Pennsylvania Department of Education

Commonwealth of Pennsylvania
Department of Education
333 Market Street
Harrisburg, PA 17126-0333

Academic Standards and Assessment Midpoint Review
Thursday, September 08, 2011

Entity: Southern Lehigh SD
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Educational Community

Southern Lehigh School District provides an educational program known for its excellence and forward-looking perspective, which is sensitive to the changing needs of its students. The community, faculty, parents and students have joined together in striving to maintain and enhance that excellence.

Southern Lehigh School District will educate all students to develop twenty-first century skills required to become life-long learners and productive members of an ever-changing world.

Our Community

Located one hour north of Philadelphia, and two hours west of New York, the Lehigh Valley nestles in the rolling hills of Pennsylvania. A mixture of urban quality and collegiate excellence, surrounded by rural serenity and beauty, the Valley offers residents a wide range of opportunities and life experiences.

The focal point of Lehigh Valley is the mid-sized, dual-city complex of Allentown and Bethlehem, having a population of over 100,000. Bethlehem, originally an 18th century Moravian community, still reflects the historic significance of the area's heritage, as shown in its gothic German architecture. Allentown, rapidly becoming known as one of the country's progressive high-tech centers, also is the home of several outstanding private colleges and universities, which is part of a larger consortium including Muhlenberg, Cedar Crest, Lafayette, Moravian, and Lehigh University. DeSales University, a private four-year liberal arts college, is located in the district. There are also four schools in the state university system within 35 miles of Southern Lehigh.

New shopping malls, growing light industry, nationally recognized art museums and cultural programs, and rambling parks provide an ideal urban setting for area inhabitants. And yet, a five-minute drive in any direction brings a person out into the beautiful rolling countryside of fields and forests. Unspoiled by modern progress, the Valley reflects the purity and benefits of living in a naturalistic setting. Low mountains, forests and verdant fields provide the population with extensive recreational activities, self-contained within the Valley.

Southern Lehigh School District lies on the southern edge of the Lehigh Valley. Its 48 square miles includes the borough of Coopersburg (population 2,574) and the rural townships of Upper Saucon (population 14,570) and Lower Milford (population 3,860). The District, made up of three elementary schools (K-3), one intermediate school (4-6), one middle school (7-8), and one high school (9-12), plays a significant role in the community. The schools encourage parents and residents to participate in many diversified ways -- from classroom visitations and open houses to working on community projects. Schools and the community make a concerted effort to work closely together to provide children with multifaceted opportunities. Student enrollment currently stands at approximately 3100.

As the community reflects its values in its strong support of quality education for its children, the school district in turn serves the community in providing the vehicle for this educational excellence.

Southern Lehigh has participated in the Lehigh Valley Career Pathways Consortium since 1998. Students are involved in a career guidance program. By eighth grade, students have explored career clusters - Arts and Humanities; Business/Communication Technology; Engineering/Industrial Technology; or Health Sciences/Human Services and either the Traditional or Technical pathway within the cluster. The District has offered dual enrollment opportunities since 2004 and continues to expand opportunities in dual enrollment each year. Courses delivered through distance learning, dual enrollment, both on our campus and at local colleges

and universities, and Independent Study allows our students to pursue their career goals in elective courses that a school of our size could otherwise not offer. Our 2010-11 AYP has been met for the District. Our results show a 95.6% graduation rate, a 95.5% attendance rate, an average participation rate for grades 3-12 of 99.3% Math and 99.1% in Reading. Results show proficiency rates of 84.1% in Math and 84.2% in Reading, averaged for grades 3-12.

The strengths of our school district are:

- Consistent high performance in test scores
- Students and teachers are engaged and interested in their school experiences
- A variety of educational opportunities being utilized including dual-enrollment, on-line language instruction, on-line recovery courses, career and technical education, independent study, critical language offerings
- Required courses to meet Career Education and Work standards
- Participation in Lehigh County Pathways, High Schools that Work, and other career focused activities
- Partnerships with community groups, higher education and business groups
- Supportive, involved, and educationally-minded parents and community
- Technology resources available

Our needs include:

- Continual improvement in academic proficiency as demonstrated in the PSSA exam scores in Reading, Math, Science and local assessments
- Initiating improvement plans in academic proficiency as demonstrated by new Keystone graduation exams in Reading, Math, Science, and Writing
- Continual improvement in proficiency on college placement exams
- More opportunities for personalized career counseling and courses to support career goals (including dual-enrollment, job-shadowing and internships)
- More professional development activities designed for ubiquitous technology use in learning, differentiation of instruction and strategies to increase rigor, relevance, and relationships leading to student success
- More opportunities for 21st century learning
- A greater understanding of our changing technology-infused global society and the role each plays to contribute as an informed citizen

Mission

Educating today's learner...for tomorrow's opportunities.

Vision

In the pursuit of excellence, the Southern Lehigh School District has created a culture of innovation and creativity empowering students for a brighter future in a global society.
The Southern Lehigh School District vision is one where:

- The District strives to meet the needs of all students.
- Our programs provide challenging, relevant learning experiences for the community of learners.
- Students are actively engaged in learning twenty-first century skills including:
    - Core subjects and 21st century themes
    - Learning and innovation skills

- o Information, media and technology skills
- o Life and career skills
- Relationships, rigor, and relevance are the keystones of our competency/ standards based programs
- Data-informed decision-making guides our path to continuous improvement.
- Communications among our community of learners is open and engaging.
- Students are offered opportunity and choice in learning.
- We collaborate with parents and partners in pre-K-20 institutions, businesses, and community organizations, on a local, regional, national, and global level.
- Teachers and administrators are dedicated to high expectations for themselves and their students, and model the skills they inspire students to achieve.

Shared Values

We believe:

- Education is a fundamental partnership among individuals, home, school, and the community.
- All people can learn.
- High expectations promote high achievement.
- Environment impacts upon learning.
- Society benefits when people act responsibly and respectfully.
- Continuous improvement is achieved by promoting and managing change effectively.
- The commitment of resources to public education provides long-term benefits to society.

Academic Standards

In order to support high student achievement for all students, the district has developed curricular programs based on the following:

- Curriculum framework that provides appropriate, focused instruction based on the PA standards that establish what all students need to know, understand, and be able to do
- Assessments that match the clear standards as defined in the curriculum framework
- Instruction that is aligned to standards and differentiated to meet the needs of students
- Appropriate materials and resources that support the instructional goals
- Intervention programs to provide targeted assistance for struggling students
- Gifted and enrichment programs to expand the curriculum for students who qualify

Southern Lehigh School District provides an educational program based on curriculum built around the PA Academic Standards and assessment anchors, and the common core standards. Curriculum committees and/or selected teachers build our standards-based curriculum based on the *Understanding by Design* model (Wiggins and McTighe). Following the Curriculum Cycle, curriculum that includes content, instructional practices, and assessment is written, reviewed, and revised in an on-going fashion. Analysis of student data, stored in our data warehouse, and review of "best practice" literature guide the curriculum committees.

The curriculum follows the Pennsylvania Chapter 4 guidelines and the academic standards of the Southern Lehigh School District are aligned to the PA Academic Standards and Assessment Anchors.

Science and Technology. Study of the natural world and facts, principles, theories and laws in the areas of biology, chemistry, physics and earth sciences. Technology is the application of

science to enable societal development, including food and fiber production, manufacturing, building, transportation and communication. Science and technology share the use of the senses, science processes, inquiry, investigation, analysis and problem solving strategies.

Environment and Ecology. Understanding the components of ecological systems and their interrelationships with social systems and technologies. These components incorporate the disciplines of resource management, agricultural diversity, government and the impact of human actions on natural systems. This interaction leads to the study of watersheds, threatened and endangered species, pest management and the development of laws and regulations.

Social Studies.

 History. Study of the record of human experience including important events; interactions of culture, race and ideas; the nature of prejudice; change and continuity in political systems; effects of technology; importance of global-international perspectives; and the integration of geography, economics and civics studies on major developments in the history of the Commonwealth, the United States and the world.

 Geography. Study of relationships among people, places and environments, of geographic tools and methods, characteristics of place, concept of region and physical processes.

 Civics and government. Study of United States constitutional democracy, its values and principles, study of the Constitution of the Commonwealth and government including the study of principles, operations and documents of government, the rights and responsibilities of citizenship, how governments work and international relations.

 Economics. Study of how individuals and societies choose to use resources to produce, distribute and consume goods and services. Knowledge of how economies work, economic reasoning and basic economic concepts, economic decision making, economic systems, the Commonwealth and the United States economy and international trade.

Arts and Humanities. Study of dance, theatre, music, visual arts, language and literature including forms of expression, historical and cultural context, critical and aesthetic judgment and production, performance or exhibition of work.

Career Education and Work. Understanding career options in relationship to individual interests, aptitudes and skills including the relationship between changes in society, technology, government and economy and their effect on individuals and careers. Development of knowledge and skill in job-seeking and job-retaining skills and, for students completing vocational-technical programs, the skills to succeed in the occupation for which they are prepared.

Health, Safety and Physical Education. Study of concepts and skills which affect personal, family and community health and safety, nutrition, physical fitness, movement concepts and strategies, safety in physical activity settings, and leadership and cooperation in physical activities.

Family and Consumer Science. Understanding the role of consumers as a foundation for managing available resources to provide for personal and family needs and to provide basic knowledge of child health and child care skills.

Reading, Writing, Speaking and Listening.

Reading. The application of phonemic awareness, phonics and word study, vocabulary, fluency and text comprehension in reading critically across subject areas; the interpretation and analysis of literary expression with analysis of the origins and structures of the English language and learning how to search a variety of texts to conduct research.

Writing. Narrative, informational and persuasive formal writing for an audience, including spelling and editing skills; and informal writing to capture and organize information for individual use.

Speaking and Listening. Participation in conversation and formal speaking presentations.

Mathematics. The understanding of fundamental ideas and the development of proficient mathematical skills in numbers, computation, measurement, statistics and data analysis, probability and predictions, algebra and functions, geometry, trigonometry and concepts of calculus. Using this content, students will learn to think, reason and communicate mathematically.

A curriculum development process has been instituted in the District to facilitate continuous curriculum review, analysis, development, coordination, and articulations. This process incorporates a curriculum council comprised of a representative cross-section of the school community that meets on a scheduled basis for the purpose of reviewing and analyzing curriculum by major subject areas. The process used by Southern Lehigh School District includes: research /data gathering, comparison of current practices to best practices, planning, writing or revision of curricula, and implementation/evaluation.

Strategic Planning Process

The purpose of the Strategic Plan is to set and achieve specific goals in order to continue transforming the organization to provide the highest quality learning opportunities for our students as well as strive for an environment in which all employees can be successful. Critical to the planning process is facilitating a shared purpose or alignment. Alignment is the process of reaching mutual understanding about common goals. It gives shared meaning to the work of the School District, thereby enabling successful accomplishment of the goals of the organization.

The steps of the process are to review our mission statement, develop a vision for the future of the District, define our values, and set measurable goals to achieve the mission, vision, and practice the values.

The final product will be a road map of the next six (6) years for Southern Lehigh which revolves around our plan, *An Eye to the Future...The Re-creation of Southern Lehigh School District*. Since the PA Department of Education has now developed an electronic strategic planning tool, we will have much greater flexibility in revising our plan based on future needs as well as truly maintaining our plan as a living document which guides our work.

The process includes the utilization of a Steering Committee made up of Board members, administration, teachers, parents, students, and community members. The Steering Committee serves the purpose of reviewing the entire Strategic Plan to insure all pieces are in alignment with the mission, vision, and shared values of the District. The Steering Committee will serve in an advisory capacity to review the recommendations from the subcommittees and district administration.

Steering Committee Members:

- Joseph Liberati, Superintendent

- Corinne Gunkle, School Board Member
- Patti Mohr, School Board Member
- Leah Christman, Assistant Superintendent
- Kristen Lewis, Director of Elementary Education
- Joan Takacs, Director of Secondary Education
- Scot Engler, Director of Special Education
- Christine Siegfried, High School Principal
- Edward Donahue, Middle School Principal
- Nathan Davidson, Middle School Assistant Principal
- Ken Jordan, Technology Coordinator
- Lori Limpar, Elementary Principal
- Carol Mickley, Elementary Principal
- Mary Farris, Intermediate School Principal
- Debbie Galle, Administrative Assistant
- Bonnie Organski, SLEA Association President / Teacher
- Patricia Smiley, SLEA Association Officer / Teacher
- Karen Ryan, SLEA Association Officer / Teacher
- Robert Fluck, Teacher
- Kathryn Brink, Student
- Marie Arnold, Parent

Strategic Planning Structure

1. Steering Committee (Administration, Managers, Board Representatives, Parents, Students, and Staff)

2. Internal Coordinators (Leah Christman, Kristen Lewis)

3. Six Sub Committees:

- **Curriculum and Assessment**, which includes Board Representatives, Parents, Community/Business Representatives, Students, and Staff (Kristen Lewis, Joan Takacs- co-chairs)
- **Staff Induction**, which includes Act 48 Committee members (Mary Farris, chair)
- **Professional Development**, which includes Act 48 Committee members (Carol Mickley, Robert Fluck- co-chairs)
- **Special Education**, which includes Special Education Task Force members (Scot Engler-chair)
- **Educational Technologies**, which includes Technology Council members (Ken Jordan- chair)
- **Student Services** which includes staff and community support personnel (Lori Limpar, Bill Kennedy - co-chairs)

Strategic Planning Committee

Name	Affiliation	Membership Category	Appointed By
Bonsall, Chris	Elementary Teacher	Elementary School Teacher	SLEA
Brink, Kathryn	Student	Other	SLSD Administration
Christman,	Assistant Superintendent	Administrator	Superintendent

Leah			
Davidson, Nathan	MS Assistant Principal	Administrator	Superintendent
Donahue, Edward	MS Principal	Administrator	Superintendent
Dougherty, Kelly	Early Childhood Teacher	Other	School Board
Gunkle, Corrine	Community Member	Board Member	School Board
Lewis, Kristen	Director of Elementary Education	Administrator	Superintendent
Millman, Diana	Community Representative	Community Representative	School Board
Strobl, Chris	MS Teacher	Middle School Teacher	Southern Lehigh Education Association
Takacs, Joan	Director of Secondary Education	Administrator	Superintendent

Data

Reflections

- ## Legacy Dataview 1715

  Strength Last Modified:
  AYP has been met in all areas.

- ## Legacy Dataview 1716

  Strength Concern Last Modified: 8/17/2011
  AYP met with increases made at 6-11 grade levels. Even though scores remain high for grade 3-5, we have seen a decrease over last year's scores.

- ## Legacy Dataview 1717

  Strength Concern Last Modified: 8/15/2011
  Proficiency levels are adequate for AYP. Increases at some grade levels are commendable, but we need to work toward ensuring that our Advanced level scores are maintained or increased. We also need to continue to work with struggling students to ensure progress and to pay close attention to students identified in subgroups. Strategies must be in place and progress closely monitored for these at-risk students.

- ## Legacy Dataview 1718

  Strength Concern Last Modified: 8/15/2011
  Proficiency levels are adequate for AYP. Increases at some grade levels are commendable, but we need to work toward ensuring that our Advanced level scores are maintained or increased. We also need to continue to work with struggling students to

ensure progress and to pay close attention to students identified in subgroups. Strategies must be in place and progress closely monitored for these at-risk students.

- **Legacy Dataview 1728**

  Strength Concern Last Modified: 8/17/2011
  Previous increases in enrollment led to the need for additional classroom space which facilitated the opening of a new building for grades 4-6 - Southern Lehigh Intermediate School. This additional level caused the reconfiguring of other levels which impacted curriculum and instruction at all levels. These updates have been made and are under continuous improvement. Bringling grade level teams together has provided strength in curriculum pacing and delivery along with shared best practices. The consolidation of grades in one building has created subgroups, where previously our numbers were too low. These subgroups have allowed us to focus attention to some of our struggling students through shared resources and focused RtII.

Goals, Strategies and Activities

Goal: ACADEMIC PROFICIENCY

Last Modified: 8/17/2011
Description: 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.

Strategy: AP-1 All schools will achieve AYP benchmarks

Last Modified: 9/7/2011
Description: Southern Lehigh believes that we should set high expectations for all students. Therefore, all students will achieve benchmarks in core subjects for Adequate Yearly Progress (AYP) as measured by PSSA or Keystone exams.

Activity: AP-1.1 Plan strategies to achieve benchmarks in core subject areas for Adequate Yearly Progress (AYP) as measured by the PSSA and/or Keystone exams.

Last Modified: 9/7/2011
Description: All students will achieve or exceed benchmarks for Adequate Yearly Progress (AYP) as measured by the PSSA: -Promote high quality curriculum, instruction and assessment (Quadrant D Learning) -Evaluate and revise curriculum and assessments to support Quadrant D learning -Analyze the student data and create support systems for students who do not score proficient or advanced on the PSSA -Implement professional development training to support understanding of Quadrant D learning -Design accountability measures for quality, frequency, and consistency of implementing Quadrant D learning -Design alternative schedules that support Quadrant D learning ** Quadrant D Learning is defined as high application requiring high level thinking.

Person Responsible Timeline for Implementation Resources

Christman, Leah   Start: 1/1/2009   -
                       Finish: Ongoing

Status: In Progress — Upcoming

Date	Comment
3/23/2010	Apr 2008: The Curriculum Department has meetings underway with various teams of teachers to review / update curriculum due to Intermediate School and restructuring of District.
3/23/2010	May 2009: The high school did not meet their AYP on 2008 and consequently, the special education teachers put PSSA strategies into their daily teaching in order to better prepare the special education students for the PSSA test. They also revamped our administration of the test with our special education students in order to increase our chances for more positive results.
3/23/2010	May 2009: Teachers have experimented with the Quadrant D lesson plans.
3/23/2010	Jun 2009: Preliminary PSSA results were sent to School Board. Parent Letters have been distributed. The graphs represent the RAW data for levels of proficiency in the various tests by grade level. The percentage scores represent the data for students who completed the tests for which proficiency levels were assigned.
3/23/2010	Aug 2009: PSSA results indicate that we have made AYP this year in all areas for all groups.
3/23/2010	Sep 2009: In addition to 4 Sight and DIBELS, AIMS web math benchmark assessments are being conducted currently at Intermediate level. After completion, data review meetings will be held and intervention groups.
3/23/2010	Nov 2009: Middle School teachers /departments continue work of reviewing examinations for Standards, Anchors, Eligible Content.
3/23/2010	Jan 2010: There were 2 webinars conducted on the upcoming PSSA. This information was shared with the teachers and Principals. The 2011 PSSA dates were released they will be March 14th – April 15th.
3/23/2010	Jan 2010: Curriculum Council -multiple meetings with Business, FACS, and Health/PE – planning for presentations. Health 2/17 alt 2/25 FACS 2/25 alt 3/1 Business 3/1 alt 3/8. HS Business Dept. is planning to visit Neshaminy HS.
3/23/2010	Jan 2010: 3 Curriculum Council Presentations planned for Feb/March.
3/23/2010	Feb 2010: Curriculum Council sessions - Health and PE. Presentation completed on February 17th – about 30 attendees. F&CS on 2/25, alt 3/1; and Business on 3/1, alt 3/8.
7/20/2010	Jun 2010: The PSSA preliminary data has been received by the district. Preliminary parent reports were sent home with report cards. Finalized reports and data with AYP will be available in August.
9/30/2010	Sep 2010: All schools achieved AYP for 2009-2010: Proficiency rates as follows: HW – Math 91%, Reading 86.5%; LB – Math 92.3%, Reading 89%; LM – Math 86.8%, Reading 84.9%; IS - Math 92%, Reading 85%, MS – Math 89.3%, Reading 91.2%; HS – Math 71.7%, Reading 78.9%
9/30/2010	Sep 2010: Preliminary Science PSSA results are posted on the PDE website: IS - Grade 4 Science 96% as a comparison (EPSD= 89.3%/ PASD= 90.4%); MS - Grade 8 Science 82.2% as a comparison (EPSD= 70.8%/ PASD= 74.7%); HS - Grade 11 Science 54.1% as a comparison (EPSD=53.4% / PASD= 55.5%)
9/30/2010	Sep 2010: We are participating in the Keystone and CDT exam pilots as required by PDE. Exams are administered to students who completed the courses.

