



Southern Lehigh School District

Joseph P. Liberati

Southern Lehigh Intermediate School

Plan for 2012-13

Goals for Growth, Improvement, Enhancement

Leah M. Christman, Superintendent

Kristen Lewis, Assistant to the Superintendent

Mary E. Farris, Principal

Sean P. McGinty, Assistant Principal

A Message from Mrs. Mary E. Farris:

September 2012

Dear Southern Lehigh Community:

I would like to inform you that for the next few years our school will continue to be engaged in a continuous improvement planning process which will focus on District goals. The three over-arching goals mentioned in Southern Lehigh's Strategic Plan are:

- **ACADEMIC PROFICIENCY (AP)**

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

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

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

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

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

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

In order to make progress toward these District goals, each school works to identify appropriate building level goals and strategies aimed at moving our entire District forward. In many ways, our school plan will serve as a road map for continued success. Our plan, which is supported by research-based strategies, will focus on *creating a culture of innovation and creativity that is meant to empower and grow our students' skills and knowledge so that they may eventually be successful contributors in an ever-changing global society*. Because your input and support are needed, I invite you to join us as we work to make Joseph P. Liberati Intermediate School an even better place to learn, and Southern Lehigh School District the best that it can be.

Sincerely,

Mary E. Farris

Name	Position
Mary E. Farris	A
Sean P. McGinty	A
Brynne Rice	R & S
Erika Filbert	R & T
Cheryl Heurich	R, T & P
Dale Beltzner	T
Donna Gaugler	T
Elizabeth Tate	R & P
Michael Duane	B & P
Leigh Hansen	P

Date	Time	Location
August 2012	9:00 – 11:00 AM	SL JPL IS
August 16-17, 2012	8:30 – 3:00 PM	Whitehall HS
August 21, 2012	1:30 – 3:30 PM	SL JPL IS
September 19, 2012	8:00 – 9:00 AM	SL JPL IS
October 17, 2012	8:00 – 9:00 AM	SL JPL IS
January 2013		SL JPL IS
March 2013		SL JPL IS
May 2013		SL JPL IS

Position codes noted as follows:

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

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

I. Needs Assessment

As part of our needs assessment, results from standardized assessments, building and classroom level data, and benchmarking data were compiled, reviewed, and analyzed. To that end, it is noted that all AYP (Adequate Yearly Progress) targets have been met by Southern Lehigh Intermediate School (JPL IS) students for the past three years.

Southern Lehigh Intermediate School Percent of Students Scoring Proficient or Above on the Pennsylvania System of School Assessment

Year	2010		2011		2012		2013	
PA AYP Proficiency Targets	63%	56%	72%	67%	81%	78%	91%	89%
PSSA	Reading	Math	Reading	Math	Reading	Math	Reading	Math
All Students	85%	92%	83.7%	93.7%	86.1%	93.1%		
SLIS 4	91%	95%	87%	97%	84%	96%		
SLIS 5	79%	88%	85%	94%	85%	92%		
SLIS 6	85%	92%	80%	90%	87%	91%		

While keeping as primary our focus to student achievement, the improvement committee decided to dedicate increased time and energy to additional areas in 2012-2013. In an effort to continuously improve instruction to our students, services to parents, and institutional efficiencies, Joseph P. Liberati Southern Lehigh Intermediate School has identified the following as goals for the upcoming school year.

Strategic Planning Goal: ACADEMIC PROFICIENCY

- As measured by the PSSA, PASA, and/or District assessments students will be proficient in core subject areas leading the school to meeting Adequate Yearly Progress (AYP) in 2013 and leading to successful academic transitions from elementary, to intermediate, and to middle school.

Strategic Planning Goal: HIGHLY QUALIFIED TEACHERS & STAFF

- Strategically build teacher capacity and effectiveness as educators in a global and ever-increasing technological society.

Strategic Planning Goal: COMMUNICATIONS

- Improving communications and services to parents through use of available technological supports and parent education programming.

