



Southern Lehigh School District

High School

Plan for 2012-13

Goals for Growth, Improvement, Enhancement

Christine Siegfried, Principal

Mark Covelle, Assistant Principal

September 1, 2012

Dear Southern Lehigh Learning Community:

We will continue to be engaged in a continuous improvement planning process, which will focus on our three overarching District goals:

- **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 Annual 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 MEMBERS (HQ)**

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

All other staff will be rated highly qualified by holding appropriate credentials, skills, 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 our electronic communication alert system, and access to student information system /community portal.

In many ways, our School/ Department Plans will serve as our blueprint for continued success. These plans 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 on continuous improvements throughout our school district.

Sincerely,

PI *Christine L. Siegfried*

I. Needs Assessment

Results from standardized data indicators, building/classroom level data indicators, and other data indicators were compiled, reviewed and analyzed, as part of our needs assessment process. The data indicators listed below were reviewed as part of this process. As a result of this 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 and strategies tied to each of our identified needs. The goals and strategies represent district data that can be tracked on an ongoing basis.

Data Indicators		
PSSA Participation and Results	Speak Up Day survey results	Attendance Data
PVASS	Building / District Survey data	Act 48 and Professional Development data
PSAT Participation and Results	Dual Enrollment Participation and Results	School Violence and Discipline data
SAT Participation and Results	PATI Survey Results	State Report Card
AP Participation and Results	Parent Anecdotal data from Parent Advisory Council meetings	Sapphire Reports
Web site usage data	BlackBoard Connect Reports	Student Anecdotal data from Student Advisory Council meetings
	Financial Records and Reports / Alio data	

II. Data Indicators

ACADEMIC PROFICIENCY (AP)	HIGHLY QUALIFIED TEACHERS (HQT)	IMPROVED INTERNAL AND EXTERNAL COMMUNICATIONS (IC)
<p>PSSA Results PVAAS Data SAT Participation ACT Participation AP Exam Results and Enrollment Attendance for Staff and Students Graduation Rates PSAT Participation Common Assessment Results</p>	<p>% of Highly Qualified Teachers PD Hours and Involvement Graduate School Programs Data related to School Culture HRIS Reports</p>	<p>Parents and Students serving on School Committees</p> <p>Communications Used- # of newsletters # of websites hits # of BlackBoard Connect Reports # of Parent Portal Accounts in Sapphire</p> <p>Parent feedback results from presentations</p>

2012-13 Annual Goals

During the 2012-13 school year:

1. AP- A ubiquitous computing environment will be created at the high school with a plan for measuring value related to student academic performance including 21st century skills, and improved culture/climate. All teachers and administrators will work on committees to plan as a 'professional learning community' for successful implementation.
2. HQ- Using the PA Dept. of Education Phase III implementation model, 30 teachers/specialists and all educational administrators will be included in year 1 of a 3-year phase-in, will complete required professional development and will be rated on the newly adopted PDE Forms. Walk-through observations will be completed with the teachers involved.
3. HQ/IC – A new schedule will be implemented for the 2013-2014 school year. In order to prepare for this change at the high school, administration and teachers will conduct a series of professional development sessions for teachers and informational sessions for parents/students throughout the year.
4. AP/IC- The high school will look to cut their building budget by 5% for the 2013-14 school year.
5. IC- The high school will complete a Growth, Improvement, and Enhancement Plans for 2012-13 identifying goals, strategies and measurements for improvement that will be posted on the website. Quarterly monitoring and update on progress toward reaching goals will also be documented on the website.
6. IC/AP- Plan and deliver a series of at least 4 'parent education' sessions open to parents all levels dealing with student success issues, course planning related to secondary and post-secondary goals, college admission processes and other topics of interest identified by parent groups.

