New Hope-Solebury School District

COMPREHENSIVE PLAN

July 1, 2017-June 30, 2020

District Profile

Demographics

180 W Bridge St
New Hope, PA 18938
(215)862-2552
Superintendent: Steven Yanni
Director of Special Education: Alyssa Marton

Planning Process

The New Hope - Solebury School District's Comprehensive Plan is a living document that provides clear direction for our District to stay focused on its primary purpose of educating students--ALL students. As a district we strive to engage, enrich, and empower ALL students through a world class education. The New Hope-Solebury School District's Comprehensive Plan will provide the framework for meeting our objectives of ensuring quality teaching and learning as well as improving student achievement and growth. Further, our plan will address the goals and strategies we will employ to provide a comprehensive education for our students. Our belief is that a comprehensive education includes not only academics but co-curricular and extra-curricular opportunities as well.

Beginning in December 2015, the New Hope-Solebury Leadership Team engaged in a series of reflection sessions focused on the status of our current Comprehensive Plan. From these sessions, we identified our areas of strengths and achievements as well as our areas of relative weakness and areas of opportunity. The members of our Leadership Team who engaged in these reflection sessions included:

- Superintendent

- Director of Elementary and Secondary Education

- Building Principals

- Director of Special Education

- Director of Technology

- Director of Operations

Dr. Steven Yanni, Superintendent of Schools, served as the Internal Facilitator, while Ms. JoAnn Perotti, Director of Strategic Services at the Bucks County Intermediate Unit, served as our External Facilitator. From these respective individuals, a subcommittee of administrators, teachers, and educational specialists along with parents, local business representatives and community representatives was to develop goals and action plans for continuous improvement.

During the spring 2016, the School Board Curriculum Advisory Committee received an update, followed by a sharing of the Comprehensive Plan along with a summary of information gathered to that date. In sharing our proposed Comprehensive Plan moving forward, we plan to recommend to the School Board that they approve the plan in the fall and it be submitted to the Pennsylvania Department of Education by the due date of November 30, 2016.

Mission Statement

The New Hope-Solebury School District takes pride in its commitment to excellence. We strive to inspire and empower our students to become passionate, confident, life-long learners, with the skills and strength of character to contribute to a diverse and ever-changing world.

Vision Statement

New Hope-Solebury School District Vision:

- We will strive for the success of all.

- We will maintain the dignity and honor of all.

- We will engage in activities that support life-long learning in our community.

- We will consider the interests of all people when making decisions.

- We will consider new ideas within the context of best practice and without prejudice.

Shared Values

We believe:

- All people should be valued and respected for their opinions and their diversity.

- All people should be personally, academically, socially responsible and accountable.

- Educational leadership should be distributed and collaborative.

- Technology should be a learning tool, which should change the manner in which we access and share information, as well as how we teach and learn.

- Schools should be a sale haven for all.

- An effective education should be enriched by the arts, service, athletics and extra-curricular activities and should empower students to shape their futures.

- All people's unique abilities and needs should be respected, recognized and supported.

- The community should be the foundation for growth focused on life-long learning.

- The family should provide the primary foundation for character development and ethical behavior of its children. Schools provide opportunities for student growth in these areas.

- We should strive to make learning integrative, inquiry based and problem centered.

- All people should be empowered to be flexible learners, problem solvers and shape their futures in an ever-changing, global society.

Educational Community

The New Hope-Solebury School District, formed in 1942, is composed of New Hope Borough and Solebury Township in the eastern part of Bucks County, along the scenic Delaware River. The rural countryside in Solebury Township, with a population of about 7,743, is dotted with historic stone farm houses, small picturesque villages with clusters of vintage buildings and small developments of newer homes. The village of New Hope, which is a little more than one square mile in size with a population of about 2,252, is a pre-Revolutionary town perched on the banks of the Delaware. It boasts a commercial downtown area with a variety of small shops, boutiques, art galleries, restaurants and antique emporiums attractive to tourists.

There are four schools within the District: the Lower Elementary School for students in grades K-2, an Upper Elementary School for students in grades 3-5, a Middle School accommodates students in grades 6-8, and the High School includes grades 9-12. The New Hope campus includes the High, Middle and Upper Elementary schools; the Lower Elementary is located in Solebury Township.

The New Hope-Solebury School District views every student as unique, important and deserving of personalized instruction. This approach to education is possible because of the District's small size and the commitment of its Board of School Directors, administration, teachers and staff, parents and community to high-quality education.

The District offers a meaningful, purposeful and holistic approach to learning, which builds connections among subject areas and calls upon students to be active learners. Using the critical skills of computation, problem solving, reading, writing and discussion, students learn how to learn in a supportive setting where students and teachers come to know each other well.

Classes are small, with approximately 1500 students enrolled in grades Kindergarten through 12 in 2016. Enrichment is important because many students are high achievers. However, the District's academic philosophy applies to all students. Teachers work toward raising academic expectations; they focus on the students, not on labels; and they encourage all students to challenge themselves. At New Hope-Solebury, a unique benefit is the individual and personal attention given to our students.

We are a community of learners--students, teachers, administrators, and other employees. The District's curriculum encourages developing understandings, asking essential questions and

applying new learning. Our teachers are enrolled in continuing education courses, consistently.
Many have earned advanced degrees.

Planning Committee

Name	Role
Dr. Christina Cortellessa	Administrator : Professional Education Special Education
David Hansel	Administrator : Professional Education
Kimberly Keller	Administrator : Professional Education Special Education
Andrew Lechman	Administrator : Professional Education Special Education
Charles Malone	Administrator : Professional Education Special Education
Alyssa Marton	Administrator : Professional Education Special Education
Dr. Michael McKenna	Administrator : Professional Education Special Education
Rivera Peter	Administrator : Professional Education
Suzan Rohn	Administrator : Professional Education Special Education
Stephen Seier	Administrator : Professional Education Special Education
Kenneth Silver	Administrator : Professional Education Special Education
Dr. Steven Yanni - Internal Facilitator	Administrator : Professional Education Special Education
JoAnn Perotti	BCIU #22 External Facilitator : Professional Education Special Education
Mark Cowell	Board Member : Professional Education
Gabrielle Hoffman	Business Representative : Professional Education
Denise Sorin	Business Representative : Professional Education
Barbara Gross	Community Representative : Professional Education
Tracy Keyes	Community Representative : Professional Education
Scott Radaszkiewicz	Ed Specialist - Instructional Technology : Professional Education
Heather Derby	Ed Specialist - Other : Professional Education

	Special Education
Kevin Elvey	Ed Specialist - Other : Professional Education
Stephanie Marrone	Ed Specialist - Other : Professional Education Special Education
Christyn Golden	Ed Specialist - School Counselor : Professional Education
Heather Robtison	Ed Specialist - School Counselor : Professional Education Special Education
Elizabeth Simon	Ed Specialist - School Nurse : Professional Education Special Education
Christine Demore	Elementary School Teacher - Regular Education : Professional Education
Peter Nelson	Elementary School Teacher - Regular Education : Professional Education Special Education
Michelle Nitterour	Elementary School Teacher - Regular Education : Professional Education Special Education
Nancy Rachlin	Elementary School Teacher - Regular Education : Professional Education
Michelle Reynolds	Elementary School Teacher - Special Education : Special Education
Dr. Emilia Lengyel	High School Teacher - Regular Education : Professional Education
John O'Hara	High School Teacher - Regular Education : Professional Education
Ryan Sorenson	High School Teacher - Regular Education : Professional Education
Brian Renfer	High School Teacher - Special Education : Special Education
Colleen O'Donnell	Middle School Teacher - Regular Education : Professional Education
Kevin Sasala	Middle School Teacher - Regular Education : Professional Education Special Education
Nancy Wisniewski	Middle School Teacher - Regular Education : Professional Education
Jeffrey Petzak	Middle School Teacher - Special Education : Special Education
Adrienne Deussing	Parent : Professional Education
Wenmei Ge	Parent : Professional Education Special Education
Kristine Quinby	Parent : Professional Education Special Education

Core Foundations

Standards

Mapping and Alignment

Elementary Education-Primary Level

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

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

Many of the areas indicated such as interpersonal skills, school climate, counseling standards have not formally been mapped at the Lower Elementary School; however, these are areas that we have had success in working with our students. Many of these areas are child/children specific, and as such, we are aligning our work to best practices in these areas.

Areas such as economics, geography, ecology, etc. have been included in curriculum and instruction work in Reading/English language arts (RELA) through the implementation of Literacy by Design, through Everyday Math lessons, through History Alive lessons, and through the National Geographic Science program.

At the K-2 level, where RELA and Math are fundamental, we are in the process of mapping these subjects according to the PA Core Standards. We are utilizing PDE's SAS system as a resource because much of the mapping is done and serves as a guide for our teachers, administrators, and curriculum writing teams. Our mapping will consist of big ideas, transfer goals, and essential questions. Actual content will be fluid because our instruction has to meet the needs of our students on a yearly basis. We are also working on an assessment system that addresses key learnings and provides data on students' strengths for enrichment and students' weaknesses for remediation.

As we move through the mapping process, we are focusing on good instructional practices. Much of our professional development continues to focus on best instructional practices and application in the classroom.

Elementary Education-Intermediate Level

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

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

Many of the areas indicated such as interpersonal skills, school climate, counseling standards have not formally been mapped at the Upper Elementary School; however, these are areas that we have had success in working with our students. Many of these areas are child/children specific, and as such, we are aligning our work to best practices in these areas.

Areas such as economics, geography, ecology, etc. have been included in curriculum and instruction work in Reading/English language arts (RELA) through the implementation of Literacy by Design, Everyday Math lessons, History Alive lessons, and through the National

Geographic Science program. There are strong connections to science and social studies in our core reading program for our intermediate students.