District Goal:

- Managing and monitoring fiscal resources and materials use so as to reduce building level spending and waste.

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

Data Indicators Reviewed in Connection with 2012-2013 Identified School Goals (*viewed as most important)		
*PSSA Participation and Results	*Classroom Common Assessment data	Pupil Attendance data
*PVAAS (Value Added Assessment)	Data from various software programs used by students in school	Report Card Grades
*DIBELS data (Reading benchmarking data)	Read 180 & System 44 data (specific reading program data)	Act 48 – Teacher Professional Development
*AIMSWEB data (Math benchmarking data in the areas of Computation and Concepts & Applications)	PATI (PA Technology Inventory) Survey Results	*District Academy data – Advising on the participation of teachers & staff in selected Professional Development options
School Discipline & Positive Behavior Program data	*Parent Involvement & Survey Data	Sapphire Parent and Community Portal data
*State Report Card	School Leadership Committee Survey data	*Annual expenditure reports and materials use data

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

<p align="center">ACADEMIC PROFICIENCY (AP)</p>	<p align="center">HIGHLY QUALIFIED TEACHERS (HQT)</p>	<p align="center">IMPROVED INTERNAL AND EXTERNAL COMMUNICATIONS (IC)</p>
<p>*District Report Card (State) *PSSA Results *PVAAS data *DIBELS data *AIMSweb data Read 180 & System 44 report data School Discipline Referral Data Pupil Attendance Homework Club attendance & data Staff Attendance *Common Assessment Results Sparken token school-wide PBS Reward data</p>	<p>*Percentage of Highly Qualifies Teachers Professional Development Hours and Involvement as calculated by:</p> <ul style="list-style-type: none"> • Faculty Meeting attendance • Act 48 • Academy Time • Outside Workshop or Conference attendance • PA Educator Effectiveness Process state on-line training • Graduate school participation 	<p>*# of Website news items *# of Sapphire Community Portal postings *# of Blackboard Connect! messages # of PTG meetings conducted # of Parent volunteers in school and serving on school trips # of students participating in Homework Club</p>

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

For this **Strategic Plan Goal**, we identified needs and formulated two corresponding goals and instructional strategies.

Objective 1: ACADEMIC PROFICIENCY: As measured by the PSSA, PASA, and/or District assessments students will be proficient in core subject areas leading the District to meeting Annual Yearly Progress (AYP) each year and leading to successful academic transitions from elementary, to intermediate, to middle school.

	<i>Identified Need</i>	<i>Measurable Goal</i>	<i>Strategies/ Tasks/ Action Steps</i>	<i>Related Professional Development and other Resources /Support Required</i>	<i>How Will We Assess Implementation</i>	<i>Indicators/Evidence of Success</i>
1.	<p>PSSA data reviewed from 2010, 2011 and 2012 in reading indicate that we should intensify efforts to prepare all students for the 2013 PSSA, monitor progress, and implement interventions as needed.</p> <p>End Year DIBELS benchmark screenings completed in May show relative correlation to grade level pass rate/proficiency on the PSSA.</p> <p>DIBELS Screenings completed in Sept., Jan. & May of 2011-2012:</p> <p>3rd Gd - % at/or above Benchmark September 79% January 83% May 84%</p> <p>4th Gd - % at/or above Benchmark September 76%. January 82% May 82%</p> <p>5th Gd - % at/or above Benchmark September 71% January 74% May 84%</p> <p>6th Gd - % at/or above Benchmark September 94% January 92% May 94%</p>	<p>Increase the percentage of students reaching benchmark in all grades as measured by DIBELS three times per year as outlined below:</p> <p>2012-13 DIBELS Goals:</p> <p>4th Grade Sept. 77% January _____ May 91%</p> <p>5th Grade Sept. 70% January _____ May 91%</p> <p>6th Grade Sept. 93% January _____ May 91%</p>	<ul style="list-style-type: none"> ➤ Grade level Reading teacher teams will agree upon a common instructional strategy to implement during Tier I reading instruction with all students. ➤ All students will receive reinforcement activities during learning centers and through structured PSSA practice during the Enrichment & Focus (EF) period. ➤ Students in Tier II reading will receive research-based reading interventions a minimum of four out of six days in a cycle. ➤ Students in Tier III reading will participate in Read 180, a research-based reading intervention program, instruction daily. 	<ul style="list-style-type: none"> ➤ Data Driven Decision Making ➤ Fidelity of implementation of common instructional practice and strategy across grade level reading teams (Tier I). ➤ Sharing of successful literacy center and or PSSA practice activities (Tier I). ➤ Fidelity of implementation of Tier II and Tier III research-based intervention programs. 	<ul style="list-style-type: none"> ➤ Formal and informal observations ➤ Walk-Throughs ➤ Grade level department and subject team meeting discussions. 	<ul style="list-style-type: none"> ➤ DIBELS benchmark screenings conducted in September 2012, and January and May 2013. ➤ Bi-monthly progress monitoring of all students in Tier II and weekly monitoring of students in Tier III intervention programs. ➤ Graphs of student scores and logs of strategies used. ➤ 2013 PSSA results