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

- **Objective 1: 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 Annual 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>
<p>Teacher laptops were deployed in 2007. Since then laptop to student ratios district-wide have been maintained at 1:2. One-to-one laptop environments were explored in the summer of 2007 and the determination was made to provide more professional development for teachers before proceeding. Teachers and students have identified the difficulty in using laptops within the 40 min. HS class due to time lost for set-up and replacement and the need to share carts among teacher teams. With budget cuts and plans to reduce all budgets, a lease agreement to replace all laptops and expand the HS to a 1:1 was explored and found to be financially responsible.</p>	<p>A ubiquitous computing environment will be created at the high school with a plan for measuring value related to student academic performance including 21st century skills, and improved culture/climate. All teachers and administrators will work on committees to plan as a professional learning community for successful implementation.</p>	<ul style="list-style-type: none"> ➤ Teacher teams will be created for <ul style="list-style-type: none"> ○ Logistics ○ Teaching Strategies and Rubric creation for 21st century skills ○ Data and measurements ○ Electronic data and Web 2.0 management ➤ Committees will set goals and agree upon implementation strategies. All information will be recorded and posted to the high school website. ➤ Baseline data will be collected from students, teachers and parents regarding current use and perceptions related to laptop use in school in September 2012. ➤ Students will receive laptops in the fall of 2012. ➤ Teachers will implement strategies that implement technology for a ubiquitous computing environment and will track progress. ➤ Surveys will be repeated in May, 2013. ➤ Summary Report of year-one results will be presented to the Board in June 2013. 	<ul style="list-style-type: none"> ➤ Differentiated PD related to technology will be provided based upon individual teacher need. ➤ All teachers will participate in PD from Michal Rettig regarding teaching strategies for student-centered classrooms and longer class times (coming in 2013). 	<ul style="list-style-type: none"> ➤ Formal and informal observations ➤ Walk-Through observation data ➤ Subject-area Department and committee meeting discussions ➤ Teacher leadership team feedback to principals ➤ Survey data-baseline and year-end ➤ Student achievement data 	<ul style="list-style-type: none"> ➤ Monthly progress monitoring /feedback at faculty meetings ➤ Increased sophistication in laptop usage data as observed and recorded ➤ Growth shown over time as evidenced by technology use survey administered with consultant Rob Mancabelli (MIT) and CLIU. January 2013: Baseline Survey was administered and data shared with administration. ➤ Improved student achievement, motivation, and engagement as determined by student assessment data and survey ➤ Improved climate/

						<p>culture as measured by survey data</p> <ul style="list-style-type: none"> ▶ January 2013: Website usage data indicated HS teachers account for the majority of the top ten most visited websites. ▶ January 2013: Monthly peer-to-peer Professional Development Opportunities on various topics including BlackBoard, SpartanDocs.

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

- **Objective 2: HIGHLY QUALIFIED TEACHERS AND STAFF MEMBERS (HQ)** All teachers will be rated highly qualified as defined by NCLB: Each will hold at least a bachelor’s degree; hold a valid PA teaching certificate (not an emergency permit); and will demonstrate subject matter competency for the core content area they teach. All other staff will be rated highly qualified by holding appropriate credentials, skills, and annual ratings as proficient or above.

<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>
<p>SLSD has used the Danielson clinical supervision model since 2004. Originally the plan was to evaluate all teachers every three years using this protocol and allow for differentiation (peer coaching, action research, group collaborations, etc.) on off years. Due to changes in staffing the plan to evaluate 1/3 of teachers each year has become out of sync and administrators are overwhelmed with paperwork on certain years. In 2011-12, a walk through pilot was implemented in some buildings. The walk-through is intended to add additional data on classroom behaviors for the observer. Only administrators that were involved were trained using that protocol.</p>	<p>During the 2012-13 school year, using the PA Dept. of Education Phase III implementation model and revised rubric and documents, all administrators and 1/3 of the high school teachers will be included in the year 1 phase-in and will complete required professional development. One-third will be rated on the newly adopted Evaluation Rubrics. Any deficiencies identified will require a written plan for improvement for 2013-14.</p>	<ul style="list-style-type: none"> ➤ Create a plan to phase in the new evaluation forms over the next 3 years; identify which teachers will participate in 2012-13. ➤ Create an observation schedule for 1/3 of teachers who will be participating in the new teacher evaluation system. ➤ Evaluate the implementation and plan for any necessary improvements for 2013-14. 	<p>Participate in CLIU and online training including teacher evaluation, specialist evaluation, principal evaluation and rater reliability.</p> <p>Teachers involved will participate in online training on the Danielson model.</p>	<p>Data collected from formal and informal observations.</p> <p>Ongoing meetings and sharing on progress of high school administration.</p>	<p>Increased administrative mastery of observation/ supervision strategies.</p> <p>Improved teacher effectiveness (over time).</p> <p>Teacher and administrator success and satisfaction with process and plans for personal growth.</p> <p>January 2013: Both administrators have used the PDE evaluation tool for lesson assessment and both have been trained on the electronic data collection tool. Both have also conducted walkthrough evaluations.</p>

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

- **Objective 3: (HQ) HIGHLY QUALIFIED/ IMPROVED INTERNAL AND EXTERNAL COMMUNICATIONS (IC)** All teachers will be rated highly qualified as defined by NCLB: Each will hold at least a bachelor’s degree; hold a valid PA teaching certificate (not an emergency permit); and will demonstrate subject matter competency for the core content area they teach. All other staff will be rated highly qualified by holding appropriate credentials, skills, and annual ratings as proficient or above.
- Communications with stakeholders will increase 25% by 2014 as measured by web site traffic, use of our electronic communication alert system, and access to student information system /community portal.