At the 3-5 level, where RELA and Math are fundamental, we are in the process of mapping these subjects according to the PA Core Standards. We are utilizing PDE's SAS system as a resource because much of the mapping is complete and serves as a model for our teachers, administrators, and curriculum writing teams. Our mapping will consist of big ideas, transfer goals, and essential questions. Actual content will be fluid because our instruction has to meet the needs of our students on a yearly basis. We are also working on an assessment system that addresses key learnings and provides data on students' strengths and weaknesses for remediation and enrichment efforts.

As we move through the mapping process, we are focusing on good instructional practices. Much of our professional development continues to focus on best instructional practices and application in the classroom.

Middle Level

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

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

The Middle Level areas indicated as interpersonal skills, school climate, and counseling standards have not formally been mapped at the Middle School; however, these are areas that we have had success in working with our students. Many of these areas are child/children specific in terms of School Wide Positive Behavior and Advisory, and as such, we are aligning our work to best practices.

Curriculum and instruction work is occurring in all content areas. We are using PDE's SAS portal as a resource to map course curriculum. Our maps include Enduring Understandings, Long-Term Transfer Goals, Big Ideas, and Essential Questions. Curriculum and content delivery remains fluid to provide our teachers with the opportunity to meet the needs of their students. The manner in which we are mapping our courses, however, provides greater consistency in each department and has created a common instructional language. As we move through the mapping process, we are focusing on solid instructional practices.

Much of our professional development continues to focus on best instructional practices and application in the classroom. Technology has been a particularly strong component of our professional development as we have embarked on a 1-1 initiative in the Middle School. Instruction and assessments are occurring through a learning management system for students.

High School Level

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

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

The High School areas of interpersonal skills, school climate, and counseling standards have not formally been mapped at this level; however, these are areas that we have had success in working with our students. Many of these areas are child/children specific, and as such, we are aligning our work to best practices in particular Mindfulness, Grit and Resiliency and the Post-Secondary process.

Curriculum and instruction work is occurring in all content areas. We are using PDE's SAS portal as a resource to map course curriculum. Our maps include Enduring Understandings, Long-Term Transfer Goals, Big Ideas, and Essential Questions. Curriculum and content delivery remains fluid to provide our teachers with the opportunity to meet the needs of their students. The manner in which we are mapping our courses, however, provides greater consistency in each department and has created a common instructional language. As we move through the mapping process, we are focusing on good instructional practices.

Much of our professional development continues to focus on best practices and application in the classroom. Technology has been a particularly strong component of our professional development as the High School has recently embarked on a 1-1 computing initiative. Instruction and assessments are occurring through learning management systems for students.

Adaptations

Elementary Education-Primary Level

- Arts and Humanities
- PA Core Standards: English Language Arts
- PA Core Standards: Mathematics
- Health, Safety and Physical Education
- Science and Technology and Engineering Education

Elementary Education-Intermediate Level

- Arts and Humanities
- PA Core Standards: English Language Arts
- PA Core Standards: Mathematics
- Health, Safety and Physical Education
- Science and Technology and Engineering Education

Middle Level

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

High School Level

- Arts and Humanities
- Career Education and Work
- Civics and Government

- PA Core Standards: English Language Arts
- PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects
- PA Core Standards: Mathematics
- Economics
- Environment and Ecology
- Geography
- History
- Science and Technology and Engineering Education

Explanation for any standards checked:

We have made the arts and humanities part of our core curriculum. At the elementary level, we have developed strong curricular ties between core subjects such as reading and math with arts and humanities where they naturally occur. That practice has continued at the secondary level. Also, at the secondary level, students are expected to take arts and humanities classes as part of their graduation requirements.

RELA has always been a primary focus and diagnostic instruction is increasingly based on appropriate assessments. Further, a K-12 focus on writing has been put in place. At the elementary level, students learn to write in various modes, and the primary focus of writing is "learning to write." At the secondary level, we have adopted Collins Writing techniques.

To that point, the primary focus of writing at the secondary level as been "writing to learn." Our Health and PE program emphasizes all aspects of wellness and works collaboratively with our nurse and general education teachers.

Math instruction is a primary focus with staff development, program assessment and diagnostics that allow for differentiated instruction.

After a gap analysis in the area of science, we have revamped the 6-8 course sequence and have partnered with National Geographic for elementary science instruction.

We have incorporated additional offerings in the social studies departments, including Advanced Placement Government during the 15-16 school year.

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.	Accomplished
Procedures for measurement of mastery of the objectives of a planned course, instructional unit or interdisciplinary studies are identified.	Developing

Processes used to ensure Accomplishment:

Our administrators and teachers know and understand the objectives of planned courses and instructional units for the four core areas: Reading/English and language arts, math, science, and social studies. To date, we have materials to support the implementation of the curricula, which are aligned to the PA Core Standards. We have developed and piloted local assessments aligned to key learnings. This is an area of growth for the school district moving forward. We will continue to strengthen our processes through the implementation of this Comprehensive Plan.

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

Even though we have not identified any areas as NI or NE, we will continue to provide time for teachers to work during professional development days, summer work and other opportunities to release teachers to work on alignment of curriculum, incorporating curriculum into curriculum documents and developing effective use of formative and summative assessments. The District is focused on several initiatives designed to improve all areas of instruction and guided by the core tenant of meeting the needs of all learners. These initiatives include ongoing professional development in Formative Assessment, Differentiated Instruction, Universal Design for Learning, and Co-Teaching.

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.	Accomplished
Procedures for measurement of mastery of the objectives of a planned course, instructional unit or interdisciplinary studies are identified.	Developing

Processes used to ensure Accomplishment:

Our administrators and teachers know and understand the objectives of planned courses and instructional units for the four core areas: Reading/English and language arts, math, science, and social studies. To date, we have materials to support the implementation of the curricula, which are aligned to the PA Core Standards. We have developed and piloted local assessments aligned to key learnings. This is an area of growth for the school district moving forward. We will continue to strengthen our processes through the implementation of this Comprehensive Plan.

We will continue our committee structure, whereby teacher representatives work with their colleagues and administration to develop strong curriculum, instruction, and assessment practices.

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

Even though we have not identified any areas as NI or NE, we will continue to provide time for teachers to work during professional development days, summer work and other opportunities to release teachers to work on alignment of curriculum, incorporating curriculum into curriculum documents and developing effective use of formative and summative assessments. The District is focused on several initiatives designed to improve all areas of instruction and guided by the core tenant of meeting the needs of all learners. These initiatives include ongoing professional development in Formative Assessment, Differentiated Instruction, Universal Design for Learning, and Co-Teaching.

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

Processes used to ensure Accomplishment:

Our administrators and teachers know and understand the objectives of planned courses and instructional units for the four core areas: Reading/English and language arts, math, science, and social studies. To date, we have materials to support the implementation of the curricula, which are aligned to the PA Core Standards. We have developed and piloted local assessments aligned to key learnings through the quarterly assessment process. This is an area of growth for the school district moving forward. We will continue to strength our processes through the implementation of this Comprehensive Plan.

We will continue our committee structure, whereby teacher representatives work with their colleagues and administration to develop strong curriculum, instruction, and assessment practices.

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

Even though we have not identified any areas as NI or NE, we will continue to provide time for teachers to work during professional development days, summer work and other opportunities to release teachers to work on alignment of curriculum, incorporating curriculum into curriculum documents and developing effective use of formative and summative assessments. The District is focused on several initiatives designed to improve all areas of instruction and guided by the core tenant of meeting the needs of all learners. These initiatives include ongoing professional development in Formative Assessment, Differentiated Instruction, Universal Design for Learning, and Co-Teaching.

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

Processes used to ensure Accomplishment:

Our administrators and teachers know and understand the objectives of planned courses and instructional units for the four core areas: Reading/English and language arts, math, science, and social studies. To date, we have materials to support the implementation of the curricula, which are aligned to the PA Core Standards. We have developed and piloted local assessments aligned to key learnings through the quarterly assessment process. This is an area of growth for the school district moving forward. We will continue to strength our processes through the implementation of this Comprehensive Plan.

We will continue our committee structure, whereby teacher representatives work with their colleagues and administration to develop strong curriculum, instruction, and assessment practices.

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

Even though we have not identified any areas as NI or NE, we will continue to provide time for teachers to work during professional development days, summer work and other opportunities to release teachers to work on alignment of curriculum, incorporating curriculum into curriculum documents and developing effective use of formative and summative assessments. The District is focused on several initiatives designed to improve all areas of instruction and guided by the core tenant of meeting the needs of all learners. These initiatives include ongoing professional development in Formative Assessment, Differentiated Instruction, Universal Design for Learning, and Co-Teaching.

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.

All students of all abilities are carefully considered in the planning of our instructional program. Through our Child Study Team and Comprehensive Support Team, we are able to determine the best possible strategies to assist each student to reach his/her highest potential. This can look very different for each student from gifted/enrichment classes to differentiated instructional plans to 504, IEP accommodations as well as more subtle

modifications made by classroom teachers, reading specialists, guidance counselors, principals, a host of specialists, etc.

Our special education component, including autistic support programs, works closely with regular education teachers to maximize learning and social interaction in the least restrictive environment, recognizing there is a place for many levels of support all leading to maximum possible independence for each student. We continue to provide opportunities for regular education and special education teachers to collaborate. We have also made sure that we align to ADA best practices to ensure that physical disabilities do not prohibit students from accessing their education.

There has been a thrust in meeting the needs of diverse learners. While we are still developing the strategies and plans to meet the varying levels, our staff is engaged in professional development in the areas of Universal Design for Learning, Understanding by Design, Differentiated Instruction and Formative Assessment.

Instruction

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

Regular Lesson Plan Review
- Administrators

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

Annual Instructional Evaluations.
The supervisory arrangement for teachers is designed to provide support for professional growth and to ensure effective delivery of instruction to the District's students.

The supervisory arrangement for teachers consists of general and specific administrative observations, related conversations about the meaning and significance of these observations, and written administrative summaries outlining judgments about performance based on these observations. This aligns to the PDE Educator Effectiveness Process.

