



# **Southern Lehigh School District**

## **Southern Lehigh Middle School**

**Plan for 2012-13**

### **Goals for Growth, Improvement, Enhancement**

Leah M. Christman, Superintendent

Kristen Lewis, Assistant to the Superintendent

Edward J. Donahue, PhD, Principal

# A Message from Edward J. Donahue, Principal

September, 2012

Dear Southern Lehigh Community:

It is a great pleasure to inform you, our stakeholders, that over the next few years our school / and our district will continue to be engaged in a continuous improvement planning process which will focus on our District goals. These goals are:

- **ACADEMIC PROFICIENCY (AP)**

As measured by the PSSA, PASA, Keystone exams, and/or District assessments students will be proficient in core subject areas leading the District to meeting Adequate Yearly Progress (AYP) each year for all students leading to successful academic transitions from elementary, to intermediate, middle level, high school, and post-secondary.

- **HIGHLY QUALIFIED TEACHERS AND STAFF (HQ)**

All teachers will be rated highly qualified as defined by NCLB: Hold at least a bachelor's degree; hold a valid PA teaching certificate (not an emergency permit); demonstrate subject matter competency for the core content area they teach.

All other staff will be rated highly qualified by holding appropriate credentials, experience and annual ratings as proficient or above.

- **IMPROVED INTERNAL AND EXTERNAL COMMUNICATIONS (IC)**

Communications with stakeholders will increase 25% by 2014 as measured by web site traffic, use of electronic communication alert system. and access to student information system /community portal.

In many ways, our School Plan will serve as a detailed plan of action for continued success. Our plan, which is supported by research-based strategies, will focus on *creating a culture of innovation and creativity empowering students for a brighter future in a global society*. Because your input and support are needed, I invite you to join us as we work to make our school district better.

Sincerely,

Edward J. Donahue PhD, Principal

Name	Position
Edward J. Donahue, PhD	Principal
Nathan Davidson	Assistant Principal
Alison Bauer	Reading Specialist
Anita Benedix,	Chair, Social Studies
Anne Cooper	Guidance Counselor
Lorraine Frasch	Teacher of the Gifted
David Marcheck	Chair, Science
Ronnette Mays	Chair, Mathematics
Erica Rich	School Psychologists
Patricia Schultheis	Education Specialist
Heather Toto	Chair, Language Arts
Kim Halloran	Community Member
Trish Collarsardo	Community Member

Date	Time	Location
Bi-Weekly throughout the year	During School hours (prep time)	MS Conference Room

Position codes noted as follows:

- A= Building Administrator
- B = Business Partner
- P = Parent
- R = Related Services and/ or Support Staff
- T = Teacher
- S = Special Education Representative

Please note: This table includes initial dates for the full School / Department Planning Team. These meetings will be used to develop, refine, and monitor progress toward meeting the target plan. indicators and implementation of strategies outlined in the Sub-committee meetings and other occasions when the plan may be discussed are not included

**I. Needs Assessment**

Results from standardized data indicators, building/classroom level data indicators, and other data indicators were compiled, reviewed and analyzed, where appropriate, as part of our needs assessment process. The data indicators listed below were reviewed as part of this process. Please note that an asterisk (\*) indicates information we viewed as most important in our needs assessment process. As a result of the team’s review of the data, analyses, and discussions, and keeping in mind the Southern Lehigh School District Strategic Plan, we were able to identify needs and to develop corresponding Goals (selected by each school or department) and strategies tied to each of our identified needs. The goals and strategies represent classroom and building-level or department data that can be tracked on a monthly basis.

**\* Each school in our district selects a minimum of (6) Goals/Instructional Strategies to focus on during the year. Of these Goals/Instructional Strategies:**

- **How will you meet the requirements of Educator Effectiveness Program and improve teacher quality? (HQ)**
- **How will you improve communications? (IC)**
  - All Teachers have and update websites
  - All parents signed up for Connect Ed and Sapphire
- **How will you encourage all teachers to embed global aspects into their lessons? (AP)**
- **How will you reduce spending to help balance the district budget?**
- **How will you contribute to the Parent Education Series? (IC)**
- **Any other goals can support any of the Strategic Plan goals, strategies or activities.**

