



# **Southern Lehigh School District**

## **Hopewell Elementary**

**Plan for 2013-14**

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

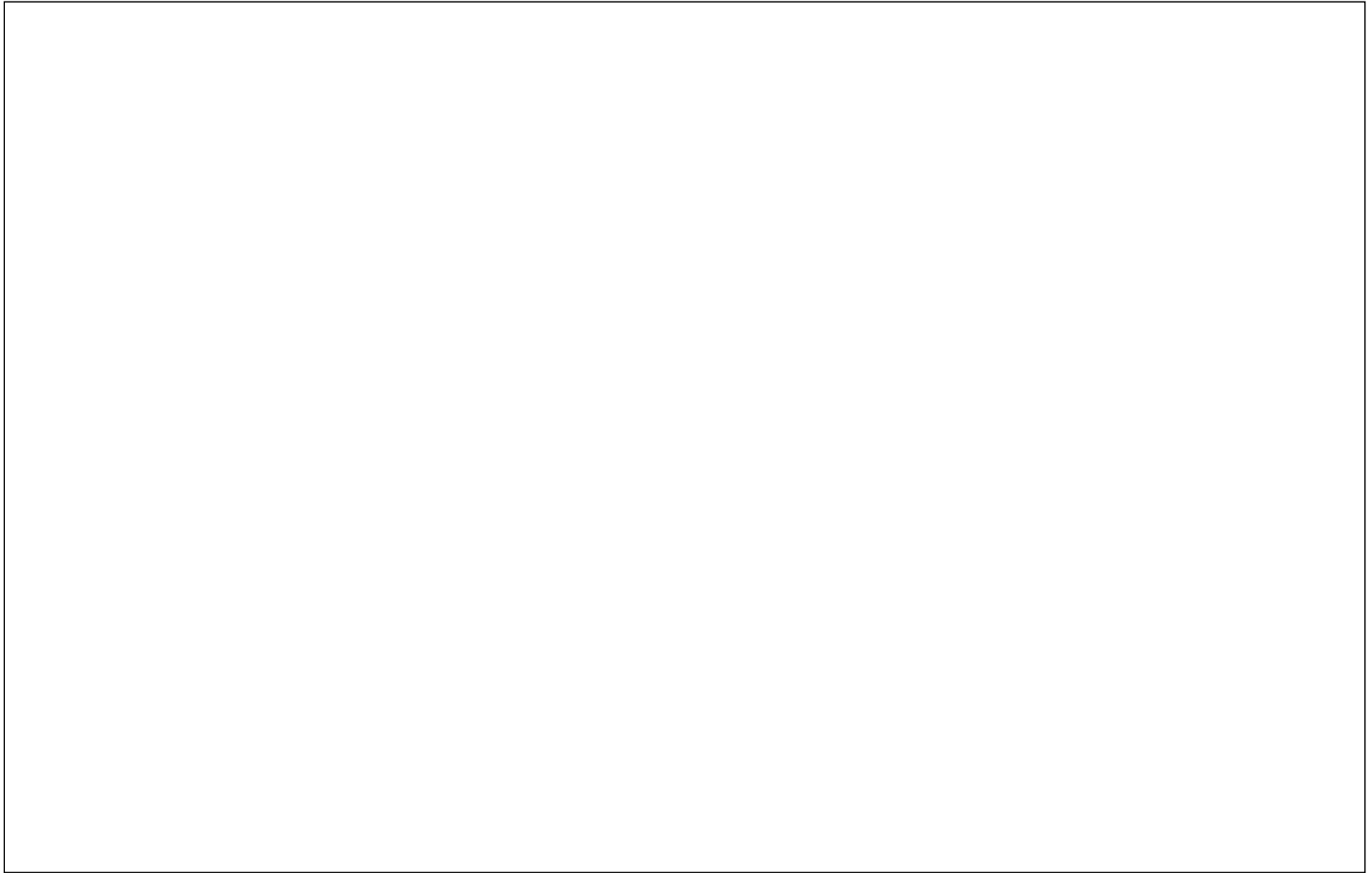
#### **Hopewell Elementary School**

Leah M. Christman, Superintendent

Kristen Lewis, Assistant to the Superintendent

Lori Limpar, Principal

A Message from Lori Limpar:



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**

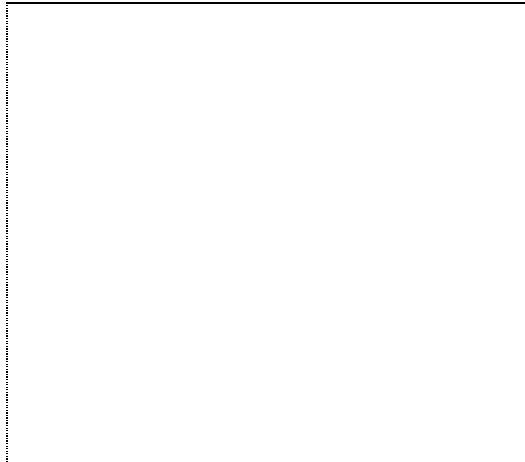
Results from standardized data indicators, building/classroom and other data indicators were compiled and reviewed. As a result of the team’s review of the data and discussions, and keeping in mind the Southern Lehigh School District Strategic Plan, we were able to identify needs and to develop corresponding goals.