The written record consists of two types of documents. Observation summaries are formative in nature and are completed by the administrator or peer coach. Observation summaries capture teacher performance in a single episode. Evaluations are summative in nature. Evaluations are completed by the administrator and reflect that administrator's judgment about the quality of a teacher's performance over a specific period of time. Alternatively, in the event of a single act of professional misconduct, his/her administrator may issue a teacher an evaluation at the time of the infraction.

Tenured teachers receive formal observations. These observations will typically be scheduled by semester. All non-tenured teachers will receive a minimum of two observation summaries each academic year. PDE's Teacher Effectiveness forms are used.

The form used for administrative observations is based on the work of Charlotte Danielson and is organized using the domains in her instructional framework.

The observation process for tenured and non-tenured teachers consists of three modes. These modes are:

Clinical Supervision
. Clinical Supervision is required for: all non-tenured teachers, new teachers, teachers holding Instructional I certificates, those directed by the principal and tenured teachers once every four years. Clinical supervision is eligible for tenured teachers with two or more years of service. Elements of clinical supervision include: pre-observation with administrator, observation by administrator, and post observation conference with administrator, written summary by the administrator.

Focused Supervision
. Required for all teachers with an identified deficiency(s) as identified by the building principal, director of elementary and secondary education, or superintendent of schools. Elements of focused supervision consist of: clinical supervision elements and an individualized improvement plan along with a peer mentor.

Self-Directed/Action Research
. This is an option focused on two SMART goals that teachers develop to enhance strengths and remediate professional areas of opportunity. Evidence is collected that provides insight into the level of goal attainment.

Portfolios
. Portfolios are an option for teachers who want to provide documented evidence of growth in certain areas. Collaboration on goal setting and evidence collection will occur between the teacher and administrator.

Regular Lesson Plan Review
. Lesson plans are reviewed by administrators at their request. All teachers are required to have lesson plans for the subjects/content/courses they teach.

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

Not applicable to the New Hope-Solebury School District

Responsiveness to Student Needs

Elementary Education-Primary Level

Instructional Practices	Status
Structured grouping practices are used to meet student needs.	Full Implementation
Flexible instructional time or other schedule-related practices are used to meet student needs.	Full Implementation
Differentiated instruction is used to meet student needs.	Full Implementation
A variety of practices that may include structured grouping, flexible	Full

scheduling and differentiated instruction are used to meet the needs of gifted students.	Implementation

If necessary, provide further explanation.

Differentiation continues to be a focus for professional development. We also continue to examine our schedules to be flexible in meeting the needs of students through tiered instruction and aligning instruction between teachers (e.g., regular education and Title I).

Elementary Education-Intermediate Level

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

If necessary, provide further explanation.

Differentiation continues to be a focus for professional development. We also continue to examine our schedules to be flexible in meeting the needs of students through tiered instruction and aligning instruction between teachers (e.g., regular education and Title I).

Middle Level

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

Our schedule is tied to the High School and is a traditional 8 period day. This gives us no flexibility to block or move periods around to accommodate need. The schedule also impacts our ability to flexibly group in 41-minute class periods. The Middle School level is interested in developing a schedule that would allow for longer instructional periods. During the 2016-2017 school year, flexible schedules will be explored and piloted at the Middle School.

High School Level

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

Our schedule is a traditional 8 period day. This gives us no flexibility to block or move periods around to accommodate need. We have implemented parallel support classes in English, Math, and Biology; however, students take these at the expense of electives. The schedule also impacts our ability to flexibly group in 41-minute class periods. The High School level is interested in developing a schedule that would allow for longer instructional periods. During the 2016-2017 school year, flexible schedules will be explored and piloted at the High School.

Recruitment

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

The District employs a multi-tiered hiring practice that includes an online screening, a first round interview with general job-specific questions and a second round interview with targeted job-specific questions. A collaborative team approach is used at the building level to identify a recommended candidate who is then interviewed at the district level by the Superintendent. The Superintendent makes final recommendations to the Board of Directors after reference checks are made.

Assessments

Local Graduation Requirements

Course Completion	SY 17/18	SY 18/19	SY 19/20
Total Courses	20.00	20.00	20.00
English	4.00	4.00	4.00
Mathematics	4.00	4.00	4.00
Social Studies	4.00	4.00	4.00
Science	4.00	4.00	4.00
Physical Education	1.00	1.00	1.00
Health	1.00	1.00	1.00
Music, Art, Family & Consumer Sciences, Career and Technical Education	1.00	1.00	1.00
Electives	1.00	1.00	1.00
Minimum % Grade Required for Credit (Numerical Answer)	65.00	65.00	65.00

Graduation Requirement Specifics

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

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

Local Assessments

Standards	WA	TD	NAT	DA	PSW	Other
Arts and Humanities	X	X	X	X	X	
Career Education and Work		X				X
Civics and Government		X		X		
PA Core Standards: English Language Arts		X	X	X		
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects		X	X	X		

PA Core Standards: Mathematics		X	X	X		X
Economics		X	X			
Environment and Ecology			X			
Family and Consumer Sciences						
Geography		X				
Health, Safety and Physical Education		X				
History		X	X	X		
Science and Technology and Engineering Education		X	X	X		X
World Language		X	X	X		

Methods and Measures

Summative Assessments

Summative Assessments	EEP	EEI	ML	HS
End of unit assessments	X	X	X	X
Project-based learning assessments	X	X	X	X
Mid-terms and finals				X
Quarterlies			X	X

Benchmark Assessments

Benchmark Assessments	EEP	EEI	ML	HS
Algebra 1, Biology, English Literature			X	X
Reading, Math, Learning Support classes	X	X	X	X

Formative Assessments

Formative Assessments	EEP	EEI	ML	HS
Instructional Lesson Design that includes numerous formative (along the way) assessments to determine student progress and inform instruction	X	X	X	X

Diagnostic Assessments

Diagnostic Assessments	EEP	EEI	ML	HS
Math placement tests also inform teaching as data is shared with teachers.	X	X	X	X
Reading assessment (Running Records, QRIs, etc.)	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				
Professional Learning Community Review	X	X	X	X
Instructional Coach Review	X	X	X	X
Teacher Peer Review	X	X	X	X

Provide brief explanation of your process for reviewing assessments.

Work needs to be done in continuing to develop "common" final assessments, and "common" core assessments for all courses.

The High School is department based and Middle School is team based which allows for Teacher Review of assessments and design that aligns to standards.

The Lower Elementary School and Upper Elementary School utilize grade level teams to review assessments and design instructional strategies.

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.

Common assessments are being developed across all grade levels. These assessments are constructed from nationally normed item banks and items derived from samples provided by the Pennsylvania Department of Education. Assessments are developed by teams of teachers and administrators. At the elementary level, grade levels work collaboratively in PLCs to create and validate assessments. At the secondary level, departments work collaboratively to create and validate assessments.

Collection and Dissemination

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

We are in the process of training all teachers on the use of Performance Tracker to analyze data by standards, student subgroups, and eligible content.
The following data points will be included in Performance Tracker:
-PSSAs
-Keystone Assessments
-Running records assessments

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.

At the High School, students who have not performed at the proficient level on the standardized tests in math and reading, are placed in a seminar course. This course uses benchmark and diagnostic testing to determine areas of need. Students are then provided with targeted instruction in those areas of need. Once this instruction is complete, students are reassessed to determine if they have now mastered the material at the proficiency level.

At the Middle School, assessment data is used for recommendation to access parallel support programs in Reading and Math.

At the Elementary Level, data is used for recommendations for placement and for support programs, such as Title I reading.

At all levels, differentiated instruction is an expectation and is targeted to students' needs.

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	
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
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
Instructional practices modified or adapted to increase student mastery.	X	X	X	X

Provide brief explanation of the process for incorporating selected strategies.

In the grade levels where PSSAs and/or Keystone assessments are administered, data is reported to teachers on overall proficiency and by standard as well as anchors and eligible content. This data is analyzed to find trends of student success and areas of teaching and learning that need to improve.

The development of PLCs has assisted our teachers and administrators with identifying high impact instructional strategies that occur in classrooms where achievement and growth are high. Teachers and administrators share these strategies collaboratively.

Instructional rounds, where teachers observe their peers in non-evaluative ways, have also started. Common planning time has been made available at all levels.

Assessment anchors, eligible content, and learning objectives are identified at each level and in each content area. These become big ideas for instructional foci.

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

As a District, we are still refining our assessment systems with a focus on high quality formative assessments, which provides real-time information for teachers to change instruction based on students' needs. This is a K-12 focus.

Distribution of Summative Assessment Results

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

Provide brief explanation of the process for incorporating selected strategies.

We have found that these strategies have worked best with communication of information about summative assessments to the community, which includes: parents, students and community members. Communication comes in various venues. These include public presentations, individual student information/score reports, individual meetings, and website posting.

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

Not applicable for the New Hope-Solebury School District

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 year the administrative team conducts a comprehensive review of assessment data. This is done via the School Performance Profile along with raw assessment data. Further, local assessment data is reviewed. Finally, PVAAS data is analyzed to determine where growth has/has not occurred. Central office administrators conduct Educational Leadership Team meetings with building principals and instructional directors to focus on continuous improvement. This focus is filtered to the buildings through grade level and department meetings along with PLCs.

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	
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				
Student Assistance Program Teams and Training			X	X
Counseling Services Available for all Students	X	X	X	X
Internet Web-based System for the Management of Student Discipline	X	X	X	X

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

At this time, we have two security officers employed in the District. We do not have School Resource Officers.

Student Assistant Programs Teams are in effect at the secondary level. We plan to work with the respective county agency to implement training and teams at the elementary level.

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.)

Students are identified either by parents or teachers for assessment. Screening instruments are used to determine if additional testing is required. If needed School Psychologist administers assessments and utilizes the state guidelines for eligibility with one variation. Full scale IQ scores above 125 are used as the cutoff since the test has a standard error of measurement of 5 points.