**II. Data Indicators (shading indicates areas in which data must be collected at the school/ building level)**

ACADEMIC PROFICIENCY (AP)	HIGHLY QUALIFIED TEACHERS (HQT)	IMPROVED INTERNAL AND EXTERNAL COMMUNICATIONS (IC)
PSSA Results* SAT Participation ACT Participation AP Exam Results and Enrollment Attendance for Staff and Students* Graduation Rates PSAT Participation Common Assessment Results*	% of Highly Qualifies Teachers* PD Hours and Involvement* Graduate School Programs* Data related to School Culture*	Opportunities for Parents and Community Members to Assist Improving Academic Proficiency*  Opportunities for Parents and Community Members Involvement as Volunteers*  Parents or Community Members serving on School Committees*

Communications Used-\*

# of newsletters

# of websites hits

# of Black-Board Connect Messages

### III. Strategic Plan Goals Linked to Needs and Goals/ Strategies

For this **Strategic Plan Goal**, we identified needs and formulated corresponding Goals and strategies.

**Objective 1: ACADEMIC PROFICIENCY:** As measured by the PSSA, PASA, Keystone exams, and/or District assessments students will be proficient in core subject areas leading the District to meeting Adequate Yearly Progress (AYP) each year for all students leading to successful academic transitions from elementary, to intermediate, middle level, high school, and post-secondary.

	<i>Identified Need</i>	<i>Measurable Goal</i>	<i>Strategies/ Tasks/ Action Steps</i>	<i>Related Professional Development and other Resources /Support Required</i>	<i>How Will We Assess Implementation</i>	<i>Indicators/Evidence of Success</i>
1.	3 % increase in PSSA Mathematics scores from 2011-2012 (88%) for entire school population.	In 2012-2013 school year SLMS will meet AYP target score of 89% for mathematics	<ul style="list-style-type: none"> <li>➤ Data will be used to determine instructional strategies to better prepare students for the PSSA.</li> <li>➤ CDT data will be reviewed to determine comprehension of various competencies to forecast student strengths and weaknesses.</li> <li>➤ Differentiated instruction designed to maximize instructional time and learning opportunities.</li> <li>➤ Cross-curricular lesson plans designed to enhance lessons and support cooperation among staff members.</li> <li>➤ Quad-D lessons designed to enhance relevant learning opportunities.</li> <li>➤ Data Teams, as part of PSSA support system, will develop writing prompts to support and enhance PSSA tested areas.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Data Teams support and enhancement</li> <li>➤ Use of Sapphire Student Management Assessment Tracker System to monitor student data</li> <li>➤ SAS website</li> <li>➤ How to use CDT results to monitor student data.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Formal and informal observations</li> <li>➤ Data Team review and minutes</li> <li>➤ Review lesson Quad D lesson plans</li> </ul>	<ul style="list-style-type: none"> <li>➤ Mathematics results on the PSSA will show improvement in the 2012-2013 school year.</li> <li>➤ Report card grades</li> <li>➤ Mid-term / Final exam results</li> <li>➤ Special Education sub-groups will continue to improve in mathematics.</li> </ul>

### III. Strategic Plan Goals Linked to Needs and Goals/Instructional Strategies

For this **Strategic Plan Goal**, we identified needs and formulated corresponding Goals and strategies.

**Objective 1: ACADEMIC PROFICIENCY:** As measured by the PSSA, PASA, Keystone exams, and/or District assessments students will be proficient in core subject areas leading the District to meeting Adequate Yearly Progress (AYP) each year for all students leading to successful academic transitions from elementary, to intermediate, middle level, high school, and post-secondary.

	<i>Identified Need</i>	<i>Goal</i>	<i>Strategies</i>	<i>Related Professional Development</i>	<i>How Will We Assess Implementation</i>	<i>What Will We Look for as Student Results?</i>
2.	Improve PSSA Writing scores from 2011-2012. The PSSA Scores 11-12 in the area of Writing was 78% proficient and advanced.	PSSA writing scores will increase by 5% for 2012-2013 school year	<ul style="list-style-type: none"> <li>➤ Differentiated instruction designed to maximize instructional time and learning opportunities.</li> <li>➤ Cross-curricular lesson plans designed to enhance lessons and support cooperation among staff members.</li> <li>➤ Quad-D lessons designed to enhance relevant learning opportunities.</li> <li>➤ Data Teams, as part of PSSA support system, will develop writing prompts to support and enhance PSSA tested areas.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Data Teams support and enhancement</li> <li>➤ Use of Sapphire Student Management Assessment Tracker System to monitor student data</li> <li>➤ SAS website</li> <li>➤ CDT results</li> </ul>	<ul style="list-style-type: none"> <li>➤ Formal and informal observations</li> <li>➤ Data Team review and minutes</li> <li>➤ Review lesson Quad D lesson plans</li> </ul>	<ul style="list-style-type: none"> <li>➤ Writing results on the PSSA will show improvement in the 2012-2013 school year.</li> <li>➤ Report card grades</li> <li>➤ Mid-term / Final exam results</li> <li>➤ Special Education sub-groups will continue to improve in writing.</li> </ul>

