



Strategic Planning Goal Focus Areas

Curriculum & Instruction/Professional Development:

1. 21st Century Learning Environments:

- n A multi-year professional development plan focusing on Differentiated Instruction and Technology Integration commenced and will remain in place until 2024.
- n The District worked closely with KCBA Architects to design classroom environments for the new high school that will grow learners' independence, stimulate students' creativity and allow for the integration of technology.
- n Technology teachers at Pine Road Elementary School and Murray Avenue School completed professional development through Project Lead The Way in order to grow technology and engineering programming in grades K-8.

2. Curriculum and Instructional Planning

- n Project Lead The Way curriculum was included in student STEM experiences at Pine Road Elementary School and Murray Avenue School. Future implementation at the high school level was discussed and will be implemented in the coming years.

3. College and Career Readiness

- n Portfolio collection was enhanced and students are utilizing Google Sites and Naviance to document their Chapter 339 evidence.

4. Scheduling for Learning

- n Input was gathered for the future creation of Lions Can Statements, articulating the skills set that LM graduates will cultivate on their K-12 educational journey.

5. Teaching and Learning

- n The professional development plan focused on instructional technology and teaching in an online environment. This included best practices and strategies for differentiation.

1. Community/Government Relations

- n Worked collaboratively with Lower Moreland Township officials to streamline the process for the Township approvals for the new high school. This included a new Zoning Text Amendment designating all three schools as Educational Zoning Districts that will allow greater flexibility to conduct school business. Additionally, approved a Shared Use Agreement for Valley Center Park entrance to allow for a new entrance to the new school. Lastly, worked with Township officials to reduce fees for permits and other ordinances in order to save funds for all taxpayers in Lower Moreland Township.
- n Coordinated meetings with officials of Bryn Athyn Borough and the Academy of the New Church to allow for soil excavation amounts from the planned new high school to be placed on Bryn Athyn property to assist Borough and Academy officials with the construction of a new baseball field.

2. Cost Control

- n The Board passed the Act 1 Resolution to stay within the Act 1 index in December of 2020. The index for the 2021/22 school year is 3.0% but the Administration and School Board worked diligently to bring the proposed tax increase to just under 1.9%. The District continued to draw on committed fund balances for Healthcare and PSERS to help balance the budget.
- n Wrote and executed multiple federal COVID-19 grants in order to offset costs incurred by the pandemic. Reimbursements for items included personal protective equipment, sanitization supplies and services, and distance learning equipment.

3. Enrollment and Growth

- n The District prepared enrollment projections for the 21/22 school year that showed a projected increase of 16 students. However, because of the COVID-19 situation, the enrollment numbers do not reflect students who withdrew during 2020/21 to attend either a non-public school and/or a cyber-charter school. Early indications based on pre-registration information are that a majority of those students are planning to return to Lower Moreland Township School District. Design, planning, and ultimately a decision to move forward on a new high school occurred in April of 2021 to address enrollment concerns moving forward.

4. Revenue Sources

- n Through the new re-purposed Foundation for Lower Moreland Schools, the students in the High Schools' Future Business Leaders of America (FBLA) Club assisted in the outreach and communication that netted \$12,500.

School & Community Connections

1. Building Partnerships

- n The District joined the Delaware Valley Consortium for Excellence and Equity to engage in collaboration and shared learning with 38 school districts in Greater Philadelphia to eliminate pervasive preparation, opportunity, and achievement gaps.

2. Building Pride

- n The Athletic Hall of Fame was instituted. The induction ceremony was postponed until the 2021-22 school year until it can be held in person.
- n The District continued to virtually host music and drama club performances and art shows during the pandemic to give students these valuable opportunities.

3. Celebrating a Diverse Community

- n The District joined the Montgomery County Cultural Proficiency & Equity Student Ambassadors Program (CPESA) to engage students in learning the tenets of cultural proficiency and peer-to-peer dialogue.
- n The Board of School Directors adopted a Resolution on Diversity, Equity and Inclusion and an Anti-Racist School Climate.

4. Community Involvement

- n The District started a Diversity, Equity and Inclusion Council to make recommendations to the School Board on issues related to cultural climate and safety in the District. The recommendations include creating inclusive policies and procedures, developing a culturally responsive staff, encouraging community and family engagement, and creating culturally responsive curriculum.

5. Information Output

- n The District published a dashboard on its website that listed the number of student and staff COVID-19 cases by building.
- n The District published a Health and Safety webpage that included information about the COVID-19 virus and safety protocols and information about the District's learning models during the pandemic.

Student Services

1. Social and Emotional Wellness

- n Currently utilizing Focus on Social and Emotional Learning in grades 2 and 5 and will purchase grades 1 and 4 for the 2021-2022 school year; Utilizing Second Step at Murray Avenue in our Emotional Support program; continuing to utilize Accept Identify and Move at the High School
- n Additional discussions will take place during the summer of 2021 to determine the likelihood and practicality of expanding the use of the aforementioned programs
- n End of year counseling discussion will take place in the summer of 2021 to incorporate the use of the in-school counselor being obtained via ESSR funds

2. IEP/504

- n The Office of Student Services is transitioned to Power School Special Programs (PSSP) web-based IEP writing software on July 1, 2021
- n PSSP contains a robust data collection and graphing capability that staff were trained on June 2, 2021

3. Parent/District Relations

- n District provided a training on the transition to post-secondary services for parents of students with complex needs on April 14, 2021; training included the Montgomery County Office of Developmental Disabilities, The ARC Alliance, and Peaceful Living

4. Related Services

- n Consultative services increased slightly in the 2020-2021 school year; related service providers will continue to review and refine caseloads
- n Data collection on the use of strategies in the general education classroom continues

5. Safety Net Programming/Pre-referral Interventions

- n Referrals have been reviewed ongoingly and quarterly
- n IST referral forms are in the process of revision
- n A summer training session for building administrators will take place centered on Multi-Tiered Systems of Support/Instructional Support Teams

Technology

1. Building Systems and Infrastructure

- n The district upgraded the on-premise file storage system and installed new backup and disaster recovery systems.
- n Additional access points and network equipment was installed in large group areas and outdoor learning spaces.

2. Financial Resources

- n Funds generated from buyback and salvage programs continue to supplement the technology budget.
- n Network equipment, obsolete classroom hardware, and out-of-warranty mobile devices were salvaged as part of the multi-year obsolescence and replacement plan.

3. Innovative Learning

- n Classrooms were filled with innovation this year with teachers and students engaging in virtual, hybrid, and in-person learning.
- n All students in grades K-12 were issued a mobile device to be used for innovative learning activities. Students created projects utilizing online resources, cutting edge software, and state-of-the-art hardware.

4. Instructional Technology

- n The instructional technology focus areas related to the 4Cs (communication, collaboration, critical thinking, and creativity) were identified as areas of need in prior school years.
- n Throughout the 20-21 school year, teachers, students, and staff members developed and enhanced knowledge and skills directly related to the 4Cs.
- n They also demonstrated resilience and flexibility in a very challenging school year.

5. Technology Operations

- n Core systems were upgraded to ensure all staff and students remain connected while emphasizing security and safety at all levels.
- n The district continues to monitor, upgrade, and replace hardware and software to meet the evolving needs of students and staff.