9/30/2010	Sep 2010: SLIS's building data team is studying the results of PSSA and will provided insight to the rest of the staff such that instructional adjustments and ideas could be considered: RtII, IST and CST teams (Response to Intervention and Instruction, Instructional Support Team, and Child Study Team) and regular meetings of these teams to monitor student data and progress in grades 4, 5 and 6.
10/25/2010	May 2010: Math curriculum council presentation.
10/26/2010	Oct 2010: Elementary intervention groups have been formed and are in the first round of progress monitoring students skills.
1/6/2011	Nov 2010: Keystone Literature field test was administered to 9-11 grade students on 11/9-10. Middle School students have also completed Keystone field tests.
1/6/2011	Nov 2010: Teachers in 2nd and 3rd grade completed their work on creating common math assessments for this year. Kindergarten and 1st grade are finished and 4th – 6th grade are almost complete.
1/6/2011	Nov 2010: High School staff was updated on 11/16 on the Keystone Exams and CDT's. Staff was made aware of the rollout, field testing, and operational testing windows. Feedback was given on the Literature and Algebra Keystone field tests as well as the Biology and Chemistry CDT's.
1/6/2011	Nov 2010: IS IA in-service data retreat, program review, and training day is scheduled the week of Nov. 15-19, Parent Conference Week.
2/22/2011	Jan 2011: The initial data review of the 4Sight benchmark exams delivered to SLIS students shows very good growth between assessment #1 and assessment #2. Such progress would suggest that our students are making appropriate gains toward mastery of the content that would appear on the PSSA (as the 4Sight is aligned with the state assessment). Jan 2011: Closer review of the 2010 IS PSSA Data by the IS Principal: o 4th grade scored within the top 17% of schools in the state in the Advanced category. o 4th grade scored within the top 19% of schools in the state in the Advanced/Proficient categories combined. o 5th grade scored within the top 17% of schools in the state in the Advanced category. o 5th grade scored within the top 23% of schools in the state in the Advanced/Proficient categories combined. o 6th grade scored within the top 6% of schools in the state in the Advanced category. o 6th grade scored within the top 9% of schools in the state in the Advanced/Proficient categories combined.
2/22/2011	Jan 2011: IS Teachers and staff were trained and presented with data and information using EdInsight and PSSA analysis in an effort to help focus grade level instruction in specific eligible content and academic standards prior to the administration of PSSAs in March.
2/22/2011	Jan 2011: Liberty Bell's Core Data Team will be meeting the afternoon of January 28th to discuss our plan for the rest of this year, look at our latest data from DIBELS (both math and reading), last year's 3rd Grade PSSA Data, and start thinking about our plan for next year and more as this team evolves.
2/22/2011	Jan 2011: Lower Milford's Building level data teams are completing mid-year data collection and review (DIBELS (grades 1-3), Oral Reading Fluency, ELAs (grades 1-2), Sonday assessment (grade 1). Additional assessments were identified because of data indicating greater needs than usual in grade 1 reading.
2/28/2011	Feb 2011: All schools are gearing up for PSSA exams. Proctor/ administration training for principals and teachers is scheduled.
3/25/2011	Mar 2011: PSSA testing is in progress at all levels. Reports indicate everything is going well and that students have demonstrated a positive attitude and hard work so far in the testing cycle.
6/20/2011	Jun 2011: Hopewell Elementary's School-wide DIBELS testing took place. End of year data review and grade level team data results were completed on 6/3/11.

6/20/2011	Jun 2011: The PSI 1, SMI and PSI 2 have been administered to 5th and/or 6th grade students. Scoring was completed and letters keeping parents apprised of the performance of students during the math acceleration process have been sent.
6/20/2011	Jun 2011: All district writing prompt data has been collected and meetings to address Rigorous Language Arts placement for rising 6th graders are being conducted this week.
6/20/2011	Jun 2011: LB's Core Data Team met and reviewed their end-of-year assessments, goals, and began planning for the 2011-2012 school year as well as establishing timelines.
6/20/2011	Jun 2011: The Science committee has started the process of reviewing new textbooks for further study and adoption in the next two years.
6/20/2011	Jun 2011: Keystone Spring Operational Tests were administered: MS – Algebra I online May 3-9/2011; HS – Algebra I paper/pencil May 3-4/2011; HS – Literature online May 2-6, 2011; HS – Biology paper/pencil May 2-3, 2011
8/17/2011	Summer 2011: CDT (Classroom Diagnostic Tool) training for some district teachers continued. CDT will be implemented during the 2011-12 school year.

Strategy: AP-10 Maintain Student Attendance Rates

Last Modified: 9/7/2011
Description: Student attendance rates will be maintained at a threshold of 95% or better.

Activity: AP-10.1 Maintain student attendance rates at 95% or better

Last Modified: 9/7/2011
Description: Create a positive school climate that respects all students and maintains high expectations for all students. -Continuously improve the culture at each school so that students experience a welcoming and supportive environment that leads to student success -Develop programs that promote positive peer relationships and strong personal development skills -Create instructional programs that meet the learning styles of 21st Century learners

Person Responsible Timeline for Implementation Resources

Lewis, Kristen	Start: 1/1/2009 Finish: Ongoing	-

Status: In Progress — Upcoming

Date	Comment
3/19/2010	May 2009: We have revised the elementary attendance procedures and practices to ensure compliance with the school law.
3/19/2010	Aug 2009: PSSA results indicate that we have made AYP this year in all areas for all groups.
7/20/2010	Jun 2010: The PSSA preliminary data has been received by the district. Preliminary parent reports were sent home with report cards. Finalized reports and data with AYP will be available in August.
9/30/2010	Sep 2010: Student attendance in state assessments exceeded the 95% benchmark for 2009-10.

10/26/2010	Oct 2010: Early Dismissal Routes are being developed for November's early dismissal.
1/6/2011	Nov 2010: Transportation Cost savings – The district was being billed $200 per day for the transportation of homeless children to Bethlehem. Working with multiple contractors and rerouting buses returning from non-public schools we are now able to transport the children without incurring a fee.
8/18/2011	Jun 2011: PSSA results indicate that we made AYP this year in all areas for all groups.

Strategy: AP-11 Maintain Student Participation in State Assessments

Last Modified: 9/7/2011
Description: Student participation rates on PSSA and Keystone exams will be maintained at 95% or better.

Activity: AP-11.1 Maintain high rates (95%) of student participation in State Assessments

Last Modified: 9/7/2011
Description: Create school cultures built on respect and support -Create a positive learning environment that values high expectations for all students and supports students in reaching success -Provide appropriate accommodations for students with special needs to create a testing environment that fosters high performance

Person Responsible Timeline for Implementation Resources

Christman, Leah	Start: 1/1/2009 Finish: Ongoing	-

Status: In Progress — Upcoming

Date	Comment
3/19/2010	Apr 2009: All 2009 PSSA exams will be completed by week's end.
3/19/2010	May 2009: All elementary schools are implementing and utilizing school-based positive school culture programs.
3/19/2010	Aug 2009: PSSA results indicate that we have made AYP this year in all areas for all groups.
7/20/2010	Jun 2010: The PSSA preliminary data has been received by the district. Preliminary parent reports were sent home with report cards. Finalized reports and data with AYP will be available in August.
9/30/2010	Sep 2010: Student participation in state assessments exceeded the 95% benchmark for 2009-10.
1/6/2011	Nov 2010: SLIS grade 4 has been selected to take the NAEP in February 2011. Teachers have been notified and student data has been uploaded to NAEP.
2/22/2011	Jan 2011: Information received recently from National Assessment of Educational Progress (NAEP) -180 of our 4th grade students have been selected for participation in February testing. ** Note: The National Assessment of Educational Progress

(NAEP**) is the largest nationally representative and continuing assessment of what America's students know and can do in various subject areas. Assessments are conducted periodically in mathematics, reading, science, writing, the arts, civics, economics, geography, and U.S. history.

8/18/2011 Jun 2011: Student participation exceeded the 95% benchmark for 2010-11.

Strategy: AP-2 Build a positive culture at all buildings

Last Modified: 9/7/2011

Description: A positive school environment or culture built on mutual respect and beneficial interactions impacts student learning. (Culture includes the norms, values, beliefs, rituals, ceremonies, symbols, and stories that make up the "persona" of the school.) The district values a culture that is supportive and focused on high expectations for all students and expects collaboration as the "way we do business".

Activity: AP-2.1 Continue to develop and maintain a system for recognizing and celebrating various student/building/ department successes.

Last Modified: 9/7/2011

Description: Ongoing or yearly measurable goals and plans to meet the goals have been developed. District-wide and building-wide benchmarks that define success at those goals have been created. Continue school-wide and district-wide celebrations such as district electronic newsletter, media blitz or student-parent-community events to recognize achievement.

Person Responsible Timeline for Implementation Resources

Person Responsible	Timeline for Implementation	Resources
Christman, Leah	Start: 1/1/2009 Finish: Ongoing	$20,000.00

Status: In Progress — Upcoming

Date	Comment
3/23/2010	May 2009: High School has continued to try to build a positive culture by recognizing outstanding achievements and accomplishments on WSOL. They also are trying to keep the FISH philosophy alive in our school. Each month they have a FISH of the month drawing and a staff member receives a prize.
3/23/2010	Dec 2009: Hopewell held a school-wide CARES celebration in recognition of student school community earning 200 points/ rewards/ compliments.
3/23/2010	Dec 2009: The IS PTG has been working continuously for the benefit of students and teachers at SLIS. To date they have conducted a spirit apparel sale, Family Fun Night, Promenade/Barnes & Noble Holiday Shopping day, Scholastic Book Sale, and Poinsettia sale. They have erected a "Giving Tree" in the lobby of SLIS to solicit gifts (gloves, hats, etc.) which they will distribute to underprivileged children and organizations within the Southern Lehigh community and beyond.
3/23/2010	Feb 2010: The IS 'Spartans of the Week' program is underway to build a school-wide positive rewards system. We are in the early planning stages, will implement some ideas this year, and continue to build on this theme moving forward.
3/25/2010	Mar 2010: A Spartans of the Week program is underway to build a SLIS school-wide positive culture. The first of several students recognized for out of the ordinary positive

behavior were quietly given pats on the back and a certificate in the office. The student names offered as Spartans of the Week are noticed for the extraordinary, not necessarily the expected. For example: a student turned in a $10.00 bill from the lunchroom figuring it was lost money. Another was overheard through our intercom system saying "Let me get the door for you. Your hands are full," to a peer entering the building, etc.

9/30/2010	Sep 2010: Liberty Bell kicked off its School-Wide Positive Behavior System (SWPBS) with an assembly on the first day back. Our new positive reinforcement program is called the Pride of Liberty Bell.
1/6/2011	Nov 2010: Hopewell CARES assembly took place on 11/12 to reward students for school-wide positive behavior.
1/6/2011	Nov 2010: Weekly lessons continue to be developed by the IS School Wide Positive Behavior Support committee, and sent to staff with the expectation that all provide explicit instruction to students focusing on the Spartan "R's" and promoting SWPBS.
2/28/2011	Feb 2011: Liberty Bell first graders held their annual 100th Day of School Parade on Thursday, February 17th, parading in the hallways holding their 100th Day of School projects/posters.
6/20/2011	Jun 2011: IS students in all grade levels have been on field trips this month. The sites of visitation have included Crystal Cave, Ellis Island, Adventure Aquarium and Harrisburg.
6/20/2011	Jun 2011: The 6th grade End Year Social/Dance occurred. Ice Cream and Yearbook signing parties are scheduled for the last week of school. The 6th grade fun and farewell DVD movie will be shown to 6th grade students on the last day of school at 9:00AM. Immediately following that, the first SLIS Talent Show will be happening.

Activity: AP-2.2 Continue to provide opportunities for parent involvement at all buildings

Last Modified: 9/7/2011
Description: Acknowledge our district value that parents and community members are valuable partners in the school learning environment. -Research "best practice" parent involvement compacts and contracts in the research literature and in model districts. -Create a Parent-Community Involvement Plan that encourages intentional communication and support to and from parents along with identifying the special role of parents, guardians, and community members in the educational program and the special programs that occur at each school.

Person Responsible Timeline for Implementation Resources

Christman, Leah	Start: 1/1/2009 Finish: Ongoing	-

Status: In Progress — Upcoming

Date	Comment
3/23/2010	Nov 2009: Parent visitation Day occurred at elementary buildings11/5/09
3/23/2010	Nov 2009: Fall Festival held at Lower Milford – excellent attendance and participation by school families and community members.
3/23/2010	Dec 2009: Author/illustrator/musician Daryl Cobb shared his books and music, along with his passion for writing. His entertaining program also gave Lower Milford

	students an experience with the creative writing process.
3/23/2010	Dec 2009: Veterans Day activities were held at all elementary buildings to honor local veterans.
3/23/2010	Feb 2010: At the IS, the first SLIS student newspaper is in process for printing. The funding is from the SLIS PTG. The PTG is supporting the purchase of an Incubator so that the entire 4th grade can begin participation in the "Chick Project" – a Quadrant D learning activity carried forward from LM.
3/25/2010	Mar 2010: The first SLIS student newspaper has been printed and distributed.
10/25/2010	Feb 2010: MS Title I Parent Meeting
10/26/2010	Oct 2010: Hopewell Family Social occurred on 10/22/10 for HW students and parents.
10/26/2010	Oct 2010: Parent volunteers continue their service at SLIS, as Field Trip chaperones, copy committee, and library helpers.
10/26/2010	Oct 2010: Held info session with PTA for parents who will chair various building committees at Lower Milford this year – strong response for volunteers.
1/6/2011	Nov 2010: All elementary students participated in Veteran's day assemblies to celebrate and honor veterans.
2/28/2011	Feb 2011: Connect Ed Messages regarding Course Information Nights for Parents have been sent from MS and HS.
6/20/2011	Jun 2011: Hopewell's First grade went on a field trip to Pool Wildland's Conservatory.
6/20/2011	Jun 2011: Liberty Bell 2nd grade class will be hosting parents, administrators, and board members on Tuesday, June 14th, as they showcase their science documentaries.

Activity: AP-2.3 Investigate and develop programs and activities that teach good citizenship and 21st century skills.

Last Modified: 9/7/2011
Description: Develop "best practice" programs and practices that continuously improve personal skill development for our students. Twenty First Century skills such as respect of others, the ability to communicate effectively, accepting responsibility and the ability to work effectively on a team will establish a positive learning environment. -Explore research-based programs that effectively promote student personal skill development -Explore programs that are effectively used by model schools -Explore research-based programs to address bullying -Implement programs to address personal skill development from kindergarten to grade 12

Person Responsible Timeline for Implementation Resources

Takacs, Joan	Start: 1/1/2009 Finish: Ongoing	$13,000.00

Status: In Progress — Upcoming

Date	Comment
3/23/2010	May 2009: STEM activities have been integrated into classroom instruction into various grade levels.
3/23/2010	Nov 2009: Laser engravers for STEM classes (4-12) will be delivered and installed

	this week
3/23/2010	Jan 2010: The LB Discipline Team attended a session at the IU on January 12th for their 3rd training as Liberty Bell moves toward a School Wide Positive Behavior System. This training focused on our classroom matrices as well as our revised discipline referral form.
3/23/2010	Feb 2010: HS is planning to have Upper Saucon Police Department detectives speak with students about the use of drugs, alcohol, prescription drugs and Internet safety on 3/3.
9/30/2010	Mar 2010: Liberty Bell 2nd grade teacher, organized a school play with 3rd Grade students. The play is called Bullies Anonymous – presented on Friday, March 12th, at 7:00 P.M.
10/25/2010	Mar 2010: CyberSmarts program for 8th and 9th graders - learning about being safe in cyberspace and appropriate use of e-mail and internet
10/25/2010	Oct 2010: CyberSmarts program for 7th and 8th graders - learning about being safe in cyberspace and appropriate use of e-mail and internet
10/25/2010	Dec 2010: CyberSmarts program for parents - dangers of e-mail, social networking and keeping parents and studetns safe when using the internet
10/26/2010	Oct 2010: Middle School hosted a Cyber Bullying Prevention Presentation.
10/26/2010	Oct 2010: Grade K and Grade 1 visited the Upper Saucon Fire Station for fire prevention education week.
1/6/2011	Nov 2010: Middle School held a (Anti)Cyber-bullying assembly for students.
2/28/2011	Feb 2011: Healthier US Schools Challenge – SLSD is participating for recognition in the USDA challenge. Food Services, Nurses and PE are staff involved. The biggest challenge will be introducing beans into lunches.
3/25/2011	Mar 2011: HS students are planning a bake sale to benefit Japan and help those in need. Our Japanese exchange students will be broadcasting a message on WSOL to further educate our student body on the tragedy and how it impacted his family members. This will kick off the bake sale during the week of March 28. Students have also solicited donations from local food stores and have raised close to $500 so far. We are hoping to make this a school wide event.
6/20/2011	Jun 2011: Liberty Bell celebrated Arts Week with various art activities over the course of the week including: cartooning, puppet making, and the Van Gogh on Wheels Museum.
6/20/2011	Jun 2011: IS assembly on bike safety and BMX stunt riding was presented to students this month.
6/20/2011	Jun 2011: Every 15 Minute program was held on 6/1 and 6/2 for the high school student body. There were many community partners who assisted us in putting on the program.
6/20/2011	Jun 2011: School faculty and PTA coordinated Spring Festival as an outreach/community building event for Lower Milford community.
6/20/2011	Jun 2011: STEM and Science Curriculum Councils presented recommendations.

Activity: AP-2.4 Continue to build and support the development of a professional culture.