### III. Strategic Plan Goals Linked to Needs and Goals/Instructional Strategies

For this **Strategic Plan Goal**, we identified needs and formulated corresponding Goals and strategies.

**Objective 1: ACADEMIC PROFICIENCY:** As measured by the PSSA, PASA, Keystone exams, and/or District assessments students will be proficient in core subject areas leading the District to meeting Adequate Yearly Progress (AYP) each year for all students leading to successful academic transitions from elementary, to intermediate, middle level, high school, and post-secondary.

<i>Identified Need</i>	<i>Goals</i>	<i>Strategies</i>	<i>Related Professional Development</i>	<i>How Will We Assess Implementation</i>	<i>What Will We Look for as Student Results?</i>
3. Improve Reading PSSA scores from 2011-2012 school year to meet AYP targets	Increase PSSA Reading score by 6% to 91%.	<ul style="list-style-type: none"> <li>➤ Meet PSSA target score of 91% for reading in both grades.</li> <li>➤ CDT test data will be reviewed to determine comprehension of various competencies to forecast student strengths and weaknesses.</li> <li>➤ Data will be used to determine instructional strategies to better prepare students for the PSSA. Teachers will implement research based strategies presented by Muhlenberg College during in-service days to improve student reading ability.</li> <li>➤ Implementation of an 8<sup>th</sup> grade reading seminar course for struggling readers.</li> <li>➤ Additional teachers will continue to be trained in Reading Apprenticeship</li> <li>➤ Expansion of the Read 180 program to include more students who struggle with reading competencies.</li> </ul>	Muhlenberg College Training  Reading Apprenticeship Training  Read 180 Training	Formal and informal observations  Designated time for presenting and sharing RA principles	PSSA results  Report card grades  Mid-term / Final exam grades



**III. Strategic Plan Goals Linked to Needs and Goals/Instructional Strategies**

**III. Strategic Plan Goals Linked to Needs and Goals/Instructional Strategies**

For this **Strategic Plan Goal**, we identified needs and formulated at least three corresponding Goals and instructional strategies.

**Objective 2: ACADEMIC PROFICIENCY: All schools will achieve AYP benchmarks**

<i>Identified Need</i>	<i>Goals</i>	<i>Instructional Strategies</i>	<i>Related Professional Development</i>	<i>How Will We Assess Implementation</i>	<i>What Will We Look for as Student Results?</i>
1. Design and Implement Student Mentoring Program	Create small student/teacher learning environments where the students take ownership of their learning.	<ul style="list-style-type: none"> <li>➤ Communication</li> <li>➤ Research</li> <li>➤ Implementation</li> <li>➤ Student input</li> <li>➤ Student achievement results – ongoing formative and summative assessments</li> </ul>	Teacher Committee Student Feedback	Attendance log Student reflection log Teacher reflection log	<p>Increased contact with teacher-mentor</p> <p>Increased awareness of student achievement results.</p> <p>Decrease in student discipline.</p> <p>Improvement in school culture.</p>

**III. Strategic Plan Goals Linked to Needs and Goals/Instructional Strategies**

For this **Strategic Plan Goal**, we identified needs and formulated at least three corresponding Goals and instructional strategies.