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

If students are thought to be gifted, we enact child find and meet with the students' parents/guardians. We provide testing to determine if the students are gifted.

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

Assessment data is analyzed to determine which students are in need of enrichment and/or acceleration in various subjects. This analysis is conducted by grade levels, teaching teams, and departments. Students' strengths are noted not only from assessment data but via classroom observation as well. Students are provided with enrichment and/or acceleration depending upon their respective needs.

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.

At the elementary level, students can receive enrichment in RELA and/or math. We have also started enriching in the STEM area. Further, the elementary teacher of the gifted has put into place independent studies where students can explore their unique interests. We have had instances of students being accelerated in the areas of RELA and math.
At the secondary level, students have the opportunity to take honors and advanced placement classes. Further, there are gifted electives for students to choose in the course selection process.

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	
Career Awareness	X	X	X	X
Career Development/Planning		X	X	X
Coaching/Mentoring	X	X	X	X
Compliance with Health Requirements –i.e., Immunization	X	X	X	X

Emergency and Disaster Preparedness	X	X	X	X
Guidance Curriculum	X	X	X	X
Health and Wellness Curriculum	X	X	X	X
Health Screenings	X	X	X	X
Individual Student Planning	X	X	X	X
Nutrition	X	X	X	X
Orientation/Transition	X	X	X	X
RTII/MTSS	X	X	X	
Wellness/Health Appraisal	X	X	X	X

Explanation of developmental services:

Developmental services are based upon students' individual needs.

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

Explanation of diagnostic, intervention and referral services:

Developmental services are based upon students' individual needs.

Consultation and Coordination Services

Consultation and Coordination Services	EEP	EEI	ML	HS
Alternative Education	X	X	X	X
Case and Care Management	X	X	X	X
Community Liaison	X	X	X	X
Community Services Coordination (Internal or External)	X	X	X	X

Coordinate Plans	X	X	X	X
Coordination with Families (Learning or Behavioral)	X	X	X	X
Home/Family Communication	X	X	X	X
Managing Chronic Health Problems	X	X	X	X
Managing IEP and 504 Plans	X	X	X	X
Referral to Community Agencies	X	X	X	X
Staff Development	X	X	X	X
Strengthening Relationships Between School Personnel, Parents and Communities	X	X	X	X
System Support	X	X	X	X
Truancy Coordination	X	X	X	X

Explanation of consultation and coordination services:

Developmental services are based upon students' individual needs.

Communication of Educational Opportunities

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

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

- More than once a month

Elementary Education - Intermediate Level

- More than once a month

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.

At the Upper Elementary School the case management team of principal, counselor, psychologist, nurse and reading specialist meet on a regular basis to review student needs in the building in addition to meeting with grade level teachers on a regular basis to discuss and review student needs/concerns. We also meet with parents and create plans- CST process is in full swing. We are currently working on the RTII model.

At the Middle School, the Child Study Team (principal, counselor, school psychologist, reading specialist, social worker and teacher) meet on a weekly basis to review student needs. These individuals serve as a conduit between the teachers and the core CST team in an effort to implement a standing RTI model. We use a 3 tiered approach as per a standard RTI model. Level 2 and Level 3 interventions occur both within team during Academic Period or after school via tutoring sessions. Our case load is maintained on Google Docs for ease of access and update. Teams use their own Google Doc to track interventions and manage caseloads. After all remedies have been exhausted, a decision is made to move to testing, continue to monitor or exit. The Middle School also has a PATHS (Parents and Teachers Helping Students) team that meets on a weekly basis to monitor behavioral concerns of students. This team partners with an area mental health facility and is trained as SAP members. The team consists of teachers, mental health professional from Lenape Valley Crisis Center, school psychologist, counselor and social worker.

The Lower Elementary School Comprehensive Support Team (CST) meets on a regular basis to review needs of all students. This team meets with grade level teams to develop action

plans, interventions and teaching and learning strategies to improve learning outcomes.

The High School has a CST meeting every week of the principal, counselors, nurse, social worker, school psychologist to examine student needs throughout the building academically, socially and emotionally. Teacher information is reviewed regarding student needs and plans are devised to address these concerns.

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**

At the elementary level, we work collaboratively with early childhood providers to discuss transitions to school. Meetings occur two times per year between the Lower Elementary School staff and early childhood education providers. Further, after-school care is provided for students at the elementary level where students participate in developmentally appropriate activities and work on homework.

Tutoring is provided through community service programs at the High School. Students in the National Honor Society tutor our younger students. We also have a peer mentoring program at the High School.

Our Director of Special Education is currently building a transition program for our special education students for community based education and training. For all students at the High School we have implemented an APEX project, which allows students to engage in real-world internships during their senior year.

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.**

Explain how the District coordinates with agencies that serve preschool age children with disabilities. Address coordination activities designed to identify and serve children with disabilities and the supports and accommodations available to ensure both physical and programmatic access.

The District partners with the Bucks County Intermediate Unit #22 to provide early intervention services and we work collaboratively to transition school age eligible children into appropriate services. Address pre-kindergarten programs operated directly by the District and those operated by community agencies under contract from the District.

Describe how the District provides for a smooth transition from the home setting and any early childhood care or educational setting the students attend, to the school setting.

A transition meeting is held in the fall to meet the families to discuss services at school level and begin open dialogue and communication between families and the school district. Then transition meetings are held in January for each individual family with the director and school psychologist to discuss each case individually and begin scheduling testing, registration, visitations and the continuation of the relationship between the family and the school district.

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	Developing
A robust supply of high quality aligned instructional materials and resources available	Developing
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	Developing

Provide explanation for processes used to ensure Accomplishment.

1. Instructional Materials. Develop curriculum renewal cycle that addresses quality aligned instructional materials and resources.
2. District administrative team and building principal is currently reviewing assessments and accessibility for all students.

3. Need to continue to update curriculum maps to ensure curriculum alignment.
4. With the start of the 2015-2016 a professional development plan was introduced that addresses differentiated and equitably allocated instructional "best practices" that accommodate diverse levels of student motivation, performance and educational needs.

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

Not applicable for the New Hope-Solebury School District

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	Developing
A robust supply of high quality aligned instructional materials and resources available	Developing
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	Developing

Provide explanation for processes used to ensure Accomplishment.

1. Instructional Materials. Develop curriculum renewal cycle that addresses quality aligned instructional materials and resources.
2. District administrative team and building principal is currently reviewing assessments and accessibility for all students.
3. Need to continue to update curriculum maps to ensure curriculum alignment.
4. With the start of the 2015-2016 a professional development plan was introduced that addresses differentiated and equitably allocated instructional "best practices" that accommodate diverse levels of student motivation, performance and educational needs.

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

Not applicable for the New Hope-Solebury School District

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

Provide explanation for processes used to ensure Accomplishment.

1. Instructional Materials. Develop curriculum renewal cycle that addresses quality aligned instructional materials and resources.
2. District administrative team and building principal is currently reviewing assessments and accessibility for all students.
3. Need to continue to update curriculum maps to ensure curriculum alignment.
4. With the start of the 2015-2016 a professional development plan was introduced that addresses differentiated and equitably allocated instructional "best practices" that accommodate diverse levels of student motivation, performance and educational needs.

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

Not applicable for the New Hope-Solebury School District

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

Provide explanation for processes used to ensure Accomplishment.

1. Instructional Materials. Develop curriculum renewal cycle that addresses quality aligned instructional materials and resources.
2. District administrative team and building principal is currently reviewing assessments and accessibility for all students.
3. Need to continue to update curriculum maps to ensure curriculum alignment.
4. With the start of the 2015-2016 a professional development plan was introduced that addresses differentiated and equitably allocated instructional "best practices" that accommodate diverse levels of student motivation, performance and educational needs.

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

Not applicable for the New Hope-Solebury School District

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	Full Implementation
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Full Implementation
PA Core Standards: Mathematics	Full Implementation
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	Full Implementation
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→Second Grade	Implemented in 50% or more of district classrooms
English Language Proficiency	Full Implementation
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

Teachers are trained and encouraged to use SAS. At times the continual revision of the site provides an obstacle to use.

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	Full Implementation
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Full Implementation
PA Core Standards: Mathematics	Full Implementation

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	Full Implementation
Alternate Academic Content Standards for Math	Implemented in 50% or more of district classrooms
Alternate Academic Content Standards for Reading	Full Implementation
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	Full Implementation
School Climate	Implemented in 50% or more of district classrooms

Further explanation for columns selected

We are in the process of training teachers to access and utilize the resources and materials available through the SAS site. The SAS site under continual revision poses a challenge to our use.

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	Full Implementation
PA Core Standards: English Language Arts	Full Implementation
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Full Implementation
PA Core Standards: Mathematics	Full Implementation
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	Full Implementation
Science and Technology and Engineering Education	Full Implementation
Alternate Academic Content Standards for Math	Full Implementation
Alternate Academic Content Standards for Reading	Full

	Implementation
American School Counselor Association for Students	Full Implementation
English Language Proficiency	Full Implementation
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

We are in the process of training teachers to access and utilize the resources and materials available through the SAS site. The SAS site under continual revision poses a challenge to our use.

High School Level

Standards	Status
Arts and Humanities	Implemented in 50% or more of district classrooms
Career Education and Work	Full Implementation
Civics and Government	Full Implementation
PA Core Standards: English Language Arts	Full Implementation
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Full Implementation
PA Core Standards: Mathematics	Full Implementation
Economics	Full Implementation
Environment and Ecology	Full Implementation
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	Full Implementation
Science and Technology and Engineering Education	Full Implementation
Alternate Academic Content Standards for Math	Full Implementation
Alternate Academic Content Standards for Reading	Full Implementation
American School Counselor Association for Students	Full Implementation
English Language Proficiency	Full Implementation
Interpersonal Skills	Implemented in 50% or more of district classrooms
School Climate	Implemented in 50% or more of district classrooms
World Language	Full Implementation

Further explanation for columns selected

We are in the process of training teachers to access and utilize the resources and materials available through the SAS site. The SAS site under continual revision poses a challenge to our use.