Last Modified: 9/7/2011
Description: At each building, we have established and will continue a culture built on mutual

respect and positive interactions with the understanding that teacher leadership and collegial relationships benefit student learning. -Continue to focus on the value of high expectations for all students -Continue to schedule common planning times for teacher teams to analyze district-wide, classroom, and individual data to make instructional decisions, collaborate on writing high quality lessons (Gold Seal), and share "best practice" instructional strategies to continuously improve teaching and learning. -Nurture the value that all stake-holders are life-long learners

Person Responsible Timeline for Implementation Resources

Christman, Leah	Start: 1/1/2009 Finish: Ongoing	-

Status: In Progress — Upcoming

Date	Comment
3/23/2010	May 2009: Teachers have been trained in Gold Seal lessons.
3/25/2010	Mar 2010: All Buildings participated in a variety of activities to raise thousands of dollars to help support the victims of the Haiti Earthquake.
3/25/2010	Mar 2010: HS Spring Musical "Curtains" completed March 21.
3/25/2010	Mar 2010: Hopewell Family Social occurred on March 4th.
3/25/2010	Mar 2010: Berwick School District will be visiting Liberty Bell on March 29th to observe our Spanish Immersion Program and to Q & A staff and our immersion students as they prepare to offer a similar program.
3/25/2010	Mar 2010: Liberty Bell Supports You Committee organized a fundraiser for Saturday, March 13th - a Students Vs. Faculty Indoor Soccer Game which raised over $1000.00.
3/25/2010	Mar 2010: High School Dance for Haiti was put on by Student Council in order to raise awareness and funds for the victims of the earthquake. Over $3,000 was raised by the student body.
3/25/2010	Mar 2010: All Buildings participated in a variety of activities to raise thousands of dollars to help support the victims of the Haiti Earthquake.
7/20/2010	Jun 2010: At the IS a Spartans of the Week program has continued, as has the "Teacher of the Week." In addition to recognizing students demonstrating great Spartan 'R' behavior, we highlight a teacher each week by sharing a little about that individual over the morning announcements. Field day was held at SLIS during the past month. It was a huge success and enjoyed by all. The IS principal and assistant principal made visits to all 3rd grade elementary school classrooms prior to 3rd grade visitation to SLIS. The IS administrators answered students questions and shared with 3rd graders the plans for their visit with us on June 10th and 11th. The 3rd graders from LM, LB and HWL visited the IS on June 10 and 11. Their visitation schedule included an introduction assembly, lunch in the cafeteria, tour of the school inside and outside, a Q & A session by homeroom with a 4th grade student panel, and time to partner with current 4th grade students and visit 4th grade classrooms. The visitation, we believe, was well received as IS principal and assistant principal heard many times over "this is the best school" and "this is the coolest school." It appears that our incoming students have enthusiasm to spare! Our outgoing 6th graders visited the MS on May 10.
9/30/2010	Sep 2010: Liberty Bell Elementary School unveiled their new slogan…Liberty Bell…a place of learning, caring, and sharing with one another.
9/30/2010	Sep 2010: Middle School activities have included: Patriot Day Observance, NJHS Luncheon meeting, Teen Counselor meeting, Student Dance.

9/30/2010	Sep 2010: Liberty Bell kicked off its School-Wide Positive Behavior System (SWPBS) with an assembly on the first day back. Our new positive reinforcement program is called the Pride of Liberty Bell.
10/26/2010	Oct 2010: Middle School held Fall Ball for Students.
10/26/2010	Oct 2010: Freshman homeroom breakfasts with Teen Counselors will continue throughout the month of October.
1/6/2011	Nov 2010: Liberty Bell will be holding their first School Wide Positive Behavior Support (SWPBS) quarterly celebration Wednesday, November 24th. All students will be in attendance. Students who received a Pride of Liberty Bell for the 1st Quarter will be recognized. Parents of these students have been invited as well. The celebration will end with a special guest, Mr. Jeff Blum-Magical Songwriter!
1/6/2011	Nov 2010: Weekly lessons continue to be developed by the IS School Wide Positive Behavior Support committee, and sent to staff with the expectation that all provide explicit instruction to students focusing on the Spartan "R's" and promoting SWPBS.
2/22/2011	Jan 2011: SAP/Cyber-Safety – Four MS/HS teachers have been SAP trained by Lehigh County at no cost to the district.
2/22/2011	Jan 2011: New HS student clubs are forming on a regular basis as students express interest, and HS Student Advisory Council met on 1/13/11.
2/22/2011	Jan 2011: HS Musical Annie tickets will go on sale in February. The Musical will be held March 3-6, 2011.
2/28/2011	Feb 2011: Liberty Bell held a 2nd Quarter SWPBS Pride of Liberty Bell celebration on Thursday, February 24th. Parents were invited as the entire school recognized those students who received a blue ticket for the 2nd Marking Period as part of our new School-wide Positive Behavior System.
3/25/2011	Mar 2011: Liberty Bell held its annual spring play produced by a 2nd grade teacher. This year the third grade presented Little Red Riding Hood. Over 50 3rd grade students participated in the play.
6/20/2011	Jun 2011: SAP Training – Southern Lehigh received a mini-grant of $5250 (extension of SDFS) to be used toward SAP training at the MS/HS. Grant will cover cost of training and mileage. Training to occur at Project CARE Bethlehem July 19-21.
6/20/2011	Jun 2011: LB's Core Data Team met and reviewed their end-of-year assessments, goals, and began planning for the 2011-2012 school year as well as establishing timelines.
6/20/2011	Jun 2011: Hopewell's School-wide data review. Teachers shared end of year grade level team goals and shared end of year data collection results.
6/20/2011	Jun 2011: Tech Coaches and Facilitators are preparing academies related to technology for the final 3 days of teacher academies.

Activity: **AP-2.5 Maintain programs that promote positive peer relationships .**

Last Modified: 9/7/2011
Description: Continue to implement "best practice" programs and research to create district-wide and school-wide programs and practices that promote a positive learning environment. -Continue to develop a K-12 program that includes such dimensions as: Peer counseling, cross-grade activities, school spirit

Person Responsible Timeline for Implementation Resources

None Selected	Start: 1/1/2009 Finish: Ongoing	$2,500.00

Status: In Progress — Upcoming

Date	Comment
3/23/2010	Nov 2009: SLHS students working with elementary to collect books for the Cops and Kids Literacy program during the months of November and December.
3/23/2010	Nov 2009: The Ecuador Exchange program has visited all the district schools to spend time with the students in the Immersion program. They have plans for a trip to Washington DC, Lehigh University and Harrisburg for their last week here.
3/23/2010	Dec 2009: On Dec. 3, an acting troupe from the Young Expressions Performing Arts presented "The Three Bully Goats Gruff" to students at Lower Milford. The play had a "bullying" theme.
3/23/2010	Dec 2009: Hopewell held a school-wide CARES celebration in recognition of student school community earning 200 points/ rewards/ compliments.
3/23/2010	Jan 2010: One of our second grade teachers is running a play production with our 3rd Graders. The title of the play is Bullies Anonymous. Tryouts were conducted and teachers and other staff members have volunteered their time after school for rehearsals.
3/25/2010	Mar 2010: Anti-Bullying Programs were presented to all 8th and 9th grades students.
3/25/2010	Mar 2010: The IS music department is working toward Songfest participation and preparation for out Spring Vocal and Spring Instrumental music concerts.
9/30/2010	Mar 2010: Liberty Bell 2nd Grade teacher organized a school play with 3rd Grade students. The play is called Bullies Anonymous – presented on Friday, March 12th, at 7:00 P.M.
9/30/2010	Sep 2010: SLIS continues building community and culture this year. Of particular focus at SLIS in 10-11 is growing staff understanding SWPBS (School-Wide Positive Behavior Support), and beginning some basic SWPBS ideas school wide with weekly lessons focusing on the Spartan Rs are being delivered to all students/classes by teachers (these lessons focus on what it means to be respectful, responsible, rule abiding, and ready for school), lunch bunch groups meet periodically to build peer relationships and promote student community and friendship and regular parent volunteers service the IS by working on the library and copy committees.
9/30/2010	Sep 2010: Freshman Orientation and Rush took place at the HS on 9/2/10 and many of the students signed up for clubs/activities at this event. Several new student initiated clubs are starting for the 2010-11 school year.
10/26/2010	Oct 2010: Food Service Recipes – In an effort to eliminate costly convenience foods, new from scratch recipes are being introduced every month.
10/26/2010	Oct 2010: IS Brick repair is to begin around October 27th. Repair is to address and correct cause. Worse breaks will be repaired and addition warrantee will be given for areas where breakage is not a concern.
10/26/2010	Oct 2010: Homecoming festivities were held Sept. 27-Oct. 2. The first "new" pep rally was held on Oct. 1. Staff participation was extremely high, however, disappointment in the student participation. Plans are underway to try to address this and to "teach" students how to have school spirit. Student attendance at the dance on Oct.2 was approximately 700 students.
1/6/2011	Nov 2010: Hopewell CARES assembly took place on 11/12 to reward students for school-wide positive behavior.

1/6/2011	Nov 2010: Liberty Bell will be holding their first School Wide Positive Behavior Support (SWPBS) quarterly celebration Wednesday, November 24th. All students will be in attendance. Students who received a Pride of Liberty Bell for the 1st Quarter will be recognized. Parents of these students have been invited as well. The celebration will end with a special guest, Mr. Jeff Blum-Magical Songwriter!
1/6/2011	Nov 2010: Middle School held a (Anti)Cyber-bullying assembly for students.
1/6/2011	Nov 2010: Weekly lessons continue to be developed by the IS School Wide Positive Behavior Support committee, and sent to staff with the expectation that all provide explicit instruction to students focusing on the Spartan "R's" and promoting SWPBS.
2/28/2011	Feb 2011: The Cat in the Hat will be visiting us on Wednesday, March 3rd, in celebration of Read Across America Day! The Cat will be reading to each of our classrooms.
3/25/2011	Mar 2011: Middle School has held a Spirit Day and March Dance this month.
3/25/2011	Mar 2011: On March 22 HS students attended an assembly on depression and suicide. Jim Tkach, spoke to the students about the tragic loss of his son and how his organization has worked to raise awareness and fund help for those in need. Student Council arranged the assembly and will also be holding a dance to benefit the BoTkach Memorial Foundation. The dance will be held on April 9 at the HS and all proceeds will go to the foundation. This was a school wide event and we have received some positive feedback from students in addition to having some of our students come forward to ask for help because they are experiencing their own battle with depression.
6/20/2011	Jun 2011: HS's Picnic Day (Carnival Day) was held on 5/27. Student Council made the day a huge success and we had the best attendance then in years past. Yearbooks were also distributed to students on this day.
6/20/2011	Jun 2011: A Hopewell (3rd) and (2nd) grade class are teaming up with their blogs. 2nd graders responded to a blog post about what they are anxious about for 3rd grade and 3rd graders are going to respond with advice.
6/20/2011	Jun 2011: Students attended Assembly called the Magic of Math: You can solve it! Math strategies and magic entertained our students.

Strategy: AP-3 Continue to design instruction to meet the needs of diverse learners

Last Modified: 9/7/2011
Description: Success in today's world demands that students need a "different core of knowledge" embodied in the 21st Century Skills. Observation of model schools reveals that these districts emphasize relationships, along with a relevant and rigorous curriculum for all students. These schools use good data as a necessary ingredient to understand student needs and to identify the essential content in that curriculum. (W.R.Daggett)

Activity: AP-3.1 Continue to explore and design alternative schedules and calendars (Daily times and calendar year) to support the needs of diverse learners and Quadrant D learning.

Last Modified: 9/7/2011
Description: Apply the research completed on the variety of schedules that provide adequate time to support "Quadrant D" learning. The research was completed through the lens of

enhancing student learning. At the secondary level: -Explore schedules used by model schools to support student learning. -Create and implement schedules at all levels that enhance rigorous and relevant learning -Review the student success data and adjust schedules as appropriate

Person Responsible Timeline for Implementation Resources

Christman, Leah	Start: 1/1/2009 Finish: Ongoing	$7,000.00

Status: In Progress — Upcoming

Date	Comment
3/23/2010	Jan 2009: Curriculum dept. and Principals worked with a scheduling consultant on Dec. 16/17, to begin creating possible schedules for K-8 and to discuss considerations for 9-12.
3/23/2010	May 2009: Teachers have experimented with the Quadrant D lesson plans.
3/23/2010	Nov 2009: Principals have begun budget sharing info with teaching staff to adequately plan and prepare for next school year.
3/25/2010	Mar 2010: Special Education staff are preparing for ESY (Extended School Year) instruction.
8/18/2011	Mar 2011: High school teacher survey feedback for various alternative schedules.

Activity: AP-3.10 Plan for appropriate instruction of gifted students

Last Modified: 9/7/2011
Description: Continually review and revise the program designed for qualifying gifted students to ensure that it meets the rigor and relevance goal for the district as well as state mandates. Ensure that the instructional staff is highly qualified to meet the needs of gifted students.

Person Responsible Timeline for Implementation Resources

Christman, Leah	Start: 1/1/2009 Finish: Ongoing	-

Status: In Progress — Upcoming

Date	Comment
3/23/2010	Jan 2010: Rigorous Language Arts – IS – met on Dec 2 on creating criteria for Rigorous Language Arts entry from 5th to 6th grade. Another meeting with all MS Language Arts teachers and 9th grade was held to discuss entry into 7th, 8th, and 9th grade Honors at HS. Follow-up –MS LA teachers met 1/18 and created first draft of plan.
3/23/2010	Jan 2010: Rigorous Language Arts – IS – met on Dec 2 on creating criteria for Rigorous Language Arts entry from 5th to 6th grade. Another meeting with all MS Language Arts teachers and 9th grade was held to discuss entry into 7th, 8th, and 9th grade Honors at HS. Follow-up –MS LA teachers met 1/18 and created first draft of plan.
3/23/2010	Jan 2010: PAGE Meeting – Was held on Dec 2 - 6:30 Discussion on regular education teachers addressing GIEP's, requests for more differentiated courses at

	MS.
9/30/2010	Sep 2010: Changes in gifted research and science integration have been implemented at the Middle School to include a push-in model to the science classes to enrich the science experience of the gifted students. Gifted students will also address their research paper in an integrated manner. This represents an expansion from gifted needs met through language arts to gifted students through language arts and science.
10/25/2010	Sep 2010: Six-Party Talks Simulation - HS gifted students participated in discussion with other school districts
2/28/2011	Feb 2011: MS GIFTED RESEARCH/SCIENCE – Continuing to meet the needs of gifted reading and science with Gifted Teacher in the science classroom. Additionally, 4th and 5th minis are scheduled as gifted research. Focus on a choice of genre in science.

Activity: AP-3.13 Continue to review and monitor the progress made toward alternative calendars (daily times and calendar year) to support the needs of diverse learners and Quadrant D learning

Last Modified: 9/7/2011

Description: Research best practices and the practices of model schools to review the daily time and the calendar year and how they affect student performance. Establish a task force to: -Consider the advantages and disadvantages of year-round school -Consider the advantages and disadvantages of various daily schedules -Consider the expansion of virtual school options as part of the schedule of Southern Lehigh students

Person Responsible	Timeline for Implementation	Resources
Takacs, Joan	Start: 1/1/2009 Finish: Ongoing	-

Status: In Progress — Upcoming

Date	Comment
3/23/2010	May 2009: Teachers have experimented with the Quadrant D lesson plans.
8/18/2011	Apr 2011: High school teachers survey regarding various scheduling structures.

Activity: AP-3.2 Continuously monitor student performance to ensure all students meet benchmarks.

Last Modified: 9/7/2011

Description: Continue use of the established assessment program that monitors student performance in an on-going fashion to ensure student success. -Continue to review the current assessment plan for appropriate revisions -Response to Intervention screeners to benchmark student performance at all levels have been implemented and will continue. -Continue use of data to target further assessments or interventions and extensions ensure appropriate programming for all students

Person Responsible Timeline for Implementation Resources

Christman, Leah   Start: 1/1/2009 $6,000.00
                          Finish: Ongoing

Status: In Progress — Upcoming

Date	Comment
3/23/2010	Sep 2009: In addition to 4 Sight and DIBELS, AIMS web math benchmark assessments are being conducted currently at Intermediate level. After completion, data review meetings will be held and intervention groups.
3/23/2010	Jan 2010: IEPs are now included in the data warehouse.
9/30/2010	Jan 2010: Meeting was held with Michael Kuhn from Compass Learning to discuss the progress of Compass Learning in the classroom. K-3 buildings are enjoying a great deal of success and have had positive trainings. The IS continues to use Compass effectively but struggled with a new trainer this year. Michael has been reassigned to that building and will be contacting the IS principal to arrange training after PSSAs. Tech Facilitators will be invited to participate in a day long training to assist in implementing Compass in the classrooms.
3/25/2010	Mar 2010: HS Administration met with each dept. at the HS to discuss midterm data analysis and how teachers use data to drive instruction in their classrooms. They had excellent discussions and tried to "connect all of the pieces".
3/25/2010	Mar 2010: Special Education staff are preparing for ESY (Extended School Year) instruction.
3/25/2010	Mar 2010: Mark Losey for ALEKS, a math software program agreed to provide 125 free license to the HS Math teachers as a pilot. Teachers were encouraged to seek grant funding for next year through our District Mini grant program
9/30/2010	Sep 2010: Several teachers at the High School in the Math, Art, Science and English departments have administered their first pre/post test in moving forward with the data teams process.
10/26/2010	Oct 2010: Students in HS and MS are participating in CDT and Keystone exam pilots.
1/6/2011	Nov 2010: High School staff was updated on 11/16 on the Keystone Exams and CDT's. Staff was made aware of the rollout, field testing, and operational testing windows. Feedback was given on the Literature and Algebra Keystone field tests as well as the Biology and Chemistry CDT's.
2/22/2011	Jan 2011: NATIONAL LAB DAY/ NETWORK – High School Science Teachers have signed up to participate in National Lab Network which provides for a variety of hands-on science activities: www.nationallabday.org
2/28/2011	Feb 2011: The IS Homework Club has started and is headed up by the Assistant Principal. The club meets 4 days per week from 3:30 to 4:30pm. Students with a pattern or habit of incomplete homework such that their academic performance was suffering were candidates for referral to the program. Parent agreement for student participation was secured for all. MS and HS NJHS and NHS students were recruited to lend support tutoring to this effort. The progress of students in the program will be monitored for the duration in an effort to determine the extent of impact benefit.
3/25/2011	Mar 2011: 300 additional SMI licenses were added to the Middle School for the purpose of assessing all Middle School students. The testing process began this week.
6/20/2011	Jun 2011: LB's Core Data Team met and reviewed their end-of-year assessments, goals, and began planning for the 2011-2012 school year as well as establishing timelines.

8/18/2011	Aug 2011: Training and implementation of use of CDTs during the 2011-12 school year.