<p>2.</p>	<p>PSSA data reviewed from 2010, 2011 and 2012 in math indicate that we should continue efforts to prepare all students for the 2013 PSSA, monitor progress, and implement interventions as needed.</p> <p>End Year AIMSweb benchmark screenings completed in May show relative correlation to grade level pass rate/proficiency on the PSSA.</p> <p>AIMSweb Screenings completed in Sept., Jan. & May of 2011-2012:</p> <p>4th Gd - % at/or above Benchmark <u>September</u> (C)omputation 84% (A)pplication 74% <u>January</u> Computation 95% Application 89% <u>May</u> Computation 92% Application 90%</p> <p>5th Gd - % at/or above Benchmark <u>September</u> Computation 90% Application 85% <u>January</u> Computation 96% Application 90% <u>May</u> Computation 97% Application 93%</p> <p>6th Gd - % at/or above Benchmark <u>September</u> Computation 95% Application 90% <u>January</u> Computation 95% Application 96% <u>May</u> Computation 96% Application 94%</p>	<p>Increase the percentage of students reaching benchmark in all grades as measured by AIMSweb three times per year as outlined below:</p> <p>AIMSweb Goals 2012-2013:</p> <p>4th Gd % at/above <u>September</u> C=59% A=60% <u>January</u> <u>May</u> C=90% A=90%</p> <p>5th Gd % at/above <u>September</u> C=86% A=70% <u>January</u> <u>May</u> C=90% A=90%</p> <p>6th Gd % at/above <u>September</u> C=93% A=89% <u>January</u> <u>May</u> C=90% A=90%</p>	<ul style="list-style-type: none"> ➤ Grade level math teacher teams will agree upon a common instructional strategy to implement during Tier I math instruction with all students. ➤ All students will receive reinforcement activities during class time and through structured PSSA practice during the Enrichment & Focus (EF) period. ➤ Students in Tier II math will receive research-based math interventions a minimum of four out of six days in a cycle. ➤ Students in Tier III math will receive <u>two</u> research-based math interventions focusing on different need areas (example: concept application vs. computation) a minimum of four out of six days in a cycle. 	<ul style="list-style-type: none"> ➤ Data Driven Decision Making ➤ Fidelity of implementation of common instructional practice and strategy across grade level math teams (Tier I). ➤ Sharing of successful math center and or PSSA practice activities (Tier I). ➤ Fidelity of implementation of Tier II and Tier III research-based intervention programs. 	<ul style="list-style-type: none"> ➤ Formal and informal observations ➤ Walk-Throughs ➤ Grade level subject team meeting discussions. ➤ Fidelity checks. 	<ul style="list-style-type: none"> ➤ AIMSweb benchmark screenings conducted in September 2012, and January and May 2013. ➤ Monthly progress monitoring of all students in Tier II and Tier III intervention programs. ➤ Graph of student scores and logs of strategies used. ➤ 2013 PSSA results
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III. Strategic Plan Goals Linked to Needs and Goals/ Strategies