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	X	X		

effective practice research, with attention given to interventions for gifted students.				
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		
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.

All elements are incorporated into the current district Professional Development Plan. The District's Professional Development Plan is based on data and developed by the Professional Education Committee (PEC), which consists of administrators, teachers, support staff, and a parent.

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

Beginning with the 16-17 school year, an intentional focus on gifted education and meeting the needs of gifted learners will be addressed at the secondary level.

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 plans to conduct the required training on approximately:
10/9/2017 Professional development will be provided for all staff.

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 plans to conduct the training on approximately:
8/29/2017 Professional development will be provided for all staff.

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 plans to conduct the training on approximately:
2/9/2017 Professional development will be provided for all staff.

Strategies Ensuring Fidelity

- Professional Development activities are based upon detailed needs assessments that utilize student assessment results to target instructional areas that need strengthening.
- Professional Development activities are based upon detailed needs assessments that utilize student assessment results to target curricular areas that need further alignment.
- Professional Development activities are developed that support implementation of strategies identified in your action plan.
- Clear expectations in terms of teacher practice are identified for staff implementation.
- An implementation evaluation is created, based upon specific expectations related to changes in teacher practice, which is used to validate the overall effectiveness of the professional development initiative.
- 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.

New Hope-Solebury School District's Professional Development Plan is designed to meet the needs of students through data analysis and corresponding identification of needs in curriculum and instruction to improve student learning. This is accomplished through a

comprehensive professional development program that involves administrators, teachers, and other staff members.

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

As we continue to differentiated professional development, we will begin using teacher-specific data (student data, observation data, etc.) to drive professional learning for individuals. This will be accomplished through the continual data analysis focusing on achievement and growth.

Induction Program

- Inductees will know, understand and implement instructional practices validated by the LEA as known to improve student achievement.

- Inductees will assign challenging work to diverse student populations.

- Inductees will know the basic details and expectations related to LEA-wide initiatives, practices, policies and procedures.

- Inductees will know the basic details and expectations related to school initiatives, practices and procedures.

- Inductees will be able to access state curriculum frameworks and focus lesson design on leading students to mastery of all state academic standards, assessment anchors and eligible content (where appropriate) identified in the LEA's curricula.

- Inductees will effectively navigate the Standards Aligned System website.

- Inductees will know and apply LEA endorsed classroom management strategies.

- Inductees will know and utilize school/LEA resources that are available to assist students in crisis.

- Inductees will take advantage of opportunities to engage personally with other members of the faculty in order to develop a sense of collegiality and camaraderie.

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

New Hope-Solebury School District offers a three-year induction program including 40 hours of classroom professional learning over the first year of induction. The induction process includes workshops and instruction from our team which includes the Superintendent, Director of Elementary and Secondary Education, principals and other members of the district leadership team who offer workshops in school law, special education services, students services and human resource related topics and issues. In addition to district level induction, inductees are involved in building level induction with experienced mentors during their first year of service.

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

Not applicable for the New Hope-Solebury School District

Needs of Inductees

- Frequent observations of inductee instructional practice by a coach or mentor to identify needs.

- Frequent observations of inductee instructional practice by supervisor to identify needs.

- Regular meetings with mentors or coaches to reflect upon instructional practice to identify needs.

- Student PSSA data.

- Standardized student assessment data other than the PSSA.

- Classroom assessment data (Formative & Summative).

- Inductee survey (local, intermediate units and national level).

- Review of inductee lesson plans.

- Review of written reports summarizing instructional activity.

- Submission of inductee portfolio.

- Knowledge of successful research-based instructional models.

- Information collected from previous induction programs (e.g., program evaluations and second-year teacher interviews).

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

New Hope-Solebury School District's Professional Development Plan is designed to meet the needs of students through data analysis and corresponding identification of needs in curriculum and instruction to improve student learning. This is accomplished through a comprehensive professional development program that involves administrators, teachers and other staff members.

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

New Hope-Solebury School District continues an emphasis on using student data to help us define priorities for teachers and students.

Mentor Characteristics

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

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

Through a clear articulation of criteria for appropriate mentors, building principals in consultation with the assistant to the superintendent choose professional mentors each year to match the needs of the inductees with the professional strengths of building mentors.

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

Not applicable for the New Hope-Solebury School District

Induction Program Timeline

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

If necessary, provide further explanation.

Not applicable for the New Hope-Solebury School District

Monitoring and Evaluating the Induction Program

Identify the procedures for monitoring and evaluating the Induction program.

New Hope-Solebury School District gathers a tremendous amount of data on our inductees ranging from portfolio collections and work product from the induction program to multiple observations and feedback from classroom observations. Through this data collection, feedback is given to the inductee on classroom practice but also feedback - through reflections, surveys and direct contact - is provided to our administrative team on the effectiveness of our induction process.

Recording Process

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

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

- School/LEA maintains accurate records of program completion and provide a certificate or statement of completion to each inductee who has completed the program.

- LEA administrator receives, tallies, and archives all LEA mentor records.

- Completion is verified by the LEA Chief Executive Officer on the Application for Level 2 Certification.

Special Education

Special Education Students
Total students identified: **263**

Identification Method

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

As required by IDEA, the New Hope-Solebury School District conducts screenings and evaluations for the purpose of identifying students who may be in need of learning support and related services. To this end, the District uses Child Find and teacher, staff and parent referrals. The Child Study Teams (CST) at the elementary school level and at the middle and high school levels identify students who are experiencing academic, behavioral or social difficulties in their regular education program. These teams not only provide supports to students, they screen students and rigorously monitor data to determine when an

evaluation needs to take place. School psychologists are highly involved in the process of identifying students in need of learning support.

They provide individual assessments, observations and conduct interviews in order to differentially diagnose students' needs. In addition to screening and support services the District uses the discrepancy model for identifying students with specific learning disabilities.

Enrollment

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

The data is publicly available via the Penn Data website. You can view your most recent report. The link is:
https://penndata.hbg.psu.edu/PublicReporting/DataataGlance/tabid/2523/Default.aspx

According to the 2014-15 Special Education Data Report (LEA Performance on State Performance Plan [SPP] Targets), the District met the target for Disproportionate Representation by Race/Ethnicity and Disability Category.

Non-Resident Students Oversight

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

The District does not serve as a host district for any children's institutions. There are none located within the boundaries of the District.

Incarcerated Students Oversight

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

There are no facilities for incarcerated youth located within the boundaries of the District. If there was, we would implement the same child-find procedures we have in place in our school district's buildings to ensure that all potentially eligible students are evaluated, identified when deemed eligible, and offered a free appropriate public education if found

eligible. The District would take this as its responsibility but would do so in collaboration with the child's district of residence.

Least Restrictive Environment

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

The District ensures that children with disabilities are educated to the maximum extent possible with non-disabled children through compliance with the evaluation, identification, and the IEP development process. In most cases, the District goes beyond the legal requirements to involve parents in the process and ensure that all modifications and adaptations have been exhausted prior to moving to a more restrictive placement. A thorough evaluation is conducted by the multi-disciplinary team to identify a child's specific needs. Programs for students are developed with all team members committed to implementing the IEP in the least restrictive environment possible. Building-level and district-level administrators are involved in all meetings where there is the potential for a move to a more restrictive setting. In addition, they review the IEPs and ERs to make sure students are receiving services in the Least Restrictive Environment. For children receiving services outside of the school district, a special education representative attends these meetings and ensures there is a focus on movement to a less restrictive setting as soon as is possible based on the student's needs.

Additionally, the school psychologist along with the high school transition coordinator who are responsible for transition services play a primary role in seeing to the transition of students from placement to placement as well as to adult life. In this role, there is the expectation that students remain in their regular school programs rather than being placed outside of the district and that those students placed outside of the district have plans for transitioning back to the district.

Serving students in the least restrictive environment is one of the district's areas of focus. There is an increasingly strong commitment to the least restrictive environment mandate

and educating children in inclusive settings at all levels of the District. There are new co-teaching opportunities in the middle and high school buildings. The District employs instructional assistants in an effort to maintain students in the regular education classroom to the greatest degree feasible. Related services are integrated into the regular classroom to the maximum extent possible. The District also provides a wide variety of assistive technology to students as an accommodation to foster integration. The SETT process is utilized to identify appropriate assistive technology to aid the student in the least restrictive setting. Training on the use of devices is also an important function of the related service staff.

The District utilizes the services of a behavior analyst to develop behavior intervention plans in response to functional behavioral assessments. The BCBA also works in conjunction with building principals and teams to develop and revise building wide positive behavioral support programs. Co-Teaching is now successfully implemented in grades 3-12. Over the past several years, the District has developed autistic support programming now available in grades K-12, so we are able to educate students successfully in their home school with a combination of special education and regular education programming so as not to need a more restrictive or out of district setting. Further district-based pre-vocational opportunities have been expanded both on campus and off campus. Community based instructional opportunities have been created and expanded. School wide behavioral support has been implemented in all four schools.

Through our Focused Professional Development programs, staff participates in a variety of targeted training. Additionally, all grade 6-12 co-teaching teams participated in local training to facilitate the start of co-teaching in those two buildings. We are also providing additional local and training opportunities at the IU for co-teaching and other special education initiatives that will facilitate co-teaching in the elementary grades in the future. Data below reflects the District's growth in educating more students in the least restrictive environment.

