 Department Focused Presentation 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 Peer-to-peer lesson discussion 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. Classroom student assessment data Review of participant lesson plans

LEA Goals Addressed: Comprehensive Professional Development

Strategy #1: Develop teacher skills to create well-designed formative assessments fully aligned with the instructional outcomes in both content and process and use the yielding data to plan future instruction for the class and for individual students.

Start	End	Title			Description		
7/1/2019	6/30/2022	Formative Assessment Strategies			Professional staff will become familiar with formative assessment strategies that are appropriate for the grade level and subject.		
					Evidence: Act 48 sign-in sheets and evaluation forms will be collected.		
		Person Responsible	SH	S	EP	Provider	Type
		Curriculum department staff, curriculum supervisors, department chairs	2.5	1	700	Abington School District	School Entity
							App. Yes

Knowledge

Use of a variety of formative assessment strategies to guide instruction

Supportive Research

Based on research done by Popham, Black, Wiliam on formative assessment

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.

	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.		
For school and district administrators, and other educators seeking leadership roles:	Provides leaders with the ability to access and use appropriate data to inform decision-making.		
	Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.		
Training Format	Series of Workshops Department Focused Presentation 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 Peer-to-peer lesson discussion	Evaluation Methods	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Classroom student assessment data Review of participant lesson plans

Lesson modeling with
mentoring
Joint planning period
activities

LEA Goals Addressed: Comprehensive Professional Development

Strategy #1: Develop teacher skills to create well-designed formative assessments fully aligned with the instructional outcomes in both content and process and use the yielding data to plan future instruction for the class and for individual students.

Start	End	Title	Description					Type	App.
7/1/2019	6/30/2021	Using Formative Assessment Strategies	Professional staff will develop, implement and review formative assessment strategies that are appropriate for the grade level and subject. Evidence: Act 48 sign-in sheets and evaluation forms will be collected.						
		Person Responsible	SH	S	EP	Provider			
		Curriculum department staff, curriculum supervisors, department chairs	2.5	1	700	Abington School District			

Knowledge

Use of a variety of formative assessment strategies that yield data to guide instruction

Supportive Research

Based on research done by Popham, Black, William on formative assessment

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
Department Focused Presentation
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)

Follow-up Activities

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

Analysis of student work, with administrator and/or peers

Creating lessons to meet varied student learning styles

Peer-to-peer lesson discussion

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

Standardized student assessment data other than the PSSA

Classroom student assessment data

Review of participant lesson plans

LEA Goals Addressed: Comprehensive Professional Development

Strategy #1: Develop teachers' skills to integrate collaboration, creativity, critical thinking, communication and technology into instruction for the purpose of both development students' "21st Century Skills" and preparing them for college and careers.

Start

End

Title

Description

7/2/2018

6/30/2021

Collaboration, Creativity,
Critical Thinking,
Communication and
Instructional Technology

Professional staff will develop strategies to incorporate collaboration, creativity, critical thinking, communication and technology into instruction.

Evidence: Act 48 sign-in sheets and evaluation forms will be collected.

Person Responsible	SH	S	EP	Provider	Type	App.
Curriculum department staff, curriculum supervisors, department chairs	2.5	1	700	Abington School District	School Entity	Yes

Knowledge

Teachers will focus on instructional strategies that promote development of 21st century skills.

Supportive Research

Based on research done by Partnership for 21st Century Skills

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
Department Focused Presentation
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 Peer-to-peer lesson discussion 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 Standardized student assessment data other than the PSSA Classroom student assessment data Participant survey Review of participant lesson plans

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

DRAFT