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

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

	<i>Identified Need</i>	<i>Goal</i>	<i>Strategies</i>	<i>Related Professional Development</i>	<i>How Will We Assess Implementation</i>	<i>What Will We Look for as Student Results?</i>
1.	Since Southern Lehigh SD has voluntarily opted to begin the state’s Educator Effectiveness Program with full knowledge that this new evaluation system will become requirement for all school districts, IS building administrators and teachers will participate in early training during the 2012-2013 school year.	100% of IS building administrators will be trained in the use of the Teacher Evaluation System tools. 40% of IS teachers will participate and be observed and evaluated using the new system.	<ul style="list-style-type: none"> ➤ June 2012 – Teachers selected for participation during the 2012-13 school year are notified of their evaluation and training assignment. ➤ August 2012 – IS building administrators attend state mandated training associated with the Educator Effectiveness Program and Teacher Evaluation System tools. ➤ Sept. 2012 – Teachers selected for participation will be in-serviced on the methodology and tools associated with the program. ➤ Sept. 2012 through June 2013 – IS building administrators will use the Teacher Evaluation System tools and observation criteria in the evaluation of teachers. ➤ Teachers and IS building administrators will discuss the new Teacher Evaluation System tools and share feedback in effort to support the improved use of these tools and process in the future. 	<ul style="list-style-type: none"> ➤ EET building administrator and teacher workshop training, in-service meetings and online coursework. ➤ Continued training, revisions and use of McREL Walk-Through software. IS Administrator inter-rater reliability meetings. ➤ Ongoing teacher and administrator meetings to discuss performance and how to improve feedback and process moving forward. 	<ul style="list-style-type: none"> ➤ # of formal and informal observations completed with teachers. ➤ McREL Walk-Through Data and Reports 	<ul style="list-style-type: none"> ➤ Increased mastery of competencies in core content areas as measured by common assessments. ➤ Report card grades ➤ PSSA results ➤ Teacher success and satisfaction with data collected & feedback given through the observation process to help drive daily instruction.

2.	As recommended by teacher and parent survey, increase the relevance of instruction by incorporating global learning opportunities and activities into instruction.	Form a Global Topics & Technology Committee to research, explore and help others design relevant instruction that focuses on global topics & encourage potential opportunities for SL teachers and students to experience and connect content to the outside world.	➤ Through grade level department meetings, scheduled faculty meetings, and electronic communications, share the results of the committee's research & ideas that will assist to encourage teachers to employ activities & learning projects that fit curricular objectives and extend/connect to real world and global topics.	<ol style="list-style-type: none"> 1. Committee to research & design teacher surveys related to t needs, 2. Committee to study of grade level curriculums with aim at finding target areas for improved opportunities for global relevance and learning lessons. 	<ul style="list-style-type: none"> ➤ Teacher surveys ➤ Logs of Global Topic Committee sharing out meetings to departments and the general faculty ➤ Observation and walk-through data showing teaching and learning activities connecting to real world & relevant global topics. 	<ul style="list-style-type: none"> ➤ Increased teacher knowledge and use of available technology, tools, and resources to improve lesson building that better incorporates global topics as measured through observation & walk-through data and teacher feedback surveys.
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III. Strategic Plan Goals Linked to Needs and Goals/Strategies

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

Objective 3: IMPROVED INTERNAL AND EXTERNAL COMMUNICATIONS: Communications with stakeholders will increase 20% by 2014 as measured by web site traffic, use of Blackboard Connect communication system, and access to Sapphire student information system.