Special Education Data Report

	SE Inside Regular Education 80 % or More	SE Inside Regular Education less than 40 %
New Hope Solebury		
2014-15	70.10%	Group size data too small to report
2013-14	70.60%	8.90%
2012-13	65.20%	8.90%
2011-12	55.40%	9.20%
2010-11	50.80%	Group size data too small to report
2009-10	52.30%	4.90%
2008-09	58.20%	8.20%
STATE		
2014-15	62.00%	9.50%

2013-14	62.40%	8.90%
2012-13	62.10%	8%
2011-12	62.20%	8.00%
2010-11	61.00%	9.60%
2009-10	57.70%	10.50%
2008-09	55.20%	10.80%

Behavior Support Services

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

School Board Policy 113.1 addresses Behavior Support of Students with Disabilities. The policy was written to reflect the requirements of the IDEA and Chapter 14. It emphasizes the need for positive rather than negative measures. It also discourages the use of physical restraints and stipulates the processes to be in place when such restraints become necessary. The policy stipulates what aversive techniques (i.e., corporal punishment, locked rooms) are prohibited. Finally, it addresses the requirements regarding a student's exclusion from his/her educational program.

In New Hope-Solebury School District, each elementary school has initiated a school wide positive behavior support plan. These are reviewed annually in conjunction with a review of discipline data. Revisions are and will be made as needed based upon this review. Each plan is required to be positive in nature and progressive should there be a need for consequences. Not only do the plans expect positive behavior on the part of students, the plans have a component, which focuses on ways to teach and model appropriate behavior.

Additionally, the District offers two types of behavior intervention trainings on an ongoing basis. First is training by a district-certified trainer from the Crisis Prevention Institute. This is for staff working with students who may need to utilize this training. Administrators, teachers, and support staff can receive this training on a voluntary basis. Additionally, when a student is identified as having the potential for aggressive behavior, all staff working with that student is required to attend training. Numerous training opportunities are available each year.

Intensive Interagency/Ensuring FAPE/Hard to Place Students

1. If the LEA is having difficulty ensuring FAPE for an individual student or a particular disability category, describe the procedures and analysis methods used to determine gaps in the continuum of special education supports, services and education placement options available for students with disabilities.

2. Include information detailing successful programs, services, education placements as well as identified gaps in current programs, services, and education placements not available within the LEA. Include an overview of services provided through interagency collaboration within the LEA.
3. Discuss any expansion of the continuum of services planned during the life of this plan.

1. The school district is able to provide FAPE to all students. IEP teams remain focused on developing programs for implementing student IEPs in the least restrictive environment. This is most evident in looking at the growing percentage of students in general education more than 80%. This level has increased dramatically over the past several years. Each year, the District has been able to bring a number of these students back to home district buildings. Therefore, our focus has been on maintaining students in the district and not seeking outside placements.
2. When outside placements are deemed necessary by the IEP team, the District has been able to find a placement that provides FAPE.
3. The District will work collaboratively with all partners, the Bucks County Intermediate Unit, and outside agencies to examine how to meet the needs of the growing number of students with mental health needs during the next three years.

Strengths and Highlights

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

The special education program in the New Hope-Solebury School District is marked by high expectations and high achievement for students with IEPs along with its commitment to offering a full continuum of services. Programs are implemented in the least restrictive environment, allowing students access to the general curriculum and to make documented progress within that curriculum, from a dedicated teaching staff.

New Hope-Solebury School District operates classrooms which provide a variety of supports including learning support and autistic support in the most restrictive settings and co-teaching and other supplementary aids and services to support students in co-teaching and other general education environments.

In addition, the Bucks County Intermediate Unit (BCIU) provides speech, vision support, hearing support, orientation and mobility services, physical therapy, and occupational therapy. Students of all disability categories can have their needs met through these programs in their home school district. Each specific program is tailored to meet the needs of the students being served. For example, autistic support services are provided with a variety of methods being utilized to meet the needs of students based on their Individual Educations Plans (IEP). Programs are provided which are based on principles of applied behavior analysis and best instructional practices for students with autism who

have significant behavioral and/or language based needs.   A primary goal in these classes is grade appropriate participation in the general curriculum as well as inclusion in regular education classrooms.

Of pride to the District is the extent to which special education services are offered in the least restrictive environment. Every effort is made to educate New Hope-Solebury students in New Hope-Solebury schools. A small percentage of children receive their education in schools located outside of the District. On another level of least restrictive environment, there is a commitment to educating children in the regular classroom. Almost all students participate to some extent in the regular education classroom. The District prides itself in the large number of special education students who spend the majority of their school day in a regular education classroom with varying levels and types of supports provided to maximize their success. At elementary, middle and high school levels, there are classes in which special education and regular education teachers co-teach for part of the school day and in many cases all of the school day. There has been much staff development over the past years on inclusive practices with our low incidence populations. The results of these are seen in increasing numbers of opportunities for inclusion for these students.

The New Hope-Solebury School District prides itself in implementing a comprehensive system for aligning student graduation outcomes with high school coursework. Our system is a results-oriented process that is focused on improving the academic and functional achievement of each student with a disability. The focus of our transition planning beginning at age 14 or younger when appropriate, aligns the student's movement from school to post-school activities, including postsecondary education, vocational education, competitive employment, supported employment, continuing and adult education, adult services, independent living, or community participation. The District has placed a greater emphasis on community-based instruction for current and future instruction for students with more significant needs. This starts at the middle school level and expands as student's progress through the grades. The District is proud of the Learning Center programs it operates K-8 and starting next year K-12.

Due to the District's firm commitment to educating its students in the regular education classroom to the maximum extent possible, students have the opportunity to participate in the general education curriculum alongside their non-disabled peers. Co-Teaching options are available currently in grades 3-12. When the needs of a student warrant, the general curriculum is provided within a special education support class. In both cases, the District provides the necessary supplemental aids and services as well as program modifications to insure that children are successful in progressing through the general curriculum. Examples of this include individualized instruction, one-to-one assistance, and assistive technology. Finally, the dedication and commitment to the District's special needs students by staff is clearly evident in the day-to-day operation of the program. Teachers, both regular education and special education, utilize best practices in meeting the diverse needs of our special education students. In addition, the atmosphere in the classrooms would unilaterally be described as warm, safe and supportive. Support staff and related service

providers are instrumental in helping in our mission to help our special needs students make progress each and every day.

Assurances

Safe and Supportive Schools Assurances

The LEA has verified the following Assurances:

- Implementation of a comprehensive and integrated K-12 program of student services based on the needs of its students. (in compliance with § 12.41(a))

- Free Education and Attendance (in compliance with § 12.1)

- School Rules (in compliance with § 12.3)

- Collection, maintenance and dissemination of student records (in compliance with § 12.31(a) and § 12.32)

- Discrimination (in compliance with § 12.4)

- Corporal Punishment (in compliance with § 12.5)

- Exclusion from School, Classes, Hearings (in compliance with § 12.6, § 12.7, § 12.8)

- Freedom of Expression (in compliance with § 12.9)

- Flag Salute and Pledge of Allegiance (in compliance with § 12.10)

- Hair and Dress (in compliance with § 12.11)

- Confidential Communications (in compliance with § 12.12)

- Searches (in compliance with § 12.14)

- Emergency Care and Administration of Medication and Treatment (in compliance with 35 P.S. § 780-101—780-144)

- Parents or guardians are informed regarding individual survey student assessments and provided a process for refusal to participate (consistent with § 445 of the General Education Provisions Act (20 U.S.C.A. § 1232h) and in compliance with § 12.41(d))

- Persons delivering student services shall be specifically licensed or certified as required by statute or regulation (in compliance with § 12.41(e))

- Development and Implementation of Local Wellness Program (in compliance with Public Law 108-265, Section 204)

- Early Intervention Services System Act (if applicable) (11 P.S. § 875-101—875-503)

- Establishment and Implementation of Student Assistance Programs at all of levels of the school system (in compliance with 24 PS § 15-1547)

- Acceptable Use Policy for Technology Resources

- Providing career information and assessments so that students and parents or guardians might become aware of the world of work and career options available.

Special Education Assurances

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

- Implementation of a full range of services, programs and alternative placements available to the school district for placement and implementation of the special education programs in the school district.

- Implementation of a child find system to locate, identify and evaluate young children and children who are thought to be a child with a disability eligible for special education residing within the school district's jurisdiction. Child find data is collected, maintained and used in decision-making. Child find process and procedures are evaluated for its effectiveness. The District implements mechanisms to disseminate child find information to the public, organizations, agencies and individuals on at least an annual basis.

- Assurances of students with disabilities are included in general education programs and extracurricular and non-academic programs and activities to the maximum extent appropriate in accordance with an Individualized Education Program.

- Compliance with the PA Department of Education, Bureau of Special Education's report revision notice process.

- Following the state and federal guidelines for participation of students with disabilities in state and district-wide assessments including the determination of participation, the need for accommodations, and the methods of assessing students for whom regular assessment is not appropriate.

- Assurance of funds received through participation in the medical assistance reimbursement program, ACCESS, will be used to enhance or expand the current level of services and programs provided to students with disabilities in this local education agency.

24 P.S. §1306 and §1306.2 Facilities

There are no facilities.

Student counts are redacted for students' privacy.