Activity: AP-3.3 Continue to provide summer learning opportunities for enrichment, remediation, and credit recovery

Last Modified: 9/7/2011

Description: Various options continue to be provided for summer learning opportunities for Southern Lehigh students. Ensure that the opportunities address enrichment, remediation, and credit recovery. -Continue exploration of opportunities offered by model schools -Continue to review student data to identify areas that need to be addressed in subsequent years of the program -Continue expansion opportunities for enrichment areas

Person Responsible	Timeline for Implementation	Resources
Takacs, Joan	Start: 1/1/2009 Finish: Ongoing	$51,500.00

Status: In Progress — Upcoming

Date	Comment
3/23/2010	Jan 2009: We are partnering with Catasauqua SD, Blended Schools Network, and consulting with other PA schools to create summer school cyber options.
3/23/2010	Feb 2009: Work with Catasauqua SD to create summer school cyber options continues. Next steps planned with meetings with Curriculum Directors to review specific course needs and with Technology administrators to develop details for procedures and communication documents for parents and students.
3/23/2010	Apr 2009: Meetings continue with Catasauqua School District and teachers to plan for summer school online.
3/23/2010	Aug 2009: "Blended" (online and face to face) summer school is underway with our partnership with Catasauqua SD. We will provide a summary upon completion.
3/25/2010	Mar 2010: Special Education staff are preparing for ESY (Extended School Year) instruction.
10/25/2010	Jun-Jul 2009 and Jun-Jul 2010: Summer math lab for incoming 9th grade students needing help with pre-Algebra skills utilizing Bridge to Algebra (Cognitive Tutor)
2/28/2011	Feb 2011: Extended School Year services are being identified for identified students by the Special Education department.
8/18/2011	Jul 2011: Summer Math is successful and continues as a viable program.

Activity: AP-3.4 Differentiate instruction for all learners

Last Modified: 9/7/2011

Description: Use the district student data as a basis for differentiating instruction for all learners. -Maintain formative assessment procedures for all subject areas -Continue to provide professional development so that teachers know how to use formative assessments and how to

make instructional decisions based on the summary data -Continue to provide coaching for teachers through district professional development opportunities and the Southern Lehigh Supervision Model

Person Responsible Timeline for Implementation Resources

Christman, Leah   Start: 1/1/2009 $12,000.00
                      Finish: Ongoing

Status: In Progress — Upcoming

Date	Comment
3/23/2010	Apr 2009: All HS Special Education teachers have been trained in System 44 software targeted for students struggling with reading.
3/23/2010	May 2009: We've expanded our intervention tools and resources repertoire to better serve the needs of all elementary students.
3/23/2010	May 2009: Our teachers continually strive to differentiate their teaching and assessments. Many student projects are given and students have the opportunity to choose what they would like to do. It is evident this year that the teachers are integrating technology into their teaching and it is student centered.
3/23/2010	Dec 2009: An IS/MS meeting to discuss the program knows as Rigorous LA was conducted recently. Improvements to the course and criteria for participation were the focus.
3/23/2010	Jan 2010: Curriculum Council -multiple meetings with Business, FACS, and Health/PE – planning for presentations. Health 2/17 alt 2/25 FACS 2/25 alt 3/1 Business 3/1 alt 3/8. HS Business Dept. is planning to visit Neshaminy HS.
3/23/2010	Jan 2010: 3 Curriculum Council Presentations planned for Feb/March.
3/23/2010	Feb 2010: Curriculum Council sessions - Health and PE. Presentation completed on February 17th – about 30 attendees. F&CS on 2/25, alt 3/1; and Business on 3/1, alt 3/8.
3/25/2010	Mar 2010: HS Administration met with each dept. at the HS to discuss midterm data analysis and how teachers use data to drive instruction in their classrooms. They had excellent discussions and tried to "connect all of the pieces".
3/25/2010	Mar 2010: Special Education staff are preparing for ESY (Extended School Year) instruction.
3/25/2010	Mar 2010: The elementary Math textbook adoption committee continues to meet to decide the direction that we want to take with selecting a new textbook. A pilot is scheduled to begin after the PSSA is over
10/25/2010	Aug 2010: A HS math teacher, special ed teacher, and IA were trained on Cognitive Tutor's Algebra I to be used with Applied Algebra I students in a co-teaching environment.
10/26/2010	Oct 2010: Teachers attended a curriculum-based training for facilitating online class delivery with BSN.
1/6/2011	Nov 2010: An elementary Special Education teacher is piloting the use of the iPad as an assistive technology tool for a visually impaired student.
2/28/2011	Feb 2011: Students in the Applied English 10 and 11 course are demonstrating an increased interest in reading new novels that were purchased for these courses. Student quote, "Mrs. Bausher, I hate reading but I can't stop reading this book."
3/25/2011	Mar 2011: Students enrolled in the HS Sociology course completed a joint project with Liberty High School students on culture. Students at each school studied the culture of the other school and compared similarities and differences. Students were

	grateful for the opportunity to visit another school and shadow a student in their classes.
3/25/2011	Mar 2011: Liberty Bell will be holding its annual Spanish Immersion sign-ups on Wednesday, March 30th, at 7:30 AM.
6/20/2011	Jun 2011: All district writing prompt data has been collected and meetings to address Rigorous Language Arts placement for rising 6th graders are being conducted this week.
6/20/2011	Jun 2011: Vocal music students performed at the district-wide ChoralFest.
6/20/2011	Jun 2011: HS Social Studies/ English Integration and changes at IS/MS committees continue to meet and plan.
6/20/2011	Jun 2011: Students attended Assembly called the Magic of Math: You can solve it! Math strategies and magic entertained our students.
6/20/2011	Jun 2011: Tech facilitators and teachers continue to identify apps for our ipod/ipads to allow for differentiation.

Activity: AP-3.6 Continue to review and monitor the progress made toward Response to Instruction and Intervention to meet the needs of struggling students.

Last Modified: 9/7/2011

Description: Use a Response to Intervention model to identify students who are at-risk at the secondary level. -Continue to expand the RtII program at the K - 6 level. -Study the RtII programs that are effective at the middle and high school -Implement a Response to Instruction and Intervention program at the middle and high school -Continuously research assessments and targeted intervention programs to use as an intervention for struggling students

Person Responsible Timeline for Implementation Resources

Lewis, Kristen	Start: 1/1/2009 Finish: Ongoing	$1,495,000.00

Status: In Progress — Upcoming

Date	Comment
8/18/2011	Feb 2009: RtII /data teams continue to meet weekly within elementary buildings to plan for interventions.
8/18/2011	Dec 2009: LB RtII Discipline Team has completed its second training and is now working on developing a plan to teach students the expected behaviors when the plan is rolled out next school year.
10/26/2010	Oct 2010: Elementary intervention groups have been formed and are in the first round of progress monitoring students skills.

Activity: AP-3.9 Investigate "best practice" programs to assist parents in supporting their students' academics

Last Modified: 9/7/2011
Description: Continue to conduct Southern Lehigh Parent Workshops that assist parents in understanding the standards-based educational programs that are offered by the district and enable them to work with their students at home to complete homework assignments.

Person Responsible Timeline for Implementation Resources

Christman, Leah	Start: 1/1/2009 Finish: Ongoing	$1,500.00

Status: In Progress — Upcoming

Date	Comment
3/23/2010	Sep 2009: Gearing up for our Mad Science After School Program at Liberty Bell that designs units which directly match our science curricula at the elementary level.
2/28/2011	Feb 2011: Connect Ed Messages regarding Course Information Nights for Parents have been sent from MS and HS.

Strategy: AP-4 Continue to explore the opportunity to provide full-day kindergarten for Southern Lehigh students

Last Modified: 9/7/2011
Description: As the current economic conditions allow, research the benefits and feasibility of creating a full-day kindergarten for struggling students and all students

Activity: AP-4.1 Continue to examine the benefits and feasibility of creating full-day Kindergarten at a time when the introduction of this new strategy is fiscally feasible.

Last Modified: 9/7/2011
Description: Research the benefits and feasibility of full-day kindergarten for 5-year old students in Southern Lehigh -Research best practices in providing full-day kindergarten programs considering the student benefits and costs -Review the practices of model schools in the area and the nation -Research programs that provide full-day kindergarten for struggling students. consider the student learning benefits, the successes of other districts, and the cost

Person Responsible Timeline for Implementation Resources

Lewis, Kristen	Start: 9/3/2012 Finish: Ongoing	-

Status: Not Started — Upcoming

Date	Comment
1/25/2011	Due to the current economic climate and our need to cuts budgets and curtail expansion of programs we are placing this item 'on-hold' indefinitely.
8/16/2011	Preliminary research was halted due to difficult economic climate. Expending more district funds to expand offerings at this time are not feasible. We continue to value this

and will explore options when economic conditions improve.

Strategy: AP-5 Maintain Four Year Graduation Rate

Last Modified: 9/7/2011
Description: Graduation rates will be maintain at no less than 95% as a threshold and will show improvement over time.

Activity: AP-5.1 Maintain rigorous and relevant curriculum to engage 21st century learners and continue to provide a learning environment that meets the needs of all students.

Last Modified: 9/7/2011
Description: - Continue to create programs that differentiate for student learning styles and background knowledge to enable them to succeed. - Maintain a school culture built on respect and support.

Person Responsible Timeline for Implementation Resources

| Takacs, Joan | Start: 1/1/2009 Finish: Ongoing | - |

Status: In Progress — Upcoming

Date	Comment
3/23/2010	Apr 2009: The Curriculum Department has meetings underway with various teams of teachers to review / update curriculum due to Intermediate School and restructuring of District.
8/18/2011	May 2009: Our teachers continually strive to differentiate their teaching and assessments. Many student projects are given and students have the opportunity to choose what they would like to do. It is evident this year that the teachers are integrating technology into their teaching and it is student centered. Aug 2009: Implementation of MS courses developed to remediate students in math and reading.
8/18/2011	Aug 2010: Addition of more differentiated courses at HS level. Sep 2010: The 2010 graduation rate of 97.1% exceeded the 85% benchmark.
10/25/2010	Sep 2010: ALEKS software purchased to provide support for MS Title I program.
6/20/2011	Jun 2011: Working toward revisions/writing of curriculum in eight content areas.
8/18/2011	Aug 2011: Addition of more differentiated courses at HS level.

Strategy: AP-6 Integrate technology across the curriculum

Last Modified: 9/7/2011
Description: Create an educational environment that provides hands-on use of technology as a tool for students to do their own learning and share what they have learned.

Activity: **AP-6.1 Continue to develop a scaffolding sequence to articulate the integration of technology skills and strategies across the curriculum**

Last Modified: 9/7/2011
Description: -Research models for sequence of technology skills and strategies -Create a Southern Lehigh technology curriculum

Person Responsible Timeline for Implementation Resources

| Christman, Leah | Start: 1/1/2009 | - |
| | Finish: Ongoing | |

Status: In Progress — Upcoming

Date	Comment
8/18/2011	Jan 2009: Technology department and teachers are exploring strategies to ensure a scaffolding sequence for technology skills / standards to be implemented in curriculum. Aug 2009: Course revisions at MS/HS in technology education.
3/23/2010	Jan 2010: 3rd grade class at LM participated in a videoconference as part of their "Flat Stanley" project. They met with a 2nd grade class in Virginia, sharing information from the project, with a focus on weather. Further conferences are planned with other schools and topics, as coordinated through the project.
9/30/2010	Mar 2010: Flat Stanley videoconference at LM with 3rd graders on 3/30.
9/30/2010	Mar 2010: LM Tech Facilitator worked with elementary classroom students on Glogster.
9/30/2010	Mar 2010: LM Tech Facilitator videotaped elementary students demonstrating their simple machine projects and produced an iMovie
4/27/2010	Apr 2010: The software update for the Mobi tablets has been released. The Technology Coordinator tested the software and it is functional but still lacks some of the features that the PC software offers. CLIU who represents einstruction was contacted to see if they are addressing this issue. Teachers will be able to use the Mobis in a more interactive way with the update.
4/27/2010	Apr 2010: HS Math Teacher is piloting the iPad in his classes to measure their usefulness at his level.
10/26/2010	Oct 2010: The Link to Learn program- 4th and 5th grade class will be connecting with scientists live through videoconferencing- astrophysicist, astronaut, etc.
2/28/2011	Feb 2011: Four teachers at SLIS are piloting use of Spelling City as a technology support for spelling instruction.
3/25/2011	Mar 2011: Lower Milford -Kindergarten classes visit the technology lab weekly and using technology such as iPods, Starfall, PBS Kids, Discovery Kids and Compass Learning.
6/20/2011	Jun 2011: HW 3rd grade participated in a Video Conference with the Bronx Zoo. They watched live cameras of animals of Madagascar including lemurs.
6/20/2011	Jun 2011: Tech facilitators and teachers continue to identify apps for our ipod/ipads to allow for differentiation.

Activity: **AP-6.3 Maintain and continue to create rigorous, standards-based, integrated technology opportunities to enhance student learning**

Last Modified: 9/7/2011

Description: -Continue to reseach "best practices" in technology integration -Continue to provide workshops and coaching for staff -Continue to provide opportunities for students to use technology in project-based, relevant activities -Continue to move from teacher-centered use of technology to student-centered engagement using technology as a tool for their own learning

Person Responsible Timeline for Implementation Resources

Christman, Leah	Start: 1/1/2009 Finish: Ongoing	-

Status: In Progress — Upcoming

Date	Comment
3/23/2010	Apr 2009: Four HS teachers presented lessons they developed for the integration of technology at the CLIU CFF Day.
9/30/2010	Apr 2009: Elementary teachers were trained by Compass Learning on using software: Math Toolkit, use of virtual math manipulative materials, and creation of open-ended writing prompts for differentiation
3/23/2010	May 2009: Re-tooling of MS curriculum; creation of new courses.
3/23/2010	Jun 2009: Mini-grants for 09-10 have been awarded. Most focus on classroom technology.
3/23/2010	Sep 2009: Compass Learning training for K-3 teachers to occur with Mike Kuhn in early October.
3/23/2010	Jan 2010: All 3 Laser Engravers now completely installed. Follow-up to initial training on Act 80 Day – 1/22 for all 4 teachers. Electric drops have been installed in the IS room, Plan are underway to videotape some STEM projects for future viewing.
3/23/2010	Jan 2010: Met with Technology Facilitator and Erik Malmberg to provide training to allow for an immediate building level response to some first level computer repair. This is mostly related to network log on issues the periodically happen. Plans for how we help our k-6 staff integrate technology independently were also discussed.
3/23/2010	Feb 2010: Established an internal social network (http://slsdconnect.ning.com) for teachers to share technology ideas. This was established prior to the PETE&C conference to allow teachers to share "live at the conference" as the attended sessions. Plans are to grow this into a portal for teacher collaboration and sharing district-wide
3/23/2010	Feb 2010: A team of 25 teachers/Staff members accompanied by 2 administrators attended PETE&C conference in Hershey Feb 21-24. Teachers report a very positive experience.
3/23/2010	Feb 2010: District technology committee met to discuss a variety of technology items. Plans are in place to provide "lunch and learn" opportunities at the building level by making video/online tutorials available for viewing over lunch on a monthly or semi monthly basis. Ideas will be shared on how technology can enhance curriculum.
9/30/2010	Mar 2010: A meeting was held with Michael Kuhn from Compass Learning to discuss the progress of Compass Learning in the classroom. K-3 buildings are enjoying a great deal of success and have had positive trainings. The IS continues to use compass effectively but struggled with a new trainer this year. Michael has been reassigned to that building and will be contacting the IS principal to arrange training

	after PSSAs. Tech Facilitators will be invited to participate in a day long training to assist in implementing compass in the classrooms.
3/25/2010	Mar 2010: Mark Losey for ALEKS, a math software program agreed to provide 125 free licenses to the HS Math teachers as a pilot. Teachers were encouraged to seek grant funding for next year through our District Mini grant program.
9/30/2010	Mar 2010: An LB teacher and a HW teacher are planning to collaborate using iChat with their classrooms.
9/30/2010	Mar 2010: Liberty Bell's speech therapist will be attending a conference in VA 3/19 and 3/20 on Therapeutic Listening to provide another tool to support our students with special needs. We anticipate getting this up and running at Liberty Bell over the next few months.
9/30/2010	Mar 2010: A teacher and technology facilitator provided an overview of PETE&C for HW faculty on the Act 80 day. The entire faculty participated in a technology-focused discussion, which was characterized as very positive, and they are anxious to try new technologies that were shared.
3/25/2010	Mar 2010: District technology committee met to discuss a variety of technology items. Plans are in place to provide "lunch and learn" opportunities at the building level by making video/online tutorials available for viewing over lunch on a monthly or semi monthly basis. Ideas will be shared on how technology can enhance curriculum.
9/30/2010	Mar 2010: LM Tech Facilitator worked with two classrooms on Glogster.
9/30/2010	Mar 2010: LM Tech Facilitator videotaped students demonstrating their simple machine projects and produced an iMovie.
4/27/2010	Apr 2010: Met with VLN partners to explore cyber options. A follow up meeting is schedule with Parkland SD to coordinate efforts and pool resources. This will provide a substantial savings to the district in start up and operational costs.
4/27/2010	Apr 2010: Hopewell is piloting the iPod touches in various classrooms. The Tech Aide is completing an online feedback survey to gauge usefulness.
4/27/2010	Apr 2010: Discussion was held at SLSD Tech Council about the advantages of using Google Apps for student email and collaboration. I am investigating the process in applying for our own domain under Google Apps. This is a free service to K-12 institutions.
6/11/2010	May 2010: The tech department and building facilitators and coaches met with James Garringer, Apple System engineer, to put the finishing touches on our podcast and wiki server. This powerful tool will allow for our teachers to have their own wiki hosted internally. In addition, it provides 4 tools for creating podcasts to share lessons, tutorials and projects. Facilitators and coaches will roll this out to the buildings.
6/11/2010	May 2010: Tech Coordinator met with one of our MS teachers to discuss the proper use of laptops and other AV material in the district. According to him, some procedures have changed regarding the loaning of equipment. The pitfalls of allowing equipment off campus without proper policies being in place was discussed. They will work together to explore opportunities for the District to allow for the loaning of equipment. This fits with the plan for repurposing some of the teacher laptops.
6/11/2010	May 2010: The Tech Coordinator met with the HS Principal and some of her staff regarding the consolidation of the art and publishing labs. We will be able to capitalize on the sharing of resources to reduce the cost of replacing the publishing lab.
9/27/2010	Sep 2010: Much work has been done over the past several weeks to load students into software programs. This task is supported a great deal by the building level facilitators.
9/27/2010	Sep 2010: iPod touch carts are present in all buildings in the district and are proving to be a valuable instructional tool.