	<i>Identified Need</i>	<i>Goals</i>	<i>Strategies</i>	<i>Related Professional Development</i>	<i>How Will We Assess Implementation</i>	<i>What Will We Look for as Student Results?</i>
1.	As recommended through teacher and parent groups, increase the communication with parents by encouraging participation and use of available district communication tools.	Increase parent use of Sapphire, the district website, and Blackboard Connect by comparing the number of Sapphire accounts in 2011-12 to 2012-13, and the website traffic rates from 2011-2012 to 2012-2013.	➤ Inform and encourage parent participation and sign-up for Sapphire and Blackboard Connect accounts at beginning year programs (orientation & Open House/Back to School Night), and visits to the school district website.	➤ Provide instruction and information to all building staff so that all can be advocates for system use and aide parents in the sign-up procedure.	<ul style="list-style-type: none"> ➤ Announcements and instructions appearing on school website encouraging parents to sign up for Sapphire and Blackboard Connect prior to the school year. ➤ Set up the Computer Lab during Open House night and plan personnel to assist parents in signing up for accounts. ➤ Assist parents in signing up for accounts in the main office and through telephone and email communications as needed. ➤ Offer continuous reminders on the school website 	➤ We will expect positive feedback concerning school communications from parents, and parent support and participation at advertised school wide events and functions.

					<p>and Sapphire Community portal to sign up for Sapphire and Blackboard accounts.</p> <ul style="list-style-type: none"> ➤ Remind parents at parent conferences and PTG meetings to sign up for Sapphire and Blackboard Connect accounts. ➤ Send paper reminder to sign up for accounts with quarterly report card notices. ➤ Compare the number/% of parent Sapphire accounts in 2011-2012 to 2012-2013. ➤ Compare school page website traffic in 2011-2012 to 2012-2013. 	
2.	As recommended by teacher and parents, conduct a Math Information Parent Night in 2012, similar in content to the program of 2011.	Increase parent awareness of currently used math programs, math acceleration testing, and math course sequencing by comparing the attendance rates at the Math Information Parent	<ul style="list-style-type: none"> ➤ Invite parents to attend a Math Parent Information Night in October or November 2012. Announcement of the event will be made in school, posted on the school website, on the Sapphire Parent Portal and sent via Blackboard Connect. 	<ul style="list-style-type: none"> ➤ IS administrator and teacher presenters will research and check for accuracy the current district math course sequence, and information concerning the Keystone Exams 	Scheduling meetings and selection and advertising of date of event.	We will encourage parent questions and seek feedback concerning the clarity and quality of our presentation.

		Night offered in 2011 to 2012.				
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IV. District Goal Linked to Needs and Goals/Strategies

For this **District Goal**, we formulated one corresponding goal and strategies.

Objective : DISTRICT GOAL – REDUCED SPENDING: IS spending will decrease 20% in 2013.

	<i>Identified Need</i>	<i>Goals</i>	<i>Strategies</i>	<i>Related Professional Development</i>	<i>How Will We Assess Implementation</i>	<i>What Will We Look for as Student Results?</i>
1.	As tasked by district member representative leadership, seek to decrease school and district spending by evaluating operational and instructional efficiencies.	Under-spend the 2012-2013 school budget by 20%.	<ul style="list-style-type: none"> ➤ Inform all staff of current year spending targets by October 2012. ➤ Seek suggestions from staff concerning ways to reduce current year spending. 	<ul style="list-style-type: none"> ➤ Provide information about the district and school budgets to all IS staff and departments. 	<ul style="list-style-type: none"> ➤ We will monitor monthly operational and instructional expenses to determine on-target behavior, as well as compare to prior year spending. 	<ul style="list-style-type: none"> ➤ Successful under-spending of the 2012-013 IS budget by 20%.

V. Plan Development and Dissemination Process

We used a process in developing our comprehensive plan and involved many individuals in order to ensure that it addressed the needs of all our students, staff, or departments. Below you will find a very brief summary of how we tried to ensure that many individuals (beyond the members of our planning team) were involved in the development of our plan. Also, we are outlining how we will present our plan and our school's performance to our stakeholders

How Individuals Beyond Team Members Were Involved in Developing Our Plan

In addition to the individuals listed as members of this document's planning team, many other IS stakeholders contributed to report. In effort to achieve our goal of academic proficiency and adequate yearly progress in 2013, grade level teams and departments met to formulate and select strategic instructional approaches for implementation this school year in the areas of reading and mathematics.