Least Restrictive Environment Facilities

Facility Name	Type of Facility	Type of Service	Number of Students Placed
New Hope Academy	Other	ES & LS	▮
Rock Brook School	Out-of-State Schools	AS	▮
New Roads School	Out-of-State Schools	MD	▮
Lifeworks	Other	ES	▮
Park Lake School	Special Education Centers	Autistic	▮
Spirit Program	Special Education Centers	Pre-Vocational	▮
Midland	Approved Private Schools	ID	▮
Lakeside	Special Education Centers	ED	▮
Cambridge School	Special Education Centers	ED	▮

Special Education Program Profile

Program Position #1

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
LES	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	5 to 8	▮	0.5
LES	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	5 to 8	▮	0.5

Program Position #2

Operator: School District

PROGRAM SEGMENTS

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

Program Position #3

  Operator: School District
  PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
UES	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	7 to 9	■	1

Program Position #4

  Operator: School District
  PROGRAM SEGMENTS

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

Program Position #5

  Operator: School District
  PROGRAM SEGMENTS

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

Program Position #6

  Operator: School District
  PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
UES	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	9 to 11	■	1

Program Position #7

  Operator: School District
  PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
UES	An Elementary	A building in which	Supplemental (Less Than 80%	Learning Support	7 to 10	■	1

	School Building	General Education programs are operated	but More Than 20%)				

Program Position #8

Operator: School District

PROGRAM SEGMENTS

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

Program Position #9

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Middle	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Autistic Support	11 to 14	■	1

Program Position #10

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Middle	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 13	■	1

Program Position #11

Operator: School District

PROGRAM SEGMENTS

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

Program Position #12

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Middle	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	12 to 14	■	1

Program Position #13

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Middle	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 15	■	1

Program Position #14

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
HS	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 17	■	1

Program Position #15

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
HS	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 17	■	1

Program Position #16

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
HS	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	15 to 18	■	1

Program Position #17

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
HS	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	15 to 18	■	1

Program Position #18 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: September 2, 2013

Average square feet in regular classrooms: 800 sq. ft.

Square footage of this classroom: 750 sq. ft. (25 feet long x 30 feet wide)

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
HS	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Autistic Support	14 to 17	■	1

Program Position #19

Operator: Intermediate Unit

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
LES & UES	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	6 to 10	■	1

Justification: Speech servicing two elementary schools. No speech group will exceed three-year age span grouping. K-2 school & 3-5 school

Program Position #20

Operator: Intermediate Unit

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
MS & HS	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	11 to 17	■	0.6

Justification: Speech is provided in middle school and high school separately, therefore no speech group will exceed four year age span grouping.

Program Position #21

Operator: Intermediate Unit

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
UES	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Blind or Visually Impaired Support	8 to 9	▪	0.4

Program Position #22

Operator: Intermediate Unit

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
District	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Deaf and Hearing Impaired Support	7 to 18	▪	0.6
Justification: Services are delivered one to one for students therefore age span grouping does not exceed state code requirements.							

Program Position #23 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: September 1, 2009

Average square feet in regular classrooms: 999 sq. ft.

Square footage of this classroom: 1000 sq. ft. (40 feet long x 25 feet wide)

PROGRAM SEGMENTS

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

Special Education Support Services

Support Service	Location	Teacher FTE
Director of Pupil Services	District	1
School Psychologist	Lower & Upper Elementary Schools	1
School Psychologist	Middle & High Schools	1
Social Worker	Lower & High School	1
Social Worker	Upper Elementary & Middle Schools	1
Instructional Assistants	LES, UES, MS & HS	24
Occupational Therapist	District	0.8
Physical Therapist	District	0.4
Speech and Language	K-12	1.6

Special Education Contracted Services

Special Education Contracted Services	Operator	Amt of Time per Week
BCBA	Outside Contractor	3 Days

Needs Assessment

Record School Patterns

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

What other information do you still need to assess?

Answer:
We need to continue to look at data to inform our instruction and ways to determine the fidelity of implementing programs in each course or program throughout our district. Our overarching goal is to continue to improve and provide our students with the best education possible, where "no doors" will be closed to students after graduation because of missed opportunities while attending our schools.

We need to continue to revise curricula to meet and exceed the PA Core Standards and to ensure high student achievement and growth. To achieve this, we need to continue professional development on the implementation of best practices across all content areas.

District Accomplishments

Accomplishment #1:

Elementary Schools

<u>Lower Elementary School</u>

- New instructional programming is used for reading, writing, math, and science.

- A reader's theater to enhance interpersonal and communication skills for K-2.

- An outdoor learning environment that integrates RELA, science, math and other disciplines.

- A multi-faceted character education initiative that includes Responsive Classroom, Character Counts and Positive School Wide Behavior Supports.

<u>Upper Elementary School</u>

- A schedule that allows for core curriculum to be taught in the morning across all grade levels. This model allows for teachers and assistants to push into general education classrooms.

The hope is to increase the amount of time that we can do more push in and less pull out support.

- A school wide positive behavior support team working to implement school wide positive behavior support.

- Implementation of ongoing professional development on UbD, UDL, FA, co-teaching and DI.

- Refining ways that we provide instruction in RELA and math with new instructional programming.

Accomplishment #2:

Middle Schools

- Co-teaching has been implemented to provide for inclusive practices.

- A 6th grade schedule allows for greater instructional time in humanities, math, and science.

- Advisories are planned to focus on specific pro-social lessons and topics.

- PVAAS data shows that all subgroups of students make more than expected growth each year.

- PIAA sports programs and many extra-curricular activities for students.

Accomplishment #3:

High School

- The High School earned a National Blue Ribbon in 2014.

- In 2015 and in 2016 the High School was ranked #2 by US News and World Report.

- High participation and achievement on standardized testing at all levels

  o Keystone scores continue to be strong and PVAAS data shows that our students are making more than expected growth each year.

  o SAT – well above average for national, state and county on critical reading, writing and math assessments.

- Establishment of Math Lab Support Classes

  o Every other day math lab support classes in Algebra and Geometry designed to meet the specific needs of identified students.

  o Instruction is targeted to meet the needs of individual learners.

District Concerns

Concern #1:

We are currently developing a system that fully ensures consistent implementation of standards aligned curricula across all schools for all students.

Concern #2:

We need to continue to examine and improve practice and policy to keep pace with rapidly evolving technology.

Concern #3:

We are currently developing a plan to review and improve districts' aging facilities and infrastructure as they impact on safety, security and instruction.

Concern #4:

We need to facilitate better community engagement with parents/guardians and other members of the NHSSD community.

Prioritized Systemic Challenges

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

Aligned Concerns:

We are currently developing a system that fully ensures consistent implementation of standards aligned curricula across all schools for all students.

We need to continue to examine and improve practice and policy to keep pace with rapidly evolving technology.

Systemic Challenge #2 *(Guiding Question #3)* Establish a district system that fully ensures staff members in every school use standards aligned assessments to monitor student achievement and adjust instructional practices.

Aligned Concerns:

We are currently developing a system that fully ensures consistent implementation of standards aligned curricula across all schools for all students.

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

Aligned Concerns:

We are currently developing a system that fully ensures consistent implementation of standards aligned curricula across all schools for all students.

Systemic Challenge #4 *(Guiding Question #0)* Provide increased opportunities for 21st century learning through the implementation of best practices as they relate to information technology.

Systemic Challenge #5 *(Guiding Question #0)* Develop a long-range capital plan to ensure the appropriate care for our facilities and grounds.

Aligned Concerns:

We are currently developing a plan to review and improve districts' aging facilities and infrastructure as they impact on safety, security and instruction.

Systemic Challenge #6 *(Guiding Question #0)* Provide increased opportunities for student, parent/guardian, and community engagement within the District.

Aligned Concerns:

We need to facilitate better community engagement with parents/guardians and other members of the NHSSD community.

District Level Plan

Action Plans

Goal #1: The New Hope-Solebury School District believes that all students shall have access to high-quality instruction that meets their academic needs. Further, the District believes that our curriculum must be prioritized and comprehensive to ensure that all students achieve their personal level of success.

Related Challenges:

- Establish a district system that fully ensures consistent implementation of standards aligned curricula across all schools for all students.
- Establish a district system that fully ensures students who are academically at risk are identified early and are supported by a process that provides interventions based upon student needs and includes procedures for monitoring effectiveness.

Indicators of Effectiveness:

Type: Annual

Data Source: Local, state and national assessments.

Specific Targets: Curriculum, instruction, and assessment aligned to core standards and articulated across a K-12 program.

Strategies:

Develop a high-quality accessible curriculum through the development of a 5-year year curriculum review process and implement a curriculum warehouse

Description:

To develop a clearly defined, vertically aligned curriculum that moves beyond the textbook or commercial program.

SAS Alignment: Curriculum Framework

Develop curricula and assessments aligned to the Pennsylvania Core Standards, eligible content from state assessments, and essential understandings for each grade level.

Description:

Develop a process where "best practices" of instruction are shared and utilized by all teachers to enhance student learning and achievement.

SAS Alignment: Instruction

Identify courses to add or delete from the course offerings.

Description:

Analyze all existing offerings to determine the best course of programming for our students.

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

Sustain a culture of Professional Learning Communities throughout the District

Description:

Professional Learning Communities are best practices for continuous improvement.

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

Develop a yearly and multi-year professional development plan

Description:

Professional development will be planned in conjunction with the Professional Education Committee and triangulated with assessment data.

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

Implementation Steps:

Develop a curriculum cycle

Description:

- Use data from state and local assessments to drive curriculum work
- Utilize the SAS website as a resource for all curriculum writing

    Start Date: 7/1/2017   **End Date:** 6/30/2020

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

    Supported Strategies:

    - Develop a high-quality accessible curriculum through the development of a 5-year year curriculum review process and implement a curriculum warehouse

Develop assessments aligned to the PA Core Standards

Description:

- Develop formative and summative assessments for each area of the core curriculum

    Start Date: 7/1/2017   **End Date:** 6/30/2020

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

    Supported Strategies:

    - Develop curricula and assessments aligned to the Pennsylvania Core Standards, eligible content from state assessments, and essential understandings for each grade level.

Sustain a culture of Professional Learning Communities (PLCs)

Description:

- Continue the implementation of the DuFour model of PLCs

- Increase job-embedded professional development through the implementation of instructional rounds, instructional coaching, and feedback cycles
- Ensure the implementation of PLCs for all levels of employees

Start Date: 7/1/2017   **End Date:** 6/30/2020

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

Supported Strategies:

- Identify courses to add or delete from the course offerings.

Goal #2: The New Hope-Solebury School District will continue to provide stimulating, rich learning environments with a focus on meaningful and purposeful technology integration across the K-12 curricula.