**\* The elementary schools in our district selected five Goals/Instructional Strategies to focus on during this school year:**

1. (AP-1)- Our school data teams will study and implement practices that will result in a higher number of students scoring “Advanced” in third grade reading PSSSA scores.
2. (IC-1)- Improved communications will be demonstrated through digital media, utilizing the electronic tools and resources we have available.
3. (HQ-1)- We will continue to promote global education- embedding global activities across content and expanding partnerships with other countries.
4. (IC-1)- Budget work will continue toward development of a balanced budget by the 2014-15 school year.
5. (AP-6)- All teachers and administrators will work toward successful implementation of technology as a powerful learning and efficiency tool, using the SAMR model to bring about second level change leading to modification and redefinition of learning.

**II. Data Indicators**

ACADEMIC PROFICIENCY (AP)	HIGHLY QUALIFIED TEACHERS (HQT)	IMPROVED INTERNAL AND EXTERNAL COMMUNICATIONS (IC)
PSSA Results Student Attendance Rates Common Assessment Results DIBELS Benchmark Assessments Report Card Grades Grade Level Common Strategy Goal setting  Etc.	% of Highly Qualified Teachers Professional Development Inservice Hours and Involvement Graduate School Programs School Wide positive behavior program data Academies Faculty meetings Conferences RTII training updates Tier II and Tier III intervention training Grade Level data Team meetings School wide data sharing meetings	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  Types of Communications Used- # of newsletters # of websites hits



Etc.

# of BlackBoard Connect Messages  
Student orientations  
Open House  
Parent conferences  
PTA Meetings and monthly newsletters  
  
Human Resource Department training data  
  
Etc.

### 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 (AP-1):**

School-wide data teams will study and implement practices that will result in a higher number of students scoring “Advanced” in third grade reading PSSSA scores.

<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 past AYP reporting, “proficient” and “advanced” scores were regarded equally in terms of calculating Adequate Yearly Progress (AYP.) The new School Performance Profile gives greater weight to scores of “Advanced” than “Proficient”, and focuses on Reading by giving it twice the weight as math. We need to examine and implement practices and strategies focused on Tier One readers who are already “proficient” to move them to an “advanced” level in reading.</p>	<p>By the end of the 2013-14 school year, the median DIBELS Composite Score will increase to 80% of all students reaching benchmark in grades 1, 2 and 3.</p>	<ul style="list-style-type: none"> <li>➤ Examine 2013 PSSA data for third grade to identify students who scored “proficient” in reading.</li> <li>➤ Develop a profile of the students scoring in the upper end of “proficient” – in what areas of the test did these students perform poorly?</li> <li>➤ Examine DIBELS Composite Scores to identify students in the lower range of “at or above Benchmark.” Use this group as a target group to identify instructional strategies that are most effective for these students.</li> <li>➤ Using the areas identified from 2013 PSSAs as problematic, and identifying strategies as most appropriate for meeting the needs of students scoring at (but not above) benchmark, our grade-level data teams will identify and discuss effective best practices to focus on for improvement</li> <li>➤ Implement these practices and strategies with identified students as part of Tier One instruction.</li> </ul>	<p>Teachers and principals are receiving training on Common Core State Standards throughout the 2013-14 school year from Discovery Education consultants Building administrators are participating in additional Discovery Education workshops on Common Core standards targeted specifically to the administrative team Representative Hopewell teachers are serving on the English/Language Arts curriculum review committee, which is examining reading/language arts in depth Representative teachers from Hopewell are participating in a train-the trainer/coaching</p>	<p>Comparison of students identified from 2013 PSSA data as scoring high in “proficient” with similarly profiled students in 2014</p> <p>Monthly grade level reading meetings and sharing of progress with grade level data teams</p>	<p>Increased number of third grade students scoring “advanced” in 2014 Reading PSSA compared to 2013 scores</p> <p>Increased number of students scoring in the upper range of DIBELS (above benchmark)</p>

			model with Discovery Ed; these teachers will train and support their colleagues in spring 2014		
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**III. Strategic Plan Goals Linked to Needs and Goals/Instructional Strategies**