**Objective 4: IMPROVED INTERNAL AND EXTERNAL COMMUNICATIONS: A variety of techniques will be used to improve communications within the District and with all stakeholders.**

<i>Identified Need</i>	<i>Goals</i>	<i>Instructional Strategies</i>	<i>Related Professional Development</i>	<i>How Will We Assess Implementation</i>	<i>What Will We Look for as Student Results?</i>
<p>1. According to web data, 100% of the MS faculty currently has an existing. The website are in order to be of use to our parents and stakeholders must be consistently current and inter-active</p>	<p>All teachers will maintain a Teacher Website that is up-to-date, includes required information, and identifies due dates of major exams and assignments. All teachers will update their website at least once each month.</p>	<ul style="list-style-type: none"> <li>&gt;All staff will utilize their teacher page as a means of communicating with parents and students.</li> <li>&gt; Faculty will update their teacher page at least once each month.</li> <li>&gt; Websites will contain at the minimum all required information.</li> <li>&gt; Websites will be used as a means to communication major due dates of exams and major assignments.</li> <li>&gt; Faculty will monitor web traffic on their sites and show an increase over the 2011-12 school year.</li> <li>&gt; Alignment of building and district goals.</li> </ul>	<p>Web Site Academy Teacher in-service day</p>	<p>Building Web Site data – log in dates, frequency of updates.</p>	<p>100% of faculty will maintain websites. Web hit data shows increase in usage</p>

**III. Strategic Plan Goals Linked to Needs and Goals/Instructional Strategies**

For this **Strategic Plan Goal**, we identified needs and formulated at least three corresponding Goals and instructional strategies.

**Objective 5: Goal: HIGHLY QUALIFIED TEACHERS:** All students will learn from highly qualified and effective teachers.

<i>Identified Need</i>	<i>Goal</i>	<i>Instructional Strategies</i>	<i>Related Professional Development</i>	<i>How Will We Assess Implementation</i>	<i>What Will We Look for as Student Results?</i>
1. Implementation and use of CDT	Familiarize staff and students with processes and benefits of CDT and data it will provide.	<ul style="list-style-type: none"> <li>➤ Use results of 2011-2012 CDT field test to help guide instruction for 2012-2013.</li> <li>➤ Continue training teachers in 2012-2013 to use data from tests to guide instruction.</li> <li>➤ Data gleaned from CDT during data team meetings and used to guide instruction.</li> <li>➤ Reading and writing prompts to be developed at the grade level in response to areas of student need.</li> </ul>	Data Team – professional development  CDT trainings  Data Teams	Formal and informal observations  Ongoing building level meetings run by administration	CDT results  Individualized lessons  Reading / Writing prompts

**III. Strategic Plan Goals Linked to Needs and Goals/Instructional Strategies**

For this **Strategic Plan Goal**, we identified needs and formulated at least three corresponding Goals and instructional strategies.

**Objective 7: IMPROVED INTERNAL AND EXTERNAL COMMUNICATIONS: A variety of techniques will be used to improve communications within the District and with all stakeholders.**

	<i>Identified Need</i>	<i>Goals</i>	<i>Instructional Strategies</i>	<i>Related Professional Development</i>	<i>How Will We Assess Implementation</i>	<i>What Will We Look for as Student Results?</i>
1.	Danielson evaluation model	*Familiarize administration and appropriate professional staff on the new state evaluation model for teachers and administration.	<ul style="list-style-type: none"> <li>➤ Administrative staff will complete PDE requirements and complete assessment criteria.</li> <li>➤ Professional staff will complete PDE requirements and complete assessment criteria.</li> <li>➤ Administration and professional staff will complete evaluation process using new Danielson evaluation model.</li> </ul>	PDE training videos	<p>Administrative completion of PDE requirements.</p> <p>Appropriate teaching staff will complete PDE requirements.</p> <p>Completed evaluations of appropriate professional staff</p>	<p>Completed teacher evaluations will illustrate understanding of new evaluation model.</p> <p>Evaluations will reflect best practices in teaching and student learning.</p>

**III. Strategic Plan Goals Linked to Needs and Goals/Instructional Strategies**

For this **Strategic Plan Goal**, we identified needs and formulated at least three corresponding Goals and instructional strategies.