10/26/2010	Oct 2010: Elementary teachers have begun to use the Fast Math program to develop math fact fluency.
1/6/2011	Nov 2010: The technology team met to discuss the start of the school year. Each building reports an infusion of technology in many classrooms. Emerging technologies, such as the ipods, glogster and our wiki site are among the most popular.
8/18/2011	Feb 2011: MS/HS teachers were trained on use of SMI (Scholastic Math Inventory). Implementation of use will take place in Spring of 2011. Mar 2011: iPads are being fully integrated into Hopewell's classroom as a means of measuring their effectiveness in a pilot. A great deal of feedback was provided and I pads were ordered for the other two elementary buildings. Students are actively engaged in creating curriculum based projects using this emerging technology. Hopewell has started a Technology Wiki/Blog that features Apps that teachers and students are recommending. Check it out at http://wiki.slsd.org/groups/technologyadventuresathopewellelementary/.
3/25/2011	Mar 2011: Technology Facilitators were trained by the IU on the use of Safari Montage, a video streaming site.
6/20/2011	Jun 2011: A Hopewell (3rd) and (2nd) grade class are teaming up with their blogs. 2nd graders responded to a blog post about what they are anxious about for 3rd grade and 3rd graders are going to respond with advice.
6/20/2011	Jun 2011: LM kindergarten classes learned to use Google Earth.
6/20/2011	Jun 2011: HW 3rd grade participated in a Video Conference with the Bronx Zoo. They watched live cameras of animals of Madagascar including lemurs.
6/20/2011	Jun 2011: Tech facilitators and teachers continue to identify apps for our ipod/ipads to allow for differentiation.
6/20/2011	Jun 2011: Tech Coaches and Facilitators are preparing academies related to technology for the final 3 days of teacher academies.
6/20/2011	Jun 2011: STEM and Science Curriculum Councils presented recommendations.
8/18/2011	Sep 2011: Implementation of new MS Robotics Team to support current HS Robotics Team competitions.

Strategy: AP-7 Continue to provide opportunities to broaden career exploration/guidance

Last Modified: 9/7/2011
Description: Expand opportunities and provide guidance for students to explore post high school options and guidance for students to explore post high school college or career options

Activity: AP-7.1 Investigate ways to broaden career exploration

Last Modified: 9/7/2011
Description: Investigate opportunities that students have to explore their career pathways -Investigate increased opportunities for student mentoring and shadowing programs -Create a summer training academy to develop job exploration and acquisition skills

Person Responsible Timeline for Implementation Resources

Takacs, Joan	Start: 1/1/2009	-

Finish: Ongoing

Status: In Progress — Upcoming

Date	Comment
3/23/2010	May 2009: One new career piece added to the Career and Technical Applications course at the High School and Etiquette Luncheon.
3/23/2010	Aug 2009: Teachers are attending a variety of summer academies.
3/23/2010	Nov 2009: 8th grade career day tours of LCTI planned (11/10 & 11/11)
10/26/2010	Jan 2010: Math Career Pathways. Feb 2010: An IS career day program is being planned and piloted by part of a grade level team in conjunction with our Special Education Department as a Quadrant D /Gold Seal learning project. Mar 2010: Science Career Pathways.
3/23/2010	Feb 2010: HS Math teacher is working with Tom Pritchett from Cedar Crest College to develop some small projects that the HS Computer Club will be working on. Tom will also be coming in to speak with the students.
10/26/2010	Oct 2010: SLIS teachers are attending the Career Pathways meeting at the IU this month.
1/6/2011	Nov 2010: Middle School Students attended an assembly on LCTI and its offerings.
1/6/2011	Nov 2010: SLIS LA teachers are attending the Career Pathways meeting at the IU on 11/4/10.
2/22/2011	Jan 2011: .Career Pathways Teacher Meetings - Great PD opportunity for the Lehigh/Carbon County Teachers. They have been receiving updated information on Keystones/Common Cores/CDT's and Graduation Requirements. In addition, they have received training on Webs Depth of Knowledge and have opportunities to share. We have had teams of teachers participate in the following meetings- 10/21 – HS Science; 10/26 – Math;10/28 – MS Science; 11/4 – MS Language Arts; 11/16 – HS Language Arts; 1/5 – HS Social Studies; 2/16 – MS Social Studies.
3/25/2011	Mar 2011: LCTI CAP discussions are underway to revise the program model.
3/25/2011	Mar 2011: High School is currently working with a college counselor to possibly offer a program for sophomore parents this spring; Counselors will be providing juniors with a College Admission Process handout when they meet with them during the course selection process. Counselors have made some changes and updates to the form. Most 10th grade students have completed their job shadowing experiences for the graduation project by March 18. Students have reported that they really enjoyed their experiences. A meeting was held to discuss requirements and timelines and adjustments that may need to be made based upon student/parent feedback. Teachers are compiling a list of volunteers who have graciously allowed our students to shadow. Thank you notes will be sent by the students to the volunteer that they worked with.
3/25/2011	Mar 2011: HS Counselors will be sharing Naviance information with students during the course selection process. Students will be given login information and complete a college search. Counselors will communicate with parents via Connect Ed when this will be starting.
6/20/2011	Jun 2011: High School Graduation Project: Business Department rolled out its first year of 10th grade grad projects as part of CTA class.
8/18/2011	Aug 2011: Revisions to graduation project requirements include two job shadowing experiences for tenth grade students.

Strategy: AP-8 Promote high quality curriculum, instruction and assessments (Quadrant D Learning)

Last Modified: 9/8/2011

Description: Effective school systems create rigorous and relevant curriculum and believe that all students can learn. Students will meet the PSSA criteria to demonstrate student learning. PA Standards Aligned System will be utilized to aid in this work.

Activity: AP-8.1 Continue to evaluate and revise curriculum and assessments to support Quadrant D learning

Last Modified: 9/7/2011

Description: As part of the review process of the curriculum cycle, curriculum team will review the rigor and relevance of their instruction -All instructional staff will learn how to create "Gold Seal" lessons that are build on Quadrant D learning -All curricular programs will include high quality lessons based on the rigor and relevance framework -The district has designed accountability measures for the quality, frequency, and consistency of implementing Quadrant D learning -The curriculum department and building administrators will teach and coach teachers to achieve success

Person Responsible Timeline for Implementation Resources

Person Responsible	Timeline for Implementation	Resources
Christman, Leah	Start: 1/1/2009 Finish: Ongoing	-

Status: In Progress — Upcoming

Date	Comment
3/23/2010	Feb 2009: The Curriculum Department is setting up meetings with teams of teachers to review / update curriculum needed due to impact of Intermediate School and restructuring of District.
3/23/2010	Apr 2009: The Curriculum Department has meetings underway with various teams of teachers to review / update curriculum due to Intermediate School and restructuring of District.
3/23/2010	May 2009: Teachers have experimented with the Quadrant D lesson plans.
3/23/2010	Aug 2009: Curriculum writing is occurring in the areas of Language Arts, DESIGN 21 (4-8), FCS (7-8), Health, Spanish Immersion (7-8), STARS(7-8),, PSSA Prep. (7-8), Applied Technology (8-9), STEM (4-9), AP- Psychology (HS), Pre-College Algebra (Dual Enrollment (HS)), Piano/Electronic Music (HS), Pubic Speaking (Dual Enrollment (HS)), Honors Pre-Calculus(HS), k-3 Reading (new as Related Arts)
3/23/2010	Sep 2009: New and revised curriculum guides presented to the Board for approval: Health 4-6; Advanced Spanish -8th; FCS-7th; Design 21 4-8; Encore Reading 1-3; Public Speaking- HS/ Dual Enrollment; AP Psychology- HS.
3/23/2010	Nov 2009: Middle School teachers /departments continue work of reviewing examinations for Standards, Anchors, Eligible Content
3/23/2010	Nov 2009: Laser engravers for STEM classes (4-12) will be delivered and installed this week.
3/23/2010	Dec 2009: Elementary teachers from all buildings will be meeting on Monday, December 21st, to review new math text books as they continue their curriculum

	review process.
3/23/2010	Jan 2010: Teachers at the IS submitted second quarter reports to the principals yielding at-risk student mid-quarter progress.
3/23/2010	Jan 2010: All 3 Laser Engravers now completely installed. Follow-up to initial training on Act 80 Day – 1/22 for all 4 teachers. Electric drops have been installed in the IS room, Plan are underway to videotape some STEM projects for future viewing
3/25/2010	Mar 2010: The elementary Math textbook adoption committee continues to meet to decide the direction that we want to take with selecting a new textbook. A pilot is scheduled to begin after the PSSA is over.
7/20/2010	Jun 2010: Math accelerated testing at the IS was completed. Letters sharing results were sent to parents, and administrators worked through conversations with parents with questions or concerns. There is a significant jump in the number of students ready to leap 7th grade mathematics from On-Level 6th grade classes. Twenty-four students performed well enough on the PSI 2 to move forward to the MS as Pre-Algebra ready students. Without data for concrete comparison, we believe this leap represents a significant increase over past years. Math at the IS was increased to 90 minutes per day over a previous 45 minute class.
7/20/2010	Jun 2010: The IS Language Arts teachers reviewed common writing data to make Rigorous LA recommendations for the 2010-2011 school year. Further, a complete data set showing the performance of all 6th grades students on common writing prompts was sent to the MS in the event that this data is needed for reference in conversations with parents.
9/30/2010	Sep 2010: We are participating in the Keystone and CDT exam pilots as required by PDE. Exams are administered to students who completed the courses.
9/30/2010	Sep 2010: SLIS's building data team is studying the results of PSSA and will provided insight to the rest of the staff such that instructional adjustments and ideas could be considered: RtII, IST and CST teams (Response to Intervention and Instruction, Instructional Support Team, and Child Study Team) and regular meetings of these teams to monitor student data and progress in grades 4, 5 and 6.
1/6/2011	Nov 2010: HS International Business students are planning to do a project involving KIVA.
1/6/2011	Nov 2010: High School staff was updated on 11/16 on the Keystone Exams and CDT's. Staff was made aware of the rollout, field testing, and operational testing windows. Feedback was given on the Literature and Algebra Keystone field tests as well as the Biology and Chemistry CDT's.
1/6/2011	Nov 2010: RTII teachers and their support staff received training on Do the Math and a training webinar was held for Scholastic Math Inventory software with teachers at the IS and MS utilizing this with students receiving interventions.
6/20/2011	Jun 2011: The PSI 1, SMI and PSI 2 have been administered to 5th and/or 6th grade students. Scoring was completed and letters keeping parents apprised of the performance of students during the math acceleration process have been sent.
6/20/2011	Jun 2011: LB's Core Data Team met and reviewed their end-of-year assessments, goals, and began planning for the 2011-2012 school year as well as establishing timelines.
6/20/2011	Jun 2011: Working toward revisions/writing of curriculum in eight content areas.
6/20/2011	Jun 2011: STEM and Science Curriculum Councils presented recommendations.

Activity: AP-8.2 Design alternative schedules that support Quadrant D learning

Last Modified: 9/7/2011

Description: -Explore problem based learning models and schedules that support Gold Seal/ Quad D/ PBL learning. -Research the variety of schedules that provide adequate time to support "Quadrant D" learning. The research will be done through the lens of enhancing student learning. -Through district task forces, explore the research that supports alternative scheduling models - Explore schedules used by model schools to support student learning. -Create and implement schedules at all levels that enhance rigorous and relevant learning -Review the student success data and adjust schedules as appropriate

Person Responsible Timeline for Implementation Resources

Christman, Leah	Start: 1/1/2009 Finish: Ongoing	-

Status: In Progress — Upcoming

Date	Comment
3/23/2010	Jan 2009: Curriculum dept. and Principals worked with a scheduling consultant on Dec. 16/17, to begin creating possible schedules for K-8 and to discuss considerations for 9-12.
8/18/2011	Apr 2011: Survey to high school teachers regarding alternative scheduling to support Quadrant D learning.

Activity: AP-8.3 Implement professional development training to support understanding of Quadrant D learning

Last Modified: 9/7/2011

Description: As part of the review process of the curriculum cycle, curriculum team will review the rigor and relevance of their instruction -All instructional staff will learn how to create "Gold Seal" lessons that are built on Quadrant D learning -All curricular programs will include high quality lessons based on the rigor and relevance framework -The district will design accountability measures for the quality, frequency, and consistency of implementing Quadrant D learning -The curriculum department and building administrators will teach and coach teachers to achieve success

Person Responsible Timeline for Implementation Resources

Christman, Leah	Start: 1/1/2009 Finish: Ongoing	-

Status: In Progress — Upcoming

Date	Comment
3/23/2010	Feb 2009: PDE representative met with CO/HS/MS administrators and Tech. Ed teachers to plan for new opportunities for STEM/ Engineering by Design activities/curriculum resources K-12.

3/23/2010	Feb 2009: Plans underway for Technology Education teachers to attend a national STEM (Science, Technology, Engineering, Math) conference for professional development on the Engineering by Design curriculum
3/23/2010	May 2009: Teachers have experimented with the Quadrant D lesson plans.
3/23/2010	Nov 2009: Laser engravers for STEM classes (4-12) will be delivered and installed this week.
3/23/2010	Dec 2009: An IS/MS meeting to discuss the program knows as Rigorous LA was conducted recently. Improvements to the course and criteria for participation were the focus.
3/23/2010	Feb 2010: Lower Milford held a "Math Camp" day with a dual purpose. Students worked on a variety of activities centering on specific math lessons from Odyssey/Compass Learning. STEM activities were included. In addition, the day served as professional development for our teachers – they observed the Compass learning reps teaching whole group lessons using Compass Learning modules. This was extremely beneficial to see the lessons being used beyond student practice.
6/20/2011	Jun 2011: STEM and Science Curriculum Councils presented recommendations.

Activity: AP-8.4 Maintain accountability measures for quality, frequency, and consistency of implementing quadrant D learning

Last Modified: 9/7/2011

Description: -Continue to provide professional development for educational administrators in Quadrant D learning -Maintain and review rubrics to measure quality, frequency, and consistency of Quadrant D learning (Gold Seal lessons) -Continue to provide professional development for teachers in Quadrant D learning -Continue to observe and coach teachers as part of the classroom observation process

Person Responsible	Timeline for Implementation	Resources
Christman, Leah	Start: 1/1/2009 Finish: Ongoing	$5,000.00

Status: In Progress — Upcoming

Date	Comment
3/23/2010	Jan 2010: All 3 Laser Engravers now completely installed. Follow-up to initial training on Act 80 Day – 1/22 for all 4 teachers. Electric drops have been installed in the IS room, Plan are underway to videotape some STEM projects for future viewing
3/23/2010	May 2009: Teachers have been trained in Gold Seal lessons.
3/23/2010	May 2009: Teachers have experimented with the Quadrant D lesson plans.
3/23/2010	May 2009: Implemented use of Compass Learning to reinforce and enrich students' academic experience.
3/23/2010	May 2009: Re-tooling of MS curriculum; creation of new courses.
3/23/2010	Sep 2009: Compass Learning training for K-3 teachers to occur with Mike Kuhn in early October
3/23/2010	Nov 2009: The Mobile Ag Lab is visiting the Intermediate School lot and students are experiencing additional hands-on learning.

3/23/2010	Jan 2010: Gold Seal Lessons are one of the building goals this year. We have started to compile a portfolio of lessons that staff have done relative to this goal. Staff are submitting them on a voluntary basis at this time. At each faculty meeting the Tech Coach shares a recent lesson that he has worked with a particular teacher developing. Others have been encouraged by these updates and reached out to him for help in developing a lesson for their class.
3/23/2010	Feb 2010: IS career day program is being planned and piloted by part of a grade level team in conjunction with our Special Education Department as a Quadrant D /Gold Seal learning project.
3/25/2011	Mar 2011: 300 additional SMI licenses were added to the Middle School for the purpose of assessing all Middle School students. The testing process began this week.

Strategy: AP-9 Continue to review and evaluate high school graduation requirements

Last Modified: 9/7/2011

Description: Southern Lehigh will meet the PA state graduation requirements to meet AYP. Improvements to local requirements will be made to ensure the sucess of all students.

Activity: AP-9.1 Continue to explore the downward movement of courses for graduation credit

Last Modified: 9/7/2011

Description: A district committee will explore the district academic program to explore courses that might be moved to the middle school and receive graduation requirement credit -The district will form a committee to review the current program to explore which courses might be appropriate for middle school completion -The committee will research how model schools and near-by schools offer these courses -The committee will make recommendations to the Administrative team, the Board Education Committee, and finally the School Board Directors for final approval.

Person Responsible Timeline for Implementation Resources

| Christman, Leah | Start: 1/1/2009
Finish: Ongoing | - |
|---|---|---|

Status: In Progress — Upcoming

Date	Comment
3/19/2010	Jun 2009: Courses from High School have been moved to Middle School: Level I World Language and Applications of Technology Improved Communications
3/19/2010	Sep 2009: Courses from High School have been moved to Middle School: Level I World Language. Virtual Languages are scheduled.
9/30/2010	Sep 2010: Advertisement for community involvement in the HS- GPA, Weighted Grades, AP Committee are currently on the website. HS GPA, Weighted Grades Committee meeting dates will be set after Oct. 6th BlackBoard connect messages were also sent.
6/20/2011	Jun 2011: New Weighted Grade Committee – includes parents, students, teachers,

***Activity:* AP-9.2 Review and revise as appropriate, high school graduation requirements to meet state standards and include state requirements associated with Keystone exams.**

Last Modified: 9/7/2011

Description: A district team will research and revise the graduation requirements to meet the rigor and relevance standard. -A team will be created to review the state standards and compare them to the current district graduation requirements. -A team will review the Common Core Standards and compare them to the district graduation requirements. -The team will identify the appropriate graduation requirements. -The requirements will be reviewed by the board and become part of the Southern Lehigh expectation for graduation.

Person Responsible Timeline for Implementation Resources

| Takacs, Joan | Start: 9/30/2011 | - |
| | Finish: Ongoing | |

Status: In Progress — Upcoming

Date	Comment
9/30/2010	Sep 2010: Advertisement for community involvement in the HS- GPA, Weighted Grades, AP Committee are currently on the website. HS GPA, Weighted Grades Committee meeting dates will be set after Oct. 6th BlackBoard connect messages were also sent.
2/22/2011	Jan 2011: New Weighted Grade Committee – includes parents, students, teachers, admin, board member: First meeting postponed for weather will occur Jan. 26 at 3:30 PM
6/20/2011	Jun 2011: New Weighted Grade Committee – includes parents, students, teachers, admin, board members- has completed its work for the year.
8/18/2011	Aug 2011: Implementing new course selections and curriculum to meet the requirements of new Keystone end-of-course assessments as a new component of state graduation requirement.

Goal: HIGHLY QUALIFIED TEACHERS AND STAFF

Last Modified: 7/18/2011

Description: All administrators, teachers and staff will be rated 'highly qualified' as measured by maintenance of appropriate certification(s), engagement in professional development experiences, and demonstration of continual growth through annual observations/evaluations by supervisors.

Strategy: HQ-1 Continue to enhance the instructional strategies of our staff

Last Modified: 9/7/2011

Description: Continue programs and collaboration to increase staff knowledge of content and skills, standards, the district curricula, its alignment with standards and articulation through grade levels and departments.