<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>
SLHS has been using the same bell schedule for as long as can be remembered. As more courses are added to the high school schedule, the structural conflicts have continued to increase causing an increasingly complex and inflexible master schedule. Additionally, teachers have expressed interest in increasing contact time with students across all curricular areas. A committee of representative teachers and administration met during the 2011-2012 school year and through consultation with an outside professional, the committee chose a new schedule. The new schedule eliminates the structural conflicts and provides students time within the day for enrichment and intervention.	➤ Teachers will indicate a 50% increase on a survey of their feelings of readiness or comfort in teaching in a block schedule prior to and after in-service trainings on teaching in the block.	<ul style="list-style-type: none"> ➤ Work with representative committee to establish schedule parameters ➤ Work with Spartan Period Committee to develop offerings and logistics for the I/E period. ➤ Develop a communication plan to share changes with stakeholders ➤ Conduct professional development with staff to prepare for longer instructional periods. ➤ Work with K12 Systems to develop a new master schedule for operational use in 2013. 	<ul style="list-style-type: none"> ➤ All practicable in-service time in 2012-2013 will be devoted to staff development in anticipation of change to longer periods. ➤ Utilize consultant (Mike Rettig) to facilitate staff development 	<ul style="list-style-type: none"> ➤ Schedule will be implemented for the 2013-2014 school year. ➤ Survey results measuring teacher readiness before and after in-service training. 	<ul style="list-style-type: none"> ➤ Teacher participation in in-service trainings ➤ Development of a bell schedule with elongated periods – operational by 2013-2014 opening of school. ➤ Evaluation of data measuring teacher perception of comfort level for implementation. ➤ January 2013: New schedule framework has been created in student management system. ➤ October inservice with Mike Rettig focused on

						<p>implementation strategies and skills. January and March inservices will extend these topics and the time will also be used to organize the Spartan Period.</p> <p>➤ Schedule committee has met frequently to plan next steps for implementation.</p>

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

- **Objective 4: IMPROVED INTERNAL AND EXTERNAL COMMUNICATIONS (IC)** Communications with stakeholders will increase 25% by 2014 as measured by web site traffic, use of our electronic communication alert (and other) systems/tools, and access to student information system /community portal.

<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>
Given the current economic challenges, we will look to identify items for reduction in our building budget. Finding new ways to communicate electronically may contribute to those savings	The high school will cut their building budget by 5% for the 2013-14 school year.	<ul style="list-style-type: none"> ➤ Work with building and department leaders to identify additional cost savings measures. ➤ As a building look to improve our efficiencies in being able to reduce our supplies and other resources as we move to more electronic communications. ➤ Look to utilize existing and emerging technologies for student submission of work. 	<ul style="list-style-type: none"> ➤ Update staff and students with increased capabilities of building technologies. 	<ul style="list-style-type: none"> ➤ Creation of a 2013-14 budget that indicates a 5% cost savings to the district ➤ Create a list of potential savings within the building. 	<ul style="list-style-type: none"> ➤ Cost containment during the 2013-2014 school year and expenses remaining under budget. ➤ January 2013: Preliminary budget for 2013-14 school year reflects that 5% cut will be met or exceeded.

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

- **Objective 5: 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 Annual Yearly Progress (AYP) each year for all students leading to successful academic transitions from elementary, to intermediate, middle level, high school, and post-secondary.
- **IMPROVED INTERNAL AND EXTERNAL COMMUNICATIONS (IC)** Communications with stakeholders will increase 25% by 2014 as measured by web site traffic, use of our electronic communication alert system, and access to student information system /community portal.

<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>
<p>In the summer of 2010 the administration adopted a template to create building and department plans leading to growth, improvement and enhancement of programs and procedures. All administrators have been trained on the process of data informed decision making and data plans. For the past 2 years, each administrator has worked with a team to develop an annual plan with the goal to make all plans public by posting them on the website beginning in 2012.</p>	<p>The High School will create a Growth, Improvement, and Enhancement Plan for 2012-13 identifying SMART goals, strategies and measurements for improvement that will be posted on the website. Quarterly monitoring and update on progress toward reaching goals will also be documented on the website.</p> <p>The HS will meet all deadlines in the creation and monitoring /updating progress on the plan and will meet the SMART goals identified with 95% proficiency.</p>	<ul style="list-style-type: none"> • Update plan and SMART goal construction during Retreat. • Complete plan by deadline for posting on high school website by October. • Update progress no less than quarterly. • Analyze and discuss goal attainment during end of year review. 	<p>Data informed decisions</p> <p>SMART goals</p>	<ul style="list-style-type: none"> ➤ Quarterly updates to the plan ➤ Annual review of goal attainment 	<ul style="list-style-type: none"> ➤ High School plan successfully posted on website by October ➤ Quarterly updates to plan posted on website by Dec.1; March; and June 1 ➤ Evidence and documentation of goal attainment. ➤ January 2013: Plan updated and reposted to HS website

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

- **Objective 6: IMPROVED INTERNAL AND EXTERNAL COMMUNICATIONS (IC)** Communications with stakeholders will increase 25% by 2014 as measured by web site traffic, use of our electronic communication alert system, and access to student information system /community portal and additional face to face meetings.