**Objective 6: IMPROVED INTERNAL AND EXTERNAL COMMUNICATIONS: A variety of techniques will be used to improve communications within the District and with all stakeholders.**

<i>Identified Need</i>	<i>Goals</i>	<i>Instructional Strategies</i>	<i>Related Professional Development</i>	<i>How Will We Assess Implementation</i>	<i>What Will We Look for as Student Results?</i>
1. Sapphire Community Portal	Increase use of Parent Portal to inform community of MS events.	<ul style="list-style-type: none"> <li>➤ Administrative assistants will meet with principals to update relevant information and continually revise announcements.</li> <li>➤ Adhere to district goals to increase communication with all stakeholders.</li> <li>➤ Encourage staff and PTG to communicate events to administration to announce to community.</li> </ul>	District led Sapphire trainings	Use of data points from 2011-2012 to determine growth/web traffic.	Fewer confused parents and students due to proper information flow.

#### IV. Plan Development and Dissemination Process

We used a process in developing our comprehensive plan and involved many individuals in order to ensure that it addressed the needs of all our students, staff, or department. Below you will find a very brief summary of how we ensured that many individuals (beyond the members of our planning team) were involved in the development of our plan. Also, we are outlining how we will present our plan and our school's performance to our stakeholders.\*\* Plans should be posted on the district website- either on your building or department site to inform the community that these are your focus areas for the school year.

##### **How Individuals Beyond Team Members Were Involved in Developing Our Plan**

The Administration and members of the Data teams met in the Spring of 2012 in order to begin laying the ground-work for the Growth Plan of 2012-2013. It was determined by both the Administration and the data-team members that data collection would focus on the results of the Pennsylvania System of School Assessment, the results of the Classroom Diagnostic Tests, and local assessment results. These data-sources, it was theorized, would provide a reasonable source of tri-angulated data. In addition to these data sources, it was determined to include anecdotal data from our stakeholders. The stakeholder data would be garnered from our Parent-Teacher Group, our Guidance Department records and direct parental contact.

In response to the dictates of the data, intervention strategies would be developed to assist students in developing an ethos of best academic practices that have a validated pattern of success. In order to develop these best-practices, expert testimony was sought and used. Among those expert resources was the *Successful Practices Network*, of Rexford, New York, The *Leadership and Learning Center*, of Englewood, Colorado, the Read 180 program of New York, NY, and the expertise of the Education Department of Muhlenberg College, Allentown, PA.

The formulated plan was presented to the staff at the inaugural faculty meeting of the 2012-2013 school year. The data-teams, and grade-level teams have met to discuss the plan and devise the timeline of implementation.

##### **Methods Used to Communicate Our Plan**

The finalized School Data Plan was shared with the entire staff during the October staff meeting. The plan was also shared with the PTG Board and the Board Education Committee during their October meetings. Finally, a copy of the plan was posted on the Building website and an announcement was made on Sapphire highlighting the placement of the document on the website.

**V. Needs Assessment: School-wide Staff Development Focus**

Based on our staff development needs assessment survey results, along with team member discussions, the following staff development opportunities will be provided. They are linked directly to our Data Indicators and Goals/ Strategies and corresponding strategies.

<b>Staff Development 2012-2013</b>			
<i>Topic</i>	<i>Timeline</i>	<i>Participants</i>	<i>Documentation such as Attendance Logs, Agendas, etc.</i>
<i>Grade Level Team Meetings</i>	<i>Weekly – Year long</i>	<i>All grade level teachers</i>	<i>Agenda</i>
<i>Faculty Meetings</i>	<i>Monthly – Year long</i>	<i>All faculty</i>	<i>Attendance logs</i>
<i>Data Team Meetings</i>	<i>Weekly – Year long</i>	<i>All grade level teachers</i>	<i>Attendance logs, agendas, student work</i>
<i>Kathy Kim Reading/Writing</i>	<i>August 2012 (potential second in-service day TBA)</i>	<i>All Faculty</i>	<i>Attendance logs, agenda</i>
<i>Spartan Docs</i>	<i>August 2012</i>	<i>Select faculty</i>	<i>Attendance logs, agendas, cumulative work</i>
<i>I-Movie Training</i>	<i>August 2012</i>	<i>Select faculty</i>	<i>Attendance logs, agendas, cumulative work</i>
<i>Teacher Website Training</i>	<i>August 2012</i>	<i>Select faculty</i>	<i>Attendance logs, agendas, cumulative work</i>
<i>Web 2.0</i>	<i>August 2012</i>	<i>Select faculty</i>	<i>Attendance logs, agendas, cumulative work</i>
<i>Digital Books</i>	<i>August 2012</i>	<i>Select faculty</i>	<i>Attendance logs, agendas, cumulative work</i>