Activity: **HQ-1.1 Continue to provide a professional development system that sustains and propels change**

Last Modified: 9/7/2011

Description: -Maintain the long-term professional development plan based on the long-term district goals -Continue to review the plan within the Act 48 committee and within each department -Continue to communicate the plan to the administrative, instructional and support staff -Maintain professional development based on this plan by revisiting the district goals and sustaining ongoing "best practices"

Person Responsible Timeline for Implementation Resources

Christman, Leah	Start: 1/1/2009 Finish: Ongoing	-

Status: In Progress — Upcoming

Date	Comment
3/19/2010	Apr 2009: The Director of Secondary Ed. and four teachers (K-12) attended the National Conference of Teachers of Mathematics April 22-24.
9/30/2010	Apr 2009: Elementary teachers were trained by Compass Learning on using software: Math Toolkit, use of virtual math manipulative materials, and creation of open-ended writing prompts for differentiation.
3/19/2010	Jun 2009: Teachers attended professional development workshops related to technology June 17-19.
3/19/2010	Sep 2009: Compass Learning training for K-3 teachers to occur with Mike Kuhn in early October
3/19/2010	Sep 2009: Liberty Bell's Discipline Team is gearing up for our three-year initiative with CLIU 21 and PaTTAN as we begin moving toward a SWPBS (School-wide Positive Behavior System). We will have four separate trainings throughout the school year.
3/19/2010	Sep 2009: Read 180 training was held for all IS special education teachers, IA's, Reading/IST/Title I teachers.
3/19/2010	Sep 2009: Step up to Writing was introduced to all K – 6 teachers. The training was very successful and we are planning the next training for October
3/19/2010	Nov 2009: STEM teachers will be training week of Nov. 22-24 on laser engravers.
3/19/2010	Dec 2009: Lower Milford is finalizing plans for a school wide "Math Camp" on December 9. This day extended from staff development emphasis on better utilizing Compass Learning lessons in our math classes. Compass Learning has collaborated with us to plan a day that will be engaging and instructional for our students, but has the greater purpose of modeling the integration of Compass Learning with our math lessons and math "center time." Follow-ups will occur at faculty meetings and grade level meetings to enhance this professional development opportunity at the building level – a further effort to move us toward greater understanding and implementation of Gold Seal Lessons at the primary level.

3/19/2010	Dec 2009: HS Reform team Kick-Off meeting will be held Dec. 16. The team is comprised of 8 students, 8 parents, 21 teachers, 3 building administrators, 3 central office administrators and 2 school board members. A teacher/ administrator team is traveling to the Pittsburgh area to visit 3 high performing school districts/high schools to learn more about their programs
9/30/2010	Mar 2010: A meeting was held with Michael Kuhn from Compass Learning to discuss the progress of Compass Learning in the classroom. K-3 buildings are enjoying a great deal of success and have had positive trainings. The IS continues to use compass effectively but struggled with a new trainer this year. Michael has been reassigned to that building and will be contacting the IS principal to arrange training after PSSAs. Tech Facilitators will be invited to participate in a day long training to assist in implementing compass in the classrooms.
9/30/2010	Sep 2010: Read 180 Day 1 training was held on September 21st for teachers who are new to the program. There will be a follow up training in 6 weeks as well as coaching days.
10/26/2010	Oct 2010: Staff training about SWPBS continues at SLIS.
10/26/2010	Oct 2010: District-wide Act 48 planning committee meeting has been scheduled.
1/6/2011	Nov 2010: Liberty Bell will be holding their first School Wide Positive Behavior Support (SWPBS) quarterly celebration Wednesday, November 24th. All students will be in attendance. Students who received a Pride of Liberty Bell for the 1st Quarter will be recognized. Parents of these students have been invited as well. The celebration will end with a special guest, Mr. Jeff Blum-Magical Songwriter!
3/25/2011	Mar 2011: Liberty Bell's SWPBS Team will be attending training at CLIU 21 on Friday, April 1st. The focus of the training will be on Tier II and III interventions regarding the SWPBS Program.

Activity: HQ-1.2 Continue to support the development of a professional culture

Last Modified: 9/7/2011

Description: -Continue to research effective "best practice" professional development models to reinforce the vision and shared values of the district: Environment impacts learning; Professional learning communities provide a means for all stake-holders to become life-long learners; Set high expectations for all learners. -Continue implementation of professional development activities based on these effective models -Continue the practice of common planning for teams of teachers to analyze district-wide, classroom, and individual student data to make instructional decisions, collaborate on writing Gold Seal lessons, develop lessons that support 21st Century skills and share effective instructional practices to continuously improve teaching and learning

Person Responsible Timeline for Implementation Resources

Christman, Leah	Start: 1/1/2009 Finish: Ongoing	-

Status: In Progress — Upcoming

Date	Comment
3/19/2010	May 2009: Teachers have been trained in Gold Seal lessons.
3/19/2010	Jun 2009: Teachers conducted a survey to ascertain interest and needs for

	professional development for the 09-10 school year. Plans are underway for summer academies.
3/19/2010	Aug 2009: Teachers are attending a variety of summer academies
3/19/2010	Jan 2010: Seventeen teachers as well as 5 students are slated to present on technology topics at our February 4, 2010. 43 staff members have signed up as of 01/22/10 for this academy.
3/19/2010	Feb 2010: Two MS teachers participated in an Awesome Animation workshop.
3/23/2010	May 2009: All elementary schools are implementing and utilizing school-based positive school culture programs.
3/23/2010	Jun 2009: Admin retreat- All administrators are completing a Covey xQ survey focusing on Strategic Plan and District Culture.
3/23/2010	Aug 2009: Admin retreat- All administrators participated (3 days) in the Covey training based upon the 7 Habits of Highly Effective People.
3/23/2010	Sep 2009: HS and MS have joined Successful Practices Network through the International Center for Leadership in Education. Teachers have access to a bank of gold seal /Quad D lesson plans.
3/23/2010	Sep 2009: Liberty Bell's Discipline Team is gearing up for our three-year initiative with CLIU 21 and PaTTAN as we begin moving toward a SWPBS (School-wide Positive Behavior System). We will have four separate trainings throughout the school year.
3/23/2010	Nov 2009:SLHS students working with elementary to collect books for the Cops and Kids Literacy program during the months of November and December
3/23/2010	Nov 2009: Hopewell held a Halloween Parade for parents in the community and to raise fund for Costumes for a Cause to benefit Camelot House on 10/30/09.
3/23/2010	Nov 2009: The Discipline Team will be attending their second SWPBS Training next Thursday, November 12th, at CLIU #21 in Schnecksville. The team has developed the expected behaviors in non-classroom settings and is sharing it with respective stakeholders throughout the school environment for feedback and suggestions.
3/23/2010	Nov 2009: High School faculty, student, and parent surveys administered as part of Successful Practices Network and continuous school improvement (We Teach, We Learn, We Support).
3/23/2010	Nov 2009: Community Open House for the new Intermediate School was held on Sunday, October 27. Residents of the Southern Lehigh community were welcomed into the school for self-guided tours.
3/23/2010	Nov 2009: Positive feedback has been received from sports teams regarding condition of fields.
3/25/2010	Mar 2010: HS Administration met with each dept. at the HS to discuss midterm data analysis and how teachers use data to drive instruction in their classrooms. They had excellent discussions and tried to "connect all of the pieces".
3/25/2010	Mar 2010: The Tech Dept. established an internal social network (http://slsdconnect.ning.com) for teachers to share technology ideas. This was established prior to the PETE&C conference to allow teachers to share "live at the conference" as the attended sessions. Plans are to grow this into a portal for teacher collaboration and sharing district-wide.
3/25/2010	Mar 2010: Write Traits training is scheduled for all 4th through 8th grade writing teachers.
3/25/2010	Mar 2010: A new approach to Academy hours is being offered via the Ipod touch. PD webinars have been downloaded to the ipods at the MS and teachers are able to sign one out, watch the webinar, and complete a reflection form for academy credits.
7/20/2010	Jun 2010: Seven administrators and 31 teachers participated in a 2-day workshop

	with presenters from Buck Institute for problem-based learning/ Quadrant D activities on June 23/24. Many high quality activities were generated as a result of the workshop. A 'Critical Friends" strategy was implemented to allow colleagues to make suggestions for each lesson/project idea in order to identify questions, concerns, positive feedback, suggestions for enhancement and next steps.
9/27/2010	Aug 2010:11 academies were offered by the tech coaches in preparation for the 2010-11 school year during August.
9/27/2010	Sep 2010: K-12 teaching staff was provided with an update on the new OWA at opening in-service by the facilitators and coaches.
10/25/2010	Mar 2010: CyberSmarts program for 8th and 9th graders - learning about being safe in cyberspace and appropriate use of e-mail and internet.
10/25/2010	Oct 2010: CyberSmarts programs for 7th and 8th graders - learning about being safe in cyberspace and appropriate use of e-mail and internet.
10/25/2010	Dec 2010: CyberSmarts parent program - dangers of e-mail, social networking, keeping parents and students safe when using the internet.
10/26/2010	Oct 2010: Data Team Training for building Data Teams with the Leadership and Learning Center consultant, Ray Smith, Oct.19-20. Fifty teachers trained K-12. The focus was on transforming this to each grade level team as they being to goal set, collect and analyze data, as well drive instruction on specific areas of need at each grade level on a consistent and effective basis.
1/6/2011	Nov 2010: IS IA in-service data retreat, program review, and training day is scheduled the week of Nov. 15-19, Parent Conference Week.
2/22/2011	Jan 2011: Elementary Principals develop a presentation for their teachers on the PSSA for 2011 at their Elementary Principal meeting.
2/22/2011	Jan 2011: In-service conducted on 1/17 oriented teachers of PSSA testing grades to the 2011 PSSA test blueprint. Also, teachers were engaged in subject area curriculum planning and development. Instructional assistants were provided with a workshop on managing and supporting positive student behavior outcomes.
6/20/2011	Jun 2011: Act 48 committee developed summer academies with emphasis on PBL, Differentiated Instruction, 21st Century Learning.
6/20/2011	Jun 2011: Elementary Teachers and Administrators attended a math network session at IU21 related to math common CORE.
6/20/2011	Jun 2011: STEM and Science Curriculum Councils presented recommendations.

Activity: HQ-1.3 Enhance existing opportunities for differentiation of professional development plans among staff

Last Modified: 9/7/2011
Description: -Through the work of the Act 48 Committee, continue to use survey data to plan professional development workshops to provide differentiated workshops (Academy System) - Consider learning styles and background knowledge, when planning district-wide workshops - Continue to provide opportunities for staff to attend workshops offered by outside partners - Continue to develop on-line opportunites that fit with staff members schedules

Person Responsible	Timeline for Implementation	Resources
Christman, Leah	Start: 1/1/2009 Finish: Ongoing	-

Status: In Progress — Upcoming

Date	Comment
3/19/2010	Jan 2009: Plans for Winter/Spring academies are underway with Act 48 Committee. Sub-committees have been formed to plan PD for 09-10, improve communications via the website, expand offerings, and involvement by District staff.
3/19/2010	Apr 2009: All HS Special Education teachers have been trained in System 44 software targeted for students struggling with reading.
3/19/2010	May 2009: Many professional development workshops related to all goals continue to be offered to teachers.
3/19/2010	Aug 2009: Teachers are attending a variety of summer academies.
3/19/2010	Jan 2010: Teachers and instructional assistants in grades K and 1 are participating in Kid Writing training facilitated by Isabell Cardonick. There will be a second training in February.
3/25/2010	Mar 2010: Write Traits training is scheduled for all 4th through 8th grade writing teachers.
3/25/2010	Mar 2010: A new approach to Academy hours is being offered via the Ipod touch. PD webinars have been downloaded to the ipods at the MS and teachers are able to sign one out, watch the webinar, and complete a reflection form for academy credits.
7/20/2010	Jun 2010: Write Traits training on June 3rd went very well and the teachers have requested that the presenter return next year to continue the work that they started.
7/20/2010	Jun 2010: The High School is working with the Special Education department to put some new procedures and training in place for co-teaching next year.
9/27/2010	Aug 2010:11 academies were offered by the tech coaches in preparation for the 2010-11 school year during August.
9/30/2010	Sep 2010: Middle School PD included: 1 Professional staff member participated in BSN Conference, 2 Professional staff members participated in Modern Language Conference, 2 Professional staff participated in Health/PE Conference, 2 Professional Staff members participated in CLIU TV Studio User Group Conference
10/26/2010	Oct 2010: SLIS teachers are attending the Career Pathways meeting at the IU this month.
10/26/2010	Oct 2010: District-wide Act 48 planning committee meeting has been scheduled.
1/6/2011	Nov 2010: SLIS LA teachers are attending the Career Pathways meeting at the IU on 11/4/10.
2/22/2011	Jan 2011: Columbia University Reading and Writing Project – March, 2011. Several teachers have signed up to attend a regionally-sponsored Saturday trip to Columbia.
2/22/2011	Jan 2011: .Career Pathways Teacher Meetings - Great PD opportunity for the Lehigh/Carbon County Teachers. They have been receiving updated information on Keystones/Common Cores/CDT's and Graduation Requirements. In addition, they have received training on Webs Depth of Knowledge and have opportunities to share. We have had teams of teachers participate in the following meetings- 10/21 – HS Science; 10/26 – Math;10/28 – MS Science; 11/4 – MS Language Arts; 11/16 – HS Language Arts; 1/5 – HS Social Studies; 2/16 – MS Social Studies.
2/28/2011	Feb 2011: MS GIFTED RESEARCH/SCIENCE – Continuing to meet the needs of gifted reading and science with Gifted Teacher in the science classroom. Additionally, 4th and 5th minis are scheduled as gifted research. Focus on a choice of genre in science.
3/25/2011	Mar 2011: Middle School Professional Staff participated in Virtual World Best

Practices; Keystone Exam workshop; Tech Wizards learning workshop; Write traits workshop; Music Conference at PSU; Science text selection process.; Read 180 workshop; Gifted Development meeting/workshop; PMEA Band/Orchestra Festival and TV User group Conference.

Activity: HQ-1.4 Explore various options for using time more efficiently and effectively to provide professional development opportunities that support team interaction, high levels of collaboration, and communication among teachers to promote student learning

Last Modified: 9/7/2011

Description: -Research ways that model schools use time to more effectively and efficiently provide professional development opportunites that support team interaction, collaboration that promote student learning -Create and implement a plan to create common planning time for teacher teams to analyze district-wide, school-wide, classroom, and individual student data to make instructional decisions, collaborate to write Gold Seal lessons, and share effective instructional strategies to continuously improve student learning.

Person Responsible Timeline for Implementation Resources

Christman, Leah	Start: 1/1/2009 Finish: Ongoing	-

Status: In Progress — Upcoming

Date	Comment
3/19/2010	May 2009: Teachers have been trained in Gold Seal lessons.
3/19/2010	Jan 2010: Principals and CO administrators attended an iObservation presentation on a research based web-based observation tool for teachers and principals.
3/25/2010	Mar 2010: HS Administration met with each dept. at the HS to discuss midterm data analysis and how teachers use data to drive instruction in their classrooms. They had excellent discussions and tried to "connect all of the pieces". \
1/6/2011	Nov 2010: All administrators have been provided a copy of the book, Assessing Educational Leaders by Douglas Reeves, are completing 'homework' and will participate in the 2nd iObservation training day with Ray Smith of the Leadership and Learning Center on Dec. 8. The goal for the day is for each person to develop a personal plan for improvement in their responsibilities as administrator.
6/20/2011	Jun 2011: HS Social Studies/ English Integration and changes at IS/MS committees continue to meet and plan.

Activity: HQ-1.7 Expand professional development training to support understanding of Quadrant D learning

Last Modified: 9/8/2011

Description: -Provide professional development in Gold Seal and PBL lessons to the curriculum and building level administration leadership -Building and curriculum leaders will provide

professional development for district teachers -The district will design rubrics to monitor the quality, frequency, and consistency of implementation of Quadrant D learning (Gold Seal lessons) -The curriculum department and building administrators will teach and coach teachers to achieve success -PD on PA Standards Aligned System will be provided

Person Responsible Timeline for Implementation Resources

Christman, Leah	Start: 1/1/2009 Finish: Ongoing	$6,000.00

Status: In Progress — Upcoming

Date	Comment
3/19/2010	May 2009: Teachers have been trained in Gold Seal lessons.
3/19/2010	May 2009: Teachers have experimented with the Quadrant D lesson plans.
10/26/2010	Oct 2010: Teachers attended workshops during in-service that focused on the Language of Mathematics and training in Hands-On-Equations.
2/28/2011	Feb 2011: Colombia University Reading and Writing Project is being held during March, 2011. Several teachers have signed up to attend.

Goal: IMPROVED INTERNAL AND EXTERNAL COMMUNICATIONS

Last Modified: 7/18/2011
Description: Communications with stakeholders will increase 25% by 2014 as measured by web site traffic, use of the electronic communication alert system, and access to the student information system /community portal.

Strategy: IC-1 Improve information sharing between various stakeholder groups

Last Modified: 9/7/2011
Description: Maximize electronic and other forms of communications to inform all stakeholder groups.

Activity: IC-1.2 Expand programs to address questions/concerns about college for students planning to attend college

Last Modified: 9/7/2011
Description: -Programs and procedures for successful entrance into college have been researched and implemented. -Continue to address questions and concerns of college bound students (Examples: SAT prep programs, Financial Aid programs, Application procedures, and Question and Answer sessions)

Person Responsible Timeline for Implementation Resources

Takacs, Joan	Start: 1/1/2009 Finish: Ongoing	-

Status: In Progress — Upcoming

Date	Comment
2/22/2011	Jan 2011: A successful College Information Night for Parents was held on Nov. 4 at 7:00 p.m. There were college admission reps who ran various sessions for parents in addition to our counselors. College Financial Aid Night was held on Jan. 6 at 7:00 p.m. A rep from a college financial aid office was the presenter. Evaluation forms on both of these events are collected and used to tweak/redesign the program each year.
8/16/2011	These activities will continue on an annual basis.
8/18/2011	Aug 2011: Continuation of successful Fall and Spring SAT preparation courses taught by SLHS teacher.
8/18/2011	Aug 2011: Changes were made to HS transcripts and profile.
8/18/2011	Aug 2011: Continued study of most advantageous method of reporting class rank.

Activity: IC-1.3 Maintain the college night for 9th graders

Last Modified: 9/7/2011
Description: -Model college night programs have been researched. -Continue and expand an effective college night program based on the model.

Person Responsible Timeline for Implementation Resources

Takacs, Joan	Start: 1/1/2009 Finish: Ongoing	-

Status: In Progress — Upcoming

Date	Comment
2/22/2011	Jan 2011: A successful College Information Night for Parents was held on Nov. 4 at 7:00 p.m. There were college admission reps who ran various sessions for parents in addition to our counselors. College Financial Aid Night was held on Jan. 6 at 7:00 p.m. A rep from a college financial aid office was the presenter. Evaluation forms on both of these events are collected and used to tweak/redesign the program each year.