To work toward our goal of continuously building teacher capacity and effectiveness, 40% of Intermediate School teachers will voluntarily participate in Pennsylvania's new Teacher Effectiveness process. This high participation rate is reflective of our teachers' commitment to continuous improvement and our strong belief in high standards of professional practice.

With the introduction and implementation of Sapphire in the 2011-2012 school year, the Intermediate School set out to increase the number of registered parent users to the district's electronic grade monitoring system. This was done in effort to increase communication between home and school. Introductory Sapphire account sign-up information was sent to parents by paper notice in 2011-2012, with periodic reminders of account request procedures sent quarterly.

In keeping as a goal the improvement of home and school communication, a parent discussion group was formed and charged with the task of determining the best approach to further this goal area. Key for the group was the continued promotion of paperless communication methods. A plan of action was developed that focused on increasing parent awareness and sign-up for both Sapphire and Blackboard Connect! systems through the combined efforts of the school and JPL IS Parent-Teacher Group (PTG).

Finally, charged with the task finding more cost saving methods of doing business, the Intermediate School will seek to underspend the 2012-2013 budget by 20%. To that end, the IS teaching staff will continuously evaluate the effectiveness of supplemental curriculum resources during the 2012-2013 year, and make recommendations to continue or discontinue use in 2013-2014. The office staff will monitor use of general supply inventory and operational expenses, and research acceptable alternatives to current vendors and providers. All grade level and special departments will work cooperatively to create a 2013-2014 school year budget that reflects a reduction in spending.

Methods Used to Communicate Our Plan

- The Intermediate School's Goals for Growth, Improvement and Enhancement Plan will be communicated to all school personnel.
- The plan will be shared and communicated by Intermediate School administrators at Parent-Teacher Group meetings.
- Parents of students attending Southern Lehigh's Joseph P. Liberati Intermediate School will be notified of the plan's posting and availability on the website through a Blackboard Connect! community announcement and Sapphire Parent Portal announcement.
- The plan will be posted for view by the broader Southern Lehigh School District community on the school's website.

VI. Needs Assessment: School-wide Staff Development Focus

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

Staff Development 2012-2013			
<i>Topic</i>	<i>Timeline</i>	<i>Participants</i>	<i>Documentation such as Attendance Logs, Agendas, etc.</i>
DIBELS Next Administration Workshop	August 2012	Cheryl Heurich & Erika Filbert – Facilitators. Colleen West-Slotter Melinda Watkins Karen Blum Melissa Thoet Judy Lynch Judy Browne Mara Lambert	Training attendance log.
IS Math Focus Group Academy	September-December 2012	Dale Beltzner – Facilitator Focus group participants	Meeting date, topic and attendance logs.
IS Math Parent Information Night	October 2012	Mary Farris, Dale Beltzner, Joe Deutsch, Karen Ryan - Facilitators	Parent sign in log.
PA State On-Line Teacher Training Teachscape: Teaching Framework for Teaching Effectiveness Series	August 2012-June 2013	Educator Effectiveness project IS teacher volunteers.	PA state on-line PPID record of completion.
Educator Effectiveness: The Paperwork Basics	September 19, 2012	Mary Farris – Facilitator IS Teaching Staff	Faculty meeting sign-in log
Global Topics & Technology Resource Committee	September-June 2012	Liz Tate & Mara Lambert - Facilitators. IS Teachers & Staff	Committee meeting logs. Staff sharing-out logs.
District & School Budget Overview	2012-2013 year	Leah Christman, Jeremy Melber, Mary Farris – Facilitators. IS Staff	Faculty meeting sign-in log.