Related Challenges:

- Establish a district system that fully ensures consistent implementation of standards aligned curricula across all schools for all students.
- Provide increased opportunities for 21st century learning through the implementation of best practices as they relate to information technology.

Indicators of Effectiveness:

Type: Annual

Data Source: Classroom observations, staff surveys, parent and student surveys

Specific Targets: Students will develop 21st century skills and be able to use technology across all areas of the K-12 curricula.

Strategies:

Increase students' level of technology literacy

Description:

Students will engage with developmentally appropriate technology in meaningful ways inside and across all areas of the K-12 curricula. Further, a formative assessment plan will be developed to determine students' levels of technology understanding, application, and generalizations of skills.

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

Deepen our staff's knowledge of technology and expand their use of technology tools

Description:

Through ongoing, pervasive professional development the technology skills of our staff will be developed and assessed to ensure appropriate use of technology in the classroom.

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

Continue to provide access to technology devices and resources across the district

Description:

By providing access to technology devices and resources across the District, students will have the opportunity to build and sustain 21st century skills.

SAS Alignment: Instruction, Materials & Resources

Support all areas of the K-12 curricula with appropriate technology materials and resources

Description:

All areas of the K-12 curricula will include technology integration components at developmentally appropriate levels for students.

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

Implementation Steps:

Increase students' level of technology literacy

Description:

- Develop a comprehensive scope and sequence for developmentally appropriate skills by grade band (K-2, 3-5, 6-8, 9-12)
- Incorporate technology into all areas of the curriculum
- Develop a K-12 technology formative assessment plan
- Develop a repository of technology resources

Start Date: 7/1/2017   **End Date:** 6/30/2020

Program Area(s): Professional Education, Educational Technology

Supported Strategies:

- Increase students' level of technology literacy

Deepen staff's knowledge of technology and expand their use of technology tools

Description:

- Provide ongoing technology professional development
- Conduct instruction rounds to observe high quality technology integration into the curriculum
- Survey staff at least annually on their needs related to technology

Start Date: 7/1/2017   **End Date:** 6/30/2020

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

Supported Strategies:

- Increase students' level of technology literacy

Continue to provide access to technology devices and resources across the District

Description:

- Conduct an annual inventory of all technology devices across the District and repair/replace as necessary
- Develop and maintain a cost-effective device deployment at all levels K-12

Start Date: 7/1/2017   **End Date:** 6/30/2020

Program Area(s): Educational Technology

Supported Strategies:

- Deepen our staff's knowledge of technology and expand their use of technology tools

Support all areas of the K-12 curriculum with technology

Description:

- Support all areas of the curriculum with meaningful and purposeful technology integration through the use of inquiry-based instruction and project-based learning
- Continue the implementation of learning management systems in grades 3-12
- Increase students' access to online opportunities for enrichment and remediation purposes
- Increase cyber and/or hybrid scheduling options at the secondary level

Start Date: 7/1/2016   **End Date:** 6/30/2020

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

Supported Strategies:

- Increase students' level of technology literacy

- Deepen our staff's knowledge of technology and expand their use of technology tools

- Continue to provide access to technology devices and resources across the District

- Support all areas of the K-12 curricula with appropriate technology materials and resources

Goal #3: The New Hope-Solebury School District will continue to provide safe and secure environments for our students, staff, and community members. A well-maintained and secure physical plan is essential to the overall success of the District.

Related Challenges:

- Develop a long-range capital plan to ensure the appropriate care for our facilities and grounds.

Indicators of Effectiveness:

Type: Annual

Data Source: Development of safe, secure facilities

Specific Targets: Completion of the Campus Revitalization Plan

Long range capital plan

Professional development for safety and security team members

Usage of the All Hazards Plan

Strategies:

Complete the Campus Revitalization Plan within the established timeline and budgetary parameters

Description:

The Campus Revitalization Project began in August 2016 and is scheduled to be completed on August 2018.

SAS Alignment: Safe and Supportive Schools

Develop a long-range capital project plan for approval by the Board of Directors

Description:

A long-range capital project plan is needed to ensure that our facilities are kept in optimal condition.

SAS Alignment: Materials & Resources, Safe and Supportive Schools

Ongoing professional development for all members of the facilities, operations, and maintenance departments

Description:

Ongoing professional development is essential to ensure the staff reaches peak performance.

SAS Alignment: None selected

Implement the District's All Hazards Plan (AHP) with fidelity

Description:

The All Hazards Plan articulates processes for various emergency scenarios.

SAS Alignment: None selected

Implementation Steps:

Complete the Campus Revitalization Plan within the established timeline and budgetary parameters to ensure ADA compliance, rectify safety and security concerns, and provide for educational opportunities for students

Description:

- Provide ongoing project updates to all stakeholders
- Comply with all construction regulations
- Meet regularly with the construction team
- Finalize the project, inclusive of punch-list items

Start Date: 7/1/2017   **End Date:** 8/30/2018

Program Area(s):

Supported Strategies:

- Develop a long-range capital project plan for approval by the Board of Directors

Develop a long-range capital project plan for approval by the Board of Directors

Description:

- Provide information on the operation and condition of all district facilities
- Develop a multi-year projection of district facility usage, including the operations of buildings
- Utilize the facilities committee to develop a prioritized schedule of capital needs
- Engage the community to raise revenue for a capital fund to complete projects outside of the operating budget
- Provide a continual schedule of preventative maintenance

Start Date: 7/1/2017   **End Date:** 6/30/2020

Program Area(s): Student Services, Educational Technology

Supported Strategies:

- Ongoing professional development for all members of the facilities, operations, and maintenance departments

Provide job-embedded training to ensure optimal conditions for facilities, operations, and maintenance staff member

Description:

- Identify targeted areas for professional development
- Utilize professional development time to ensure that the staff receives appropriate training
- Seek feedback from staff of professional development

Start Date: 7/1/2016   **End Date:** 6/30/2020

Program Area(s): Professional Education

Supported Strategies:

- Ongoing professional development for all members of the facilities, operations, and maintenance departments

Implement the District's All Hazards Plan (AHP) with fidelity

Description:

- Commence the District's AHP team at least twice annually
- Conduct a safety audit annually
- Provide ongoing training for the District's Crisis Management Team

Start Date: 7/1/2017   **End Date:** 6/30/2020

Program Area(s): Professional Education

Supported Strategies:

- Ongoing professional development for all members of the facilities, operations, and maintenance departments

- Implement the District's All Hazards Plan (AHP) with fidelity

Goal #4: The New Hope-Solebury School District believes that stakeholder engagement is a necessary component of its success. As the "heart of the community" the District shall continue to engage its students, staff, and community to ensure that all stakeholders feel respected and valued.

Related Challenges:

- Provide increased opportunities for student, parent/guardian, and community engagement within the District.

Indicators of Effectiveness:

Type: Annual

Data Source: Perceptual surveys

Specific Targets: Increased attendance at school sponsored, school sanctioned events.

Strategies:

Increase staff engagement

Description:

Staff will be included in a distributed leadership model, where appropriate.

SAS Alignment: Materials & Resources, Safe and Supportive Schools

Increase student engagement

Description:

Student engagement will be increased by offering a high-quality educational program along with robust extra-curricular and co-curricular opportunities.

SAS Alignment: Standards, Instruction

Increase community engagement

Description:

Community engagement will be increased through opportunities for all stakeholders to engage in district offerings.

SAS Alignment: Safe and Supportive Schools

Implementation Steps:

Sustain positive working relationships with all labor groups

Description:

- Maintain productive relationships via regular collaboration meetings.
- Continue listening posts
- Seek feedback from all staff members on district culture

Start Date: 7/1/2016   **End Date:** 6/30/2020

Program Area(s): Professional Education

Supported Strategies:

- Increase staff engagement

Enhance student engagement

Description:

- Provide developmentally appropriate leadership opportunities at each level K-12
- Seek feedback from students on school culture
- Provide opportunities for secondary students to serve on district committees
- Increase the frequency of project-based learning
- Expand the focus of Universal Design for Learning across all grade levels.

Start Date: 7/1/2017   **End Date:** 6/30/2020

Program Area(s): Professional Education, Student Services

Supported Strategies:

- Increase student engagement

Enhance community engagement

Description:

- Produce an annual report of the District
- Produce a quarterly newsletter
- Increase the use of social media
- Seek feedback on district communications
- Revise the District website for clarity
- Expand volunteer opportunities at all levels
- Expand public-private partnerships
- Increase public relations with local media

Start Date: 7/1/2017   **End Date:** 6/30/2020

Program Area(s):

Supported Strategies:

- Increase community engagement

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 or 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.

Board President

Superintendent/Chief Executive Officer

Special Education Affirmations

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

1. There are a full range of services, programs and alternative placements available to the school district for placement and implementation of the special education programs in the school district.

2. The school district has adopted a child find system to locate, identify and evaluate young children and children who are thought to be a child with a disability eligible for special education residing within the school district's jurisdiction. Child find data is collected, maintained, and used in decision-making. Child find process and procedures are evaluated for its effectiveness. The school district implements mechanisms to disseminate child find information to the public, organizations, agencies, and individuals on at least an annual basis.

3. The school district has adopted policies and procedures that assure that students with disabilities are included in general education programs and extracurricular and non-academic programs and activities to the maximum extent appropriate in accordance with an Individualized Education Program.

4. The school district will comply with the PA Department of Education, Bureau of Special Education's revision notice process.

5. The school district follows the state and federal guidelines for participation of students with disabilities in state and district-wide assessments including the determination of participation, the need for accommodations, and the methods of assessing students for whom regular assessment is not appropriate.

6. The school district affirms the Pennsylvania Department of Education that funds received through participation in the medical assistance reimbursement program, ACCESS, will be used to enhance or expand the current level of services and programs provided to students with disabilities in this local education agency.

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

Affirmed by Mark Cowell on 6/22/2016

Board President

Affirmed by Steven Yanni on 4/29/2016

Superintendent/Chief Executive Officer