**Objective 2: IMPROVED INTERNAL AND EXTERNAL COMMUNICATIONS (IC-1)**

Communications with stakeholders will increase 20% 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>The district has invested in electronic and digital media communication tools to increase information flow with our community.</p> <p>Anecdotal data suggests that some stakeholders feel they are uninformed on district news and initiatives, or cannot find information needed, despite recent efforts to increase communication.</p> <p>K-3 parents will also have the opportunity to enroll in the Sapphire parent portal for the first time in the 2013-14 school year.</p>	<p>During the 2013-14 school year,</p> <ul style="list-style-type: none"> <li>➤ School websites will be reviewed and updated monthly. New material will be published, reviewed and updated and material that is out of date will be deleted or archived.</li> <li>➤ Encourage enrollment of at least 50% of parents in Sapphire parent portal access during the first year of portal availability</li> </ul>	<ul style="list-style-type: none"> <li>➤ Educate parents how to access the community portal through written directions from technology office, PTA newsletter, PTA communications, and Open House announcements.</li> <li>➤ Continue to work with teachers to identify consistent information to be shared at grade levels.</li> <li>➤ Continue to require all teachers to regularly update their websites.</li> <li>➤ Remind teachers at faculty and grade level team meetings to update teacher websites at least bimonthly</li> <li>➤ Monitor parent accounts in the building</li> <li>➤ Work with PTA to educate and enroll parents in Sapphire and Blackboard Connect</li> <li>➤ Encourage teachers to direct parents and students to their websites</li> </ul>	<p>Web site development training for teachers – academies, support from technology facilitators, peer mentors</p> <p>Blackboard Connect training / refresher for administrator</p> <p>Clear written directions for parent access to Sapphire and Blackboard Connect provided by Technology office</p>	<p>Monitor PD Monitor web traffic Monitor Blackboard usage Monitor Teacher web updates</p>	<ul style="list-style-type: none"> <li>➤ Document through web reporting that all teachers and buildings are reviewing and updating websites at least monthly.</li> <li>➤ Document through software reports that: 50% of Parents are enrolled in Sapphire parent portal; 80% of Parents are enrolled in BlackboardConnect; building usage of Blackboard Connect has increased by 10%</li> </ul>



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

**Objective 3: HIGHLY QUALIFIED TEACHERS (HQ-1):**

We will continue to promote global education- embedding global activities across content and expanding partnerships with other regions.

<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>We are cognizant about the lack of diversity among SLSD student population. Our recent Middle States report indicated this as an area of concern. We know our students will need special skills in global relations and communications for their future career success.</p> <p>At the K-3 level, awareness of immediate community and then the concentric circles that develop outside of that local community are developmentally appropriate. As a district, Southern Lehigh provides a variety of opportunities to increase students' global awareness.</p> <p>As the Southern Lehigh School District continues to provide opportunities</p>	<p>➤ During the 2013-14 school year, at least two elementary classroom teachers per building participate in an academy/worksh op or present an activity related to global studies</p>	<p>➤ Work with curriculum department to embed global activities across content areas.</p> <p>➤ Promote academies or other opportunities for teachers that focus on global activities</p> <p>➤ Task each building's technology facilitator to research global learning opportunities suitable for our K-3 population and coordinate these opportunities with classroom teachers</p> <p>➤ Task K-3 arts teachers to collaborate with elementary classroom teachers on cultural theme-based interdisciplinary units.</p>	<p>Presentations by guest teachers</p> <p>SLSD academy related to global relations</p> <p>Anticipated hiring of a replacement technology facilitator at Hopewell and Lower Milford.</p>	<p>➤ Share and promote activities with parents and school community</p> <p>➤ Incorporation of arts teachers unit in spring concert/art display</p>	<p>➤ Publicize at least one global interdisciplinary activity at our school</p> <p>➤ At least two elementary classroom teachers per building participate in an academy or other workshop related to global studies with the technology facilitator</p> <p>➤ Arts teachers share parts of their interdisciplinary unit at a spring concert or other arts celebration</p>

for global education experiences, the focus at the K-3 level is on broader exposure to a variety of cultures and experiences.

The focus will be on teaching and celebrating diversity, which includes disabilities, cultures, traditions and celebrations