Activity: IC-1.4 Expand communications for preparation for college and post-secondary

Last Modified: 9/7/2011
Description: Create parent programs for post-secondary preparation - Create and plan a college night for 9th graders - Design a program to address questions/ concerns about college for students planning to attend college (Examples: SAT prep programs, Financial Aid programs, Application procedures, and Question and Answer sessions) - Design programs to communicate

options such as Dual enrollment, College Scholars Programs, Internships, and Shadowing experiences.

Person Responsible Timeline for Implementation Resources

Takacs, Joan	Start: 1/1/2009 Finish: Ongoing	-

Status: In Progress — Upcoming

Date	Comment
3/25/2010	Jan 2009: Dual enrollment opportunities are expanded for 2009-10.
3/25/2010	Feb 2009: Curriculum revisions/ development for expanded Dual Enrollment and AP courses for 09-10 are underway.
3/25/2010	Sep 2009: Dual enrollment agreements expanding to include Penn State and Cedar Crest College.
3/25/2010	Nov 2009: CATS IEP's were added to EdInsight (data warehouse).
3/25/2010	Jan 2010: SAT Prep Course – new class starting Feb 2nd – preliminary data indicates that the scores on the SAT are much higher for most students that the scores they achieved on their pre-test.
3/25/2010	Jan 2010: HS has used ConnectEd to communicate with parents regarding SAT Prep course sign ups and also keep them apprised of the midterm exam schedules.
3/25/2010	Jan 2010: HS- A High School Student Advisory Committee has been formed with approximately 15 students serving on the committee. We will meet on a monthly basis over the course of the remainder of the school year.
1/6/2011	Nov 2010: Monthly High School Newsletter 11/15 was posted on HS website and an Ed Connect email was sent to notify parents.
2/22/2011	Jan 2011: Numerous emails have been sent to HS and MS parents to keep them apprised of the mid-term exam schedule and the many revisions that have been made due to snow days.
2/22/2011	Jan 2011: A successful College Information Night for Parents was held on Nov. 4 at 7:00 p.m. There were college admission reps who ran various sessions for parents in addition to our counselors. College Financial Aid Night was held on Jan. 6 at 7:00 p.m. A rep from a college financial aid office was the presenter. Evaluation forms on both of these events are collected and used to tweak/redesign the program each year.
3/25/2011	Mar 2011: HS Counselors will be sharing Naviance information with students during the course selection process. Students will be given login information and complete a college search. Counselors will communicate with parents via Connect Ed when this will be starting.
8/18/2011	Aug 2011: SAT Prep program is successful and will continue in 2011-12 school year.
8/18/2011	Aug 2011: Implementation of new Graduation Project which aligns to new Common Core ELA standards and requires two job-shadowing experiences for all tenth grade students.

Strategy: IC-2 Continue to review grading/reporting system for report cards/conferences

Description: Continue to review and evaluate grading and reporting systems for all levels and explore varous ways to communicate with parents through the use of technology.

Activity: IC-2.1 Continue to monitor revised elementary report card to reflect changes that are coming with Common Core Standards

Last Modified: 9/8/2011

Description: Maintain a task force to review the new elementary report card so that it communicates a student's developmental progress and the child's progress towards grade-level standards. Utilize community portal for sharing grades. Incorporate Common Core Standards

Person Responsible Timeline for Implementation Resources

Lewis, Kristen	Start: 1/1/2009 Finish: Ongoing	-

Status: In Progress — Upcoming

Date	Comment
1/18/2010	Jan 2009: Elementary Report Cards for grades 4 & 5 have been implemented using Power School. All elementary teachers K-5 have access and may use the Power School electronic grade book if desired. Nov 2009: The elementary K-3 report card was revised slightly regarding the Habits of Learning. Teachers will either put a + or – if a student is exceeding or below expectations. There will be no /, just a blank space for those students meeting expectations. Nov 2009: Parent-teacher conferences will be the week of Monday, November 16th through Friday, November 20th. Students have ½ days all week and then conferences are in the afternoon with Thursday P.M. being the designated evening conference time
3/25/2010	Mar 2010: Parent-teacher conferences and Kindergarten registration are scheduled for the week of March 22nd.
3/25/2010	Mar 2010: Building Tech facilitators met with IU to review processes for elementary report card procedures.
9/30/2010	Sep 2010: The 2010-2011 SLIS 4th and 5th grade report card is being revised for this year; 6th grade parents have been given access to the parent portal of Power School and plans are in the works to open portal access to parents of grade 4 and 5 students later this year.
1/6/2011	Nov 2010: IS Report Cards were distributed to students on November 15, 2010. Several test runs were conducted in advance to work out the "kinks" of the new 4th and 5th grade report card.
1/6/2011	Nov 2010: Intent at this time is to establish opening of the PS parent portal to 4th and 5th grade parents at SLIS.
2/22/2011	Jan 2011: Forming a K-3 report card committee to explore options for improvement. First meeting scheduled on Tuesday, January 25th, from 12:45 P.M.-3:45 P.M.
2/28/2011	Feb 2011: The K–3 report card committee met for the first time to discuss revisions needed for the roll out of the revised report card in Fall 2011. The next meeting will also include a presentation from Sapphire so that they can gain understanding of the capabilities of the electronic report card. A survey will be used to solicit input from teachers and parents.
6/20/2011	Jun 2011: K-3 teachers and administrators have finished revisions of the K-3 report card to better align with standards and SL curriculum and to provide better information

	for parents.
6/20/2011	Jun 2011: June 20th in-service day is completely scheduled. It will consist of activities that look at common core standards, Sapphire, and the new math series – depending on the grade level and subject area.
8/16/2011	New report cards will be used for elementary in the 2011-12 school year. Parent and teacher feedback will determine any needs for further revision.

Activity: IC-2.2 Review and revise the Middle School and High School Student Reporting Systems

Last Modified: 9/7/2011
Description: Review and revise the MS/ HS student progress reporting system -Form a task force to review the current student progress reporting system to better reflect student progress throughout the school year -Consider feedback on student personal development skills -Consider more detailed reporting through Sapphire -Explore ways to use technology to communicate student performance

Person Responsible Timeline for Implementation Resources

Christman, Leah	Start: 1/1/2009 Finish: Ongoing	-

Status: In Progress — Upcoming

Date	Comment
1/18/2010	May 2009: High School staff brought back numerous suggestions last year from the Power School Conference that they were able to put in place in order to better utilize the program. One major change this year was going to paperless discipline referrals. Dec 2009: MS Parents informed of changes in Mid-term dates via website, ConnectEd and Power School Bulletin. Dec 2009: Parent access has been provided for families who have students enrolled in the Virtual Language courses. They will be able to monitor grades and course activities.
9/30/2010	Sep 2010: Letters will be mailed to parents of students grades 7-12 with the mid-marking period reports to inform them that we will go 'paper-less' with this information. Parents will be reminded to check Power School in the future for this information. Any parent without access will continue to be provided with paper copies.
8/18/2011	Mar 2011: Begin process of training and implement new SIS software - Sapphire. Continue to use new software package to improve reporting system.
8/18/2011	Aug 2011: Implementation of new SIS for 2011-12 school year.

Measurable Annual Improvement Targets

Measurable Annual Improvement Targets

Southern Lehigh School District continues to strive to meet or exceed the proficiency targets set by *No Child Left Behind* (NCLB) that are outlined below.

School Year	Reading/LA % of Students who Score in the Proficient and Advanced Range	Mathematics % of Students who Score in the Proficient and Advanced Range
2008-2009	63	56
2009-2010	63	56
2010-2011	72	67
2011-2012	81	78
2012-2013	91	89
2013-2014	100	100

Each year, teachers and administrators analyze the PSSA data to determine student areas of strengths and weaknesses. Based on the analysis, curriculum committees review and revise the district curriculum. The district identifies students who fail to meet the proficient target and offers remediation support.

Curriculum, Instruction and Instructional Materials

Southern Lehigh School District Curriculum Cycle

Each subject area will proceed through these stages with review/oversight from the Curriculum Council.

Research and Data Gathering — Years 1 and 2

Responsibilities

Data gathering: Collect student data (surveys, test results, etc.)
Research and Analysis of Information: Research international studies, national studies, state standards, teacher experiences, best practices of instruction and content; Attend content area conferences
Status of Program K-12: Analyze effectiveness and best practices of current program (gap/overlap analysis)

Curriculum Review and Revision: Ongoing evaluation of documents to ensure alignment with standards and best practices.

Activities

Data gathering: Subject area leader and team and director of curriculum develop surveys for students/teachers, collect/collate pertinent student performance data.
Research and Analysis of Information: Subject area leader and team and director of curriculum find/review research, and analyze data.
Status of Program K-12: Subject area leader and team and the curriculum department gather and analyze data.

Curriculum Review and Revision: Subject area leader and the curriculum department evaluate documents to ensure alignment. If necessary, revisions are made.

Curriculum Council — Year 3
(Includes Content Area Teachers K-12, Subject Area Teachers, CO and Building Administrators, Students (3-6), Parents (3), Community Members in that field)

<u>Responsibilities</u>

Synthesis of findings: Summarize findings of what is and what should be to present to curriculum council
Curriculum Council: Share with curriculum council for review and feedback
Action Plan Development: Create action plans based on feedback and recommendations from curriculum council
Staff Development: Provide supporting staff development for programs and best practices in instructional strategies
Curriculum writing: Begin preliminary curriculum writing and review of resources

Curriculum Review and Revision: Ongoing evaluation of documents to ensure alignment with standards and best practices.

<u>Activities</u>

Synthesis of findings: Subject area leader and team consulting with director of curriculum convert information to presentation format. Curriculum Council: Curriculum council members provide feedback and recommendations on analysis of information (meets several times per year as needed)
Action Plan Development: Subject area leader and team consulting with director of curriculum develop action plans
Staff Development: Subject area leader and team and director of curriculum cooperatively plan the professional education

Curriculum Review and Revision: Subject area leader and the curriculum department evaluate documents to ensure alignment. If necessary, revisions are made.

Curriculum Development Task Force — Year 4

<u>Responsibilities</u>

Curriculum Writing: Based on curriculum evaluation and council recommendations, write/rearticulate curricula, develop curriculum maps, and develop assessments
Resource Assessment: Review, select appropriate materials/resources
Field Test: Field test program if appropriate

Curriculum Review and Revision: Ongoing evaluation of documents to ensure alignment with standards and best practices.

<u>Activities</u>

Curriculum Writing: Subject area leader and team write curriculum, reviewed by curriculum director/supervisor
Resource Assessment: Subject area leader and team facilitated by director of curriculum review and select materials
Field Test: Volunteer teachers try out new program if appropriate

Implementation — Year 5

<u>Responsibilities</u>

Implementation: Teach new curriculum using new resources
Evaluation: Determine effectiveness of implementation
Revisions: Make appropriate adjustments to course of study/curriculum

Curriculum Review and Revision: Ongoing evaluation of documents to ensure alignment with standards and best practices.

<u>Activities</u>

Implementation: All teachers in that subject area implement the program
Evaluation: Subject area leader and team with input from all subject area teachers and director of curriculum evaluate the program Leadership: Curriculum office and building administrators oversee and assist the implementation of the curriculum guides, assessment tools, and instructional practice

Curriculum Review and Revision: Subject area leader and the curriculum department evaluate documents to ensure alignment. If necessary, revisions are made.

Review/Revise — Years 6, 7, and 8

<u>Responsibilities</u>

Analysis: Check data to determine if curriculum, assessments, instructional strategies, programs, and resources are successful in meeting student goals
Ongoing Research: Read and review best practices in instruction and content

Curriculum Review and Revision: Ongoing evaluation of documents to ensure alignment with standards and best practices.

<u>Activities</u>

Analysis: Subject area leaders share data/ information with content area teachers and director of curriculum
Ongoing Research: Subject area leaders share information with content area teachers and director of curriculum
Leadership: Director/supervisor of curriculum continues, with support of building administrators, to oversee the implementation of curriculum guides, assessment tools and instructional practices.

Curriculum Review and Revision: Subject area leader and the curriculum department evaluate documents to ensure alignment. If necessary, revisions are made.

Mastery of the Academic Standards

Each student must demonstrate mastery of the PA academic standards either on the state system of assessment (PSSA)/Keystones or the local system of assessment. The state assessment is administered during the junior year of high school and a proficient score is required for mastery. If a student does not demonstrate proficiency, any of the three exams may be retaken once during the senior year. Student proficiency is measured by success in the content of the required course areas that are written to meet the PA standards, outline benchmarks (what students know, understand, and are able to do) for that course, and define assessments to measure student performance towards those benchmarks.

Assessments and Public Reporting

Assessment is the link between teaching and learning. Well-designed assessment "drives" instruction by enabling teachers to monitor the success of their instruction through the behavior of their students.

Purpose of Assessment

Assessment can have many situational purposes:

1. District accountability measured by PSSA (Pennsylvania System of School Assessment)/Keystone exams and Mid-Year and Year-End Assessments or Common Assessments (elementary)
2. Curricular improvement through item analysis and curriculum matching on criterion-based assessments and PSSA/ Keystone exams
3. Measurement of individual student achievement of content and skill
4. Reflective goal setting for students and teachers
5. Diagnostic information about student learning (Example: DIBELS as the universal screener as part of the RtII process)
6. Formative and summative evaluation of student progress and growth
7. Day-to-Day instructional decision making
8. Monitoring growth towards district goals
9. Student placement
10. Measure achievement of standards

Current and Proposed Assessment Procedures

Southern Lehigh recognizes that varied methods of assessment are essential. Student learning is a complex process which requires a variety of assessment methods and procedures matched to the tasks, learning process and purpose.

We will continue to use a number of assessment instruments at each grade level. (See the District-wide assessment plan.)

Assessment Procedures

Title I

Assessments measure student achievement at the elementary and middle school level for the Title I program. We participate in the Title I program as Targeted Assistance Schools operating as a school-wide project. Through the use of multiple assessment measures such as common assessments, placement tests, 4-Sight, PSSA, teacher recommendation check-list, program-specific instruments, students are identified and progress is frequently monitored (under the guidelines of our Response to Instruction and Intervention procedures.)

Writing Assessment (K-12)

With the assistance of teachers, elementary students in Southern Lehigh maintain students writing folders. Training in analytical scoring of writing using rubrics and writing across the curriculum has been a staff education focus. While all teachers use the traits and rubrics to score writing, a specific emphasis is placed on writing in grades 4, 5, 7 and 10 where anchor papers are selected district wide and teams of teachers score the writing samples as part of a District

Assessment initiative. Scoring is processed into group and individual reports. Individual reports are shared with parents.

Rubrics

Teachers use rubrics as a measure of students' performance. These measures may be general, such as Vicki Spandel's Six Trait Writing Rubrics, or project-specific. Often students use these rubrics to assess the performance level of a class sample or assess their own performance. Rubrics are used for a wide variety of purposes but most notably for scoring or monitoring students in the areas of:

1. Reading and writing
2. Oral reports
3. Presentations and public speaking
4. Interdisciplinary projects
5. Behavior management (Instructional Support Teams)

Portfolios

Informal portfolios of students are maintained by teachers at many levels. More than mere collections of student work, the portfolios focus discussion during conferences between teacher, student and parent at the elementary and middle school levels. Portfolios are a strong link between the home and school as they provide a glimpse of authentic student work rather than work reduced to grades when presented to parents as evidence of achievement.

Assessment Results

Through varied methods, Southern Lehigh teachers and administrators attempt to create a profile for each student's learning. The district has begun using a data warehouse (Ed Insight) to gather student performance information. Our goal is to review student data on the district and school levels, using the information to review and revise curriculum and the instructional programs that support it. Further, teachers, RtII and IST teams, SAP teams along with grade-level / subject area teacher teams, review individual student profiles to build successful programs and interventions for individual students.

Assessment results are shared with parents, school board, and community members. Testing reports are sent home and discussed in scheduled conferences or personal contacts between teachers and parents. Southern Lehigh staff communicates with parents concerning their child's progress in an on-going manner. Parents of 4th through 12th grade students have on-going access to student grades through a parent portal and parent conferences. Parents of K-3 children have parent conferences in November and April and will have access to student grades through a parental portal by 2012. Elementary parents communicate about student progress through phone calls, student work folders, and parent notes/email. The district shares student progress summaries with the community through the District newsletter, the District Report Card, and on the District web pages.

Student Success

Southern Lehigh will continue to support those students who have difficulty in achieving the transitional outcomes. We have in place numerous support systems to assist students with their learning:

1. Instructional Support/ Response to Instruction and Intervention teams at each elementary school

2. SAP teams at Middle School and High School
3. Instructional teams that meet regularly at the Middle School to discuss student achievement
4. Tutors offering instructional assistance at the High School
5. Title I, LEA and Special Education aides, Special teachers, and Instructional Assistants to provide small group and one-on-one assistance
6. A system of accommodations which may be used for Special Needs students
7. Psychologists and guidance counselors to assist with personal problems that interfere with learning.

Student success is a shared venture and requires the commitment of all stakeholders. It is also our belief that we must have high expectations for all students. The District continuously evaluates the usefulness of the data provided by these assessments and reviews newly available instruments to update the assessment plan.