<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>
<p>Anecdotal data indicates that district parents seek additional information from the school in a variety of topics concerning preparing students for success in school and beyond. Many buildings plan and present parent education sessions that are poorly attended. If we coordinate efforts, identify a plan of topics to include and prepare a PR campaign to promote a parent ‘series’ we hope to have better attendance and better serve the needs of our parents.</p>	<p>Plan and deliver a series of at least 4 ‘parent education’ sessions open to parents of 9-12 grade students dealing with safety concerns, student success issues, course planning related to secondary and post-secondary goals, college admission processes and other topics of interest identified by parent groups with 85% of participants indicating their attendance was valuable.</p>	<ul style="list-style-type: none"> ➤ Identify possible topics with high school counselors, parents, and administration. ➤ Counselors will develop a calendar of events by October 2012 to be published and shared with parents via the website so that parents throughout the district can mark their calendars for the events they wish to attend. ➤ Counselors will develop a feedback sheet for parents to complete at end of each presentation. ➤ Utilize BlackBoard to remind parents of upcoming presentations. ➤ Conduct sessions ➤ Collect feedback from parent participants through survey follow-up. ➤ Evaluate effectiveness of series to determine if this is something to continue in subsequent years. 	<p>Website design BlackBoard connect</p>	<ul style="list-style-type: none"> ➤ Review presentations with team prior to session to ensure we are meeting needs of the attendees. ➤ Survey feedback from parents after each session. 	<ul style="list-style-type: none"> ➤ Monitor attendance to create baseline data to identify future impact. ➤ Minimum of 4 parent events. ➤ Survey results that indicate 85% of participants felt the session provided value to them. ➤ January 2013: College Info Night: December 4, 2012 ➤ Financial Aid Workshop: December 4, 2012 ➤ Freshment College Experience Night: January 8, 2013 ➤ 8th Grade Parent Night: January 29, 2013 ➤ Guidance website enhancements: ongoing

--	--	--	--	--	--	--

IV. Plan Development and Dissemination Process

How Individuals Beyond Team Members Were Involved in Developing Our Plan

All of our staff members were involved in establishing the procedures and strategies to coincide with our laptop initiative. Teacher teams were comprised of the following: Logistics, Teaching Strategies, Data and Measurement, Content Management and Professional Development.

The Scheduling Committee is comprised of representatives from the academic core, elective, special education and guidance departments. This committee has met regularly over the last year to carry out our action plan of selecting and implementing a new bell schedule for the 2013-2014 school year.

The Guidance Department and high school administration work together in planning parent presentations that will occur throughout the school year. This group meets twice a month throughout the school year.

Methods Used to Communicate Our Plan

We have communicated many of our ongoing goals with staff during faculty meetings and other committee meetings in addition to our Leadership Team meetings on a monthly basis.

Our parent group meets on a bi-monthly basis and we have been informing them of our goals and the progress that we have made towards them.

We also communicate our goals to our parents at our annual open house each year at the beginning of the year.

Finally, our goals will be communicated via our 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.

Staff Development 2011-2012			
<i>Topic</i>	<i>Timeline</i>	<i>Participants</i>	<i>Documentation such as Attendance Logs, Agendas, etc.</i>
Laptop Committee Procedures/Goals for the Year	August 22, 2012	All Teachers/Staff	Agenda/Attendance Log
PDE Teacher Evaluation	October 2012	All Teachers	Agenda/Attendance Log
Mike Rettig, Teaching in the Block	October 8, 2012	All Teachers	Agenda/Attendance Log
POS/Instruction in the Block Follow Up	November 2, 2012	All Teachers	Agenda/Attendance Log
Data Analysis	January 28, 2013	All Teachers	Data Analysis Sheets
Mike Rettig, Teaching in the Block – Part 2	March 1, 2013	All Teachers	Agenda/Attendance Log
Pacing Guides for Teaching in the Block	April 5, 2013	All Teachers	Agenda/Attendance Log
Pacing Guides/Curriculum Modifications	May 24, 2013	All Teachers	Agenda/Attendance Log
Block Scheduling Planning	June 13, 2013	All Teachers	Agenda/Attendance Log