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

**Objective 4: IMPROVED INTERNAL AND EXTERNAL COMMUNICATIONS (IC-1):**

Communications with stakeholders will increase 25% by 2014 as measured by web site traffic, use of our electronic communication alert system, and parent 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>Budget challenges continue to be a concern in today’s economic climate. We have identified and acted on many areas for budget reduction in the past four years. We must continue to work with those reductions as well as identify further areas for savings or reductions.</p> <p>Actions in previous years include: creating a revised specialists’ schedule to use their time more effectively; majority of kindergarten registration materials online to reduce materials and copying; replacing curriculum and ordering with less consumable materials and utilizing more online resources as we update our K-3 curriculum; classroom reductions</p>	<p>In 2013-14 reduce spending in the building budget by spending 5% less than appropriated</p>	<ul style="list-style-type: none"> <li>➤ Work with elementary principals and teachers to identify additional cost savings measures.</li> <li>➤ Continue schedule of sharing tech facilitators amongst the three elementary buildings.</li> <li>➤ Reduce a 2<sup>nd</sup> grade at LB.</li> <li>➤ Reduce 6 and 7 hour instructional aides’ hours to 5.75 per day.</li> <li>➤ Continue to utilize paperless options for communicating with parents</li> </ul>	<ul style="list-style-type: none"> <li>➤ Continue to communicate with teachers regarding budget challenges and concerns.</li> <li>➤ Seek additional support, feedback, and suggestions from staff regarding further reductions</li> </ul>	<ul style="list-style-type: none"> <li>➤ Progress monitoring with monthly budgetary updates between Business Director and Superintendent</li> <li>➤ Updates to Budget and Finance Committee members.</li> <li>➤ Feedback from teachers regarding understanding of the current budgetary reality.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Under-spending building budget for 2013-14 by 5%</li> </ul>

through attrition opportunities; making due with building budget reductions; reduction of instructional aide hours.					

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

**Objective 5: 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>Teachers currently have a broad range of technology options available to them. Not all staff members are proficient with instructional use of technology to facilitate student achievement.</p>	<p>In 2013-14, each elementary building will have a minimum of two faculty meetings or trainings that focus on technology implementation in the classroom.</p>	<ul style="list-style-type: none"> <li>➤ Survey teachers regarding needs for technology training and support from technology facilitators</li> <li>➤ Kid Biz will be implemented in all third grade classrooms in the 2013-14 school year.</li> <li>➤ Research opportunities for webinars, with support from technology facilitators</li> <li>➤ Educate, explore and foster opportunities for faculty to explore and learn about the SAMR model</li> </ul>	<ul style="list-style-type: none"> <li>➤ IU and SLSD academy training</li> <li>➤ Project Red workshops in August 2013</li> </ul>	<ul style="list-style-type: none"> <li>➤ Faculty meeting agendas</li> <li>➤ Results of teacher surveys</li> </ul>	<ul style="list-style-type: none"> <li>➤ Offering of at least two faculty meetings or trainings</li> <li>➤ Increase of technology use through data collected by principal walk-throughs</li> </ul>

#### **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 will be posted on the district website, on our building site, to keep the community updated on items related to our focus areas for the school year.

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

Administrators and data team members hold a number of meetings throughout the school year to analyze data that is collected. Our team meets in September to draft the school data plan for each year. The draft is presented at faculty meetings and grade level data team meetings. Each team is offered to provide input and feedback to the plan. Members of our data team met to finalize the plan.

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

The finalized plan will be shared with the entire staff at a faculty meeting.

**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 2013-2014</b>			
<i>Topic</i>	<i>Timeline</i>	<i>Participants</i>	<i>Documentation such as Attendance Logs, Agendas, etc.</i>
Special education Issues and Topics	13-14 and ongoing	Hopewell staff	Meeting Agendas
Math Focus Group	13-14 and ongoing	Hopewell staff	Meeting Agendas
ELA Focus Group	13-14 and ongoing	Hopewell staff	Meeting Agendas
Alignment of curriculum to PA Core Standards	13-14 and ongoing	All Elementary staff	Meeting Agendas
Sapphire Community Portal	13-14 and ongoing	All Elementary staff	Website portal report
Data analysis of: PSSA and Common assessments, Benchmarks assessments and DIBELS indicators	13-14 and ongoing	All Elementary staff	RTII Team meeting agendas
Interactive Science	13-14 and ongoing	All Elementary staff	Meeting Agendas
PA Common Cores	13-14 and ongoing	All Elementary staff	Meeting Agendas
21 <sup>st</sup> century Skills Integration by Subject	13-14 and ongoing	All Elementary staff	On going through curriculum office
Community Portal training/update	13-14 and ongoing	All Elementary staff	On going through curriculum office
Curriculum meetings by department	13-14 and ongoing	All Elementary staff	On going through curriculum office
Alto training	13-14 and ongoing	All Elementary staff	Meeting Agendas
Aesop training	13-14 and ongoing	All Elementary staff	Meeting Agendas
Writing to prepare students for combined reading /writing ELA PSSA	13-14 and ongoing	All Elementary staff	Team planning goals
Training in differentiated supervision model	13-14 and ongoing	All Elementary staff	Meeting Agendas
Technology	13-14 and ongoing	All Elementary staff	Agendas; tech facilitator's weekly log
Global education	13-14 and ongoing	All Elementary staff	Agendas; faculty meeting minutes