DISTRICT-WIDE ASSESSMENT PLAN

GRADE	TEST OR ASSESSMENT	PURPOSE	MONTH ADMINISTERED	TIME	REPORTING
K	DIBELS	*External Measure: Phonemic Awareness* RtII Universal Screener	September, January, May	One half hour	Results recorded in the Data Warehouse Shared at parent conferences
K	Southern Lehigh Common Assessments All subject areas	*Internal Measure:* assessment of knowledge and skill in all academic areas	Ongoing	Dependent on subject area	Must be hand scored Results collated and used to monitor progress in achievement of Middle States goals; used internally to assess student progress and curricular consistency
1	DIBELS	*External Measure:* Phonemic awareness RtII Universal Screener	September, January, May	One half hour	Results recorded in the Data Warehouse Shared at parent conferences

GRADE	TEST OR ASSESSMENT	PURPOSE	MONTH ADMINISTERED	TIME	REPORTING
1	Southern Lehigh Common Assessments All subject areas	*Internal Measure:* assessment of knowledge and skill in all academic areas	Ongoing	2 days 2-1 hour periods	Must be hand scored Results collated and used to monitor progress in achievement of Middle States goals; used internally to assess student progress and curricular consistency
2	DIBELS	*External Measure:* Phonemic awareness RtII Universal Screener	September, January, May	One half hour	Results recorded in the Data Warehouse Shared at parent conferences
2	Southern Lehigh Mid-Year and Year-End Assessment	*Internal Measure:* assessment of knowledge and skill in all academic areas	Ongoing	Dependent on subject area	Must be hand scored Results collated and used to monitor progress in achievement of Middle States goals; used internally to assess student progress and curricular consistency
3	DIBELS	*External Measure:* Phonemic awareness RtII Universal Screener	September, January, May	One half hour	Results recorded in the Data Warehouse Shared at parent conferences

GRADE	TEST OR ASSESSMENT	PURPOSE	MONTH ADMINISTERED	TIME	REPORTING
3	Southern Lehigh Common Assessments All subject areas	*Internal Measure:* assessment of knowledge and skill in all academic areas	Ongoing	Dependent on subject area	Must be hand scored Results collated and used to monitor progress in achievement of Middle States goals; used internally to assess student progress and curricular consistency
3	PSSA (Reading and Math)	*External Measure:* Required by PDE for curriculum review	Window established by the State - March	8-10 hours over 5-6 days	Individual reports given to parents. Group reports used for curriculum review and district testing report
4	DIBELS/ AIMSWeb	*External Measure:* RtII Universal Screener	September, January, May	One half hour	Results recorded in the Data Warehouse Shared at parent conferences
4	Southern Lehigh Common Assessment	*Internal Measure:* assessment of knowledge and skill in all academic areas	Ongoing	Dependent on subject area	Must be hand scored Results collated and used to monitor progress in achievement of Middle States goals; used internally to assess student progress and curricular consistency
4	PSSA (Reading, Math, Science)	*External Measure:* Required by PDE for curriculum review	Window established by the State - March (Reading and Math) April or May (Science)	Reading/ Math 6-8 hours Science 4 hours	Individual reports given to parents. Group reports used for curriculum review and district testing report

GRADE	TEST OR ASSESSMENT	PURPOSE	MONTH ADMINISTERED	TIME	REPORTING
5	DIBELS/ AIMSWeb	*External Measure:* RtII Universal Screener	September, January, May	One half hour	Results recorded in the Data Warehouse Shared at parent conferences
5	PSSA (Reading and Math) Writing	*External Measure:* Required by PDE for curriculum review	Window established by the State- March February	8-10 hours over 5-6 days	Individual reports given to parents. Group reports used for curriculum review and district testing report
5	Southern Lehigh Common Assessment Math Placement Tests	*Internal Measure:* assessment of knowledge and skill in all academic areas *Internal Measure:* Math level placement for 6th grade	Ongoing April / May	Dependent on subject area 2 1-hour periods	Must be hand scored Results collated and used to monitor progress in achievement of Middle States goals; used internally to assess student progress and curricular consistency Hand scored or scantroned Results collated and used to determine math level placement
6	DIBELS/ AIMSWeb	*External Measure:* RtII Universal Screener	September, January, May	One half hour	Results recorded in the Data Warehouse Shared at parent conferences
6	PSSA (Reading and Math)	*External Measure:* Required by PDE for curriculum review	Window established by the State - March	5 days	Individual reports given to parents. Group reports used for curriculum review and district testing report

GRADE	TEST OR ASSESSMENT	PURPOSE	MONTH ADMINISTERED	TIME	REPORTING
6	Southern Lehigh Common Assessment Math Placement Tests	*Internal Measure:* assessment of knowledge and skill in all academic areas *Internal Measure:* Math level placement for 7th grade	Ongoing April / May	Dependent on subject area 1 1-hour periods	Must be hand scored Results collated and used to monitor progress in achievement o Middle States goals; used internally to assess student progress and curricular consistency Hand scored or scantroned Results collated and used to determine math level placement
7	Southern Lehigh Mid-Year and Year-End Assessment	*Internal Measure:* assessment of knowledge and skill in all academic areas	January and May	2 days 2 1-hour periods	Must be hand scored Results collated and used to monitor progress in achievement o Middle States goals; used internally to assess student progress and curricular consistency
7	PSSA (Reading and Math)	*External Measure:* Required by PDE for curriculum review	Window established by the State - March	5 days	Individual reports given to parents. Group reports use for curriculum review and distric testing report
7	SMI and CDT	*Internal Measure:* Diagnostic tool used for DI and PSSA/Keystone Preparation	2 — 5 times/year Sep through May	40-60 minutes	Individual reports to guide instructi or placement and feedback to pare
7	Keystone Algebra I, Algebra II	*External Measure:* Required by PDE for graduation	End of Year	2 ½ hours	Individual reports given to parents. Group reports use for curriculum review and distric testing report

GRADE	TEST OR ASSESSMENT	PURPOSE	MONTH ADMINISTERED	TIME	REPORTING
8	PSSA (Reading and Math) Writing Science	*External Measure:* Required by PDE for curriculum review	Window established by the State - March February April or May	5 days 2 2-hour periods 5 hours	Individual reports given to parents. Group reports use for curriculum review and distric testing report
8	Southern Lehigh Mid-Year and Year-End Assessment	*Internal Measure:* assessment of knowledge and skill in all academic areas	January and May	2 days 2 1-hour periods	Must be hand scored Results collated and used to monitor progress achievement of Middle States goals; used internally to asse student progress and curricular consistency
8	SMI and CDT	*Internal Measure:* Diagnostic tool used for DI and PSSA/Keystone Preparation	2 — 5 times/year Sep through May	40-60 minutes	Individual reports to guide instructi or placement and feedback to parer
8	Keystone Algebra I, Algebra II	*External Measure:* Required by PDE for graduation	End of Year	2 ½ hours	Individual reports given to parents. Group reports use for curriculum review and distric testing report
9	Southern Lehigh Mid-Year and Year-End Assessment	*Internal Measure:* assessment of knowledge and skill in all academic areas	January and May	2 days 2 1-hour periods	Must be hand scored Results collated and used to monitor progress achievement of Middle States goals; used internally to asse student progress and curricular consistency
9	SMI and CDT	*Internal Measure:* Diagnostic tool used for DI and PSSA/Keystone Preparation	2 — 5 times/year Sep through May	40-60 minutes	Individual reports to guide instructi or placement and feedback to parer

GRADE	TEST OR ASSESSMENT	PURPOSE	MONTH ADMINISTERED	TIME	REPORTING
9	Keystone Algebra I, Algebra II, Geometry, Biology	*External Measure:* Required by PDE for graduation	End of Year	2 ½ hours	Individual reports given to parents. Group reports use for curriculum review and distric testing report
10	Writing: Analytical Scoring Sample	*Internal Measure:* Individual writing ability	January	2 2-hour periods	Shared with parents at conference, store in the student's writing folder
10	Southern Lehigh Mid-Year and Year-End Assessment	*Internal Measure:* assessment of knowledge and skill in academic areas	January and May	2 days 2 1-hour periods	Must be hand scored Results collated and used to monitor progress achievement of Middle States goals; used internally to asse student progress and curricular consistency
10	CDT	*Internal Measure:* Diagnostic tool used for DI and PSSA/Keystone Preparation	2 — 5 times/year Sep through May	40-60 minutes	Individual reports to guide instructi or placement and feedback to pare
11	PSSA (Reading and Math) Writing Science	*External Measure:* Required by PDE for curriculum review	Window established by the State - March February April or May	2 days 2 1-hour periods	Individual reports given to parents. Group reports use for curriculum review and distric testing report
11	Armed Services Vocational Aptitude Battery	*ExternalMeasure:* verbal/math score and ranking of aptitudes	September	4 periods and 2-day workshop in November	Results discussed with students and sent to parents

GRADE	TEST OR ASSESSMENT	PURPOSE	MONTH ADMINISTERED	TIME	REPORTING
11	Southern Lehigh Mid-Year and Year-End Assessment	*Internal Measure:* assessment of knowledge and skill in all academic areas	January and May	2 days 2 1-hour periods	Must be hand scored Results collated and used to monitor progress achievement of Middle States goals; used internally to asse student progress and curricular consistency
11	PSAT	*External Measure: Verbal and Math achievement score. Qualification for National Merit Scholar*	Fall or Spring	Saturdays as announced	Added to student record. Used by colleges for admissions. Use by National Merit Scholarship to determine qualifications
11	SAT	*External Measure: Verbal and Math achievement score*	Fall or Spring	Saturdays as announced	Added to student record. Used by colleges for admissions.
11	CDT	*Internal Measure:* Diagnostic tool used for DI and PSSA/Keystone Preparation	2 — 5 times/year Sep through May	40-60 minutes	Individual reports to guide instructi or placement and feedback to parer
12	Southern Lehigh Mid-Year and Year-End Assessment	*Internal Measure:* assessment of knowledge and skill in all academic areas	January and May	2 days 2 1-hour periods	Must be hand scored Results collated and used to monitor progress in achievement of Middle States goals; used internally to asse student progress and curricular consistency
12	SAT	*External Measure: Verbal and Math achievement score*	Fall	Saturdays as announced	Added to student record. Used by colleges for admissions.

GRADE	TEST OR ASSESSMENT	PURPOSE	MONTH ADMINISTERED	TIME	REPORTING
12	AP Exams	*External Measure:* individual achievement and curriculum match to objectives of the course	Spring	As announced	Added to student record. Students scoring a 3,4,or 5 may qualify for advanced placement in their college program
12	PSSA Retest	*External Measure:* final opportunity to prove proficiency on state standards	November	3 days	Individual reports given to parents. Group reports used for curriculum review and district testing report. Scores placed on transcripts.
12	CDT	*Internal Measure:* Diagnostic tool used for DI and PSSA/Keystone Preparation	2 — 5 times/year Sep through May	40-60 minutes	Individual reports to guide instruction or placement and feedback to parents

Targeted Assistance For Struggling Students

Plan to Improve Student Achievement

Each year the school district conducts an analysis of district data from the assessment tools to guide and improve curriculum and instruction. This analysis includes a review of the data from externally-normed, state, district and classroom assessments. Although each assessment instrument yields different data, the general review process is as follows:

--The Directors of Elementary and Secondary Education, building principals, and building data teams review the student data. (This data resides within our data warehouse and may be accessed at the teacher and building level.)

--Teams of subject area teachers, building data teams, and grade level teachers review the data, observe trends, patterns and areas of strength and weakness. Teachers analyze root causes for these patterns.

--The administrative team reviews the data trends and root causes, identifying areas that need further exploration or investigation. The team sets goals based on the information; then the buildings define action plans to address the goals and identify individual students who need additional support.

--The district support staff and subject area curriculum staff assist teachers in finding support materials and research driven instructional techniques to enhance the instructional program in the goal areas. Professional education is planned to provide "best practice" instructional practices and build content knowledge.

--Subject area leaders within their committee meetings review the data that relate to their content area in order to revise their curricula and programs as part of the curriculum cycle and to improve

the curriculum or programs used to implement the curriculum.

-- The curriculum department collaborates with other school districts in state, intermediate unit workshops, professional conferences on standards-based topics to bring information of "best practices" to the district.

--Teachers provide differentiated instruction within their classroom to meet the instructional needs of their students (Differentiated Instruction has been a Southern Lehigh priority for the last six years)

Furthermore, the district provides other support services and materials to students and parents:

--Content support and tutorials linked to the district website.

--Multiple opportunities for students to engage in open-ended tasks in all content areas

--Multiple opportunities for students to respond to writing prompts in a variety of genre in all curricular areas

--Programs and student activities utilizing PSSA items

--Parent workshops to learn about current Southern Lehigh practices and strategies and ways to assist and support their children (Example: First Grade Reading Camp, a summer camp where parents learn how to read simple books with their children, practice those strategies, and take home summer packets for practice.)

Support Services for Students with Needs beyond the Regular Education Program

Students with Disabilities
Students with disabilities are provided with a special education program identified in an Individualized Education Plan under the Individuals with Disabilities Education Act. These identified students who complete their special education program shall be granted and issued a regular high school diploma by Southern Lehigh School District.

The ESL program is part of the core curriculum; it replaces or extends the English planned instruction required under Chapter 4. The budget includes funding to support the program. The student receives sufficient instructional time from a PA certified teacher with appropriate resource materials. The teacher uses an assessment system that monitors student progress in learning English, as defined by PDE. The classroom teacher provides assistance and accommodations so the ELL student has academic success while learning English. The ESL Program is evaluated annually to determine if the ELL are achieving success in learning English. If they are not, the program is adapted to meet their needs.

The Gifted Program is designed to serve students whose needs require enrichment, extension, and acceleration beyond the regular, differentiated classroom. It is created to cultivate interest, capacity, and skills necessary for independent, intellectual inquiry and life-long learning as well as encouraging freedom of thought, creative expression, and educational risk taking. Those students who participate in the Gifted Program qualify for the Program based on the Chapter 16 regulations. The Gifted Program is delivered via a pull-out resource setting with intellectual peers, a gifted reading and research seminar, a rigorous language arts programming, accelerated math programming, honors/advanced placement courses, college scholars, and individual independent study and a push-in model where the gifted teachers work with students within the classroom. The budget includes funding to support the Gifted Program throughout the district.

The gifted staff under the direction of the Director of Special Education continues to self-monitor its programs in order to determine that it is meeting the needs of the gifted population.

A full program of identification and supports is available for at-risk and eligible special education students. Individualized programs are designed for students with learning disability, emotional disturbance, autism, mental retardation, deafness, blindness, hearing impairment, multiple disabilities, visual impairment, orthopedic impairment, traumatic brain injury, and speech or language impairment. In addition, the resources of the Intermediate Unit 21 are available to our students. Southern Lehigh serves students in the least restrictive environment and provides numerous inclusionary programs throughout the district.

Support for Struggling Schools

Plan for Additional Opportunities

The district has designed various programs to assist students who are having difficulty achieving the academic standards. The strategic plan outlines additional supports for implementation over the next 6 years. The programs are a multi-leveled approach addressing the various needs of the district students. Each component is listed below with the appropriate grade levels. Building teams of teachers and administrators operate and manage each program modifying procedures and activities as needed. Financial support for the each item has been incorporated into the district budget. Building data on the activities and specific procedures for use of the program is maintained in each building office.

 The programs for additional student instructional opportunities are:

Title I support for additional mathematics and/or reading intervention instruction for students who qualify through a multiple assessment criteria at qualifying schools.

Response to Instruction and Intervention program or Instructional Support
Elementary students who fall below the expected reading performance levels in the universal screener, DIBELS, are identified for further assessment. The team targets appropriate intervention to meet the student's need. Support is provided by an intervention teacher, highly trained instructional assistant, instructional support teacher or reading specialist. Students who do not demonstrate success in mathematics also receive support. This program will be expanded to the middle and high schools.

Reading Buddies, National Honor Society tutors and Literacy volunteers (grades K-5)

Summer school courses and programs (grades 9-12)

Referral to the Instructional Support Team (K-6) or grade-level team (7-8)

Activity period assistance at the middle school/after-school programs

Software tutorial programs for in school and home

On-line homework assistance links

Mathematics learning labs at the high school

Summer Math Lab at HS

Qualified, Effective Teachers and Capable Instructional Leaders

District Resources

The Southern Lehigh School District ensures the employment of qualified professional employees (administrators and teachers) to deliver the curriculum, instruction, and assessment requirements of state regulations. Thus, personnel who teach and administer the district-planned instruction and assessment programs have the proper credentials.

Presently there are 240 professional employees on staff. There is an average student-teacher ratio of 14 students per teacher. The district also employs 24 administrators in the following positions:

Superintendent

Assistant Superintendent

Director of Elementary Education

Director of Secondary Education

Director of Business Services

Human Resources Administrator

Director of Special Education

Coordinator of Technology

High School Principal

Assistant High School Principal

Middle School Principal

Assistant Middle School Principal

Elementary School Principal (3)

Intermediate School Principal

Assistant Intermediate School Principal

Athletic Director

Director of Support Services

Logistics Support Specialist

Director of Food Services

Accountant

Payroll & Benefits Specialist

Each school building contains a library with reference resources of various media to supplement the district's curriculum, instruction, and assessment programs. These resources are provided to support the district's mission, goals, and academic standards. At each level, the library provides instruction for students in all planned courses with reference to information skills, including access to traditional and electronic information sources, and computer use and research. Staff for the district's library-media program includes 2.6 librarians for the elementary schools, one full time middle/high school librarian and two technology integration coaches who help facilitate media services.

The buildings are maintained continuously at a very high standard for cleanliness and comfort and promote achievement of the district's mission, goals, and academic standards.

Each building is supported by infrastructure for improved technology and communications systems as described in the technology plan. Each classroom is connected to the district network and computer labs support specific content in the Middle School and the High School. A television studio provides school-wide communication in both of those buildings.

Each school contains facilities for implementation of the curriculum, instruction, and assessment programs as required in Chapter 4. Elementary buildings provide for active learning experiences in art, music, dance, and exploration or "hands-on" experiences in science and environmental education. At the middle school, facilities are provided for active learning experiences in the arts and related areas of study, science, environmental education, technology education, and consumer and family science. In the high school, laboratories are available for all science courses and facilities are provided for the arts, music, dance, and theater. Computer labs ensure uses and applications of computers and software including word processing, databases, spreadsheets, and telecommunications. Finally, the high school physical plant offers facilities for business education, foreign language, family life education, and technology education.

In addition to the above, other resources are available to assist in student achievement of the district's mission, goals and academic standards. Presently, these resources include, but are not limited to the following:

Professional libraries in each building

Local, regional, state, and national staff development programs available for all professional personnel

Extracurricular programs

Outdoor recreation facilities and community programs

Intermediate unit programs and services

School/business partnerships, which provide mentoring and school-to-work opportunities for students

Interagency collaborations (for example, MHMR, drug and alcohol single county authorities, etc.)

Options to attend the Lehigh County Career and Technical Institute, local community colleges and private colleges as part of the scholars program.

Parent and Community Participation

Southern Lehigh School District values the importance of building partnerships with families and community members. Parents and guardians are the students' first teachers and play an important continuing role in the education of their children. Families and community members share a commitment to the educational success of our students.

Parents are integral partners in our schools. They volunteer to assist with special events, tutor, and chaperone school sponsored events and field trips. Each school is supported by a parent group such as PTA and Parent Partners. There are numerous "booster" associations that support athletics and music. Concerts, performances, and athletic events bring parents and community into the schools as well. Last, the Southern Lehigh Foundation, supported by parents and community members, sponsors fund-raising activities to provide mini-grants and special projects within the district. The strategic planning process identified several strategies to increase interaction with parents and the community. (Examples: Create mentoring and shadowing experiences with businesses and schools; Investigate "best practice" programs to assist parents in supporting their students' academics.)

 Our schools sponsor a variety of opportunities for parents and guardians. A sampling of events follows:

- Back-to-School Nights provide a time for teachers to welcome parents into the school and inform attendees about the curricula at each grade level.
- Parent/Teacher Conferences offer a time for parents to talk with teachers about their student's progress in school. The conference schedule allows for day-time and evening meetings.
- Parent Workshops offer a time to learn about a curricular area, college preparation, and student safety, Title I topics, and information to support children as they enter school, as they make transitions from school to school, and study tips when working at home.
- Student Orientation Programs support students who move into the district and students who are entering a school for the first time.

Our district partners with many colleges in the area. Students may participate in dual enrollment opportunities with Lehigh Community College. Other students attend local institutions such as Lehigh University and DeSales University. Other community organizations such as the local fire departments, the DaVinci Center, and the Weller Center work with the district to provide support and enrichment for students.

Pre-Kindergarten Transition

No Pre-K Offered